

Quo Vadis Education Administration at *Madrasah Diniyah* in Indonesia

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ABSTRACT

This paper aims to explore descriptively about education administration concept to find the correlation between Quo Vadis and the impact on *madrasah diniyah* education in Indonesia. The method that is used in this study is a descriptive qualitative method to describe the phenomena of *madrasah diniyah* education administration in Indonesia. Results of this study found that the quo vadis administration concept to *madrasah diniyah* in Indonesia is applicable to be applied because of the flexibility (facilities, adaptive principles, and conditions) and because of the orientation and goals that *madrasah diniyah* has to provide. In conclusion that quo vadis education administration that is applied in *madrasah diniyah* in Indonesia can increase the quality of *madrasah diniyah* education and student outcome in the future.

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1. INTRODUCTION

Drs. Soebari Trisna stated that administration is a whole series of processes carried out or carried out in a rational cooperative effort of two or more people, to efficiently achieve predetermined goals. In contrast, the Ministry of National Education, states that administration is a joint effort to utilize all resources (personal or material) effectively and effectively to achieve the goals of education. In Law Number 20 of 2003 concerning the National Education System, it is stated in the Chapter XI, Article 39, Paragraph 1, that education personnel are tasked with carrying out administration, management, development, supervision, and technical services to support the education process in the education unit (Nasional, 2003).

Informal Islamic education administration has the meaning of cooperation to achieve the goals of *madrasah madrasah diniyah*. At the *madrasah diniyah* school level, as a form of cooperation with education, there is a school objective. Achieve the goals of education in schools requires cooperation between all school personnel (teachers, students, principals of *madrasah diniyah*, administrative staff) and people outside the school who are related to the school (parents, public health center, the education office, the community. Islamic boarding schools which has concerns and roles in the field of

education). Cooperation to achieve educational goals with these various aspects can be viewed as education administration. Education administration also contains a process for achieving educational goals. This process usually starts with planning, organizing, coordinating, directing, monitoring, and assessment. This planning usually includes making several goals for a long period, or simply making it great for the future and targets so that the course of the education administration is clear, and again if there is an objective determining the number of people needed and a lot of costs are also budgeted for in planning. Planning is always made before action. Organizing is an activity that divides tasks among people involved in education cooperation in *madrasah diniyah* in Islamic Boarding School (Veithzal & Murni, 2010).

Nowadays administration is often associated with office administration activities. This activity is one of the fields obtained from administrative activities. Seen from the word, this administration has a narrow and broad meaning. Administration in a narrow sense means the activity of recording data and information in writing and the process of storing documents for reuse at a later time, while the administration is one of the areas of work involved in activities. Administration. If revisited in a broad sense, the administration is a field in which there are management and management activities in all organizational components aimed at realizing the program or organizational goals. Therefore, administrative work can be said as management and operative. M. Ngalim Purwanto (Purwanto, 2019) says that education administration is a whole process of directing and integrating everything personal, spiritual, and material related to the achievement of the goals of education itself. The Ministry of Education and culture of the Republic of Indonesia defines education administration as a process of overall activities, together in the field of education which includes planning, organizing, directing, monitoring, financing, and reporting using available facilities both personal, material, and spiritual to achieve overall educational goals, effective and efficient (RI, 2019).

Based on the understanding stated above, it appears that there is no significant difference between the terms 'education management' and 'education administration, both of which have the same work areas, namely: planning, organizing, directing, coordinating, monitoring, financing, and reporting. Furthermore, in this paper, the author does not distinguish between the two terms. This paper wants to see the concept of education administration of *madrasah diniyah* in the Indonesian context in a broader spectrum. And it can be concluded that the education administration at *madrasah diniyah* is all about planning, organizing, implementing, monitoring, and evaluating to achieve educational goals. At first, administration science was engaged in the company or industry then developed in the government or state, so that we know the existence of Business Administration and Public Administration, only then around 1965/1966 administration was included in the curriculum of the School of Teacher Education and the Institute of Teacher Training and Education, and *madrasah diniyah* so that we know it as Administration in the field of Education or *madrasah madrasah diniyah* administration.

2. METHODS

The method used in writing this article is descriptive qualitative. This is intended to be able to explain or describe the topic of discussion in detail and clearly. Data on *quo vadis* in education administration at *madrasah diniyah* in Indonesia. In this study, the data analysis technique refers to a literature study that utilizes optimally all the material about *quo vadis* education administration in *madrasah diniyah* in Indonesia.

Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action, etc., holistically, and through the description in the form of words and language, in a special natural context and by utilizing various natural methods (Moleong, 2007). Suharsimi Arikunto explained that qualitative research was called "naturalistic qualitative". The term "naturalistic" indicates that the conduct of this study did occur naturally, as is, in normal situations that are not manipulated in circumstances and conditions, emphasizing the description naturally (Arikunto, 2013).

The type of research is descriptive research which is research that attempts to describe a phenomenon, event, the event that is happening now. Descriptive research focuses on the actual problem as it was when the research took place (Noor, 2012). The descriptive research in this paper aims to explain the events that are following the facts and data obtained by researchers both through observations in the field and through references relating to the basic concept of Quo Vadis Education Management at *Madrasah Diniyah* in Indonesia.

3. FINDINGS AND DISCUSSION

Education Administration: Preliminary Studies and Historical Views

Education administration consists of two words, namely administration and education. Etymologically, the word administration comes from the Latin word “*ad*” which means to, and “*ministro*” which means to serve. Broadly speaking, the word administration can be interpreted as dedication or service to a particular object. Administratively, it is an effort to achieve goals efficiently and effectively by utilizing people in a collaborative pattern process. In this sense, there is the word effective which refers to things that have become the goals of the administration and are produced together with the objectives previously set. Meanwhile, the word efficient refers to the more economical use and utilization of resources, material funds, energy, and time. Meanwhile, the word of education according to Abdurrahman An-Nahlawi (An-Nahlawi, 1995) is a process that has goals and objects. Referring to the description above, that education is a process that becomes a series of activities that lead to a certain result. The activity or action can be something visible or invisible. Education is something that is not visible, but almost everything we do in education is formal, in the sense that the actions that are carried out occur intentionally and have a purpose. The administration is an activity that involves human resources. If associated with education, education administration is an activity aimed at optimizing (effectively and efficiently) the achievement of educational goals through structuring various human resources, curricula, and facilities (Engkoswara & Komariah, 2010).

By the two definitions above, many are in line with what experts say about education and administration, including Jesse. B. Sears (Sears, 1959), education administration is a process in which there are activities planning, organizing, directing organizing and controlling. education administration is a way of working with people. To achieve a goal of education is effective which means bringing good and appropriate results. Broadly speaking, the components of education administration can be classified into (Burhanudin, 2015):

1. School personnel administration;
2. Curriculum administration;
3. Administration of educational facilities and infrastructure;
4. School and community administration.

Many terms are often associated with education administration, for example, school administration, the term school administration is generally understood more narrowly than education administration. Education administration includes all elements relating to all elements involved in various educational activities, while school administration only includes school administration tasks. However, this does not mean that school administration is not such an important endeavor. This school administration activity is a form of education administration activity that has a very important role in the scope of the school. This means that school administration activities which are the spearhead of education administration activities have a very important role in schools. This means that administration is at the forefront of overall school activities. In the school environment, there are various kinds of elements that are none other than components of education administration activities. This means that school administration activities are nothing but an implementation of education administration directly in the field of education. Education

administration is the whole process by which suitable human and material resources are made available and effective for implementing organizational purposes efficiently (Sutisna, 2007). Sears in 1950 as quoted by Daryanto says that education administration is the process including the following activities planning, organizing, directing, coordinating, and controlling. Education administration is a way of working with people to achieve effective educational goals (Daryanto, 2014). Nawawi says that education administration is a series of activities or the whole process of controlling the collaborative efforts of several people to achieve educational goals, in a planned and systematic manner organized in a certain environment, especially in the form of formal educational institutions (Nawawi, 1981). Education administration is an effort to establish administrative principles in the field of education (Sumantri, 2021).

1. Education administration is carried out through the cooperation of some people.
2. The orientation of the implementation of education administration is directed at achieving educational goals effectively and efficiently.
3. Education administration makes optimal use of educational resources.
4. Education administration is carried out through a process of planning, implementation, and evaluation.

From the description above, it can be concluded that education administration is the process of utilizing educational resources through the cooperation of many people by carrying out planning, implementation, and evaluation functions, to achieve an educational goal effectively and efficiently. Siagian argues that administration is a whole process of cooperation between human beings or more which is based on certain rationalities to achieve predetermined goals. The Liang Gie in 1922 argued that administration is an activity carried out to control an activity that is planning, organizing, and leading. Simon said as quoted by Handayani suggests "administration is the activities of groups cooperating to accomplish common goals" (administration is an activity rather than a group that collaborates to complete common goals). Based on the definition of administration as stated above Handayani suggests that administration contains the following characteristics (Handayani, 2002):

1. The existence of human groups, namely groups of two or more people.
2. There is cooperation from the group.
3. The existence of activities/ processes/ businesses.
4. There is guidance, leadership, and supervision.
5. There is a purpose.

The administration is a process of cooperation between two or more people to achieve goals in carrying out activities that are planning, organizing, and leading. Education is also an administration is a way of working with people to achieve effective educational goals, which means that it produces good and appropriate results by predetermined educational goals education administration is all school activities that include major efforts such as policy formulation. The direction of correspondence consultation coordination efforts, control, and so on, to small and simple businesses such as guarding schools sweeping the yard, and so on (Hadis & Nurhayati, 2012):

1. That the whole education administration is a whole process and joint activities that must be carried out by all parties who are related to educational tasks.
2. Education administration includes a wide range of activities which include planning, organizing, directing, and supervising activities, especially in the field of education which are held in schools.
3. Education administration is not just an administrative activity as it is carried out in offices and other educational inspections.

In general, the purpose of education administration is all activities devoted to the achievement of educational goals, the cause of the increasingly complicated education administration because parents

and the community are directly involved in education. If education administration is getting better, the goals of education will also be achieved properly. The purpose of education administration is that all activities that support the achievement of the goals of education, according to Sergiovani and Carver, are aimed at achieving first, the effectiveness of production. Second, efficiency. Third, adaptability (adaptiveness). And the fourth is job satisfaction. The four purposes are used as criteria or conditions to determine the success of a school administration. In an institution or school, usually education administration is a sub-system in the school education system, the goal is to try to support the achievement of the school's educational goals (Carver & Sergiovanni, 1971).

Planning nothing else is an activity to set goals to be achieved along with the ways to achieve these goals. As stated by Louise E. Boone and David L. Kurtz that planning may be defined as the process by which managers set objectives, assess the future, and develop courses of action designed to accomplish these objectives (Boone & Kurtz, 1987). While T. Hani Handoko argues that planning is the selection or setting of organizational goals and the determination of strategies, policies, projects, programs, procedures, methods, budget systems, and standards needed to achieve goals "decision-making is involved in many functions (Handoko, 2003). In another part, Indriyo Gito Sudarmo and Agus Mulyono argued that based on the breadth of the problem and the scope contained in a plan, planning can be divided into three forms, namely: (1) a global plan which is a comprehensive goal setting long-term; (2) a strategic plan is a plan formulated to determine the objectives of activities or tasks that have strategic meaning and have long-term dimensions (Sudarmo & Mulyono, 2001).

Education in Indonesia is currently facing various internal and external challenges, it requires planning that can truly guarantee the sustainability of education itself. Any program or sweep conception requires planning before carrying out planning is a way of approaching problems in approaching the problem the planner does formulate what should be done and how to do it. Planning is an absolute requirement for administrative activities without planning an activity that will experience difficulties and even failure to achieve the desired goals in planning activities and two factors that must be considered, namely the objective factor and the means factor, both for personal and material means. The steps in planning include (Mulyasa, 2012):

1. Determine and formulate goals to be achieved.
2. Researching problems or jobs to be done.
3. Collect the necessary data and information.
4. Define the stages or series of actions.
5. Formulate how the problems will be solved in how the jobs will be solved.

Islamic education or using traditional terminology called "*madrasah diniyah*" has a long history. In the broadest sense, Islamic education develops along with the emergence of Islam itself. In the context of Arab society, where Islam was born and developed for the first time, the arrival of Islam, the pre-Islamic society did not have a formal education system. The birth of Islamic education efforts was motivated by the existence of an order to deepen Islamic teachings (*tafaqqu fi al-din*), as stated in the Al-Quran Surah At-Taubah Verse 122 (Al-Qur'an dan Terjemahnya, 2022):

﴿ وَمَا كَانَ الْمُؤْمِنُونَ لِيَنْفِرُوا كَافَّةً فَلَوْلَا نَفَرَ مِنْ كُلِّ فِرْقَةٍ مِّنْهُمْ طَائِفَةٌ لِّيَتَفَقَّهُوا فِي الدِّينِ وَلِيُنذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ ۝ ﴾
 "And it is not for the believers to go forth [to battle] all at once. For there should separate from every division of them a group [remaining] to obtain understanding in the religion and warn their people when they return to them that they might be cautious."

At first, the development of Islamic education that took place could be said to be non-formal, and that need was related to Islamic preaching efforts in that connection it could be understood, why the process of Islamic education first took place in the house of certain friends, the most famous of which was *Dar al-Arqam*. But the process of education in this place is carried out in *halaqah* (learning circle). New formal (classical) education emerged, namely with the birth of the madrasa, and was known as the Nizham al-Mulk Madrasah in 1604 AD, which later became known as the Nizham al-Mulk

Madrasah. This Madrasah education system model then spread and developed throughout the Muslim community, including in Indonesia (Danim, 2014).

In Indonesia at first the founders (the founding father) of the boarding school *kyai*, *ulama*, *masyayikh*, and *asatid* built and developed this institution specifically as a *tafaqqu fi al-din* (deepening of Islamic sciences) for students and the surrounding community to disseminate Islamic teachings, *ahl al-sunnah wa al jamaah*, (*mazhab Sunni*) in the life of the Indonesian people and at the same time maintaining the treasures of scientific tradition because of that *madrasah diniyah* as an institution that provides Sunni doctrine to students especially Indonesian society in general. *Madrasah diniyah* at that time was still non-formal which was carried out in Surau.

When the number queuing experienced rapid development in *madrasah diniyah* began to be directed at the madrasah education system (classical) where the system was influenced by the madrasah system in the Middle East or Egypt brought by *kyai* or *ulama*, who had studied, in these countries. Empirically *madrasah diniyah*, which is organized by Muslims includes: Classical *madrasah diniyah* (Salafiyah *madrasah diniyah*) and early education, *takmiliah*, classical *madrasah diniyah* is *madrasah diniyah* that specializes (*takhasus*) in Islamic studies based on yellow books, and takes place independently and is generally held by Muslims to perfect Islamic religious education for students studying in primary and secondary education.

In the context of educators right in Indonesia, this *Salafiyah* narrative system has not received recognition from the government so its graduates do not get recognition and continue general education on an equal basis. Efforts to solve this problem since 24 March 1975, *madrasah* have a strong juridical basis with the issuance of a Joint Decree of three Ministers. The Minister of Religion, the Minister of Education and Culture, and the Minister of Home Affairs 1975 had the aim of improving the quality of education in madrasah by changing the madrasah curriculum, which was compared to 30% religious knowledge and 70% general knowledge. Thus, legally and formally there is recognition from the government that diplomas and madrasah graduates have the same value as diplomas from public school graduates at the same level (Danim, 2014).

Quo Vadis for Private Education Administration in the Future?

The world is marked by changes money is very fast and global. This is due to the very fast development of science and technology. Especially in the fields of communication and electronics. Developments in this field have resulted in an information revolution. A large amount of information, in almost all of these fields, has resulted in an information revolution. A large amount of information, almost all areas of life and all of this can be accessed, read, and witnessed by everyone, especially through the internet, print media, and television, the information revolution has resulted in the world becoming more open, eliminating geographical boundaries, juridical administrative, political, and socio-cultural. The global society, the technological society, or the information society which is open, changes very rapidly in giving demands, and challenges, even new threats. In the present century, human beings are required to try to know a lot of "knowing much", do a lot of "doing much", achieve the excellence of "being sociable", and try to uphold the moral values of "being morally" superior, moral, and fundamentals as will able to compete, not only with fellow citizens within a region or region or within a country. But also, with other citizens and nations (Zamroni, 2007). *Madrasah diniyah* development in the era of globalization must be based on three main pillars. *First*, the philosophical pillars are the pillars on which *madrasah diniyah* is *fadlu'ain* to be maintained as a *tafaquh fiddin* educational institution through learning resources in classic books which are ideas. The ideals and symbols of the greatness of the boarding school. *Second*, Sociological pillars are the pillars on which the premise of *madrasah diniyah* is not in a vacuum space but it is part of a wider social system to provide educational services under the needs and demands of society. This pillar requires deep reflection so that the existence of *madrasah diniyah* is not merely a complement (supplement), but it is hoped that this *madrasah diniyah* is of equal quality with other educational units. Finally, the

juridical pillar is the pillar that education in Indonesia applies to the national education system. This means the type and education unit outlined in the education legislation as the legal basis above.

Madrasah diniyah standards has an existence that can respond to global developments, it is necessary to take strategic steps taken by the managers of *madrasah diniyah* which combine traditionality (the study of classic books) which is the spiritual source of the student's spirituality with modernity (general scientific studies). "*Al-muhafadhotul'ala al-qadin al-shaleh wa al-akhdu al-jadidi al-ashlah*" prepares students to have endurance and power by the demands of the needs of the global community. First, the primary *madrasah diniyah* (*madrasah diniyah ula*), equivalent to *madrasah ibtidaiyah* or elementary school, consists of six levels for six years. Second, *madrasah diniyah wustha*, which is equivalent to *madrasah tsanawiyah* or junior high school, consists of three verses at the three-year level. Third, secondary *madrasah diniyah*. An administration of *madrasah diniyah* will be able to run well and succeed in achieving goals if it has the right basics. The basis, in this case, is essentially a truth that is fundamental and can be used as an appropriate guide and basis for action. In the scope of the world of education, basic education administration in *madrasah diniyah* is used to become a reference and guide for an administrator to be successful in his duties.

First, in terms of the middle administrative process, be it government companies or education there is almost no difference because all activities start from planning to evaluation, the working principle of all administrative activities, corporate administration, government administration, and administration, education has the same principles in general, namely first, the principle of cooperation between an administrator, in this case, the head of *madrasah diniyah* will succeed in gaining success if he can develop cooperation between the people involved both horizontally and vertically. *Second*, the principle of efficiency, an administrator of *madrasah diniyah* will be successful when an administrator uses the existing resources or resources and facilities efficiently. *Third*, the principles of management, an administrator of *madrasah diniyah* will get effective and efficient results, namely, results that are following the previously determined goals of all existing resources and facilities if he does management work, namely planning to organize, direct and control all activities in the process of achieving educational goals. *Fourth*, is the principle of prioritizing management tasks, this principle of prioritizing is the avoidance of a *madrasah diniyah* administrator from things that tend to be negative in carrying out education administration. For example, if a managerial job and an operative job are done simultaneously, an administrator will tend to do operative things. This is what an administrator should avoid.

Fifth, the principle of leadership effective, is an administrator of *madrasah diniyah*. It will work well if he uses the principle of effective leadership, namely leadership that pays attention to dimensions of human relationships, dimensions of task implementation, and dimensions of situations and conditions that exist in this principle. Several things must be considered by an administrator for achieving success in carrying out its duties, among others, first, as a leader, always fostering good relations with all members led in the sense that they must know their subordinates so those good relationships are established between superiors and subordinates, supervision of the completion of tasks of each member in the organization under the division of tasks in the sense that not only concerned with good relations between superiors and subordinates, a leader neglecting the completion of the work properly done by its members and vice versa by to not put too much importance on work obligations to the point of forgetting the personal interests of each member of the organization. *Sixth*, a leader knows and pays attention to the interests of the members being led, to generate work motivation for the interests of the organization being led and can lead to job satisfaction for the members being led. So that on time in completing tasks. *Seventh*, a leader always considers the maturity level of members led by the existing situation. If the organization has established good relations, but awareness to carry out tasks for members who are able to consider the level of attention to the members of the organization and the right situation, namely being able to take into account the level of maturity of the organization's members and the existing situation, for example, an administrator can arouse the passion of every job for adjustment. good job. *Sixth*, the

principle of cooperation, an administrator of *madrasah diniyah* will be successful if they can develop good cooperation between everyone involved in the organization, both vertically and horizontally. that is, being able to consider the level of maturity of the members of the organization and the existing situation, for example, an administrator can arouse the enthusiasm of every job for good task completion. *Eight*, the principle of cooperation, an administrator of *madrasah diniyah* will be successful if they can develop good cooperation between everyone involved in the organization, both vertically and horizontally. That is, being able to consider the level of maturity of the members of the organization and the existing situation, for example, an administrator can arouse the enthusiasm of every job for good task completion. *Ninth*, the principle of cooperation, an administrator of *madrasah diniyah* will be successful if they can develop good cooperation between everyone involved in the organization, both vertically and horizontally.

Although in general administrative activities have the same working principles, the administration education station has its specifics or characteristics and is different from the administration of other fields. As Sodik A Kuntoro, an education expert said, the difference between education administration and other branches of administration lies in its operational principles. Therefore, the government is not necessarily applicable or even impossible to apply to government administration, not necessarily knowing that it is even impossible to apply to education administration (Kuntoro & Sutikno, n.d.). *First*, the principle of flexibility, namely in the implementation of administration in *madrasah diniyah* must be done by keeping in mind the factors and abilities, to provide facilities for the ongoing process of education in *madrasah diniyah*, it must be done by considering the factors and the ability to provide facilities for the ongoing process of *madrasah diniyah*. The implementation of education in madrasahs it is carried out with the adaptive principle because the application of the principle of argument and the formula is adjusted to the conditions, place, time, and people. In administration, these factors are known as ecological (environmental) factors and the ability to provide facilities for the ongoing education program. *Second*, the principle of orientation and goals, following the system, all education activities must be goal-oriented in the sense that educational objectives have been formulated to become the orientation hanger for the implementation of education administration activities in education madrasahs in *madrasah diniyah*. Education administration in *mdrasah diniyah* is an instrumental input in the education system in madrasah to ensure the achievement of these goals, so the operational objectives that have been formulated serve as orientation guidelines for the implementation of education administration in *madrasah diniyah*. *Third*, the principle of continuity, there is a continuous relationship at each higher level of education with the previous education. For example, education in primary *madrasah diniyah* is different from education in junior secondary madrasah, but there is still a hierarchical relationship. *Fourth*, is the principle of lifelong education, this principle means that every Indonesian human being must continue to develop throughout his life. In other words, the principle of lifelong education is intended so that every Indonesian person always develops his quality throughout his life, on the other hand, the government is expected to always create challenging situations so that people are motivated to learn throughout life.

Administration implementation of education stratification in a country is also very fortunate in the education system adopted. In Indonesia, the education system used is the Pancasila Education system. Namely, the education system which is based on Pancasila and the 1945 Constitution. Because basically education administration is a sub-system of the education system as a whole, the ideal foundation that must be used in it must be based on Pancasila and the 1945 Constitution (UUD 1945) (Nasional, 2003). Education administration has a meaning composed of two main words, namely administration and education. So education administration is an effort or process carried out to achieve an educational goal. Educator administration is a sub-system of the education system, therefore the basics in education administration must be under the basics of education in Indonesia, namely the ideology of Pancasila and the Constitution of 1945 as the main foundation. In general view, the purpose of education administration is to help achieve the goals of education. The success

of education administration activities in the long term can be seen from the extent to which the goals of education can be realized. Achieving maximum results requires educational administrators who are reliable and responsible in this regard administration, and education functions to coordinate human behavior in education to properly organize existing resources so that educational goals can be achieved productively.

4. CONCLUSION

Education administration is planning and organizing that is useful for achieving a certain goal by what has been the initial goal. The administration is defined in a narrow sense, which means that it is a field that is in an office as the registrar and the person in charge. The current administration has developed rapidly by global developments following global developments. The administration is now also in education administration or it can be called school or madrasah administration, where *madrasah* administration is a management system that is in the school and two are responsible by the administrator. Although in general administrative activities have the same working principles, however, education administration has its specifics or characteristics and is different from the administration of other fields. As Sodik A Kuntoro (an education expert) said, the difference between education administration and other branches of administration lies in its operational principles. Therefore, the government is not necessarily applicable or even impossible to apply to government administration, not necessarily knowing that it is even impossible to apply to education administration. First, the principle of flexibility, namely in implementing administration at *madrasah diniyah*, must be carried out by keeping in mind the factors and abilities. Providing facilities for the ongoing process of education at *madrasah diniyah* must be done by considering the factors and the ability to provide facilities for the ongoing process of *madrasah diniyah*. The implementation of education in madrasah it is carried out with the adaptive principle because the application of the principles of argument and the formula is adjusted to the conditions, place, time, and people. In administrative science, these factors are known as ecological (environmental) factors and the ability to provide facilities for the ongoing education program. Second, the principle of orientation and goals, following the system, all education activities must be goal-oriented in the sense that educational objectives have been formulated to become the orientation hanger for the implementation of education administration activities in education madrasahs in *madrasah diniyah*. Education administration at *madrasah diniyah* is an instrumental input in the education system in madrasah to ensure the achievement of these goals, so the operational objectives that have been formulated serve as orientation guidelines for the implementation of education administration at *madrasah diniyah*. fourth, the principle of continuity, there is a continuous relationship at each higher level of education with the previous education. For example, education in the primary *madrasah diniyah* is different from the education in the first madrasah, but there is still a hierarchical relationship. Fifth is the principle of lifelong education, this principle means that every Indonesian human being must continue to develop throughout his life. In other words, the principle of lifelong education is intended so that every Indonesian person always develops his quality throughout his life, on the other hand, the government is expected to always create challenging situations so that people are motivated to learn throughout life.

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