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Management of Islamic education at Islamic high school (Madrasah Aliyah): A study implementation of Islamic education at Islamic high school of district Pandeglang

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Abstract

A management program of Islamic Education at Madrasah Aliyah of Pandeglang supported by the development of standard of content, standard compliance of learning process, standard compliance of assessment process and student learning outcomes, standard compliance of educator, standard compliance of education staff, standard compliance of infrastructure, standard compliance of management and financial. The purpose of this study was to determine and analyze the management of Islamic education at Madrasah Aliyah of Pandeglang, Banten. This study used descriptive qualitative method, in order to describe the conditions and situations that exist in the field, from 3 (three) Madrasah Aliyah which consist of 2 (two) Madrasah Aliyah and 1 (one) Private Madrasah Aliyah. The results of this research is the development of students' knowledge on religion, the development of the practice of religious values, the development of moral, character and students' personality, the development of graduates who continue their study to college, the development of students' competence of da'wah, the development of students who received scholarships to University, the development of the ability on comprehend and read Al-Qur'an, the achievement of graduation on state examination (UN) is in accordance with the purpose, have the creativity in the arts, the development of students' competence in speech Arabic, the development of the ability on Literacy Qur'an (BTQ), also the development of student competence on using technology, information and communication.

Keywords: Management, Islamic education, Islamic high school, Pandeglang

Introduction

In the Law of the Republic Indonesia, No. 20 of 2003 on National Education System ^[1], Chapter II, Article 3 states that "the function of education is to develop the ability, character and civilization that are useful in the context of educated the nation, aims to develop students' potentials to be a faithful and piety to the God, good personality, health, knowledgeable, skillful, creative, independent, and become citizens who democratic and responsible ". Furthermore, Article 4 explains that the National Education is aim to develop students' potentials to be a faithful and piety to the God, good personality, health, knowledgeable, creative, independent, aesthetic and democratic, also have a sense of community and nationality.

According Marimba (2001: 56) ^[2], Islamic Education is: guidance physical, spiritual based on the laws of Islam, towards the establishment of a major personality according to measurements of Islam. Meanwhile, according to Daradjat (1999: 35) ^[3], Islamic Education is education through the teaching of Islam, in the form of guidance and care to the students so that the students understand after the completion of his education, appreciate and practice the teaching of Islam.

To obtain the successful in the process of Islamic education, is needed the Islamic Educational Sciences, both theoretically and practically. Arifin (2009: 9) ^[4] suggests that Islamic education should be developed, with some of the following reasons:

1. The Islamic Education as an attempt to shape human personality have to pass the long process. In the process of the formation required a mature and careful consideration based on the view and idea or the right theory, so the failure or error of formation step toward the students can be avoided.

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2. The Islamic Educational sourced from the values of Islam must be able to invest or shape an attitude of life which is inspired by Islamic values. Therefore, that effort cannot be done only by trial and error, but must be on the desire and willingness of educators with educational theory that can be accountable pedagogical scientifically.
3. Islam as a religion of revelation of God with the purpose for welfare and happiness of life and the life of mankind in the world and the hereafter. Therefore, the Islamic education theory which arranged systematically is the compass for the process.
4. The scope of Islamic education covers all areas of human life in the world. Hence, the formation of attitudes and values of 'amaliah Islamiyah' in the human personality only can be effective when it done through an education process which goes beyond the rules of scientific education.

Concept of Religious Education, stated in Government Regulation No. 55 Year 2007 on Education of Religion and Religious Education ^[5], in Chapter I Article 1, that is: Religious Education is education that provides knowledge and forming attitudes, personality and skills of learners in practicing religion, carried out at least through the subjects / courses in all lanes, level and type of education.

Muhaimin (2006: 02) ^[6] said that Islamic education is important because it has its own characteristics, which includes:

^[1] Islamic education strives to maintain students' belief in order to make it solid in any circumstances; ^[2] Islamic education strives to keep and to preserve the teachings and values that explained and contained in the Qur'an Hadith like the authenticity of both as a major source of Islamic teachings; ^[3] Islamic education accentuate the unity of priest, science and deed in daily life; ^[4] Islamic education strives to establish and develop individual piety and social piety; ^[5] Islamic education become the foundation of morals and ethics in developing science and technology, culture and other aspects of life; ^[6] The substance of Islamic education containing rational entities and supra-rational; ^[7] Islamic education strives to explore, develop and take and value from Islamic history and culture (civilization); ^[8] in some cases, Islamic education contains various understanding and interpretation, so require open minded and tolerant or spirit of 'ukuwah Islamiyah'.

The explanation above describes the ideal conditions when the management of Islamic Education implemented properly. Meanwhile, According to Rahim (2001: 37) ^[7] there are still many people who question the success of Islamic education in schools, such as the fact as following:

Firstly, the fact of the students after studying along 12 years (elementary, junior high, and high school), is generally not able to read the Qur'an properly, do not perform the prayer orderly, not fasting on Ramadan and immoral. Second, still happen the fight between students and rarely cause the death, also still many violations of moral and high percentage of drug users and alcoholic among students. Third, the widespread of corruption, collusion and nepotism in all sectors of society, is a sign of weak control of character in a person, so that he is consumptive, behave luxurious in life, and easily tempted to do a bad thing. This illustrates the lack of religious education.

Meanwhile, Saridjo (1992: 65) ^[8], revealed that: "Similarly, the ability of religious practices is not as expected. Except the

weakness in mastering the material (cognitive) also in terms of behavioral development (affective). Impact of the high values of religion from the process of religious education at schools considered as less visible on students' behavior in everyday life by some people. "

To promote the development of Islamic Education requires the Islamic Education Management that planned carefully and accurately. Islamic Education Management, according Qomar (2007: 10) ^[9] is "a process of managing the Islamic educational institutions in a way 'islami' deal with learning resources and other matters related to achieving educational goals of Islam effectively and efficiently".

Based on the results of preliminary observation, it was revealed that the condition of the implementation of Islamic education in Madrasah Aliyah at Pandeglang is not optimal yet, this is due to lack of good quality of human resources, which led the weakness of management of the learning process at the school, the lack of Educators / teachers who are experts in the field of Islamic education, teachers in Madrasah Aliyah at Pandeglang only as a teacher in the subject of Islamic Education in general. While in the program of Islamic education, teachers must master or expert in the subject. As the Quran Hadiths, the teacher must be an expert in the Quran and Hadith, as well as in 'Akidah Akhlak' subject, teachers should be master the material, even his personality should really reflect a teacher who have 'akhlakul karimah' (good personality). In addition, inadequate facilities and infrastructure, the curriculum of Islamic education in madrasah refers to the center (government), and developed through the local curriculum.

Based on this, the root of the problems on the implementation of Islamic Education in Madrasah Aliyah Pandeglang is; the weakness in the management system of Islamic education. In this study, the authors formulate the main problems in the management of Islamic education at Madrasah Aliyah through the organization of Islamic education based on Government Regulation No. 55 Year 2007, it is How the Implementation of Religious Education in the Context of Government Regulation No. 55 Year 2007 on Education of Religion and Religious Education.

Generally, the objective of this research is to investigate and analyze the management of Islamic Education at Madrasah Aliyah. Islamic education is very important in shaping the Islamic students' characteristics, have a good moral, manner and religious knowledge too. Management of Islamic Education based on Government Regulation No. 55 of 2007, provides guidance or basic to the headmaster in the implementation of Islamic Education. Management of Islamic Education needs the role of all components or elements of the madrasah, including teachers. Implementation of Islamic Religious Education can be implemented; starting from the learning process that held by the teacher, the teacher becomes an actor in the successful implementation of Islamic education at madrasah, and supported by the headmaster, school committee and infrastructure of education.

Research Methodology

The approach used in this study is qualitative descriptive method, which involves the collection of data, which aims to describe the condition and situation in the field, from 3 (three) Madrasah Aliyah consisting of 2 (two) Madrasah Aliyah and 1 (one) Private Madrasah Aliyah. Consideration or reason why the researchers use this method is; this method is expected to suggests the existing characteristics, and describe and analyze management of Islamic education.

To support this method, the data collection techniques used were; ^[1] interview, is the process of answer-question on the research that took place verbally in which two or more people face to face listen directly to the information and particular (Narbuko, 2010: 83) ^[10].

Result of the Research

1. The Government Policy on Islamic Education in Madrasah Aliyah Based on Government Regulation No. 55 Year 2007

The government's policy on the management of religious education in Madrasah Aliyah contained in Government Regulation No. 55 Year 2007, as contained in Chapter II Article 2 to 7. The provisions in Article 2, these are: ^[1] Religious education serves to make human faithful and fear to the God and have a good behavior also able to keep the peaceful and harmony of inter-religious; ^[2] Religious education aims to increase the capacity of students to understand, appreciate and practice the values of religion that harmonize comprehension on science, technology and art.

Article 3; ^[1] Each educational unit of all channels, levels and types of education are obligated to conduct religious education; ^[2] Management of religious education conducted by the Ministry of Religious Affairs;

Article 4; ^[1] Religious education on formal and equality educational program organized at least in the form of the subject of religion; ^[2] Each of learners in the educational unit on all lines, levels and types of education has the right to get religious education according to their religion and taught by educators of the same religion, ^[3] Each educational unit provides a place for religious education, ^[4] Units of education can provide a venue for religious education as referred to verse ^[3] it is able to cooperate with the same level of educational unit or organize religious education in the community to organize religious education for students, ^[5] Each educational unit provides places and opportunities for learners to practice their religion under the provisions of students' has, ^[6] the place to worship is referred to verse ^[5], it can be a room and/or around environment of education units that can be used by learners to worship, ^[7] unit of education has the characteristic that a particular religion is not obliged to build houses of worship of other religions in accordance with the religion of educational unit.

In Article 5 ^[1] The curriculum of religious education conducted in accordance with National Education Standards, ^[2] Religious education is taught according to the psychological development stage of learners; ^[3] Religious education encourages students to obey the instruction of his religion in everyday life and make religion as the foundation of ethics and morality in private life, family, community, nation and state; ^[4] Religious education makes the harmony and respect among believers to other religions; ^[5] Religious education builds mental attitude of learners to act and behave honestly, trustworthy, disciplined, hard-working, self-confident, competitive, cooperative, sincere and responsible; ^[6] Religious education growth the critical attitude, innovative, and dynamic, so that it becomes a motivation for learners to has the competence on science, technology, arts and / or sports; ^[7] Religious education is held in an interactive, inspiring, fun, challenging, encouraging creativity and independence as well as the motivation for a successful life; ^[8] Unit of education is able to increase the content of religious education as needed, ^[9] The content referred to verse ^[8], it can be the additional material, classes, and the depth of the material.

On Article 6 ^[1] Teachers of religious education in the educational unit organized by the government or local government, it provides by the government or local authorities appropriate with each authority according to the provisions of Regulation; ^[2] Teachers of religious education in the educational unit that held by society provided by the obstacle educational unit; ^[3] if the education units cannot provide it, so the government and / or regional governments must provide education unit suitable to the requirements.

Article 7 ^[1] educational units unorganized religious education accordance with the provisions referred to in Article 3 verse ^[1], Article 4 verse ^[2] to ^[7], and Article 5, verse ^[1] it gives administrative punishment, that is a warning until closing, after giving the coaching by the government and / or local government; ^[2] The administrative punishment as referred to verse ^[1] for: (a) high education unit done by the minister after receiving the consideration of the Minister of Religious Affairs; (B) primary and secondary education unit done by the Regent / Mayor after receiving the consideration of the Head Office of the Ministry of Religion District / city, (c) basic and secondary education unit developed by the local government to be international standard that conducted by the leader of local government that developed after obtaining consideration of the Head Office of the Department Religion or head office of religion department of the District / Town; ^[3] Further provisions about administrative punishment as referred to verse ^[1] and ^[2], about the managing and organizing religious education as referred to Article 3, Article 4 and Article 5, it is also about educators religious education as referred to Article 6 that regulated by Minister of Religious Affairs. (CL. Documentation. 11. 03. 2013) ^[11]

2. Planning In Management of Islamic Education in Madrasah Aliyah

The first step in the management of Islamic education at Madrasah Aliyah is by making the best plan. Planning is working guidelines for the concerned executors, both headmaster and staff and teachers on carrying out their own duties and functions. Planning the management of Islamic education in madrasah can be defined as the process of arranging learning materials, the use of instructional media, the use of approaches and learning methods, and the assessment on an allocation time that will be implemented at certain periods of the Islamic Education in Madrasah. (CL. A.1.13. 03, 2013) ^[12]

Management planning of Religious Education in Madrasah is based on Government Regulation No. 19 of 2005 on National Education Standards on Chapter VIII from article 49 until 61, it discussed specifically about the Management Standards, 'Permendiknas' No. 19 Year 2007 on Education Management Standard. In this Permendiknas discussed about the Management Standards Education specifically and. UU No. 20 about SPN, that stated in Article 51 sd. 53. It must be done together by both of headmaster, vice of headmaster, teachers, staff and students. (CL.A2.10.04.2013) ^[13]

The management process started by a wise, and supported by a good communication, also supported by the development of a strategy that able to move all the elements of madrasah. Management of Islamic Education is a process of organizing the interaction of learners to the educators and learning resources at a learning environment that is Madrasah. (CL. A.3.15.05.2013) ^[14]

On improving the quality of education, the principals put teachers in a professional position by improving their education, financing PBM and curriculum development is a

priority program of school. In the management plan, there are several main problems that must be considered and found a solution, these are: the direction or purpose, evaluation, content and order of execution, methods and obstacles that will occur.. (CL. B.1.14.03.2013) ^[15]

The Management planning starts from arranging the vision, mission, objectives and plans of the management until work plans and the annual activities. Planning has been set before beginning of semester, so that in the early semester, the teachers are ready to teach. Management planning is arranged based on an annual program, semester program, syllabus, mapping the standard competencies and basic competencies. (CL.B.2.11.04.2013) ^[16]

Implementation of Islamic Religious Education, begin by making a plan of learning process includes a syllabus and Lesson Plan (RPP), which contains the identity of the subjects, Standard of Competency (SK), Basic Competency (KD), indicators of achievement of competencies, learning objectives, teaching materials, allocation time, learning methods, learning activities, assessment of learning result, and learning resources. (CL, B, 3, 16. 05.2013) ^[17]

The arrangement of lesson plan done by the teachers of Islamic education refers to the guidelines of the curriculum. Teachers make the explanation and development of syllabus and lesson plans in accordance with the conditions of madrasah. The planning was done to achieve the goals of Islamic education, that is to make students become faithful and fear to the God, also have a good personality. Islamic Religious Education (PAI) has the curriculum that oriented to moral improvement of students that consist of Akidah Akhlak, the Qur'an and Hadith, Fiqh, Islamic Cultural History, and Arabic. (CL. C.1.15.2013) ^[18]

Teachers teach in the classroom by referring to the Standard Operating Procedure (SOP) that has been determined. For the equalization of standard, both in the way of teaching in the classroom, delivery of materials in the classroom is by arranging the same SAP between teachers on same subjects, as well as the different teachers and subjects have to use the format and the same rules so that the implementation of the field / madrasah produce output in accordance with established standards. (CL. C.2.10.04.2013) ^[19]

The Governance that conducted by teachers based on restraint guidelines and SOP, teachers only do something that has been written and unwritten during the academic process applies. Teachers organize and implement the rule in the classroom so that governance goes well and appropriate with expectations which have been proposed by an agreement between the Principals, vice principals, teachers and staff also other related side directly or indirectly. (CL.C.3.15.05. 2013) ^[20]

3. The Implementation of Management of Islamic Education at Madrasah Aliyah

The government's policy that stated on Government Regulations No. 55 Year 2007 on Education of religion and Religious Education, become a guideline on the implementation of Islamic education management activities that apply to all students. To do these activities, there is a principal rules that that restraint and stated on academic guidance books and school rules.

The provision that contained in the academic guidance is an elaboration of the subjects of Islamic Religious Education (PAI) and the civic education (PPKN) also Akidah Akhlak. While, the policy on curriculum through the implementation of the curriculum KTSP and 'mulok' curriculum that includes subject of Islam Religion, reciting Qur'an, praying in jamaah

(together), reading and writing the Qur'an, do Bakhsul Ramadhan, practice to take care of corpse, practice Rituals of Hajj, seminar of Ramadhan, celebrating the Islamic Great Day, Da'wah Training and Khotib.

The implementation of the management of Islamic Education does in daily life during school hours since students attend at school until students go home. For students who stay in the school dormitory there is a restraint policy for them. They have to do prayer together five ^[5] times. For students who do not stay at dormitory, they have to do dhuhur prayer together.

The mechanism of Standard Operating Procedures (SOP) that have been existing and enforced at school, it has been stated clearly from the first until the end of SOP. To avoid the mistake of procedures on implementing the activities at the school, both boys and girls had set in SOP. In the mechanism of this SOP, except stated in the curriculum (KTSP), is also stated on the duties and functions of Madrasah education personnel concretely.

The legal basis for the management of school / madrasah refer to the Government Regulation No. 19 of 2005 about National Education Standards in Chapter VIII start from article 49 to 61, it discussed the Management Standards specifically, Permendiknas No. 19 of 2007 on Education Management Standards. This Permendiknas discussed the Management Standards of Education specifically and. UU No. 20 of 2003 about SPN, which stated on Article 51 to 53. In addition, the governance at Madrasah Aliyah Negeri Ciekek already referred to the SOP that has been made in the madrasah and regulations that contained in the KTSP curriculum, on the academic handbook and additional regulations that already exist and apply. In addition, it has been supported by the curriculum of the Ministry of Education and Ministry of Religious Affairs of the Republic Indonesia and environment of madrasah that state in religious region at Pandeglang. (CL.A.1.13.03.2013) ^[21]

Implementation of the management refer to Regulation No. 55 Year 2007 on Education of religion and Religious Education, in article 15; Article 16; verse 1, 2, 3 and Article 17; verse 1, 2, 3, 4 Article 18; verse 1, 2 Article 19; verse 1, 2 and Article 20; verse 1, 2, 3, 4. Furthermore, the general policy is also as a result of discussion of Principals, Vice-Principals, teachers and delegation of parents, as the agreement in the meeting. For policies on curriculum, Principals obtain a curriculum based on results of the meeting with the subject teachers and vice-principals of curriculum, in determining the selection and sorting the subjects of teaching on academic calendar that will be obtained. Certainly, the development of curriculum refers to the center of curriculum at Ministry of Religious Affairs and the Ministry of National Education. Role of the Principals as a highest controller of policy at Madrasah in defining and clarifying regulatory policy and curriculum, for that reason Principals conduct the implementation of general policies and curriculum as a reference and guidance to bring madrasah to the right direction.

Implementation of these activities has to obey the policy and appropriate with the rules that have been agreed and signed by Principals, to be implemented both in the classroom and in the dormitory, even outside the dormitory students have to practice and implement the rules and guidelines of good attitude. While for the application and implementation of subjects related to the curriculum is only obtain in the madrasah.

The mechanisms in the implementation of SOP on madrasah listed in the duties and functions of education personnel and

have been implemented from the beginning madrasah until now. Basically, the implementation of SOP is to apply the discipline on the learning process in the classroom and outside the classroom, or the rules and regulations that exist in the madrasah should be accountable on all of school activities starting from the lesson begin until go home.

On conducting the activity, it cannot rely only on the highest leader of madrasah, but governance have to cover all the elements of madrasah, it should be work together in managing the madrasah to achieve the objectives that have been agreed and formalized by the Principals as the basic reference and foundation of all events and activities at madrasah. (CL.A.2.10.04.2013) ^[22]

General policy of management on Religious education at Madrasah guided by Government Regulation No. 55 Year 2007 on Education of Religion and Religious Education, listed in Article 15; Article 16; verse 1, 2, 3 and Article 17; verse 1, 2, 3, 4 of Article 18; verse 1, 2 of Article 19; verse 1, 2 and Article 20; verse 1, 2, 3, 4. Principal do the implementation suitable with the rules that applied in Madrasah Aliyah Mathlaul Anwar Menes Center Pandeglang by improving and adding a rule that does not exist, and add subjects to follow the development of science that increase dynamically nowadays. For the policy on the curriculum refers to the KTSP curriculum and Mulok that should be implemented that is to produce graduates who can be absorbed by the community and accepted to continue study to the higher level with the curriculum has been aligned with the curriculum of Ministry of National Education and Religious Affairs of the Republic of Indonesia.

The management of Islamic Education at Madrasah Aliyah Mathlaul Anwar Menes Pandeglang implemented since the inception of the pondok (lodge) until the Madrasah Aliyah existing, there are rules and procedures and rules of the lodge / school that already applied and it has obvious provision. But now, it is already in the form of written rules that bind all of people in the Centre of Madrasah Aliyah Mathlaul Anwar Menes Pandeglang, both rules at school or in a dorm / lodge, such as the implementation of the mandatory to pray in jamaah (together) and reciting Qur'an in the classroom and in the mosque with scheduled and periodic.

The Mechanisms on the implementation of SOP at Madrasah Aliyah Mathlaul Anwar Menes Pandeglang has been very clear and become a tradition, so that the mechanism in daily activities based on the regulation of madrasah that written on the duties and functions of school personnel (in this case education personnel). SOP of schools are common, even it is unwritten rule but it have been implemented as operational performance. It is because that tradition was inheritable from seniors who teach and set an example for juniors in order to have good behavior, both on the environment of madrasah and outside the madrasah, it is because the dormitory / lodge close to the environment of society. In daily life, Madrasah Aliyah Mathlaul Anwar Menes Pandeglang always take contact with society, but during MA Mathlaul Anwar Menes Pandeglang exist there was no incident with the society around, they live side by side in harmony and peace.

The education management of Madrasah that relies on Government Regulation No. 19 of 2005 on National Education Standards in Chapter VIII from article 49 to 61 is discussed about the management standards in detail, Permendiknas No. 19 of 2007 on the standard of education management. This Permendiknas discussed the standard of education management in detail and. UU No. 20 of 2003 about SPN, which are listed in Article 51 to 53. the

governance of Madrasah Aliyah Mathlaul Anwar Menes is a realization of Islamic tradition at Islamic boarding school that formalized on Madrasah Aliyah, so it is not difficult to manage education with dynamic curriculum nowadays. Essentially, all the lesson about a good manners to create the best graduates of Madrasah Aliyah Mathlaul Anwar Menes Pandeglang, it is because they have to equip themselves with religious knowledge and general science that have been imposed on curriculum created by Madrasah Aliyah Mathlaul Anwar Menes Pandeglang, which is based on the curriculum of the Ministry of Religion and the Ministry of Education of Republic Indonesia, to create the next generation who useful and have a good manners. (CL.A.3.15.05.2013) ^[23]

Public policy of management on Islamic religious education at Madrasah on Government Regulation No. 55 Year 2007 on Education of Religion and Religious Education, can be seen in Article 15; Article 16; verse 1, 2, 3 and Article 17; verse 1, 2, 3, 4 of Article 18; verse 1, 2 of Article 19; verse 1, 2 and Article 20; verse 1, 2, 3, and 4. Management of Islamic education through the establishment of Islamic religious subjects, reciting Qur'an, praying dhuhur in jamaah (together) if the time arrives, writing and reciting holy Qur'an, do Bakhshul Kutub, practice to take care of corpse, practicing rituals of Hajj, seminar in the beginning of Ramadan, celebrating the Islamic Great Day, Da'wah Training and Khotib. General policy guidelines in the above activities apply to all students. To do these activities, there is a Principal regulation that restraint and exist in academic guidance books and school rules. The provisions contained in the academic guidance is an elaboration of the subjects of Islamic Religious Education (PAI) and the Civic Education (PPKN) also the subjects of Aqidah Akhlak.

The implementation of the policy implemented in daily life during the school hour until after school. While, for they who life at boarding schools that policy restraint them during they stay at dormitory, the policy are; the prayer in jamaah five ^[5] times for them who staying at dormitory and prayer dhuhur in jamaah for them who do not live in a dorm.

Standard Operating Procedure (SOP) that imposed at the school and has the clear implementation, start from the beginning until the end SOP that implemented. This is done to avoid the mistake of procedures on the implementation of activities at madrasah. The SOP is already listed on KTSP curriculum and functions of education personnel.

The education management of Madrasah based on Government Regulation No. 19 of 2005 on National Education Standards in Chapter VIII from article 49 to 61 it discussed the Management Standards specifically, Permendiknas number 19 of 2007 on Education Management Standards. This Permendiknas discussed in the standard of education management in detail and. UU number 20 of 2003 about SPN, which are listed in Article 51 to 53

The management of Islamic Education in Madrasah Aliyah Negeri Ciekak, refer to the SOP that has been made and enacted at the madrasah. The regulations contained in the handbook academic and additional regulations that already exist and apply, it supported by a curriculum that has been referred to the Ministry of National Education curriculum and the curriculum on the Ministry of Religion Republic of Indonesia and the environment of madrasah that has religious characteristic at Pandeglang. (CL.B.1.14.03.2013) (24)

The basis public policy of the Islamic Religious Education listed on Government Regulation No. 55 Year 2007 about Education of Religion and Religious Education, can be seen in Article 15; Article 16; verse 1, 2, 3 and Article 17; verse 1,

2, 3, 4 of Article 18; verse 1, 2 of Article 19; verse 1, 2 and Article 20; verse 1, 2, 3, 4. On the implementation of general policy and curriculum, Principals enforce the rules and curriculum. The general policy is the result of the discussion of Principals, vice-principals, teachers and parents, as agreed in the discussion. Curriculum as the result of meeting between subject teachers and academic Principals on determining the selection and sorting the subjects and define it. Role of Principals as a highest leader at madrasah in determining and legalize the regulatory of policy and curriculum, so the Principals conduct the implementation of general policies and curriculum as a reference and guidance as a n obvious destination. The implementation conducted on making a good and easy curriculum has been applied at Madrasah Aliyah Negeri Cihideung Pandeglang for student who learn at Madrasah Aliyah Negeri Cihideung Pandeglang, it refers to the curriculum of the Ministry of Religious Affairs of the Republic of Indonesia and the national curriculum added by local curriculum that developed by the madrasah, so it does not leave the expectation of the society.

The rise and the down of Madrasah depend on the leadership style of Principals. With the implementation of this policy, all of the students have to obey the policy to apply the rule that have been agreed and signed by the Principals, to be implemented both in the classroom and in the dormitory. Even outside of school and dormitory, it should practice and implement the rules and guidelines of good behavior. The implementation of the subjects that related to the curriculum is only does in the madrasah.

The mechanism in the implementation of SOP at madrasah has been implemented from the beginning of the school establish to now. Basically, the implementation of SOP is to apply the discipline on learning in the classroom and outside the classroom or the rules and regulations that exist in the madrasah can be justified in regulating all of the activities at school start from school begin until end in order to have the guidance and law on the implementation of activities.

The management education of school / madrasah refers to the Government Regulation No. 19 of 2005 about National Education Standards in Chapter VIII from article 49 to 61 that discussed about Management Standards in detail, Permendiknas number 19 of 2007 on Education Management Standards. This Permendiknas discussed the Management Standards Education and Law No. 20 of 2003 about SPN, which are listed in Article 51 to 53.

The management governance of madrasah should be done by the Principals, Vice Principals, teachers, staff and students together. In carrying out the activity we cannot rely only to the highest leader of madrasah. The governance have to cover all of the elements, school must work together in managing the madrasah to achieve the goal of the agreement. (CL.B.2.11.04.2013) (25)

The public policy of management on Islamic education based on Government Regulation No. 55 Year 2007 on Education of Religion and Religious Education, can be seen in Article 15; Article 16; verse 1, 2, 3 and Article 17; verse 1, 2, 3, 4 of Article 18; verse 1, 2 of Article 19; verse 1, 2 and Article 20; verse 1, 2, 3, 4. Guidelines on public policy and curriculum on MA Mathlaul Anwar Menes Pandeglang, in practice is the authority of Principals with the application of the rules that have been enacted at MA Mathlaul Anwar Pandeglang, by improving and adding some rules that does not exist, and add some subjects to follow the development of science that grow dynamically. As a general policy that should be implemented is to produce graduates who can be absorbed by the

community and accepted to continue their education to the higher level with the curriculum that have been harmonize with the curriculum of the Ministry of National Education and Religious Affairs of the Republic of Indonesia.

The application of the policy to do the Religious Education Islam in Madrasah Aliyah Mathlaul Anwar Menes Pandeglang become an obligation that must be done, it is because since the lodge established until the Madrasah Aliyah existing, rules, procedures and governance of lodge / madrasah was already obtained with clear provision. But now, it has been in the form of written rules that bind all of person at Madrasah Aliyah Mathlaul Anwar Menes Pandeglang, both rules at school or in a dorm / lodge, such as the implementation of the mandatory to pray in jamaah and reciting Qur'an in the classroom and in the mosque with scheduled and periodic.

The mechanisms on the implementation of the SOP at Madrasah Aliyah Mathlaul Anwar Menes Pandeglang, it has been stated clearly that both the regulations of madrasah has been written on academic guidance and SOP is common thing, even though the unwritten rule has been implemented suitable with the standards of operations. It is because that tradition was inheritable from seniors who teach and set an example for juniors in order to have good behavior, both on the environment of madrasah and outside the madrasah, it is because the dormitory / lodge close to the environment of society. In daily life, Madrasah Aliyah Mathlaul Anwar Menes Pandeglang always take contact with society, but during MA Mathlaul Anwar Menes Pandeglang exist there was no incident with the society around, they live side by side in harmony and peace.

The education management of madrasah based on the Government Regulation No. 19 of 2005 about National Education Standards in Chapter VIII from article 49 to 61 it discussed about the management standards in detail, Permendiknas number 19 of 2007 on Education Management Standards. This Permendiknas discussed the detail about Management Standards Education and Law No. 20 of 2003 about SPN, which are listed in Article 51 to 53.

Management of Islamic Education in Madrasah Aliyah Mathlaul Anwar Menes Pandeglang is a realization of Islamic tradition at boarding school that legalized in the form of Madrasah Aliyah, so there is no difficulty in managing education with a dynamic curriculum nowadays. Substantially, all of teacher teach the good manners to graduates of Madrasah Aliyah Mathlaul Anwar Menes Pandeglang. (CL.B.3.16.05.2013) [26]

The general policy guidelines and curriculum for teachers merely apply the implementation of general policies and curriculum that have been created collectively and known by Principal, vice principals, and subject teachers as members, the policies and the curriculum should be implemented with the rules and scheduling which has been set for a year of academic, and teachers as an implementer in the field who take a role and interact to students in the classroom.

On the implementation of the management policy of Islamic education, teachers are the most important part as the manager of the policy, it is because the teachers who deliver and teach the subjects and directly meet with students in the classroom and outside the classroom with their extracurricular activities and a some of other activities that are still related with academic madrasah on implementing the policies of madrasah. (CL. C.1.15.03.2013) [27]

Guidelines of General policy and curriculum at Madrasah Aliyah Negeri Cihideung Pandeglang in practice teachers are

the technical implementer must that have to apply all of the programs of teaching and learning process in the classroom based on the general policy and curriculum, both in the classroom and outside the classroom during the activity. Teachers have to make the good impression of Madrasah Aliyah Negeri Cihideung Pandeglang.

The general policy implemented in Madrasah Aliyah Negeri Cihideung Pandeglang, the implementation done by all of teachers of Madrasah Aliyah Negeri Cihideung Pandeglang, both permanent teachers and honorary teachers. They have to implement the policies that have been agreed in SOP, curriculum and other rules that exist at Madrasah Aliyah Negeri Cihideung Pandeglang.

Mechanism of Standard Operating Procedures at Madrasah Aliyah Negeri Cihideung Pandeglang, has been running from year to year, only improving to the implementation, that is the technical activity which is essentially SOP has been made and implemented before it has been running well and suitable with expectations of madrasah. But in fact, there are still many obstacles faced by teachers in the field, and sometimes teachers have to take action for the continuity of Madrasah Aliyah Negeri Cihideung Pandeglang.

The management that done by the Madrasah Aliyah Negeri Cihideung Pandeglang, the main executor immediately is the teacher, who interacts doing the learning in class with students to achieve those objectives that have been enacted on school programs, so that the implementation of governance can produces the best output on Madrasah Aliyah Negeri Cihideung Pandeglang (CL.C.2.12.04.2013) [28]

General policy guidelines and curriculum at MA Mathlaul Anwar Menes Pandeglang, technically the teacher only implements the public policies and curriculum refer to guidelines that already exist and applied at Mathlaul Anwar Menes Center Pandeglang

The policies that implemented at Madrasah Aliyah Mathlaul Anwar Menes Pandeglang, in practical is the daily activities of teachers of Madrasah Aliyah Mathlaul Anwar Menes Pandeglang, because the teachers are the technical implementer at the school so that the teacher is the best tool to deliver the information and lesson to the students at Madrasah Aliyah Mathlaul Anwar Menes Pandeglang.

Mechanism of Standard Operating Procedures at Madrasah Aliyah Mathlaul Anwar Menes Pandeglang, implemented massively to students with the mechanism of teachers in Madrasah Aliyah Mathlaul Anwar Centre Pandeglang as a direct example to educate students to behave and give the good examples as guidance for students in implementing SOP in good way both the school regulations or the application of the curriculum.

The management at Madrasah Aliyah Mathlaul Anwar Menes Pandeglang is an alignment of all devices at Madrasah Aliyah Mathlaul Anwar Centre Menes Pandeglang to repairing and ordering on all area at Madrasah Aliyah Mathlaul Anwar Menes Pandeglang in order to achieve the goal to create a good education and good characteristics of Madrasah Aliyah Mathlaul Anwar Menes Pandeglang (CL.C.3.17.05.2013) [29].

4. The result that achieved in Management of Islamic Education at Madrasah Aliyah.

The results that achieved in the management of Islamic Religious Education program in Pandeglang, is students can implement the attitude and personality that have been obtain in the classroom, also have the islamic attitude and personality (the perfect one), have the knowledge, morals and piety. Besides, students are able to conduct khutbah, able to

follow the syarhil Qur'an championship, Qiroat, students are never do a riot or consume the drugs. Many of students who continue to college with the same subjects that taught in public schools as mathematics, general knowledge, knowledge of nature and others. Besides, the expected results of the implementation of religious education is to make students are able to carry out religious values in daily life and able to implement their knowledge and skills in the field of religion in the community. (CL.A.1.13.03.2013) [30]

The results that achieved by Madrasah Aliyah Pandeglang in the implementation of Religious Education are; students can master the general subjects conducted in public schools such as SMU (public high school), students are able to comprehend, appreciate and practice the religious values that harmonize the mastery of science, technology and art, students are capable to Literacy Quran, can memorize the verses of Qur'an and Hadith, calligraphy, create group art / Marawis, reflecting the good morals and admirable personality compared to students from other departments. (CL.A.2.10.04.2013) [31]

The results of the implementation of Islamic Education at other Madrasah Aliyah on Pandeglang, is that students are able to carry out the dakwah very well, read Qiroatul Kutub, increasing the good morals, capable to lead the prayer, the students have the ability on doing speech, tolerant with friends and other at the community, received a scholarship for smart students at the College. (CL.A.3.15.05.2013) [32]

The results that achieved on Islamic education at Madrasah Aliyah Negeri Ciekek Pandeglang is the students get score above the average for religion subjects, with lack of supporting facilities and need some additions and improvements on certain parts. (CL.B.1.13.03.2013) [33].

The results that achieved at Madrasah Aliyah Negeri Cihideung Pandeglang for vice principals are students have to do a Literacy Qur'an, can memorize the verses of the Qur'an and Hadith, calligraphy, create group art / Marawis, reflecting the good morals and as compared to students from other majors and capable to mastery science, technology and art and supporting factors with the existing facilities and the religious environment around. (CL.B.2.10.04.2013) [34]

The results that achieved in the implementation of Islamic Education that conducted at Madrasah Aliyah Mathlaul Anwar Menes Pandeglang that students could do 'dakwah' perfectly, Qiroatul Kutub, and transformation of attitude to be better, even though with lack of supporting facilities. The lesson is still run well. (CL.B.3.15.05.2013) [35]

The results that achieved on Islamic education at Madrasah Aliyah Negeri Ciekek Pandeglang that students can get the score above the average both for religious subjects, with lack of supporting facilities, and need some additions and improvements on certain parts. (CL.C.1.13.03.2013) [36].

The results that achieved at Madrasah Aliyah Negeri Cihideung by classroom teachers is all of students have to do a Literacy Qur'an, able to memorize verses of the Qur'an and Hadith, calligraphy, create group art / Marawis, reflecting the good attitude as compared to students from other departments and capable to harmonize the mastery of science, technology and art by teaching the theory practically. The supporting factors can utilize the existing facility in maximum and other advantages at environment, so it is easy to make a good behavior and Islamic character. (CL.C.2.10.04.2013) [37]

The results that achieved at Madrasah Aliyah Mathlaul Anwar Menes Pandeglang are students can learn dakwah lesson very well, read Qiroatul Kutub directly by organizing the theory and practice and apply in daily activities at the school in order to become a habits in everyday life. (CL.C.3.15.05.2013) [38].

The Discussion

The religion-based education as a reference in the daily learning is emphasizing on students' morality. Teachers have to have good behavior, expert in the fields of science, technology, art and good morals on daily life, implement the pillars of National Education Republic of Indonesia, the delivery of education adapted to the rules of the Ministry of National Education Republic of Indonesia and the Ministry of Religious Affairs of the Republic of Indonesia, both in the curriculum and accomplishment education program delivery of education. The accomplishment of education do every day from Monday to Saturday, and has a learning facilities outside and inside the class as a classroom / study room, teachers' room the principal's office, library and sports facilities and the yard for ceremony, and academic atmosphere that proceed according to the schedule.

The direction of policy on Islamic education according to the functions of Islamic education, is to establish the human who faith and piety of God and have good behavior, able to keep the peace and harmony among religions and has the objective to develop the ability of students to understand, appreciate and practice the values, harmonize the mastery of religion in science, technology and art. Sometimes in the implementation at each school is different, it is because of various internal and external factors of schools, but religious education should be based on the policy that defined by the Ministry of Religious Affairs of the Republic of Indonesia as stated in Government Regulation No. 55 of 2007 and it should be in accordance with National Standards education that contained in Indonesian Government Regulation No. 19 of 2005.

Islamic education is taught according to the stage of psychological development of students, religious education encourages learners to obey the dogma of his religion in everyday life and make religion as the foundation of ethics and moral in private life, family, community, nation, and state. Religious education actualizes the harmony, and respect among other believers. Islamic Education build a mental attitude of learners to act and behave honest, trustworthy, discipline, hard-working, independent, confident, competitive, cooperative, sincere and responsible. Religious education grows critical attitude, innovative, and dynamic, so that it becomes a motivation for learners to have the competency in the area of science, technology, art, and / or sports. Religious education was held in an interactive, inspiring, fun, challenging, encouraging creativity and independence, also grows the motivation for a successful life. Educational unit may add the charge of religious education according to the needs.

The objectives that achieved is education provides knowledge and establish the attitudes, personality, and skills of the students in the practice of their religion, which is carried out at least through subjects on all of aspects, on the level of Madrasah Aliah that equivalent in secondary education on the Ministry of National Education Republic of Indonesia. The function of Islamic education is to establish students who faith and piety to the God, have good personality and able to keep the peace and harmony of inter-religious that they get in the process of education and learning at the school for three years of classes 10 (ten) grade to twelve^[12] and did not close the possibility of student / student to take longer time in finishing their education because student should stay or not pass at the final exam.

In the management of Islamic Education, in principle, religious education must be refer to the provisions of the government in this case is the Ministry of Religious Affairs of

the Republic of Indonesia and the Ministry of National Education Republic of Indonesia applied although the implementation of 3 (three) madrasah as research subject have differences in implementation on the practice. But all of them were referred to government regulations that have been established, that would occur due to problems of interpretation of policies that written into the curriculum and interpreted into subjects and practiced by the methods of teaching in the classroom by their teachers who have different educational backgrounds according to their expertise. Procedures and implementation strategies of Religious Education at Madrasah Aliyah on the three objects of the study are different from each other because the structure, the people, and students are different that influenced by the customs of the school environment. But the procedures and implementation of religious education according to the interpretation of researchers should refer to the purpose and functions that contained in the Government Regulation No. 55 of 2007 on Education of Religion and Religious Education.

The results of the analysis conducted with reference to the Minister of National Education Regulation No. 19 Year 2007 on Management Education. So the implementation planning of Religious Education program tends to the approach of Bottom up-top down. Therefore, the management of Islamic education at Madrasah Aliyah Pandeglang, more adapted to the conditions and situation of each institution, in principle, the policy can be started from the strategy of corporate level and can be started from the strategy of functional level by un-limiting the authority of strategy at the level of each school. Besides, in Islamic Education at Madrasah Aliyah, this conducted at the level of functional strategies refer to the quality guidelines of strategic institutions (strategic quality direction), that is covering the areas of academic / curriculum, in the field of student affairs and public relations, development of infrastructure, also in the field of public services.

The Management Analysis Theory of Islamic education is to use the concept of TQM (Total Quality Mangement) focuses on processes or systems to achieve organizational objectives, the concept of TQM (Total Quality Management) are; ^[1] Customer Satisfaction (Learners / Students); the analysis of Customer needs to get satisfaction in all of aspects that students can continue to higher education, students get knowledge according to the department and obtain the science in the field of Islamic Studies, students get the recitation of verses on the Qur'an that have been determined by school, students have good morals after educated for 3 years in Madrasah, students can communicate / use Arabic or English. ^[2] Approach Process; analysis on all of teaching and learning activities are conducted by using active student with strict discipline, the student must be report their recitation of the Qur'an to the academic tutor, students are required to communicate using Arabic or English, before starting the study and finishing it, students are required to read verses of the Qur'an, the student gets a turn to delivered Khutbah on Friday in the framework of extra-curricular learning school. Students are required to participate and actively organize in a good school organization in the field of religion Islam (Da'wah or religious speech, calligraphy, etc.) in the field of science (mathematics, physics, chemistry, etc.) or general science and scouting. ^[3] Respect to All of People; His analysis is each students taught to respect the older such as Principals, teachers, employees, seniors and appreciate juniors, both within the school and outside, with the activities that carried out in the madrasah and outside the madrasah by doing

devotion at social environment with people around of madrasah. [4] Management Based on the facts; The analysis is the decisions based on objectivity, namely *management by objective* to take action in various activities both teaching and learning activities in schools and out of school are taken objectively based on the ability of students, assessment of school reports, based on the objective score from teacher, passed or not assest from the report, extra-curricular such as math contest, speech contest, saritilawah and qori contest. The students who have the ability on these areas become delegation for the championship and they have passed the selection in the school. [5] Continuous Improvement; The analysis was carried out continuous improvements in order to minimize errors that repeated, so resulting in improvements to make the better result than yesterday. The concept that used is the PDCA (Plan- Do- Check - Act), it means we need Planning Steps, implementation Plans, Inspection of results and Corrective action Plan against the results obtained.

Madrasah Aliyah is a very strategic place for growing character, morals and attitude of students. Even Madrasah Aliyah should make the quality of character and morals as one Quality Assurance that has to be possessed by all of graduates. So that Madrasah Aliyah are able to create students who have a good personality and able to develop good character of their students, as the functions of National Education stated in Article 3 of Law No. 20 of 2003 which states that;

The function of National Education is to develop the ability, character and civilization of the nation's in the context of the intellectual life of the nation, it is aimed at developing students' potentials to become faithful and piety to the God, have good personality, healthy, knowledgeable, skilled, creative, independent and become a democratic citizens and accountable.

Then, in Regulation No. 20 of 2003 Article 1, point 1, stated that; Education is a conscious and deliberate effort to create a learning atmosphere and the learning process so that learners are developing their potential actively, to have the spiritual power of religion, self-control, personality, intelligence, character and skills that need by them, society, nation and state. Therefore, as educational institutions, Madrasah Aliyah cannot avoid the duties and responsibilities that are obliged to establish and develop characters, religious values, and moral values for learners / students.

Conclusion

Based on the discussion about the implementation of management on Islamic Education at Madrasah Aliyah Pandeglang, refer to the policy of the Government Regulation No. 55 Year 2007 on Education of Religion and Religious Education, although it is not perfect yet. The implementation of Islamic education is more emphasis on the improvement of attitude, and moral of the students in addition of the development on other sciences. The Management of Madrasah Aliyah is designed to enhance the ability of madrasah itself, which also related to the overall objectives, their policies, their planning strategies, as well as the curriculum that determined both by the central government and by the authority of the local educational institutions.

The Planning Management program of Islamic education at Madrasah Aliyah Pandeglang, supported by the development on the national curriculum, compliance of standards and learning process, compliance of assessment process and student learning outcomes, compliance of standards educators, compliance of standards staff, compliance of

infrastructure, compliance standards of financial management. The management of Islamic Education through the mechanism of the Standard Operating Procedure which already exist and are already enforced at the school and it has clear workflow of implementation from the beginning to the end of the SOP that implemented, the application and implementation of learning subjects related to the curriculum that have been set, the implementation of Islamic Education through determination of the subjects to Islam, reciting Qur'an, praying in jamaah (together), reading and writing Qur'an, do Bakhsul Kutub, taking care of corpse, practice the rituals of Hajj, seminar of Ramadan, celebrate the Great Day of Islam, religious studies in routine, training da'wah and Khotib. General policy guidelines in the above activities apply to all students.

For the achieving results in the management of Islamic education is the development of students' religious knowledge, the increasing on the practice of religious values, good morale, character and personality of students, increasing the number of graduates who continue their education to higher level, increasing student competence in the field of da'wah or khutbah, increasing the number of student who received scholarships to the College, the development in understanding and reading the Al-Aquran, achievement of final exam achieved in accordance with the purpose, have the creativity in the arts / marawis, the development of student competence in speech Arabic, increasing the ability of Literacy Quran (BTQ), also the development of student competence in the use of technology, information and communication.

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