

Functionalization of Management Elements in Managing Thriving Education Units in Madrasah Aliyah

Herman¹

1 STAIN Teungku Dirundeng Meulaboh, Meulaboh, Indonesia; herman@staindirundeng.ac.id

ARTICLE INFO

Keywords:

Functionalization;
Management Elements;
Education units.

Article history:

Received 2021-12-19

Revised 2022-02-05

Accepted 2022-05-21

ABSTRACT

The head of the madrasah as a top manager and leader has the obligation and responsibility to functionalize the elements of management in managing the education unit. The purpose of this article was to find out how to functionalize the elements of management in managing the thriving education unit at MAN 1 West Aceh. This article a descriptive qualitative methods in revealing factual conditions related to ways of functionalizing the elements of management in managing a thriving education unit. The method of collecting data is through observation, interviews, and document studies on reports on madrasah activities. Data processing techniques utilizing data verification, data presentation, data reduction, and concluding research results. The technique of analyzing research data is by reflecting, interpreting and planning actions on the research results. The results show that MAN 1 West Aceh has been classified as good in terms of how to functionalize management elements in managing educational units, including: 1) functionalizing elements of human resources (man), by planning human resource needs, developing human resources and managing human resources, 2) functionalizing the financial element (money) by following the budget preparation procedures, using the budget, monitoring and reporting the budget, 3) functionalizing the elements of facilities and infrastructure (materials) by planning educational facilities and infrastructure, utilizing educational facilities and infrastructure and supervising educational facilities and infrastructure as well as 4) functionalizing the education marketing element by marketing educational service products, promoting educational services and marketing the educational service process.

This is an open access article under the [CC BY-NC-SA](#) license.



Corresponding Author:

Herman

STAIN Teungku Dirundeng Meulaboh, Meulaboh, Indonesia; herman@staindirundeng.ac.id

1. INTRODUCTION

Management of education units in the era of the industrial revolution 4.0 really requires the leadership skills of madrasah principals who are able to manage, regulate and utilize management elements in the implementation of educational programs. "Skills needed in the leadership of madrasah principals, including: conceptual skills, technical skills and human relations skills" (Adrianto, S. 2011). These three types of skills become fundamental for the madrasah principal in functionalizing the elements of management effectively and efficiently in managing the education unit.

The management of the education unit is in the lowest position of the unit in planning educational programs and making decisions on activities that will be implemented systematically, consistently and comprehensively in meeting the needs of madrasah and achieving the vision, mission and goals of education (Diding Nurdin, 2015: 45). The planning and decision-making process refers to the existing situations and conditions, both in analyzing and in developing alternatives and determining alternative options that are implemented (Herson Anwar, 2014). Implementation of planning and decision-making leads to the quality of madrasah including inputs, processes, outputs and outcomes as stated in the Regulation of the Minister of National Education Number 15 of 2010.

The management of the education unit runs in an orderly and smooth manner if it is supported by management elements in the planning, implementation and supervision of educational programs. Management elements that need to be functionalized include elements of human resources, finance, facilities and infrastructure, education marketing, procedures and mechanisms as well as other instruments related to the management of educational units. This is in line with the opinion of Harrington Emerson in Phiffner John F. and Presthus Robert stating that the elements of management that are very urgent in the management of educational units are man (resources), money (funds), materials (raw materials), machines (facilities and infrastructure) and methods (Tyranny, 2020).

The management of the thriving education unit is in the power of the head of the madrasah as the top manager and leader in regulating and utilizing the elements of good management. The elements that are functionalized include elements of human resources (man) that function as managers and controllers of the quality of education, elements of educational facilities and infrastructure (materials) that function as work facilities, elements of methods that function as mechanisms and budget elements (money) functioned as the financing of educational activities and education marketing (market) functioned as marketing of educational services to customers (Lahada, G, 2020). These management elements must be used as a unified whole in managing the thriving educational unit in the madrasah.

Building a thriving education unit is expected by all parties, especially by users of educational services, madrasah residents and education stakeholders (Amirzan, A, 2019). The construction of an educational institution is strongly influenced by the leadership skills of the madrasah principal in functionalizing the elements of management according to their actual position and role in increasing work productivity and the quality of educational services. Work productivity is a concept that describes the relationship between results (amount of goods or services) and sources (management elements) to produce real work as planned (Tedy Sudrajat, 2013). Educational product quality service is an effort to achieve the perfection of the production of educational services in accordance with the requirements expected by the customer.

Based on the results of initial observations at MAN 1 West Aceh, it can be seen that the elements of management have been well-functionalized by the head of the madrasah together with teachers and employees in managing the education unit. All of this can be seen from the real work of the madrasah principal with teachers and employees in managing a convenient and comfortable madrasah environment, teachers and employees are active and creative and student learning discipline looks formidable. Likewise, educational facilities and infrastructure have been used properly, regularly maintained and inventoried in an orderly manner.

The results of previous studies related to the functionalization of management elements in managing educational units were once written by Fajri DwiYama with the title of management elements in the management of Islamic educational institutions, showing the results that managing Islamic

educational institutions must focus on managing better human resources, finance, service production and service marketing, advanced and highly competitive educational services (Fajri DwiYama, 2018). Then it was also investigated by Fathul Maujud with the title the implementation of management functions in Islamic educational institutions (Case Study on the management of Madrasah Ibtidaiyah Islahul Muta'allim Pagutan), showing the results that implementing the function of management in the management of MI Islahul Muta'allim is carrying out the functions of planning, organizing and supervising. The planning function begins with establishing mechanisms, determining directions and goals by involving the head of the foundation, school principals, teachers and school committees. The organizing function begins with the division of tasks and responsibilities to the entire madrasah community through a task-sharing meeting before the new school year is implemented. The supervisory function is carried out by controlling the quantity and quality of personnel work through classroom supervision, teacher and madrasah principal work meetings as well as auditing the use of the budget through meetings with the madrasah committee (Fathul Maujud, 2018).

The results of this study are different from this article study, where managing an educational unit requires the functionalization of the human resource element (man) by planning the needs, development and guidance of human resources. Functionalization of the financial element (money) by following procedures, using, supervising and making reports on the use of the budget. Functionalization of elements of facilities and infrastructure (materials) by planning, utilizing and supervising educational facilities and infrastructure. Functionalization of the marketing element education by marketing the product, promote and market the process of educational services. This article study is very interesting to be discussed and read by the public and education stakeholders as it contains several novelty elements in the functionalization of management elements in managing educational units that form in madrasah.

Theoretically, the success of managing an educational unit is very much determined by the leadership skills of the madrasah head in managing and utilizing management elements in the management of educational units (Fajri DwiYama, 2018). These management elements must be carefully planned, integrated and coordinated when organizing educational programs and activities in order to achieve more optimal educational goals (Burhanuddin, 2019). The head of the madrasah with the existing authority always regulates, manages and makes good use of management elements in order to achieve educational goals. The negligence of the head of madrasah and his staff in managing, regulating and utilizing the elements of management can cause setbacks in managing educational units.

Observing these developing issues, MAN 1 West Aceh has become a hope and pride for the community, education stakeholders and the Regional Government of West Aceh Regency regarding the functionalization of management elements in managing education units. The purpose of this study was to find out how to functionalize the elements of management in managing the booming education unit at MAN 1 West Aceh. The focus of this research includes: 1) functionalization of human resources (man) elements in managing educational units, 2) functionalization of financial elements (money) in managing educational units, 3) functionalization of facilities and infrastructure elements (materials) in managing educational units and 4) functionalization of marketing education elements (market) in managing educational units.

2. METHODS

This study uses qualitative methods in describing, exploring and understanding the meaning that exists in a number of individuals or groups of people related to social or humanitarian problems (Creswell, 2013). This study focuses on the perception and understanding of certain aspects of the beliefs, attitudes and behavior of madrasah principals related to "Functionalization of Management Elements in Managing the Thriving Education Unit at MAN 1 West Aceh, Aceh, Indonesia".

This research was conducted for 1 (one) month, from 1 to 31 January 2022 at MAN 1 West Aceh. Sources of data were obtained by means of observation and interviews with 1 (one) Head of State Madrasah Aliyah, 1 (one) Head of Administrative Affairs and 2 (two) Administrative staff at MAN 1

West Aceh. Then undertake a document study of monthly reports, inventory lists, Standards Operating Procedure (SOP), Strategic Plans, Annual Work Plans and photos of intra and extra-curricular education activities in madrasah.

The approach used in this research is a phenomenological approach. Phenomenological studies draw meaning from several individuals regarding their shared experience of phenomena that occur in madrasah in functionalizing management elements in managing educational units (Creswell, 2013). The role of the researcher in this study is to try to understand and examine in depth the experiences of madrasah principals, teachers and employees in functionalizing elements of human resources (man), financial elements (money), elements of facilities and infrastructure (material) and marketing elements in managing the education unit. Further, the researcher asks the correspondent for data according to the interview list that has been prepared. Then takes the data (data collection), manages the data (data managing), reads and makes memos (reading, memoing), describes (describing), classifies (classifying), interpreting (visualizing) the results of the study

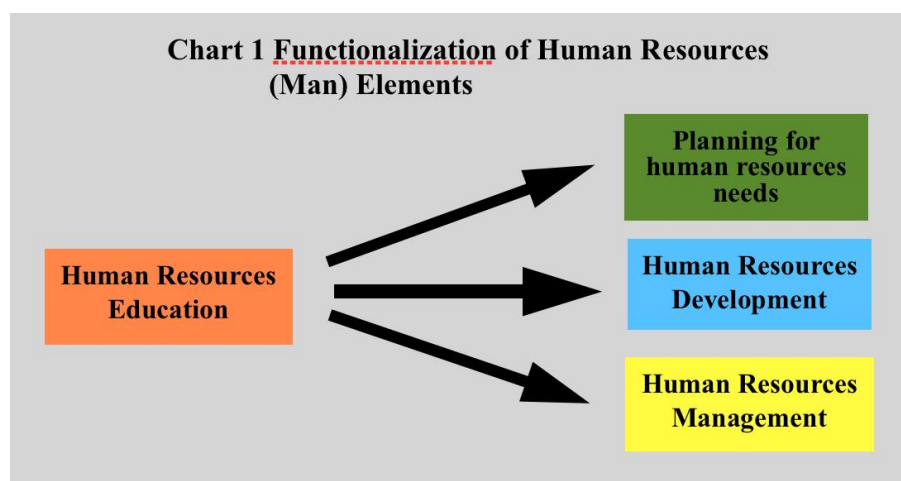
3. FINDINGS AND DISCUSSION

3.1. Functionalization of Human Resources (Man) Elements in Building Educational Units

In managing human resources (HR) requires reliable human skills of madrasah principals, considering the nature and behavior of human resources are different from one another. Likewise, the human resources (HR) in MAN 1 West Aceh are of course not the same as each other, therefore they need to be functionalized on the attitudes and behavior of teachers, employees and vice principals so that they can carry out their main duties and functions well. The head of MAN 1 West Aceh has tried to functionalize all employees in managing madrasah administration and teachers together with the deputy head of madrasah have organized quality educational programs and activities, both in terms of process quality and educational outcomes.

The research findings are in line with Priyanto's opinion that the management of human resources must receive serious attention from the leadership of the education unit, so that human resources can play a role and be responsible for their respective duties and functions at the madrasah (Fajri Dwiayama, 2018). Their duties and functions include the management of madrasah administration and the implementation of educational activity programs in order to achieve the goals of quality education (Jalaluddin, 2021). Their duties and functions can run normally if they are supported by qualified human resources in managing institutional administration and organizing educational activity programs.

The head of the madrasah as the top manager has the obligation and responsibility to functionalize human resources, through the process of planning human resource needs, developing human resources and managing human resources, to be clearer, it can be seen in the schematic chart 1 below:



Based on the schematic chart 1 above, it can be explained that the functionalization of human resources (man) must go through the process of planning human resource requirements, developing human resources and managing human resources. Through this process, it is expected that the elements of human resources can be functionalized according to their respective positions, main tasks and functions. The functionalization of human resources elements can run normally and optimally if employees are able to implement good madrasah administrative governance and teachers are able to organize quality education programs.

Planning for human resource needs

The element of human resources (man) is the most important element of other management elements in managing educational units. Human resources are the human element in the management process, but they are not the only ones used in operationalizing educational unit activity programs. Human resources are referred to as individuals who carry out management functions so that the management of educational units can achieve the goals expected Muhammad (Nurul Huda, 2021). For this reason, planning for human resource needs in an education unit is necessary for the implementation of madrasah administration and the implementation of educational programs with optimal quality.

Human resource needs are planned effectively in the education unit, if they have a clear concept of the type of formation needed, the qualifications of the diploma received, the standard of Grade Point Average (GPA) required, recruitment, selection and placement of teachers and employees (Fajri Dwiayama, 2018). If the planning for human resource needs has been planned effectively, then the leadership and staff will easily functionalize teachers and employees in accordance with the position and function as well as the professional expertise they carry.

Human Resource Development

The head of the madrasah as an educational leader plays an important role in establishing the foundation for the development of human resources in the madrasah (Widiarocmawati, 2012). Human resource development should not stagnate even for a moment, but continuous development is carried out throughout the day and time to improve the professionalism of teachers and employees in carrying out their substantive and facilitative tasks (Logamurthie Athiemoolam, 2021). Substantive tasks are the main tasks that must be carried out by teachers and employees according to their duties and functions, while facilitative tasks are additional tasks given to teachers and employees to improve the quality of the education unit.

The head of the madrasah as the top manager has the obligation and responsibility to functionalize the development of human resources in a sustainable, clear and consistent manner in order to increase the competitiveness of the educational unit he leads (Roosje Kalangi, 2015). Human resource development is carried out by the head of the madrasah by providing opportunities for teachers and employees to channel opinions and ideas, giving awards, holding training, attending seminars, and providing opportunities to continue education at a higher level. Madrasah principal must act quickly to encourage teachers and employees to increase their expertise in their professional fields through certain channels that allow them to implement their expertise in order to embody good madrasah administration governance and quality educational outcomes.

Human Resource Management

The most difficult task of a leader is to manage and improve the performance of human resources under his leadership. The purpose of managing human resources is to foster their attitudes and behavior so that they can act and move in accordance with the vision, mission, goals and objectives of the desired educational unit (Husnan Abrori, 2018). If the head of the madrasah fails in managing human resources at the madrasah, it can affect the subordinates he leads who do not comply with applicable regulations and are not subject to the instructions of their leader.

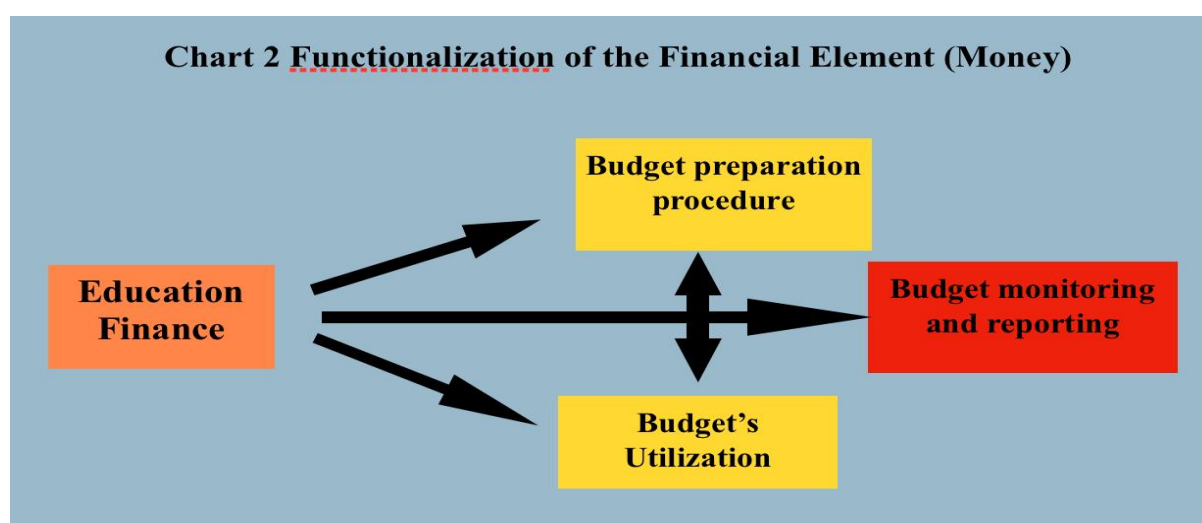
The head of the madrasah as a human resource advisor must be able to functionalize human resources under the leadership, so that they are able to work with discipline, have initiative and be creative to improve better performance in undertaking the tasks and functions they carry out. This is in line with the results of research by Edmonds (1979) which states that the management of dynamic educational units always fosters and improves the work performance of its employees better (Husnan Abrori, 2018). The head of the madrasah who is obedient and responsible to subordinates, always fosters subordinates in order to improve their work performance towards a better direction from time to time without being exhausted for the subordinates he leads to have better performance.

3.2. *Functionalization of the Financial Element (Money) in Building a Thriving Education Unit*

The functionalization of the financial element (money) has been able to be carried out well by the head of MAN 1 West Aceh, in accordance with the budget that has been planned and provided in the Budget Implementation List (DIPA) for the current year, and School Operational assistance (BOS) and other assistance based on the results of the decision madrasah committee. The budget or funds provided in the DIPA, BOS funds and other legitimate assistance have been functionalized by the madrasah principal to finance the needs of madrasah, teachers and employees in order to build good administrative governance and drive quality education programs according to their mandate. This can be seen from the available budget in madrasah that has been used for the procurement of educational facilities and infrastructure, procurement of office stationery and to finance madrasah administrative management activities, intra-curricular and extra-curricular activities for madrasah so that they are carried out effectively and efficiently at MAN 1 West Aceh.

The findings of this study are in line with the opinion of Jones (2012) that financial management includes: a) financial planning, namely activities to coordinate all available resources to achieve the desired goals, b) implementation, namely activities carried out in a planned manner to finance programs and activities. that have been made, and c) evaluation, namely the process of assessing the financing that has been issued to achieve the goals that have been determined (Paulus Kia, 2020). The series of financial management activities illustrates that the budget or funds available in the education unit must be able to finance all the needs of madrasah, educational programs and activities in totality.

The head of the madrasah as a leader has the obligation and responsibility to functionalize finances (budgets), through financial planning, budget use, budget monitoring and reporting, to be more clear, it can be seen in the schematic chart 2 below:



Based on the schematic chart 2 above, it can be explained that the functionalization of the financial elements (money) of education must follow the procedures for budgeting, budget use, budget

monitoring and reporting. Through financial management (money) education is able to functionalize the education budget according to the financing of administrative activities and financing of educational activity programs. These funds can function normally and optimally if the education budget is able to improve the smooth running of administrative activities and the smooth running of educational activity programs.

Budget preparation procedure

The head of the madrasah as the Proxy of Budget User has the obligation and responsibility to study and explore the budget preparation procedures that have been determined by the authorized party. The budget preparation procedure includes: 1) identifying the activities to be carried out during the budget period, 2) identifying the sources expressed in money, services and goods, 3) the sources stated in the form of money being used as financial, 4) formulating the budget in the form of a format that is approved and used by certain agencies, 5) prepares budget proposals to obtain approval from the competent authorities, 6) revises budget proposals, 7) approves budget revisions and 8) validates budgets (Fata and Edi, 2017). The budget preparation procedure must be followed and adhered to consistently by the head of the madrasah in preparing the budget for the education unit in the madrasah.

The head of the madrasah together with the deputy head of the madrasah and the head of administrative affairs have the obligation and responsibility to functionalize budget preparation procedures so that the proposed and approved budget planning is truly in accordance with the needs of the madrasah and the allocation of funds is carried out according to the type of activity budget. The budget preparation procedure begins with identifying activities, identifying sources, determining financial amounts, formulating budgets, preparing budget proposals, conducting budget revisions, approving budget revisions and budget approval. Meanwhile, management starts from the planning, implementation, recording, calculation and accountability stages as well as reporting in accordance with the applicable laws and regulations.

Budget's utilization

The use of the budget needs to take notice to the general principle of madrasah budget expenditure, namely the use of the budget is used for the smooth running of educational programs and activities in madrasah (Fata and Edi, 2017). The use of the budget must also be accompanied by clear and transparent proof of transactions (Risa Alkurnia, 2018). Proof of transaction must be able to be proven with receipts and invoices and attached as proof of accountability to the government and other related parties. The budget used must be truly trustworthy, accountable, effective and efficient in financial management.

The head of the madrasah as the Proxy of Budget User has the obligation to functionalize the use of the budget so that it is always relevant according to the Detailed Budget Allocation, both in terms of the activity budget and in terms of the needs of programs and activities to be carried out. If in the course of time there is a shift in the use of the budget, because it is not in accordance with the needs and there are urgent activities, then the head of the madrasah as the Proxy of Budget User together with the Commitment-Making Officer must revise the budget before the budget is embodied.

Budget monitoring and reporting

Budget control is an activity to monitor and check to see to what extent transactions have been carried out, preparation of documents, books, lists and reports to obtain certainty that the financial transactions that have been carried out are in accordance with laws, regulations, decisions and instructions, in order to assess fairness based on financial statements (Paul Kia, 2020). Supervision is carried out not to find fault, but to educate, direct, foster, improve and prevent so that there are no deviations in the use of the budget outside the applicable provisions. Budget reporting and

accountability is a recording of madrasah financial receipts and expenditures that must be reported and accounted for by the budget originating from APBN, BOS and other assistance funds in detail and transparently according to the source of the funds (Paulus Kia, 2020).

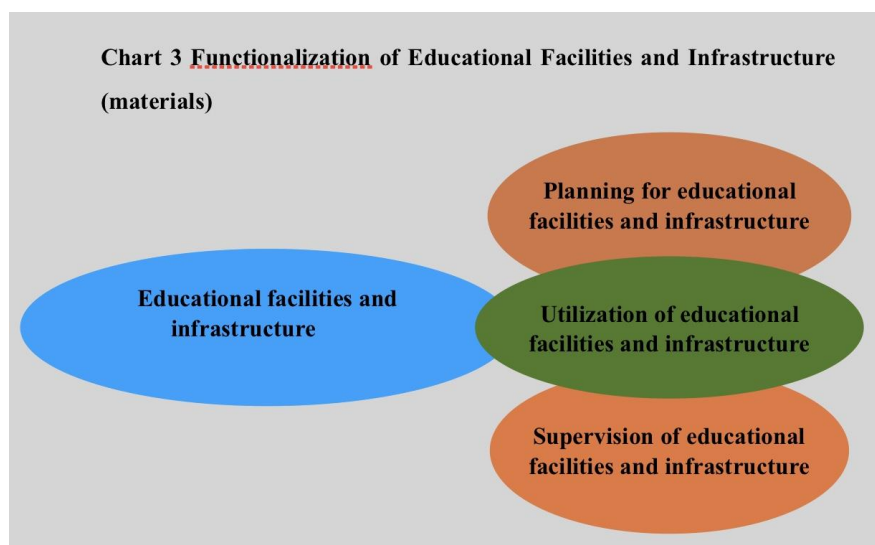
The head of the madrasah as the Proxy of Budget User has the obligation to functionalize budget oversight and reporting so that the available budget at the madrasah has really been used on target for financing activities for madrasah administration management and the implementation of educational activity programs (Paulus Kia, 2020). All of this is done to increase the effectiveness and efficiency of financial management in madrasah. Effectiveness does not stop at achieving goals, but also in terms of the quality of educational processes and outcomes that are linked to achieving the vision and mission of the educational unit. Efficiency is a comparison between input and output or between power and results achieved, in order to measure the level of satisfaction of all parties implementing educational programs.

3.3. Functionalization of Elements of Educational Facilities and Infrastructure (materials) in Building Educational Units

Administrative management and implementation of education programs really need material elements, both facilities in the form of movable and immovable goods to be used directly or indirectly for the smooth management of madrasah administration and for the smooth implementation of education programs at MAN 1 West Aceh. The head of MAN 1 West Aceh has been able to functionalize educational facilities and infrastructure in madrasah in accordance with the position and function of the educational facilities and infrastructure itself. This can be seen from the research findings that the placement, utilization and distribution of educational facilities and infrastructure in madrasah is in accordance with the Standards Operational Procedure (SOP) for educational facilities and infrastructure, where educational facilities and infrastructure, such as teacher and employee work equipment, include tables, chairs, cabinets, computers and filing cabinets have been distributed and used according to their respective needs. Likewise, office administration materials such as office stationery and laboratory facilities, sports equipment, art tools and mutual cooperation tools have been properly distributed to improve the smooth administration of madrasah and educational programs in madrasahs.

The findings of this study are in line with what Ambarwati and Suryani (2014) explained that work facilities and infrastructure have a significant influence on employee performance. Employee performance can be improved if adequate educational facilities and infrastructure are available (Muhammad, 2021). Adequate educational facilities and infrastructure are owned by employees, so employees can easily carry out their duties and functions. Providing complete work facilities is a motivating factor for employees to work with discipline, diligence and responsibility (Yeltsin Aprioke, 2018). Work facilities such as office space, computers, tables, chairs, cupboards and other supporting facilities such as official vehicles and official residences.

The head of the madrasah as the top manager has the obligation and responsibility to functionalize educational facilities and infrastructure, through the process of planning the work needs of employees and teachers, utilizing employee and teacher work facilities, monitoring and reporting on employee and teacher work facilities. chart 3 below:



Based on the schematic chart 3 above, it can be explained that the functionalization of educational facilities and infrastructure (materials) must go through the planning process for educational facilities and infrastructure needs, utilization of educational facilities and infrastructure, and supervision of educational facilities and infrastructure. Through this process, educational facilities and infrastructure can be functionalized according to the position and function of facilities and infrastructure to improve the quality of management of educational units. Functionalization of educational facilities and infrastructure can run normally and optimally if educational facilities and infrastructure are able to support the smooth running of administrative activities and the smooth implementation of educational programs.

Planning for educational facilities and infrastructure

Educational facilities and infrastructure really need to be carefully planned, in order to support the smooth running of administrative activities and educational activity programs, both academic activities and non-academic activities in madrasah. "Planning for educational facilities and infrastructure is a process of considering and establishing a madrasah inventory procurement program, both in the form of educational facilities and infrastructure in the future to achieve the expected goals (Ibrahim Bafadal, 2014). Djati Julitriarsa (1998) explained that good planning requirements must consider the following: 1) the plan must be in alternative form, 2) the plan must be realistic, 3) the plan must be economical, 4) the plan must be flexible and 5) the plan must be based on participation. (Ahmad Safinuddin, 2020).

The head of the madrasah as the administrator of the education unit has the obligation to functionalize the planning of educational facilities and infrastructure, both movable and immovable. The madrasah head must be able to meet the needs of teachers and employees in preparing and settling plans for educational facilities and infrastructure in madrasah. The need for educational facilities and infrastructure is not only seen from the aspect of the amount needed as well as from the aspect of the type and quality of procurement of educational facilities and infrastructure.

Utilization of educational facilities and infrastructure

The success of the implementation of educational programs is strongly influenced by the ability of the madrasah principal in providing adequate educational facilities and infrastructure accompanied by good utilization and management. Provision of adequate facilities and infrastructure is a form of service to employees and teachers in improving the work performance of employees and teachers. Work

performance is the result of work in accordance with their respective responsibilities in order to achieve educational goals (Yeltsin Aprioke, 2018).

The head of the madrasah as the administrator of the education unit has the obligation to functionalize the use of educational facilities and infrastructure, so that the available educational facilities and infrastructure can be utilized according to their designation. The allocation must be based on the needs of teachers and employees in the field, not based on considerations of pleasure and resentment when distributing educational facilities and infrastructure to teachers and employees. Errors in the allocation of educational facilities and infrastructure can lead to errors in the use of educational facilities and infrastructure. Mistakes in the use of educational facilities and infrastructure can cause losses for the implementation of educational programs in madrasah.

Supervision of educational facilities and infrastructure

Supervision of educational facilities and infrastructure is an activity to maintain, take an inventory and make deletions with the aim of more controlled educational facilities and infrastructure (Agus Maimun, 2010). Inventory of educational facilities and infrastructure is carried out in the context of recording and controlling educational facilities and infrastructure effectively and efficiently on their inventory items. The inventory of goods carried out by special staff for State-owned assets is always well maintained. "State-owned assets are all procurement of goods purchased through government funds which are intended to support the smooth administrative process and program of educational activities in madrasah" (Ahmad Safingudin, 2020).

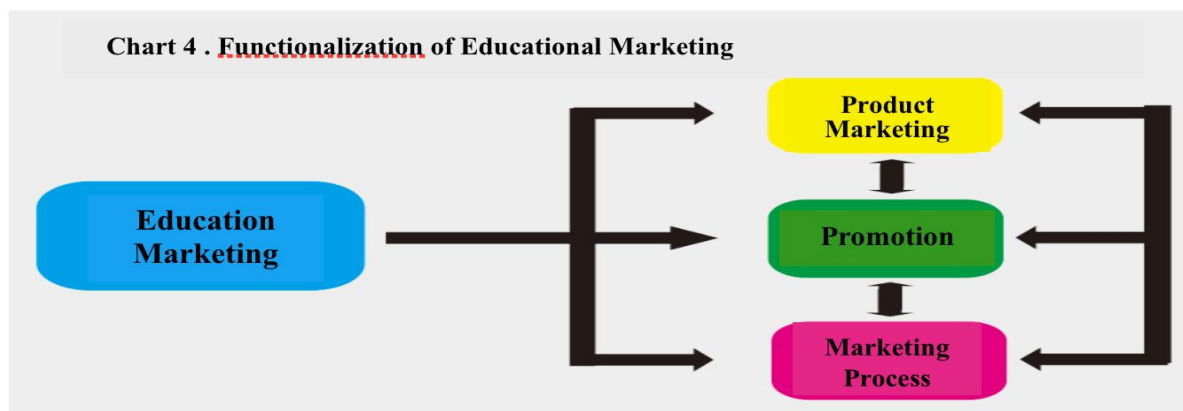
The head of the madrasah as the supervisor of the education unit has the obligation to functionalize the supervision of educational facilities and infrastructure, so that educational facilities and infrastructure are properly maintained, inventoried in an orderly manner, used properly, reported periodically and the elimination of damaged facilities and infrastructure is carried out. The head of the madrasah must be proactive in conducting supervision, so that educational facilities and infrastructure as State-owned assets are actually used according to the Standards Operational Procedure (SOP) that have been established and maintenance of State-owned assets is carried out in accordance with applicable regulations.

3.4. Functionalization of Educational Marketing Elements in Building Educational Units

Building a thriving education unit among the public is strongly influenced by the ability of the head of MAN 1 West Aceh in functionalizing the marketing element of education to prospective students, students' parents, education stakeholders and the community. At the end of each school year the head of the madrasah together with the staff carries out student creation competitions between MTs/SMP, carries out socialization of new student admissions to MTs/SMP, uploads student and teacher activities to the madrasah website, youtube, facebook and sends brochures for new student admissions to government offices and private. This can be seen from the madrasah principal with teachers and employees who have marketed educational services, through various activity channels, including competitions between MTs/SMP, outreach activities to MTs/SMP and through social media, in order to attract prospective students. from MTs/SMP, community, and education stakeholders towards the educational service products offered.

The findings of this study are in line with the opinion of Chistine Wright and Martin O'Neill (2002) that one of the applications of educational marketing is promotion. Promotion is a form of marketing communication, namely marketing activities that seek to disseminate information, influence, persuade and or remind the target market of the institution and its products to be willing to accept, buy and be loyal to the products offered by the institution (M. Munir, 2018). Promotion can be done in the form of competitions, exhibitions, demonstrations, gatherings, work visits, social and religious activities and other activities that can increase education marketing.

The head of the madrasah as education marketing has the obligation and responsibility to functionalize the education market, through the product marketing process, promotion, and process marketing, for a clearer view it can be seen in the schematic chart 4 below:



Based on the contents of the schematic chart 4 above, it can be explained that the functionalization of educational marketing must go through the marketing process of educational service products, promotion and marketing of the educational service process. Through the marketing process, education marketing can be functionalized in accordance with the position and function to increase the quantity and quality of the management of educational units. Educational marketing can function normally and optimally if it is able to increase the number of students each year and is able to improve the quality of graduates who are highly competitive.

Marketing of educational service products

According to Christine Wright and Martin O'Neill (2002) a product is anything that can be offered to customers with the aim of meeting the needs and expectations of users of product services. Product development carried out by producers (heads of madrasah and their staff) must first analyze and predict market needs (M. Munir, 2018). Then producers in marketing their production or educational services must be able to satisfy consumers (customers) for the educational services offered. "Because if producers fail to market quality products, the products offered are not in demand by consumers" (Fajri DwiYama, 2018).

The head of the madrasah as a producer must be able to functionalize the elements of educational products or services that can truly satisfy consumers (customers) with the results of the products offered to customers. The head of the madrasah together with the boards (madrasah residents) must not be careless and negligent in producing quality and highly competitive products in accordance with the wishes of customer. For this reason, the head of the madrasah must always prevent, maintain and care for products without defects when offered to consumers, so that the products offered are selling well in the market all day and time, anytime and anywhere to remain devoted and loyal to the products offered.

Promotion of educational services

According to Chistine Wright and Martin O'Neill (2002) promotion is the activity of introducing a product or service to the target market to build customer perceptions of the products or services offered (M. Munir, 2018). Promotion is a form of marketing communication by spreading information, influencing, persuading and or reminding that customers are willing to accept, buy and be loyal to the products offered by the education unit (Frances Maureen Schnepfleitner, 2021). Marketing education through promotion knows no time limit, anytime and anywhere, the important thing is that

communication can run between producers (heads of madrasahs and their staff) and consumers (customers).

The head of the madrasah as a producer must be able to functionalize the promotion of educational services to consumers so that they get information, are attracted and interested, remember and are happy to receive, buy, devoted and loyal to the products offered to them. In promoting, the head of the madrasah must involve all elements of the madrasah so that they participate in promoting educational service products professionally and beneficially. Professional in running competitions, exhibitions, demonstrations, parades, gatherings, social visits and religious activities as well as other academic and non-academic activities that can attract customers to buy and enjoy the educational service products offered. The benefits of educational services offered are able to convince consumers to be attracted and interested in buying and enjoying the products offered.

Marketing process of education services

The marketing process of educational services is very urgent to receive serious attention from the head of the madrasah, especially in terms of the distribution of educational service products that are in accordance with consumer needs (Ratih Hurriyati, 2010: 65). In education setting, the main product of services offered to consumers (customers) is a quality teaching and learning process provided by teachers to students. According to Chistine Wright and Martin O'Neill (2002) the marketing of the educational service process is a series of actions needed to provide excellent service to consumers (M. Munir, 2018). Marketing of the education service process must pay attention to the quality of teacher performance, the availability of educational facilities and infrastructure in supporting the success of marketing educational services.

The head of the madrasah as a producer in the madrasah must be able to functionalize the marketing elements of the quality education service process. The head of the madrasah together with teachers and employees must be able to follow the curriculum standards set by the Ministry of Religious Affairs of the Republic of Indonesia and add some local content subjects that describe the distinctive characteristics of other madrasahs. Learning activities carried out by teachers are integrated with various extra-curricular activities so that the quality of the learning process and results exceeds the educational standards set by the Minister of National Education. Then the process of educational services provided to consumers (customers) must be at a low price, attractive in terms of appearance and have loyalty and satisfaction with the educational service products they receive.

4. CONCLUSION

Based on the results of the study, it can be concluded that the head of MAN 1 West Aceh has functionalized the elements of management in managing the education unit. First, the head of the madrasah in functionalizing the human resource element (man) begins with preparing a plan for human resource needs, developing human resources and fostering human resources. Second, principal of madrasah functionalize the financial element (money) by following budget preparation procedures, using the budget, monitoring and reporting the budget. Third, principal of madrasah functionalize the elements of facilities and infrastructure (materials) by planning educational facilities and infrastructure, utilizing educational facilities and infrastructure and supervising educational facilities and infrastructure. Fourth, functionalize the education marketing element by marketing educational service products, promoting educational services and marketing the educational service process.

The findings of this study can be recommended to the Head of the Regency/City Ministry of Religious Affairs Office as the supervisor of the madrasah head in order to carry out continuous guidance and supervision in optimally functioning of the elements of education management, in order to maintain and improve the quality of the management of the education unit. Furthermore, the guardians of students and the madrasah committee as users of educational services can provide constructive suggestions and criticism through madrasah committee meetings and through technology,

information and communication (ICT) media. Then the local government can assist the budget and facilities continuously for madrasah to support the smooth administration of madrasah administration and the implementation of education programs in madrasah.

REFERENCES

- Anwar, H. (2014). Proses pengambilan keputusan untuk mengembangkan mutu madrasah. *Nadwa*, 8(1), 37-56.
- Abrori, H. (2018). Revitalisasi Kepemimpinan Untuk Meningkatkan Mutu Pendidikan Madrasah. *J-MPI (Jurnal Manajemen Pendidikan Islam)*, 3(2), 85-90.
- Adrianto, S. (2011). Pengaruh keterampilan teknis, keterampilan sosial, keterampilan konseptual, dan keterampilan manajerial terhadap kinerja kepala sekolah dasar negeri di Wilayah Jakarta Pusat. *Jurnal Manajemen Pendidikan*, 2(1), 88-96.
- Amirzan, A., & Ilyas, I. (2010). Kemampuan Manajerial Kepala Sekolah Dalam Pengelolaan Sekolah Dasar. *Jurnal Serambi Ilmu*, 11(2), 291-309.
- Alkurnia, R., & Anggraini, A. (2017, March). Pengelolaan Manajemen Keuangan Pada Lembaga Pendidikan (Studi Pada Sekolah Al-Islam Dan Muhammadiyah Di Surakarta). In *Prosiding Seminar Pendidikan Ekonomi dan Bisnis* (Vol. 3, No. 1).
- Athiemoalam, L. (2021). An Exploration of Pre-Service Student Teachers' Understanding of Social Justice Issues Through Theatre-in-Education. *Educational Research for Social Change*, 10(2), 161-177.
- Bafadal, I. (2014). *Manajemen Perlengkapan Sekolah Teori dan Aplikasinya* Cetakan ke-4. Jakarta: Bumi Aksara.
- Cresswell, J. W. (2013). *Research design: pendekatan kualitatif, kuantitatif, dan mixed*. cetakan ke-3. Terjemahan Achmad Fawaid. Yogyakarta: Pustaka Pelajar.
- Dwiyama, F. (2018). Unsur Manajemen dalam Pengelolaan Lembaga Pendidikan Islam di Indonesia. *Adaara: Jurnal Manajemen Pendidikan Islam*, 7(1), 675-695.
- Diding Nurdin dan Imam Sibaweh, (2015), *Pengelolaan Pendidikan dari Teori Menuju Implementasi*, Jakarta: Rajawali Pers.
- Fatra, F., & Harapan, E. (2017). Implementasi Prinsip dan Prosedur Pengelolaan Keuangan Sekolah di SMA Muhammadiyah 1 Palembang. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 2(1), 46-54.
- Fikri, M. R., Rosyidi, U., & Zulaikha, S. (2021). Technology and Pedagogic Trend of Education Process for Teachers in PGRI Organization. *AL-ISHLAH: Jurnal Pendidikan*, 13(2), 848-854.
- Fauziah. B. R. L. F. L. (2019), *Manajemen dan Eksekutif*, *Jurnal Manajemen*, 3(2). 52-66
- Huda, M. N. (2021). Manajemen dan Produktivitas Kerja di Sekolah. *Ta'dibi: Jurnal Manajemen Pendidikan Islam*, 9(2), 72-95.
- Harefa, W., Pane, S. G., Fachrudin, K. A., & Sitanggang, G. (2021). Pengaruh Komitmen Profesi, Kepuasan Kerja, Dan Fasilitas Kerja Terhadap Kinerja Guru Di Era New Normal Di SMK Negeri 1 Gunungsitoli. *Dinamika Governance: Jurnal Ilmu Administrasi Negara*, 11(2).
- Kia, P. (2020). Meningkatkan Kinerja Kepala Sekolah Dalam Mengelola Keuangan Sekolah Di SDI Baopukang Kecamatan Nagawutung. *e-Jurnal Mitra Pendidikan*, 4(7), 447-460.
- Kalangi, R. (2015). Pengembangan sumber daya manusia dan kinerja aparat sipil negara di Kabupaten Kepulauan Sangihe Provinsi Sulawesi Utara. *Jurnal LPPM Bidang EkoSosBudKum*, 2(1), 1-18.
- Lahada, G. (2020). Penerapan Fungsi Manajemen Terhadap Kebijakan Alokasi Dana Desa Peleru Kecamatan Mori Utara Kabupaten Morowali Utara. *Jurnal Ilmiah Administratie*, 10(1), 1-8.
- Maujud, F. (2018). Implementasi Fungsi-Fungsi Manajemen dalam Lembaga Pendidikan Islam (Studi Kasus Pengelolaan Madrasah Ibtidaiyah Islahul Muta'allim Pagutan). *Jurnal Penelitian Keislaman*, 14(1), 31-51.
- Maimun, A., & Fitri, A. Z. (2010). *Madrasah unggulan: Lembaga pendidikan alternatif di era*

kompetitif.

- Munawar J & Azwir, (2021), The Effects of Leadership and Commitmen on the Job Performance of Lecturens at University, *Al-Ishlah: Jurnal Pendidikan*, 13 (2), pages 1494-1502.
- Munir, M. (2018). Manajemen Pemasaran Pendidikan Dalam Peningkatan Kuantitas Peserta Didik. *Intizam, Jurnal Manajemen Pendidikan Islam*, 1(2), 78-94.
- Nurdin, D., & Sibaweh, I. (2015). *Pengelolaan Pendidikan Dari Teori Menuju Implementasi*. Jakarta: Raja Grafindo Persada.
- Permendiknas, Nomor 15 Tahun 2010, Tentang Standar Minimal layanan Pendidikan Dasar di Kabupaten/Kota
- Ratih Hurriyati, (2010), *Bauran Konsumen dan Loyalitas Konsumen*, Bandung: Alfabeta.
- Sudrajat, T. (2013). Gagasan tentang Fungsionalisasi Jabatan dalam rangka Reformasi Birokrasi. *Civil Service Journal*, 7(1 Juni).
- Safingudin, A. (2020). Manajemen Sarana Prasarana Dalam Meningkatkan Mutu Lulusan Di MTs Negeri Triwarno Kutowinangun Kebumen. *Cakrawala: Jurnal Manajemen Pendidikan Islam dan studi sosial*, 4(1), 239-262.
- Schnepfleitner, F. M., & Ferreira, M. P. M. (2021). A Leadership Development Programme: A Case Study of Transformative Learning in Qatar. *Educational Research for Social Change*, 10(2), 1-17.
- Tirani, dkk, (2020), makalah Pengelolaan Satuan Pendidikan, UIN Sunan Gunung Djati Bandung, 1-15.
- Widiarochmawati, N. (2012). Kepemimpinan Kharismatik Wanita Kepala Sekolah Dasar Di Kabupaten Tuban. *Prospektus Jurnal Ilmiah Unirow Tuban*, 8(2).