

## IMPLEMENTATION OF ORGANIZING FUNCTION IN ACADEMIC ADMINISTRATION MANAGEMENT BY THE HEAD OF MIS AT-TAQWA SAMBAS

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### Abstract

*This study focuses on the implementation of management functions in academic administration carried out by the Head of MIS At-Taqwa Sambas in the 2020/2021 academic year, especially the organizing function. This research is a qualitative research with a descriptive approach. Data collection methods in the form of field observations, interviews, and documentation. The results of the study indicate that there are two activities that are a form of implementing the organizational function in academic administrative management carried out by the Head of MIS At-Taqwa Sambas, namely forming the organizational structure of the madrasa and dividing the duties of teachers and madrasa employees. The implementation of the organizing function is carried out in accordance with the Islamic perspective by referring to the Al-Qur'an Surah Ash-Shaff Verse 4 which contains three principles, namely cohesiveness in one command, working together on good things, and division of tasks according to expertise.*

**Keywords:** *Organizing, Management Functions, Academic Administration.*

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### A. Introduction

Management is one of the important components in an effort to achieve the goals of an organization, including a school or madrasa. Madrasas as a form of school with its own characteristics because it makes Islam as a characteristic of educational activities that take place in it. There are at least three important meanings of management for a madrasa, namely to achieve organizational goals, to maintain a balance between conflicting goals, and to achieve efficiency and effectiveness (Makmur & Suparman, 2018). George R. Terry defines management as a distinct

process consisting of planning, organizing, directing, and controlling; carried out to achieve the specified goals by using human and other resources (Herujito, 2001). Four activities consisting of planning, organizing, directing, and supervising, then develop into management functions that can be applied in various aspects of life. In the world of education, one aspect that requires the application of management functions is in terms of academic administration. To carry out these functions and achieve these goals, Islamic educational institutions must be managed optimally and planned so that they require a management strategy (Muljawan, 2020).

Academic administration management is one aspect that plays a role in the progress of an educational organization. The main target is to achieve the educational goals as set. In relation to a madrasa, a madrasa head is not only a leader, but also serves as a manager as well as an administrator (Mahmud, 2015). The head of the madrasa has the duties, functions, and responsibilities as stipulated in the Regulation of the Minister of Religion of the Republic of Indonesia (PMA RI) Number 58 of 2017 concerning the Head of Madrasah. In the regulation it is explained that one of the duties of the head of madrasa is a managerial task that functions in carrying out the planning, management, supervision, and evaluation processes. Then one of the responsibilities of the madrasa head is to determine the division of tasks and the utilization of teachers and education personnel (GTK) he leads.

The implementation of management functions in educational administration includes four stages according to the management function itself, namely planning, organizing, directing, and supervising. These management functions certainly need to be carried out by the head of the madrasa in order to realize the vision and mission of the madrasa he leads. The application of academic administrative management by the head of the madrasa is primarily aimed at teaching and learning activities which are the core of the organization of an educational institution (Qurtubi, 2020). The management of academic administration organized by the head of the madrasa can be seen from achievements such as the acquisition of madrasa accreditation scores by an accreditation body

officially appointed by the government. The implementation of academic administration management can also be seen from the implementation of each management function in it.

Achieving good accreditation by a madrasah is a sign that the academic administration management organized by the head of madrasah principal is running according to its function. One of the madrasahs in Sambas City that received B accreditation is MIS At-Taqwa Sambas. MIS At-Taqwa Sambas is also the only primary school-level madrasah in Sambas City. The achievement of the madrasah principal brought his organization to obtain B accreditation, which resulted in an increase in the number of applicants, in this case parents, to send their children to school at MIS At-Taqwa Sambas. This can be seen by the increasing number of study groups which were also followed by the construction of new classrooms as a form of follow-up in responding to the progress of madrasah progress. In addition, the head of the madrasah must make efforts related to the utilization of madrasah resources, especially teachers and education staff. In the utilization of teachers and education personnel, the organizing function becomes very prominent because it is directly related to the implementation of madrasah academic administration management as well as being a bridge in the smooth running of the next stage. Departing from that, the author chose the title "*Implementation of the Organizing Function in Academic Administration Management by the Head of MIS At-Taqwa Sambas.*"

## **B. Method**

The method used is a qualitative research with a descriptive approach. Bogdan and Taylor suggest that qualitative research is a research procedure that presents descriptive data through some written and oral data from people who are observed as data sources. Furthermore, Moloeng explained that qualitative research with a descriptive approach is research that describes a certain phenomenon or population obtained by researchers from subjects in the form of individuals, organizations, or other perspectives. The main purpose of research is to explain aspects that are relevant to the observed phenomena and explain the characteristics of

existing phenomena or problems (Moloeng, 2005). Sugiyono said that there are three techniques that can be used in qualitative research, namely field observations, interviews, and documentation. This study uses these three techniques in data collection to further build a description of the object of research centered on the activities carried out by the Head of MIS At-Taqwa Sambas in carrying out the organizing function in order to carry out academic administrative management in the organization he leads (Sugiyono, 2016).

Miles and Huberman argue that qualitative data analysis is carried out interactively and takes place continuously during the study (Sugiyono, 2016). Data analysis was carried out through three stages, namely data reduction, data presentation, and ended with drawing conclusions. In this study, the Head of MIS At-Taqwa Sambas is the primary data source who is the main actor in the activities of implementing the organizing function in academic administration management at the research location, namely MIS At-Taqwa Sambas. At the time of data collection, the researcher observed the main points and looked for patterns of the organizing efforts carried out by the Head of MIS At-Taqwa Sambas in carrying out academic administrative management. Thus, the data reduction process takes place so as to lead researchers to produce findings that can be analyzed at a later stage. The researcher then presents the data in the form of a description of the pattern formed related to the organizational efforts carried out by the Head of MIS At-Taqwa Sambas in carrying out academic administrative management which leads researchers to the results of the analysis which are categorized as needed. In the final stage, the researcher draws conclusions accompanied by verification to ensure that the conclusions built are based on valid and consistent evidence so that they become credible conclusions.

### **C. Finding and Discussion**

The organizing function in academic administrative management can be understood as put forward by George R. Terry as an effort to

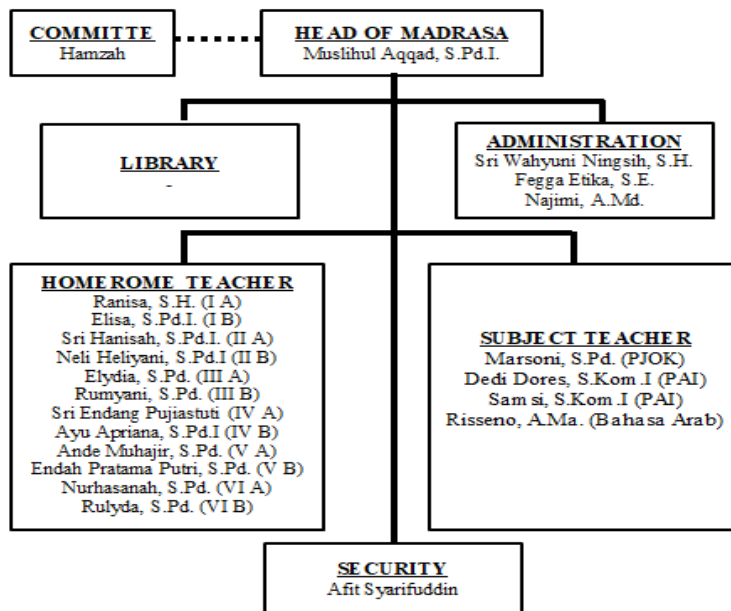
determine, group, and organize various activities needed to achieve goals, place people in these activities, provide physical environmental factors and determine delegated authority. everyone in the expected activities (Masrur and Akmansyah, 2020). These efforts are carried out in academic administrative activities to achieve the organizational goals that have been set as in the vision and mission. In an Islamic perspective, organizational efforts can refer to the 4th verse of the Qur'an, Surah Ash-Shaff. Suhairi argued that referring to the verse, three principles were built in organizational efforts, namely cohesiveness in one command, cooperation in good matters, and the division of tasks and authorities according to expertise (Suhairi, 2020).

## **1. Finding**

Based on the opinion of George R. Terry, organizational effort becomes the second stage in the implementation of management functions. One previous stage is planning, while the next two stages are direction and supervision (Herujito, 2020). Organizing efforts can be found in the form of groupings or arrangements carried out in order to carry out academic administrative management. One of its goals is to become a bridge to be able to realize the plans that have been built in the planning stage. Organizing is expected to build cooperation among existing human resources in order to achieve the goals that have been set. In addition, the basis for grouping in organizing efforts can refer to the similarity of expertise of each human resource so as to produce a clear structure within the scope of one command of a madrasa head (Makmur & Superman, 2018).

The first finding that the researcher found related to the organizational efforts carried out by the Head of MIS At-Taqwa Sambas in the context of carrying out academic administrative management was to establish the organizational structure of the madrasa. The formation of the madrasah organizational structure is contained in the madrasa principal's decision. The Head of Madrasah issues the Decree (SK) of the Head of MIS At-Taqwa Sambas Number 486/SK/MIS AT-TAQWA/VII/2020

concerning the Division of Duties and Responsibilities of Teachers and Employees of Private At-Taqwa Madrasah At-Taqwa Sambas for the 2020/2021 Academic Year. The decree lists the grouping of human resources based on their expertise which can be broadly sorted into Madrasah Principals, Administrative Section, Teacher Council, and School Caretakers. The formation of the madrasah organizational structure is also a form of embodiment of the duties and functions of madrasah heads based on PMA RI Number 58 of 2017 concerning Madrasah Heads. The organizational structure of MIS At-Taqwa Sambas in more detail can be seen in the following picture.



The head of the madrasa is the main leader in the management of academic administration so that each section has a direct line of command to the head of the madrasa. The Administrative Section which consists of the treasurer, administrative staff, and school operator is led directly by the Head of Madrasah. This can also be seen with the arrangement of the room for the Administrative Section which is integrated with the Head of Madrasah so that the physical environment can support the ongoing organizational structure that has been built. The Teacher Council consists

of two groups, namely the Homeroom Teacher and the Subject Teacher. This grouping is based on the expertise and similarity of the functions of each subgroup so that it can clarify the position of each in the effort to achieve organizational goals. The number of homeroom teachers is adjusted to the needs of the organization, namely each homeroom teacher in charge of one class. Meanwhile, the subject teacher subgroup consists of teachers who teach subjects other than those taught by the homeroom teacher, namely Islamic Religious Education, Arabic Language, and Physical Education, Sports, and Health (PJOK). The arrangement of the teacher council workspace is combined so that it can facilitate coordination between individuals, especially homeroom teachers and subject teachers who are in the same class. This organizing effort is carried out continuously by the Head of Madrasah and is closely related to subsequent findings.

The second finding obtained by the researcher regarding the organizational efforts carried out by the Head of MIS At-Taqwa Sambas in the context of carrying out academic administrative management is that there is a clear division of tasks and responsibilities based on the established organizational structure. The division of tasks and responsibilities is also listed in the Decree of the Head of MIS At-Taqwa Number 486/SK/MIS AT-TAQWA/VII/2020 concerning the Division of Duties and Responsibilities of Teachers and Employees of Private At-Taqwa Madrasah At-Taqwa Sambas for the 2020/2021 Academic Year . This organizing effort is carried out by means of a deliberation mechanism involving the relevant individuals. This is done in a meeting held by the Head of the Madrasah as documented in the archive of minutes and attendance lists of the meeting. The Head of Madrasah divides duties and responsibilities based on several considerations, namely experience on assignment to the position in question, knowledge or insight related to the duties and obligations of the position in question, and mastery of each individual's information technology. Data on teachers and education personnel of MIS At-Taqwa Sambas based on education level can be seen in the following table:

No.	Position	Education			Total
		SHS	Diploma	Bachelor	
1	Head of Madrasa	-	-	1	1
2	Homeroom Teacher	-	-	12	12
3	Subject Teacher	-	1	3	4
4	Administration	-	1	2	3
5	Security	1	-	-	1
<b>Total</b>					<b>21</b>

Referring to PMA RI Number 58 of 2017 concerning Heads of Madrasahs, this activity of dividing duties and responsibilities can be interpreted as a form of delegation of duties and authority from the Head of Madrasah as the leader to teachers and education personnel as the party being led. The division of duties and responsibilities carried out by the Madrasah Head is also a form of effort to clarify the position of each member of the organization so that it can function according to their expertise. This is of course done with the hope that each member of the organization can contribute according to his ability in order to realize the goals of the organization that have been set. The duties and responsibilities of each individual are determined based on the technical instructions for the implementation of the madrasa. In addition, a clear division of tasks and responsibilities will make it easier for the Head of Madrasah to control the performance of each member of the organization so that it can be followed up with an appropriate evaluation.

## **2. Discussion**

According to Suhairi, the concept of organizing in an Islamic perspective refers to the 4th verse of the Qur'an, Surah Ash-Shaff. Suhairi further stated that the concept of organizing in an Islamic perspective must fulfill three principles, namely cohesiveness, cooperation, and division of tasks and authority (Suhairi, 2020). The first principle requires that the organization carried out is in the form of an organization in one command. This is intended to prevent divisions within the organization because divisions can weaken the organization itself. In this case, one of the things that the Head of MIS At-Taqwa Sambas did in an



organizational effort was to form a madrasa organizational structure. The organizational structure of the madrasa places the head of the madrasa as the command holder who oversees the various structures below which consist of teachers and education staff. The madrasah organizational structure that was formed made the head of the madrasah the only leader in the madrasa so that every member of the organization, both from the teachers and education staff, totaling 20 people, had to coordinate with the madrasah principal in carrying out his duties. Organizational structures made in groups such as the Teacher Council and the Administrative Section also place the Head of Madrasa as the leader so that they can create cohesiveness in carrying out their respective duties and functions. In addition, the issuance of the decree reflects the position of the Madrasah Head as a manager as well as an administrator (Nurkolis, 2005).

The second principle requires that organizing efforts are carried out to build cooperation among members of the organization. The cooperation that is built must be carried out in good works, which do not violate Islamic values. Cooperation in the good things that are built will bring the organization to achieve the goals that have been set previously. In this case, the formation of an organizational structure that is closely related to the division of tasks and authority of each member of the organization carried out by the Head of MIS At-Taqwa Sambas makes every member of the organization must cooperate with one another. Each individual is grouped so that it can make it easier to build cooperation with one another. The existing groups then carry out their duties and functions so as to create cooperation in order to achieve the objectives of organizing madrasahs. One example is in the Administrative Section which consists of the Treasurer, Administrative Staff, and Operators, carrying out their respective duties and functions so that the Administrative Section can provide services in the context of the continuity of the implementation of teaching and learning activities in madrasahs. Another example is that each homeroom teacher and subject teacher who has been assigned also carries out their respective duties and functions so that they

can complement each other. This in the end creates a collaboration, one of which is in the form of an assessment of each student which is then compiled in a complete learning outcome report.

The last principle is the clear division of tasks and authority for each member of the organization. These efforts are carried out by considering the expertise of each member of the organization so that they can be placed in the right position. Placement of individuals in the right position can provide space for the individual to develop his personality according to his expertise. In addition, it also makes it easier to achieve the goals that have been set. In this case, the Head of MIS At-Taqwa Sambas performs the division of tasks and authorities based on the previously established organizational structure. The existence of an organizational structure clarifies the position of each individual so that they can know the duties and authorities of each in accordance with the technical instructions for the implementation of the madrasa. This organizational effort is also carried out by considering aspects of individual experience and knowledge as well as expertise in mastering information technology. An example is the determination of subject teachers based on the educational background of each subject teacher so that it can be linear to the mastery of the knowledge to be taught.

## **E. Conclusion**

The final result of this study shows that the Head of MIS At-Taqwa Sambas carries out academic administrative management, especially in the second stage as stated by George R. Terry, namely the organizing stage. The implementation of the organizing function in the management of academic administration carried out by the Head of MIS At-Taqwa Sambas includes two things, namely forming the organizational structure of the madrasa and doing the division of tasks and authorities based on the organizational structure that has been formed. In implementing this function, the Head of MIS At-Taqwa Sambas also carries out organizing principles in an Islamic perspective as stated by Suhairi, namely the principles of cohesiveness, cooperation, and division of tasks and

authorities. The madrasa organizational structure established as stated in the Decree of the Head of MIS At-Taqwa Number 486/SK/MIS AT-TAQWA/VII/2020 concerning the Division of Duties and Responsibilities of Teachers and Employees of Private At-Taqwa Madrasah At-Taqwa Sambas for the 2020/2021 Academic Year places the head madrasas as command holders so that the organization is in one command in carrying out each of its functions. The organizational structure that is formed is then followed up with a clear division of tasks and authorities in accordance with the technical instructions for the implementation of the madrasa. The division of tasks and authority is then followed up by placing members of the organization in the right positions according to their respective expertise. This creates cooperation that is built in order to achieve the objectives of organizing madrasas so that they meet the principles of cooperation and the division of tasks and authorities as stated by Suhairi. The organizing efforts carried out by the Head of MIS At-Taqwa Sambas can be said to be in line with the organizing efforts in an Islamic perspective which refers to the 4th verse of the Al-Qur'an Ash-Shaff Verse. The organizing effort certainly cannot be separated from other efforts (planning, directing, and supervising) carried out by the Head of MIS At-Taqwa Sambas in accordance with the stages in the implementation of management functions in academic administration at MIS At-Taqwa Sambas.

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