



## Aspects of Quality Management of Islamic Education Nahdlatul Wathan West Nusa Tenggara

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### Abstract

*Nahdlatul Wathan has contributed greatly to all the people of West Nusa Tenggara. Related to the field of education and its role in helping the government educate the people and nation. Where nowadays, in fact, the needs and aspirations of the community are getting bigger in the field of education, it seems that this is one of the driving forces for Nahdlatul Wathan to try to improve and develop itself in education management. As for its growth and development, it seems that pesantren, madrasahs, or schools were established both in the context of upholding the Islamic religion and nationalism. In achieving quality aspects of education, of course, requires careful planning, for example identifying priority programs and goals to be achieved, organizing according to their respective areas of expertise to the maximum, effectively and efficiently. It is also necessary to manage the improvement of educator standards such as conducting supervision in order to produce quality education as well. So that Nahdlatul Wathan has aspects of education management that have Islamic values, practices and culture that can be respected, internalized and practiced in all aspects of education quality management of Nahdlatul Wathan West Nusa Tenggara.*

## Introduction

Quality education has the characteristics of having output, namely school achievement produced by the learning process and management in madrasahs, having a teaching and learning process that is highly effective and quality educational input including clear assignments, detailed and systematic plans (Pendidikan Nasional, 2002). The quality management aspect of Nahdlatul Wathan's Islamic education cannot be separated from the basic principles of Islamic teachings which must be taken into account, namely work ethic which is based on morals (noble character), namely the essential qualities of a person or character and attitude, behavior and habits in a person or a group of people within work (Muhaimin, 2015).

Moral values will become a barometer of the success of the management of educational institutions, because this will give birth to a paradigm that has a superior, firm and complete personality integration. In fact, improving the quality of education through the management of educational institutions which is based on the basic principles and values of the Qur'an and al-Hadith should be a guideline in carrying out management as well as possible, namely carried out consciously, planned, logically and systematically so that it can produce results. quality and competitive output.

The success of the education system in a madrasa or school cannot be separated from the management used. The management system plays a very active role in the progress and success of the development of a madrasa or school; therefore management is really needed for the realization of a coordinated and effective and efficient implementation (Barkah & Zakiah,

2017) and is one of the components that influences the success of education are educators or teachers.

As an important part of human life and existence, education is closely embedded throughout the existence of human life itself. Thus, ideally, education should always be dynamic in line with the development and needs of human life. Herein lies the importance of educational thinking to speak out and overcome the various problems faced. As important as education is for humans, Imam Barnadib once said that education is an effort to realize ideas and ideals into reality (Rahayu, 2016). Education is always a central issue wherever humans are, because education is what will lead the next generation to inherit the life virtues of the previous generation. With education, humans will become complete humans, capable of developing all their potential (Wiguna, 2015). Nahdlatul Wathan does not close itself off from developments and changes that occur in society, especially in the field of education. Until now, this organization has demonstrated many achievements and dedication in carrying out its humanitarian duties. Looking at the explanation above, there is a problem that makes the author interested in discussing this theme first: What is the role of Nahdlatul Wathan in relation to Islamic education; second: What are the aspects of quality management of Islamic education in the Nahdlatul Wathan organization.

## Methods

This study of the quality management aspects of Nahdlatul Wathan Islamic education uses library research on reference books, journals, archives, documents and other writings that are relevant to the title being studied. Judging from the nature of this research, it is analytical research whose object is the quality management aspect of Nahdlatul Wathan Islamic education which is growing and developing in Indonesia. With the qualitative method, the data will be found naturally and analyzed descriptively by explaining the data as it is.

## Results and Discussion

Nahdlatul Wathan is an Islamic social and religious organization in Indonesia which focuses on education, social and da'wah, founded by a native Sasak son, namely Maulanassyaikh TGKH. Muhammad Zainuddin Abdul Madjid on 15 Jumadil Akhir 1372 H or on 1 March 1953 AD in Pancor, East Lombok, West Nusa Tenggara (Fattah, 1997). The word Nahdlah, which means revival, movement or development. Meanwhile, Wathan means homeland or country. Nahdlatul Wathan means revival of the homeland, development of the country or building the country (Hamdi, 2018). Nahdlat al-Din al-Islam li al-Wathan or Nahdlat al-Islam li al-Wathan can be used as a basis that the relationship between religion and the state in this context is integral and mutually symbiotic. This means that the state as an institution requires religion as a moral basis to uphold the establishment of a state institution. Meanwhile, religion will not function optimally without support from the state. So religion fills the normative value preferences of a country (Samidi & Suharno, 2018).

Nahdlatul Wathan based on the historical background of the people of the island of Lombok. The Nahdlatul Wathan organization (hereinafter referred to as NW) embryonally originates from Madrasah NW Diniyyah Islamiyyah (NWDI) and Madrasah Nadlatul Banat Diniyyah Islamiyyah (NBDI) which was founded in a heroic socio-historical atmosphere and conditions, both in the context of upholding the Islamic religion and nationalism. The aim is clear, namely so that Islamic values, practices and culture can be internalized and implemented in all aspects of people's lives. Meanwhile, heroism in the national aspect is reflected in efforts to liberate society from ignorance and oppression through education as preparation for fighting for national independence (Samidi & Suharno, 2018). Nahdlatul Wathan is 84 years old. At that age, NW has made many contributions to society, especially in NTB. There are many

educational institutions managed by the Nahdlatul Wathan organization. Starting from kindergarten, primary education to college. The number of students now reaches tens of thousands of people. Not only in NTB, this organization which is based in East Lombok has also spread to various provinces in Indonesia. NW is also in Kalimantan, Sulawesi, Sumatra, Riau, Batam, Bali, East Java, and Jakarta.

### **Islamic Education Nahdlatul Wathan West Nusa Tenggara**

Maulanasysyaikh Tuan Guru Kiai Haji Muhammad Zainuddin Abdul Madjid is a central figure in Lombok, West Nusa Tenggara who deconstructed the religious national spirit during the colonial period by first internalizing the values of "Hubb al-Wathan" to his students through the first established education called " al-Mujahideen." (Atsani, 2019). In the fields of education, social and da'wah, it is a partner of the government in its efforts to develop the whole person and develop the entire Indonesian society, which is predominantly Muslim, in order to realize the national goals as stated in the preamble to the 1945 Constitution.

Islamic boarding schools are institutions that can be said to embody the development process of the national education system. From a historical perspective, Islamic boarding schools are not only synonymous with the meaning of Islam, but also contain the meaning of Indonesian authenticity, because institutions similar to Islamic boarding schools have actually existed since the days of Hindu and Buddhist rule, so Islam only needs to continue and islamize existing educational institutions. Nahdlatul Wathan as an Islamic social organization has contributed to religion, the homeland and the nation, in the field of education and its role in helping the government to educate the nation. The growing needs and desires of society in the field of education seem to be one of the driving forces for Nahdlatul Wathan to strive to improve and develop itself in managing education. The growth and development of Islamic boarding schools, madrasas and schools in the Nahdlatul Wathan environment continues to increase, both in the number and type of schools and madrasas, the level or level of education, as well as the curriculum used, especially those in the NWDI and NBDI groups in Pancor (Samidi & Suharno, 2018).

Islamic boarding schools have become a traditional education system in Indonesia and have a significant impact on the quality of Indonesia's human resources. Islamic boarding schools play an important role in shaping the personalities and skills of Indonesian students and providing valuable education for young people. Even though Nurcholish Madjid considers this institution to have many weaknesses, Indonesian Muslims still have high hopes for the role of Islamic boarding schools in saving the morals of the younger generation and maintaining the purity and elasticity of Islamic teachings. However, Islamic boarding schools have great potential to be modernized and re-grounded so that they continue to play an important role in Islamic education. (Anita et al., 2022).

Then through madrasas (NWDI and NBDI). With these two madrasas, community education continues to improve step by step. Increasing the level of community education can indirectly encourage social change in the Lombok community (Zaki, 2020). These two madrasah institutions were later nicknamed "Dwi Tunggal Never Retreat", experiencing very rapid progress, both in their development, namely with the establishment of branch madrasas and the completeness of their educational facilities. The rapid growth and development of NWDI and NBDI branches in various places in Lombok, West Nusa Tenggara. Quality education is the hope and demand of all education stakeholders. Of course, everyone would prefer to study at an institution that has good quality. On this basis, schools/educational institutions must be able to provide good service and quality so that they are not left behind and are able to compete with other educational institutions.

## **Aspects of Quality Management of Islamic Education Nahdlatul Wathan**

Some aspects of educational quality management carried out by Nahdlatul Wathan at least refer to the management function itself, namely POAC which includes: a) planning, b) organizing, c) actuating and d) controlling.

First: Planning, which is carried out by preparing the madrasah program for a period of 1 year, formulating the goals to be achieved, formulating the school program in accordance with the demands and needs of the madrasah and the community. Planning in managing the quality of teaching staff is the first step that managers and administrators of Islamic education must really pay attention to, because planning includes determining educational goals, objectives and targets which must be based on the situation and condition of the learning resources they have.

Second: Carrying out organization, where teachers are given each task according to their field of expertise so that what is taught can achieve maximum results, such as language teachers teaching language subjects, religion teachers teaching subjects with religious nuances, mathematics teachers teaching mathematics and others.

Third: Mobilize all elements or components in the madrasah by maximizing their participation and respective responsibilities. In this case, all educational components are driven and mutually support each other and become a system that cannot be separated from one another. This actuating is carried out by creating a conducive, harmonious and integrated school/madrasah academic atmosphere such as adequate facilities and educational interactions (teacher-student) and school/madrasah staff, then balanced with the quantity of academic activities of teachers and students, developing a dynamic academic atmosphere. and conducive.

Fourth: It is a supervisory effort to examine activities that will have been implemented where supervision is oriented towards the intended object (improving the quality of teaching staff) and is a tool for ordering people to work towards the targets to be achieved, or is a determining step in what must be implemented, as well as assessing and improving, so that the implementation is in accordance with the plan, and is realized effectively and efficiently. Supervision and evaluation in personnel quality management is also carried out on all programs or activities carried out in schools/madrasahs in order to achieve the goals that have been set and streamline the activities or programs properly.

Thus, Nahdlatul Wathan quality management is an activity carried out especially by teaching staff starting from the process of human resource planning, organization, implementation and supervision with the aim of minimizing a risk that results in losses in the future. Nahdlatul Wathan's management of the quality of Islamic education in theory and practice has been going well where the teaching staff have carried out their respective duties according to their fields. According to PP no. 28/1990 and confirmed by the Decree of the Minister of National Education of the Republic of Indonesia Number 053/U/2001 concerning Guidelines for Preparing Minimum Service Standards for School Administrators in the Field of Primary and Secondary Education, that the assessment of the quality of education in schools/madrasahs includes four components, namely: a) The first component to be measured namely student learning activities and progress, b) The second component concerns the implementation of the curriculum, c) The third component is teachers and other education personnel, d) The fourth component is the performance of the educational unit as a whole.

Quality education also has indicators, namely: a) Having output, b) Having a highly effective process, c) Quality input, d) an effective and efficient quality control system (Nurusyifa, 2020). So there is also a need for educational idealism. Educational idealism consists of what

a person believes about education, namely a collection of principles that guide a person's professional actions. Furthermore, educational idealism is related to determining the nature of educational goals, educational tools, then translating these principles into policies for implementation (Al-Ainain & Khalil, 1980).

## Conclusion

The education quality management aspect carried out by Nahdlatul Wathan refers to the management function itself, namely POAC which includes: a) planning, b) organizing, c) actuating and d) controlling. that the assessment of the quality of education in schools/madrasas includes four components, namely: a) The first component to be measured is student learning activities and progress, b) The second component concerns the implementation of the curriculum, c) The third component is teachers and other education personnel, d) The fourth component is the performance of the educational unit as a whole. Nahdlatul Wathan is the origin of Madrasah NW Diniyyah Islamiyyah (NWDI) and Madrasah Nadlatul Banat Diniyyah Islamiyyah (NBDI).

Namely, the aim is clear, so that Islamic values, practices and culture can be internalized and practiced in all aspects of people's lives. Nahdlatul Wathan as an Islamic social organization has contributed to religion, the homeland and the nation, in the field of education and its role in helping the government to educate the nation. The needs and desires of society are increasing in the field of education, such as in Islamic boarding schools, madrasas and universities. This will continue to encourage Nahdlatul Wathan to strive to improve and develop itself in management or administration in the world of education. From the criteria above we can conclude that quality education can be improved if schools have 1) support from the government, 2) effective leadership of the school principal, 3) good teacher performance, 4) relevant curriculum, 5) quality graduates, 6) effective organizational culture and climate, 7) support from the community and students' parents (Hanushek et al., 2004). Therefore, good management of teaching staff can be a real solution that is a hope for managing educational quality indicators in an effort to improve the quality of education.

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