

INTEGRATED EDUCATION MANAGEMENT MODEL: A COMPARATIVE STUDY OF QUALITY IN STATE SCHOOLS AND INTEGRATED ISLAMIC SCHOOLS IN LUBUKLINGGAU CITY, SOUTH SUMATERA

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Abstract

The development of education in Indonesia presents various models of educational institutions that differ in their management patterns and quality achievements. This study aims to analyze descriptively the education management model in state schools and Integrated Islamic Schools (IT) in Lubuklinggau City, and to examine its implications for the quality of education. The approach used is qualitative descriptive through literature study methods and analysis of related education policies. The results of the study indicate that state schools adopt more centralized administrative management models that prioritize national standards, while IT schools develop management models based on Islamic values with a participatory approach and integrative curriculum. The differences in management models have an impact on quality aspects, such as academic achievement, character building, learning innovation, and stakeholder involvement. This study provides recommendations for the need for synergy of adaptive, contextual, and value-based management models in order to improve the quality of education in both types of schools.

Keywords: *Education Management, State Schools, Integrated Islamic Schools, Education Quality, Lubuklinggau*

INTRODUCTION

Education is the main pillar in developing competitive human resources. Along with social and cultural dynamics, the management pattern of educational institutions in Indonesia has diversified, one of which is between state schools and Integrated Islamic Schools (IT). Lubuklinggau City, as a developing urban area in South Sumatra, reflects the growth of these two types of schools. State schools generally follow standardized national regulations, such as Permendikbud No. 13 of 2007 concerning Standards for School/Madrasah Principals, as well as an evaluation system based on the National Examination and National Assessment. In contrast, IT schools develop an educational management model based on Islamic values, integrating the national curriculum with the religious curriculum. These differences in management approaches give rise to differences in the quality of educational services, the quality of graduates, and the character of students. Therefore, it is important to systematically examine and compare these educational management models.

The quality of education is one of the main indicators that determine the quality of a country in preparing competent future generations. Education quality management is a matter or effort in managing educational resources.(Marpaung, Nadeak, and Naibaho 2023). Schools as educational institutions play a central role in realizing the desired quality of education. In Indonesia, public schools are one of the main pillars in organizing equitable and quality education. Effective management of the education system in public schools is very important in determining the success of improving the quality of education.(Famella et al. 2024). The management of education in public schools involves various aspects, ranging from curriculum planning, human resource management, to evaluation of learning outcomes. The principal, as the leader of an educational institution, has a very important role in managing this education system. The principal is not only tasked with managing administration, but is also responsible for developing the quality of education in the school.(Nature 2017).

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The principal is the determinant of the progress and decline of a school. As an education provider funded by the state, state schools are expected to provide quality and equitable education services for all levels of society. (Zai et al. 2022). However, in reality, many public schools still face challenges in terms of education management, especially in terms of resource management, leadership, and policy implementation. Management of the education system includes the process of planning, organizing, implementing, and supervising educational activities to achieve effective learning goals. In the context of public schools, this management system must be in line with government policies and local needs. Therefore, an adaptive and innovative managerial approach is needed so that public schools are able to improve quality sustainably. This article will review the management of the education system in state schools and Integrated Islamic IT in improving the quality of education.

FORMULATION OF THE PROBLEM

1. What is the education management model in state schools and integrated Islamic schools in Lubuklinggau City?
2. What are the differences in the quality of education produced by these two management models?
3. What are the implications of education policy for the management of these two types of schools?

RESEARCH PURPOSES

- Describes the education management model in state schools and IT schools.
- Comparing the quality of education based on management models.
- Analyzing the implications of education policy on school quality

RESEARCH METHODS

- Research Approach
This study uses a qualitative descriptive approach to deeply understand the phenomenon of educational management models in two types of schools.
- Research methods
The methods used are:
 - **Library Research:** Reviewing various literature sources such as books, scientific journals, national education policies, research reports, and related school documents.
 - **Policy Analysis:** Reviewing national and local policies that affect the management and quality of education, including regulations of the Ministry of Education and Culture, regional autonomy policies, and national education quality standards.
- Data Analysis Techniques
 - Data Reduction: Selecting important information from literature and documents.
 - Data Categorization: Grouping information based on themes such as management models, education quality, and policy roles.
 - Drawing Conclusions: Compiling findings based on the results of data categorization and synthesis.

RESULTS AND DISCUSSION

1. Educational Management Model in Public Schools

Based on literature studies and policy documents, state schools in Lubuklinggau implement the following management models:

- **Based on National Standards:** Curriculum 2013 (K13), National Assessment, and infrastructure standards.
- **Centralistic-Administrative:** Decision-making is based on central regulations with limited room for local innovation.
- **School Based Management (SBM):** Implemented but still limited to administrative formalities, not yet fully autonomous.

The resulting quality generally leads to:

- Academic achievements are measured through UN/AN.
- Lack of substantive integration of character values in learning.
- Community participation in management is still limited.

2. Educational Management Model in Integrated Islamic Schools (IT)

IT schools in Lubuklinggau develop models:

- **Based on Islamic Values:** Integration between general education and religious education (Islamic tarbiyah).

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- **Integrative Curriculum:**Combining the national curriculum and internal curriculum based on faith, sharia, and morals.
- **Participatory Management:**Involvement of parents and community in planning, implementing, and evaluating school programs.

The qualities highlighted include:

- Strengthening the Islamic character of students.
- Innovation in project-based learning and habituation of worship.
- Academic achievement is quite good, although it varies depending on school resources.

3. Comparison of Education Quality

Aspect	Public school	IT School
Curriculum	Pure national	National Integration and Religion
Academic	High, based on national standards	Medium-High, contextual
Character	Medium, through P5 (Pancasila Student Profile)	Very strong, based on Islamic values
Innovation	Low-Medium	Tall
Parent Participation	Low-Medium	Tall

Analysis shows that IT schools excel in character building and community participation, while state schools are more consistent in meeting national academic achievements.

4. Policy Implications

Uniform national policies are often not flexible enough to accommodate local needs, especially in IT schools that require more space for innovation. A policy is needed that:

- Giving schools greater autonomy in developing adaptive curricula.
- Encouraging character building not only in IT schools, but also in public schools.
- Providing policy support for collaboration between government and value-based institutions (such as the Integrated Islamic School Network/J-SIT).
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Curriculum Planning and Learning Development

Curriculum planning in state schools is heavily influenced by national policies set by the government.(Extract 2021). Law no. 20 of 2003 concerning the national education system and presidential regulation number 5 of 2010 concerning the national medium-term development plan(Hanum 2017). However, the principal has an important role in adapting the curriculum to the needs of students and the local context. Most public schools implement the national curriculum, but with the regional autonomy policy, the principal is given space to make adjustments that are in accordance with the characteristics of students and the needs of the community.(Musaddad 2020).

In managing learning, many principals apply more interactive and technology-based learning methods. This aims to prepare students with 21st century skills that include critical thinking skills, creativity, and the ability to adapt to technological developments.(Zubaidah 2016).

Human Resource Management (HR)

Human resource management in public schools involves the principal in selecting, developing, and evaluating the performance of teachers and staff. The principal is responsible for ensuring that teachers have competencies that are in accordance with the needs of the curriculum and are able to provide quality learning.(Putra, Nasution, and Yahfizham 2024). Therefore, the principal needs to plan regular training for teachers so that they always develop in accordance with the development of science and technology. Similar research was conducted in private schools(Putra, Nasution, and Yahfizham 2024)analyzing the principal's management in improving the quality of human resources at SMP IT Madani Southeast Aceh to understand how planning, implementation, and evaluation are carried out by the principal in an effort to improve the quality of educators and school staff.

In addition, the principal also plays a role in creating a positive working atmosphere for teachers and other staff. Giving awards to teachers who excel and providing support to teachers who need help is part of the principal's policy in improving the quality of teaching in schools.(Gaol 2017). Study(Qibtiyah 2018)The principal's strategy in an effort to build a competitive superior school is a) through standard/good school services, b) through achievements obtained in academic and non-academic fields, c) through ISO 1991:2015 certificates obtained by the institution, d) through renovation of school buildings, and e) conducting communication between schools.

Facilities and Infrastructure Management

School facilities and infrastructure management is also an important part of improving the quality of education. Public schools, which often rely on government budgets, face challenges in providing adequate facilities.

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Principals are expected to maximize the use of existing budgets to improve educational facilities such as classrooms, libraries, laboratories, and learning technology. Some public schools also try to develop other facilities such as sports rooms, art rooms, and computer rooms to support various extracurricular activities. The availability of complete and well-maintained facilities is one of the important indicators in improving the quality of education.

Evaluation and Monitoring

Evaluation and monitoring are important parts of managing the education system.(Nasihi and Hapsari 2022). The principal is responsible for evaluating student learning outcomes periodically, both through exams and non-academic assessments such as student attitudes and behavior. A good evaluation system can help the principal in knowing the strengths and weaknesses of learning that occurs in the school.(Musa et al. 2022). The principal also needs to evaluate the teaching given by the teacher, to ensure that the methods applied are effective in improving student achievement. Monitoring the teaching and learning process carried out by teachers routinely is also important to maintain the consistency of the quality of education.(Anissyahmai, Rohiat, and Juarsa 2017). Management in state schools also has challenges such as limited operational budget for activities, lack of training and coaching for educators and education staff, long bureaucracy in decision-making and disparities between regions in terms of facilities and access to education.(Ayu et al. 2024).

CONCLUSION

This study found that the education management model in state schools and integrated Islamic schools in Lubuklinggau City has fundamental differences. State schools emphasize uniform national standards, while IT schools prioritize Islamic values and community participation.

To improve the quality of education in both types of schools, it is necessary to develop:

- An adaptive management model based on values and innovation.
- A policy that provides autonomous space for schools to integrate local aspects into the curriculum and management.
- Collaboration between government, society, and value-based educational institutions to strengthen character education.

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