THE IMPLEMENTATION OF MADRASAH EDUCATION ADMINISTRATION IN THE 5.0 SOCIETY ERA

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Abstract

The era of society 5.0 is an era of digitalization that is all practical if humans can make the best use of the available technology. This era is centered on people and technology. In this era of society 5.0, many conveniences can be used to facilitate work in all fields, including education. The objectives of education in a madrasa can be realized by implementing a well-implemented educational administration. With the implementation of good administration in the era of society 5.0, it will provide educational services as much as possible. In this study, researchers used a phenomenological design that aims to see the form of service by implementing educational administration in the era of society 5.0 in Madrasah using techniques or research methods of observation, interviews, and documentation. Observations and interviews were conducted to observe and find out the implementation of educational administration carried out in madrasahs in the era of society 5.0. The results of the study found that educational administration is implemented by utilizing all the conveniences available in the era of society 5.0 with humans controlling the technology, but still, the role and function of humans in education administration cannot be replaced by AI.

Keywords: Education Administration, Digitalization, Practical, 5.0 Society Era.

1. Introduction

Have you heard the words artificial intelligence, AI, *artificial intelligence gene*? Yes, all these words are part of the era of society 5.0. The era of society 5.0 is a concept of social life that is built by making humans the center and integrated with the sophistication of technology produced in the previous era. The paradigm that occurs like this, if in the previous era only made efforts to develop AI, then in the era of society 5.0, integration between the real space/world and virtual space/world. Now the world is in an uproar to promote and develop what is called artificial intelligence or AI which is an acronym for artificial intelligence gene to be implemented or merged into all fields involved in the cycle of human life are included in the field of Education because the world is entering a phase or era of society 5.0.

If you hear the word “AI” surely what is in the eyes of humans in this generation will be focused on a *Girl Group* from South Korea called Aespa, because this girl group has a characteristic of the implementation of artificial intelligence applied to the concept. Artificial intelligence is indeed a hot topic in South Korea itself, and because this country is famous for its *hallyu wave*, it is a well-known entertainment company from South Korea namely SM Entertainment implemented the concept of artificial intelligence in its *girl group* projects as a form of innovation in the entertainment industry. The implementation of AI in this concept can be described that this *girl group* has 4 members in the real world and four members in the virtual world, members from the virtual world are the result of the data obtained from real member data. Then the data
is computerized so that it forms an avatar that can communicate with each other with members in the real world. It aims to harmonize two worlds side by side, namely the real world and the virtual world. Likewise, what should happen in the world of education, it is also necessary to implement an artificial intelligence in order to face the rapid pace of development of the times. Implementation in the world of education does not have to be confused with the concepts in Aespa, but at least able to answer the challenges of 21st century education and be able to improvising education with the aim of creating a generation that fits the demands of the times.

Because of the rapid pace of development of the times, humans inevitably also have to follow these development patterns by changing little by little the concept of life by adjusting to the essence of the himself and the development that exists, this happens to several things such as the way humans interact and others. The goal in the era of society 5.0 is that various challenges and social problems that exist can be overcome by humans by utilizing various innovations born from the industrial era 4.0 by being technology-centric. Actually, AI itself has been implemented in the industrial era 4.0, then in the era of society 5.0 more to technology and humans. So that education in the era will also be centered on technology that synergizes with humans or vice versa.

The purpose of education in the 5.0 society era is to advance the quality of Human Resources. However, to realize these ideals, a proper administration system is needed, this administration can be done in various fields involved in the implementation of an implementation. school or madrasa. This administration is implemented by balancing technology with humans, which are the focus of implementation in the 5.0 society era. What humans need so that they can realize synergy with technology is a 21st century skill, namely skills known as 4C which consists of Creativity, Critical Thinking, Communication, Collaboration. In 2018, Binkley et. al. outlined 4 parts of 21st century skills including: 1) How to think (creative and innovative, critical, problem solving, decision-making, and learning to learn); 2) Ways to work (communicate and cooperate); 3) Tools for work (General Knowledge & ICT); 4) Ways to live (career, responsibilities, culture, etc.). Not only does it require basic literacy to face the era the Society 5.0 later, in addition to the 4C, it must also have the ability to solve problems. In addition, the personality of Pancasila is also needed as a filter in facing the challenges that will later arise in the 5.0 society era. That’s why schools need a good administration in order to create a generation that is able to adapt to the 5.0 society era.

Administration is linguistically rooted in two words namely “ad” and “ministrare” which are latin. The “ad” means intensive, and “ministrare means to serve, help, and direct”. So that the conclusion can be drawn that the essence of the word administration is to serve intensively. In addition, administration can also be defined as providing services to a particular subject. The word administration is also taken from the Dutch language, namely “administre” which means an administrative activity, a series of activities in the form of sorting and recording data obtained from system. Then, in essence, educational administration is one of the branches of administrative science. The administrative characteristics of education itself are different from other branches of administrative science, this difference is not found in general principles, but rather things like operational principles.

What is meant by administration is a series of activities as an effort in service, concentration, as well as control over all activities related to achieving common goals. Herabudin (2013: 18) gave his opinion on the focus of the discussion of administration, namely on fundamental points related to the principles of managing an organization, such as the principle of honorarium, the principle of masa, as well as the principle of administration/ management.
A similar opinion was also expressed by Tatang S., menurut Tatang S. (2017: 18) which is meant by administration, namely an administrative activity such as a uniformity of matters that relating to oral and written, by conducting bookkeeping and recording of each event in an organization. Matters related to an administration include planning, financing, and monev. Administration is carried out by a working group or organization by carrying out registration such as recording all data that is managed systematically carried out by internal and external members so that common goals can be achieved, with the aim of providing services intensively.

Then, in language education comes from English, namely education which means to maintain, educate. Meanwhile, the definition of education itself is a conscious effort in internalizing and transferring cultural norms that are passed on to the next generation in order to be able to effective towards social life. So that from some of the explanations above, it can be taken as follows that what is meant by the administration of educational nistration is the strictness of efforts carried out by personnel in an educational institution with managing correspondence and administrative services as needed by the person concerned. The purpose of education administration is an effort to collect activities carried out by a school or madrasah by improvising management that aims to improve the performance of an education that is aligned by paying attention to the norms and needs that apply.

The classification of administration in education proposed by Herabudin (2013: 26), among others, such as school services/ programs, students, personnel or staff, school office space, financial schools, aid services, as well as public relations. In this society era of 5.0, education administration in terms of its human resources must be synergized with technology because this synergy will be very effective in terms of management that happened. Human resources in this educational administration include every member in a madrasa such as teachers, students, personnel in the school office. Technology in this case can be anything that is used to help the administration of this educational institution. Then what is included in the facility is the existing school services/ programs.

Some previous studies have also examined the application of educational administration in schools, one of which was carried out by Doddy A. G., et al. in 2021. In this study, the results were obtained that most of the administration in schools/ madrasah is centered or played by madrasah headmaster/ school leader/ leader in an educational institution. This happens because the leader is the first person who is an example of the functions and policies that apply to the implementation of a madrasah. It is the leader who takes part or is involved in planning activities in the education administration department which certainly has high credibility so that it can be a reflection for the staff under him (Doddy A. G., 2021: 299-301).

Education services both from elementary school to tertiary level, especially madrasah, require the implementation of good educational administration, especially in facing the demands of the 5.0 society era development to manifest an education of the 21st century that corresponds to the conditions of any available resources. Because in this era, madrasahs are competing to create branding for their respective educational institutions so that they can be effective for the community. But how can the educational institution manifest the purpose of its services if the educational institution alone is not interested because millennial parents prefer schools or madrasah that have public status even though there are a lot of schools or private madrasahs out there that also have good quality or quality that can realize century learning 21 just lost the branding. Therefore, it requires the implementation of good administration so that it can create school branding that is not inferior to state madrasah in general.
Based on several things that have been explained, the author conducts an overview of how the form of implementation of education administration at MI Al-Ma’arif 02 Jombang-Jember as the object under study is because this madrasa has a private status but can provide maximum service. The problem that was carried out on this research was how the implementation form of education administration at MI Al-Ma’arif 02 Jombang-Jember in the 5.0 society era.

2. Research Methodology

Research on the implementation of educational administration at MI Al-Ma’arif 02 Jombang in the 5.0 society era is a qualitative descriptive research. The purpose of qualitative research is a research mechanism that is carried out by producing descriptive information, expressed in spoken/written words to objects/events which is observed. The basis of a qualitative research is to refer to the natural condisi of an object. Objects that are still natural in nature are objects that develop themselves as they are without any manipulation by the researcher. According to Nursapia Harahap (2020: 98) that the essence of qualitative research uses a lot of narrated data analysis so that it does not use statistics in its data analysis. This research uses phenomenological design, according to Neuman (2007) quoted from Creswell (2014) this design means centered on a person’s experience/daily life. Data collection techniques/methods are also very important for the implementation of a study. The methods used in the study include observation/interview, interview, and also documentation.

The main focus of this research is how the implementation of the education administration carried out at MI Al-Ma’arif 02 Jombang-Jember to adapt to the world that is entering the era of society 5.0. The subjects of this study include the madrasah headmaster, administration coordinator, and also teachers. This research was carried out in more detail with the following flow: 1) conducting interviews on the implementation of educational administration to adapt to the 5.0 society era, which was carried out to madrasah headmaster, administration coordinator, and also teachers; 2) making observations on the form and form of educational administration implemented in the madrasah.

After the entire series of research flows have been carried out and obtained research materials, then data analysis is carried out, including data reduction, display data, and conclusion. As for the results of the study, the researcher selects, classifies, and summarizes the data that is the focus of discussion needed by the researcher so that all questions from the research can be missed. Then the data is checked with pre-existing theories or statements to then draw conclusions.

3. Finding and Discussion
a. The Implementation of Education Administration in the Society Era of 5.0 by Madrasah Headmaster

According to Uhar Saputra (2013) that for an educational institution, there are three elements that are most considered significant in its implementation, namely school organization, school education administration, and educational leader/madrasah headmaster. The three elements are interrelated and act as support in the implementation of a madrasah. So that the three elements can be illustrated as shown below.
From the illustration above, it can be described that the leadership carried out by an organizational leader from which it is emphasized that the element is madrasah headmaster on the connotation of an educational institution has an important role in the implementation of an educational institution, because the functions of madrasah headmaster include being as a manager as well as a mobilizer. Because the head of the madrasah is a key element so that a madrasa can be held effectively and efficiently so that the goals that are the direction of the organization can be achieved. To achieve this, of course, an administrative implementation in education is needed to move its personnel so that all things can be managed properly through an administration.

This 5.0 society era is a continuation of 4.0 industrial era that emerged because that era is considered to reduce human productivity by replacing it by all artificial intelligence developed. This era is centered on humans who must synergize with technology in the hope of making work can be completed effectively and efficiently. In the education administration itself, the madrasah headmaster as the leader of the administrator plays a role in managing subordinates or personnel to carry out administrative activities as well as possible. This pattern can be understood by educators and educators through the attitude of madrasah headmaster which can be reflected as an example. Tatang S. (2017: 92) writes that in essence the leader in an administration also acts as a supervisor and controller of all activities carried out by employees under him. So that in the administration of education, the head of the madrasa does not carry out all administrative functions alone, but the head of the madrasah carries out administration with the staff by doing supervision and control.

In this 5.0 society era, the administration of an educational institution to meet educational services that have been oriented can be supervised and controlled by the head of the madrasah through several platforms that have been provided by the government to assist the administration of education even if only for the implementation of monitoring of the administration. Based on the results of observations and interviews, madrasah headmaster of Al-Ma’arif 02 Jombang-Jember in leading the administration has carried it out well and effectively because it synergizes with a platform which can help in adaptation to the 5.0 society era. In line with what is quoted from Abin & Nandang (2005: 25) that Oteng Sutrisna (1986) expressed his opinion that “administration is a series of efforts made to give service, direction, or arrangement of all activities so that a goal can be achieved”, then the administration by the madrasah headmaster here is intended as briefing. The headmaster of MI Al-Ma’arif 02 Jombang-Jember utilizes a madrasah quality monitoring platform developed by the government which is generally used for accreditation of a school/madrasah i.e. Sispena BAN-SM.
Sispena BAN SM is a quality feasibility monitoring platform intended for a school/madrasah so that it can be known the extent of the quality development of a school/madrasah. Not only for monitoring the feasibility of the quality of institutions carried out by the center, but this platform can also be used by a madrasah to monitor the development of its educational institutions. The headmaster of MI Al-Ma’arif 02 Jombang monitors the administration through DIA (Administration Checklist) that has been inputted, then checks what is appropriate and what is that needs to be fixed. From this DIA input, many things can be monitored such as the administration of the educational service program plan to be implemented, the curriculum used, and so on which relating to the implementation of administration in a madrasah. If there is anything that needs to be updated and improved, then madrasah headmaster of the MI Al-Ma’arif 02 Jombang will communicate it with hooked personnel and be assisted by the administration coordinator so that the service in the madrasah can be held as well as possible.

b. The Implementation of Education Administration in the 5.0 Society Era by Teachers

There are so many roles that can be carried out by teachers, one of which is as an administrator in the activities they carry out in order to realize the education and learning that has been aspired by madrasah, participants learners, as well as educators/teachers themselves. As the direction of education in Indonesia, teachers can play the role of an educational administrator. As quoted from Abin & Nandang (2005: 25) that Oteng Sutrisna (1986) expressed his opinion that administration is a series of efforts made to provide services, directing, or arranging all activities so that a goal can be achieved. The following is an educational administration implemented by adapting the era of society 5.0 by teachers at MI Al-Ma’arif 02 Jombang-Jember, such as:

1) Madrasah Curriculum Administration Implementation in 5.0 Society Era

The curriculum is a series of paths taken in order to achieve educational goals. The educational objectives pursued through the curriculum of 5.0 society era are that they must be able to cover the skills of the 21st century. What is meant by 21st century skills is proficiency known as 4C which consists of Creativity, Critical Thinking, Communication, Collaboration. In 2018, Binkley et. al. outlined 4 parts of 21st century skills including: 1) how to think (creative and innovative, critical, problem solving, decision-making, and learning to learn); 2) ways to work (communicate and cooperate); 3) tools for work (General Knowledge & ICT); 4) ways to live (career, responsibilities, culture, etc.). In this
5.0 society era, humans are required to be able to control technology so that they can make all matters passed through can be taken effectively and efficiently. The skills of the 21st century that are the demands of parents in 5.0 society era can be transferred from teacher to student through an experience. Quoted from Olivia (1991: 6), Casswell & Doak defines that the curriculum is the entire student experience under the guidance of the teacher. From this definition, it can be concluded that the student’s learning experience will be internalized through a curriculum, therefore educators should design and choose the right curriculum so that it can create a meaningful learning experience.

In law No. 2 year 1989, it is explained that the curriculum contains planning and regulatory tools for content and learning materials as well as methods used as a reference in organizing learning activity. The curriculum should be designed flexibly which means it can adapt to the needs of the times that are developing in 5.0 society era. To choose the right curriculum, teachers are free to choose the right learning model according to the needs, conditions, and interests of students. In this 5.0 society era, Indonesian education implementation of Merdeka Belajar system, teachers are encouraged not to be too busy with making learning tools that are too convoluted. Teachers are free to choose the design of learning tools that are not considered burdensome, so that energy, energy, and thoughts can be maximized in learning activities because they are not drained exhausted to prepare learning tools. Learning tools can be designed to be as minimal as possible but still refer to competencies that are oriented and prioritized in teaching and learning activities.

Curriculum administration is reflected in the nature of process standard. At MI Al-Ma’arif 02 Jombang-Jember, educational administration curriculum is implemented after the learning tools have been designed, then bookkeeping and administration by the administrator, then bookkeeping and administration are carried out by the administrator, furthermore, DIA input is carried out in the Sispena to make it easier for madrasah headmaster to monitor and brief on matters that are lack of data, so that they can provide appropriate educational services. The evaluation is mostly done by the curriculum chief to encourage all teachers at MI Al-Ma’arif 02 Jombang utilizing and use RDM (Madrasah Digital Report), according to the instructions given by the Directorate of Curriculum for Institutional and Student Facilities Madrasah (KSKK) of the Ministry of Religious Affairs of the Indonesian Republic No. B-1726/ DJ. 1/Dt.1.1/PP.00/06/2021 as a madrasah digitalization program so that madrasah can be managed effectively and efficiently. This is very relevant to the era of 5.0 society, and it is very suitable to be implemented in the administration of education in madrasah.

Figure 3. Madrasah Digital Report Card Logo

(image accessed from https://rdm.kemenag.go.id)
This RDM is a development of the previous madrasah report card application, namely ARD (Madrasah Report Card Application), a website-based RDM with High Definition resolution developed by the Directorate of KSKK to make it easier administering the value of student learning outcomes in madrasah. The administration of the curriculum which also includes assessments carried out by teachers at MI Al-Ma’arif 02 Jombang-Jember has been implemented properly, all forms of administration are designed in the form of digitization which is very relevant to the era in the world today, namely 5.0 society era.

2) Madrasah Personal Administration Implementation in 5.0 Society Era

Personal administration for educators and education personnel at MI Al-Ma’arif 02 Jombang-Jember in 5.0 society era is implemented through the SIMPATIKA account by each teacher in a registered madrasah became an EMIS Madrasah educator. This account is used to administer the teacher’s career by updating things that are personal to him such as educational history, and others related to the teacher’s career account owner.

Figure 4. SIMPATIKA Logo

SIMPATIKA is a site that is an information center for PTK services under the auspices of the Ministry of Religious Affairs. The administrative forms owned by SIMPATIKA include the activeness of PTK and collective activity (S25a) per semester, the calculation of teaching hours and the linearity of the lessons taught, submission of a Workload Certificate (SKBK) and a Certificate of Carrying Out Duties (SKMT), an analyst feasibility allowance (S29) and a Decree of Eligibility Analysis of Recipients of Benefits (SKAKPT), in addition to that also as administration for registration as a participant in the recruitment of teacher certification.

Apart from the implementation of digitalization-based personal education administration, there are other things that must also be managed in implementing the administration of educators and education personnel at MI Al-Ma’arif 02 Jombang-Jember among others:

a) The Power Utilization (the same as the administration that inputted on SIMPATIKA).
   (1) Teacher eligibility.
   (2) The implementation of teachers duties division, technical personnel, and management personnel.
   (3) The provision of additional tasks to teachers where the minimum mandatory teaching hours have not been fulfilled.

b) List of Work Implementation Assessments (DP3).
   (1) DP3 for every teacher, technical personnel, and management.
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(2) The journal teaches teachers, technical personnel, and governance as material for evaluating the implementation of the annual work program.

c) Rank mutation: notification and submission of promotions/levels of teachers, technical personnel, and management in accordance with existing policies.

d) Code of guidelines conduct.

e) Employee welfare efforts.

(1) Membership administration and also insurance for teachers, technical personnel, and management in madrasah.

(2) Welfare improvements, such as cooperatives.

c. Education Administration Implementation on Unit Financing in 5.0 Society Era

The administration of the madrasah financing or finance unit is implemented to monitor the income and expenditure that occurs in the madrasah. This is one of the important elements in the implementation of madrasah. The administration of the financing unit is based on clear evidence related to the financial use of the madrasah. At MI Al-Ma’arif 02 Jombang-Jember, financial administration personnel/treasurer are appointed from teachers, because MI Al-Ma’arif 02 Jombang-Jember does not have a treasurer who specializes in handling finances in the madrasah. Then the administrative documents in the financing unit for the Madrasah Budget Plan (RAPBM) will be designed by the treasurer and then acceded by madrasah headmaster and the foundation. To facilitate the monitoring by madrasah headmaster if at any time there are changes, budget plan are also inputted to DIA in Sispena BAN-SM. The things that must be managed in implementing financial units in madrasah includes:

1) Financial management.
   a) Madrasah DECREE treasurer.
   b) Financially examined by madrasah headmaster.
   c) Financial classification: cooperatives, SPP, BOS, etc.

2) School financial administrative documents.
   a) List of payees honorariums.
   b) Cash Book.
   c) A place to store money, evidence of spending expenses, as well as other valuable papers.

3) Financial records.
   a) Cash bookkeeping.
   b) Bookkeeping of receipts and deposits of tuition fees clearly.
   c) BOS work report.

d) Financial usage statement indicated for superiors.

d. Madrasah Education Administration Supervision in 5.0 Society Era

Jumpa Ukur in its journal (2020) wrote that there are several functions of administration, including planning, organizing, coordinating, communication, staffing, financing, assessment, including supervision. Supervision is carried out by superiors for subordinates with the aim of reviewing the performance of subordinates. In madrasah itself, education administration supervision is carried out by madrasah headmaster for anyone who carries out educational administration.

Linguistically, supervision comes from two words, namely “super” and “vision”. Mulyasa (2002) defines that supervision means seeing and conducting reviews carried out by superiors or...
looking at and assessing those carried out by superiors on activities, creativity, as well as performance from subordinates. From this definition, education administration supervision can be formulated as an effort to help teachers carried out by supervisors (madrasah supervisors/ administrators, madrasah head, or other superiors) in order to improve the quality of educational services through the implementation of good administration carried out by related staff/teachers. So it can be said that the supervision of educational administration is the provision of professional guidance to the administration that runs in madrasah.

Supervision of educational administration greatly affects the development of madrasah. The one who has an important role in the development of the school is madrasah headmaster. Madrasah headmaster is a leader who needs a leadership spirit in order to be able to carry out good coaching for teachers, administrators, and other employees. Herabudin (2013: 210) expressed the view that madrasah headmaster as a leader must be able to understand all things related to its administration. The fundamental task of madrasah headmaster is concerning educational goals that are applied in a madrasah. Such fundamental tasks include good management of educational administration. The tasks are: 1) designing teaching and learning activities for students, coaching teacher personnel, making curriculum development efforts; 2) carrying out financial management administration in madrasah with treasurer; 3) developing facilities and infrastructure that are available in madrasah.

Madrasah headmaster who acts as a leader as well as a supervisor has the authority and responsibility for all forms of activities to develop and foster education which of course has a relationship with a series of KBM (teaching and learning activities) and curriculum as well as all activities that carried out in a madrasah. Based on observations, the supervision of education administration at MI Al-Ma’arif 02 Jombang-Jember has been carried out by madrasah headmaster well and has applied the principle of digitization of the 5.0 era which focuses on a human being who controls technology to help with his work. The supervision is carried out first by monitoring the administrations in madrasah through DIA input in Sispena BAN-SM then conducting guidance related to the lack of administration, it needs to be improved, and needs to be updated, to teachers or other employees relating to the administration.

e. Solutions to the Obstacles of Education Administration Implementation in Madrasah

The obstacles that occur at MI Al-Ma’arif 02 where the implementation of education administration is adapting to 5.0 society era, namely related to teachers who are already old in carrying out the administration of educational stration in curriculum units experienced many obstacles. This happens because it is rare to hold training related to madrasah administration in these educational institutions due to the many duties and roles of the Head of the Madrasah that he carries out by conducting there is a lot of management that do not have much time to hold the training. Then what happened was that the administrative executive (teacher/staff) only used the administrative knowledge of education sober and to his knowledge only. Many teachers design the curriculum with a copy and paste system of the templates that are already available. This is like the format of the learning per lift, or for other educational administration formats.

These obstacles were overcome by MI Al-Ma’arif 02 Jombang with efforts from madrasah headmaster together with the staff and operators to take part in various seminars, trainings, or other guidance related to education administration which is organized, either by the sub-district administrator or the local education office which then implemented in madrasah and taught to teachers/staff who are obliged to carry out the administration.
4. Conclusion

The implementation of education administration at MI Al-Ma’arif 02 Jombang-Jember is carried out with the principle of digitalization that adapts to the society era 5.0. In madrasah administration education, madrasah headmaster of MI Al-Ma’arif 02 Jombang plays an important role in many things, from designing, observing, reviewing, to supervising performed by madrasah headmaster. The implementation of education administration in the society era of 5.0 at MI Al-Ma’arif 02 Jombang has a lot of use on existing the digitalization.

Teachers and other employees have also carried out educational administration implemented with digitalization that relies on 21st century skills that adapt to society era 5.0. Starting from curriculum administration, personnel related to educators and education itself to financing are all implemented and managed properly effectively and efficiently. The implementation of good educational administration is entirely inseparable from the involvement of madrasah headmaster as a good leader and administrator which has an integral function of the entire administration education in madrasah. The entire educational administration is complete and well structured and designed. Education administration in the form of student learning achievement results is also carried out properly and efficiently by relying on the Madrasah Digital Report Card (RDM) to help assess the report card results with more effectiveness and efficiency. MI Al-Ma’arif 02 Jombang implements this RDM in the student learning outcomes standards administration according to the instructions given by the Directorate of Curriculum facilities Institutional and Madrasah Student Affairs (KSKK) Ministry of Religious Affairs of the Republic of Indonesia No. B-1726/ Dj. I/Dt.I.I/PP.00/06/2021 as a madrasah digitization program so that madrasah can be managed effectively and efficiently.

The administration finance is managed by the treasurer who is monitored by madrasah headmaster at MI Al-Ma’arif 02 Jombang in order to maintain the stability of the madrasah. Everything related to finance is carried out with a transparency system through the process of planning, organizing, directing, supervising, reporting carried out effectively and efficiently in order to realize the purpose of madrasah education. The obstacles that occur in education administration implementation at MI Al-Ma’arif 02 Jombang-Jember are found in the performance of teachers to manage administration in curriculum unit, namely the occurrence of a copy and paste system against learning devices formats. However, this has been done by madrasah headmaster by participating in various seminars related to education administration, so that the educational administration services in the madrasah can be organized as much as possible.

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