Management and Supervision of Education in Schools from Islamic Education Perspective

Siti Nur Hadis A Rahman,[1] Muhammad Talhah Ajmain @ Jima'ain[1] & Ahmad Marzuki Mohamad[1]

Abstract

Management is the most important aspect in the development of a school. Good management and supervision at school level will lead education system to achieve their goals. The main responsibility of management is to ensure the institution and organisation achieve their goals. This can be achieved through the practice of efficient management and utilisation of the existing resources prudently. Additionally, if the leader is a Muslim, he should practise Islamic ethics in the school management based on the Quran, as-Sunnah and the practice of early generation of Islam (*al-Salaf al-Saleh*). The Islamic system and Islamic thoughts have the foundation and principles for creating a successful school management system. This chapter will discuss the main guidelines and school management from the perspective of Islam. School is an educational channel and a place where children acquire knowledge. Hence, we must refine the best method that can be used by schools in an effort of making Islamic education system a success. The fundamental responsibility of a school according to Islamic perspective is to implement Islamic education system successfully which includes the principles of morals, shariah and others.

Key words

Management, supervision, Islamic Education

Introduction

Historical highlights have shown that the education development is based on two key aspects namely school management and leadership. The management and leadership are inseparable roles in an organisation (Kotter, 1990). Islamic teachings provide an ideal school management system that is suitable at all times and places. According to Ahmad Kilani (2003), an Islamic country with a distinctive system of government is not a mere political nation but it is a country with a comprehensive administrative system and it emphasises the moral and ethical aspects of the entire administration.

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[1] Universiti Teknologi Malaysia, Johor, Malaysia.

Corresponding Author:
Ahmad Marzuki Mohamad, Fakulti Sosial Sains dan Kemanusiaan, Universiti Teknologi Malaysia, Jalan Iman, 81310 Skudai, Johor MALAYSIA,
E-mail: amarzuki@utm.my

Excellent management is important in achieving the goals of an institution. The administrator or school manager bears a heavy responsibility to ensure his subordinates strike towards the goals that have been set by the institution. In addition, if a leader of an institution is a Muslim, he shall practice Islamic ethics especially in managing a school. The school's ethical management can be learned from the Quran and as-Sunnah, and from the early generation of Islam. The Islamic ethical practices are important to achieve the academic success of the students and act as a goal that leads to ultimate success and achieving the status of socially accepted society of God.

Definition of School Management

Arabic scholars have several definitions for school management. Education management is an effort to utilise the human resources and physical utilities towards achieving a goal (Muhammad Ahmad al-Ghannam, 1959). It is supported by Prof. Hassan Mustapha where he defined school management as an effort made by more than one individual by way of working together and understanding each other. Each individual works within its limit of ability to improve the education and teaching systems and to achieve the society's goal in general.

Whereas according to Dr. Fareed Jibrail, school management is an effort to strengthen the school administration including its day-to-day business considering the effort leads to educational goals. Prof Hassan al-Fariri also stated that school management is an effort to broaden school activities in creating a good environment and to complement education and teaching efforts to achieve the objectives. Prof Hikmak Abdullah Al-Bazzar stated that school management is a management system that deals with internal and external aspects of school using a collaborative approach towards the success of educational objectives.

Based on the definitions set forth, education management is a number of efforts involving the cooperation of a group of people who continuously work to provide a conducive environment, psychology and appropriate materials by gathering physical and human resources towards achieving the objective of education effectively. In fact, the definitions given are related to the spirit and philosophy of Islamic education that maintain the principles of justice, truth, equality and humanity. These principles encourage people to work together based on the principles of discharging responsibilities.

Definition of School Leadership

Leadership legacy has begun for centuries across the world. Baharom (2004) stated that leader was derived from the word of "lead". Lead means guide, drive or lead, whereas leading is like holding hands and taking a walk to somewhere. Leader means "leadership capability" and leadership is "the ability to be a leader or the will of a leader". Leaders are an interesting subject to be discussed and it is undeniable that the term "leader" gives a picture of a powerful and dynamic individual (Shariffah Serban Jamila, 2012).

Leadership and its importance can be clearly understood if it relates to human life. In our daily lives, there are some examples of work and activities that have been successfully executed through group work. In school education, working in groups is very crucial. This was supported

by Muhammad al-Syed al-Wakil (1986), where he said that work becomes increasingly harder and more difficult when it is done by one person. According to Kilani Ahmad (20043), in our daily lives, there are several examples of activities that are successfully completed if the activities are done in groups. At school, activities such as Teachers' Day celebration with the Ministry of Education, Parents and Teachers Association, parents and local communities are celebrated together with other people. Group work will not work well without any direction or segregation of duties by a leader. Said Hawa (1983) stated that the leaders' effort is to strengthen the relationship between all the group members after the segregation of duties. This clearly proves that a leader should improve his way of working or the actions of his group members that are no longer aligned with the designated guidelines and strategies.

Yuki (2006) defined leader as a power and it is very subjective. Mc Nay et. al (2007) quoted the Chinese classical Lau-Tzu character who said that leader means "serving". In addition, Jerome (1995) defined leader as the person who leads, directs and reprises the activities of a group of people. Lussier and Achua (2001) stated that leadership is a process that affects the leaders and the followers in achieving the organisational objectives. Sergiovanni (1982) defined leadership as an individual who is responsible for directing and coordinating group activities towards achieving or modifying the goals of an organisation. There are various definitions that have been debated which are significant to leadership. However, there is no concrete formulation that can be made to an absolute definition. Therefore, the definition of leadership will continue to be explored by the researches as long as human beings live as caliphs on Earth.

Management and leadership of principals are the main factor in determining the success of an organisation (Abdul Shukor 2004; Atan et al. 1991; Edmond 1979; Noordin and Syharifuddin 2004; Stogdill 1974; Trump 1981). This opinion indicates that the principal should have the necessary competencies to ensure that he is able to act excellently in managing and leading the school. According to Bity Salwana (2010), the appointment of a principal is based on seniority, the level of positions at work and management and leadership courses from time to time (Ministry of Education Malaysia). Principals and headmasters act as the managers or leaders where the roles are interrelated (Bush 2003, Bush & Bell 2008). The roles of principals as leaders are often linked to the school effectiveness (Rusmimi 2005; Sazali 2009). However, school effectiveness has been increasingly linked to the effective management and leadership patterns (Asmah, 2003).

Management and leadership theories prove that an effective manager and leader have a natural physical character and a great personality (MoorHead & Griffin 1998; Stodgill 1955, 1974), have high capabilities and intelligence (Ferguson 2004), are able to make accurate predictions and to look at things thoroughly (Komives et al 2007), are ready to serve (Mc Nay et al. 2007), are a creative and innovative person (Ubbes et al. 2004), are able to make the right decisions (Mumford et al. 2000b, 2000c), have the skills of managing (Katz 1955, 1974), possess proficient knowledge and skills (Hussein 1993; Sergiovanni 2001a, 2007) and have high morals and ethics (Hussein Mahmood, 2007).

Leadership Theories

Human leadership has been debated and there are various opinions that have been highlighted about the nature of leadership and responsibility. Salaah al-Din Juhur (1984) presented some important theories about leadership.

al-Rajul al-Azim Theory

This theory presupposes someone who has the ability and extraordinary skills and is able to make changes to the society. These skills are rarely found in most individuals today. For instance, a leader manages to bring his men together to achieve dreams and goals. On the other hand, in another situation, the same leader fails to bring his followers to achieve their goals. This shows that leadership is not an absolute trait that exists within an individual. There are other factors that make a goal successful, such as environmental factor within a group, the characteristics and nature of the group members.

al-Samat Theory

This theory presumes that a successful leader must be smart, courageous and able to give precise directions. If a leader possesses one of the leadership qualities, the other leaders must not necessarily possess the same quality. For example, it may not be necessary for the captain of a basketball possess the quality of the leadership of an engineering organisation. In fact, the inherent traits of a successful leader are not a priority in all situations. Additionally, if someone had the leadership skills but was weak and not courage in determining the strategies of a war, would he be suitable to be the leader in the battlefield? Hence, it can be seen that the leadership qualities shall match with the types of duties and responsibility.

al-Mayqifiyyah Theory

This theory is based on the assumption that there will be no charismatic leader until there is an environment that helps him to use his skills and make his dreams a reality. In other words, the birth of a leader is not determined by his superior personal qualities but the external factors that is rarely mastered by the leader.

Importance of School Management

Bity Salwana (2010) stated that the critics relating to the capabilities of the management and leadership of a principle such as (Dunning 1996, Mohammed Sani 2000, Murah 1999) since the old times shall no longer be referred to. However, the problem of dissatisfaction with the management and administration of schools is still being discussed including in the mass media (Amran, 2002). The findings of Azlin Norhaini (2006) reported that there are several situations that a principal seems to be less proactive and often lose focus on the management goals.

School management is a very important aspect in helping towards the development of a school. The school leadership will not be able to bring all staff towards achieving the goals of the situation without any form of good management. Mariam Md. Salleh (2009) in her study found that leadership components were an important factor in implementing plans, control and evaluation to ensure the problems faced could be overcome which was in line with the summary of Encoral Report (2004) that suggested that management could improve the efficiency and skills among the employees. According to Cheng (1994), a good management is when the planning are made three years in advance. This can be seen that a good management is a fundamental requirement for the success of the educational institutions as a whole.

Shahril (2008) stated that good school management will determine an effective work pattern in an effort to achieve the predetermined educational objectives. Other than that, through efficient management, good humanitarian relationships are built with the staff respecting each other. This is in line with Sergiovanni's findings (1995) where leaders and their relationship with humanity are inseparable. Therefore, the staff have the opportunity to express their views and constructive criticisms. This leads the leaders and their subordinates to work together in fulfilling their respective responsibilities towards achieving the institutional goals.

Efficient school management can help interpret and transfer ideas and theories of education to effective system, activities and methods of education. This can be a platform for feedback to evaluate all ideas, philosophy and educational objectives to ensure continuous improvement efforts to be made. A study by Harris (1981) and Hatten (1982) emphasises the need to implement the right strategic planning and management as one way to improve an organisation. This will make education system to be more comprehensive, objective and compatible with time and place development. Efficient school management does not limit its roles to facilitate the administration and provision of teaching aids but also serves the needs of the community by contributing towards building a highly educated society.

Abdullah Sani (2005) stated that the principle of a school is responsible for planning, implementing and determining the achievement of goals determined through its guides and encouragement to others. Principals have a strong influence on the members of school either directly through their relationship with the students or indirectly which is through the relationship between students and teachers (Basset, Crane Walker, 1974).

A principal is responsible for clarifying and dividing the duties to others on a regular basis and in line with the goals of the institution (Wynn, 1968:32). This opinion was supported by (King, 1968) where principal is the one that describes the role of teachers and students in the structure of the school organisation. The division of this task can give the school staff a role in the structure of school administration and thus create opportunities to sharpen their interests and skills in management. In addition, principal needs to determine the liaison channel to be present to ensure the cooperation between his staff can run smoothly.

According to Kamarudin (1996), quality in educational institutions has four main dimensions: quality in management; quality in teaching and learning processes; quality in students activities and quality in the involvement of all staff. In terms of theoretical approach, high quality figures such as Deming, Juran, Crosby and Masaaki Imai have emphasised leadership aspects. Deming (1986) stated that leadership can improve quality. Leaders have a responsibility to continuously improve the system. In addition, a leader must act as a co-worker,

counsellor, mentor and should learn from the employees rather than just act as a punitive judge (Mumtaz Begam, 2008).

General Goal of School Management from Islamic Perspective

The main goal of school management from an Islamic perspective is to facilitate the administration and implementation of education by managing and arranging staff and equipment used. It also facilitates the implementation of more objective decisions in its implementation. In addition, it aims to provide a pleasant environment of spiritual, emotional and social aspects that can strengthen the faith and morals of Islam based on the right knowledge, trust, sincerity, respect for the common good, obedience without involving the disobedience to God's command (Majdi al-Hilali, 1993).

It also seeks to continuously improve the administration and management system to become more effective. This environment will exist if the management is concerned about the general public while the staff involved in such institutions practice sincerity, fairness, trust, time-concerned and cooperation with the institutional administrator (Ibnu Khaldun, 1960). In addition, it aims to boost the spirity of cooperation berween staff and create a comfortable and safe working environment (Ahmad Kilani, 2003). Additionally, the general goal in school management is to make a revamp and change in the education system as well as to help students shape a perfect personality and possess sound knowledge.

School should conduct various activities and methods in achieving their goals. The most important aspect in school management is to plan ahead. According to Fathi Yakan (1981), an institution should have short-term and long-term education management. Management should create or plan activities that can help to improve the achievement of the school curriculum. In addition, management also needs to anticipate the problems and issues that will arise when performing a task. Good planning in all areas of life particularly in relation to the institution needs to meet some of the requirements including goal clarity, realistic, ongoing commitment, division of duties to all staff or employees fairly and adequate information and data.

Leadership and Supervision at School

Leadership and supervision are among the important aspects that can make education system a success in school. Leadership and supervision facilitate teachers in education and teaching operations to follow a system that has been planned to achieve educational goals. According to Mariam Md Salleh (2009), the changes in the education system are inevitable because of the ever-changing global challenges especially in the context of the education sector. Additionally, Mariam Md. Salleh (2009) in her study titled leadership and strategic management at MARA'S Educational Institution found that effective management in educational institutions depends largely on the leadership of the principal and the members of its management.

Among the effective school-related researchers (Abbul Karim Md. Nor, 1989: Edmonds, 1979; Mortimore, 1999) argued that the management of an excellent school is due to the leadership of the principal. Levine and Lezotte (2009) agreed with the opinion that principals

can change a school because they have the power and activity of teachers, staff and students (Purkey & Novak 2003; Robiah Sidin 2007) stated that the structure of an organisation should have a hierarchy that clearly illustrates authority of the office-bearer especially in terms of power, authority, influence, status and salary. Little and Bird (1987) stated that effective principals need to demonstrate high leadership qualities.

According to Shukor (1988), school administration and management is one of the important aspects of managing a school effectively in determining the quality of students' education. The capabilities of management and leadership have been criticised by Dunning (1996), Mohamed Sani (2000) and Murad (1993). In a study conducted by Azlin Norhainin (2006) found that principals are still less proactive, less innovative and not focused on the school's goals. On the other hand, Bity Salwanan (2010) reported in her study that principals' competence based on personal quality, knowledge and skill aspects are at a high level.

Leaders and supervisors are those involved in conducting the division of work, direction and monitor the work of the staff under their supervision. Siti Arni (2016) stated that every work needs to be monitored and given guidelines. Mohamed Sulaiman, Nur Arifah & Abdul Kadir (2014) stressed that supervision from the superiors should be done to ensure every work is perfectly done. A good organisation needs to have an organised organisational structure. However, the findings suggest that the support from the members of school and outsiders is needed in all areas of management. They are the leaders of an institution that are entitled to make decisions and directions and ensure that any decisions made are followed by other staff.

Educational institution leaders are required to have a vision of leadership or management (Mariam Md. Saleh, Mohammed Sani, Siti Rahayah, 2009). According to Zainal Abidin (1999), the behavioural process relates to strategic management. Educational organisations need to have good and strong management especially in analysing external environment, human leadership, structure and education (Caldwell & Spinks, 1988). This was supported by Ab. Aziz (2000) where he stated that a leader that is efficient and good in planning and analysing every change that takes place is a leader that we need. According to Mariam Md. Salleh (2009), leaders should be open to new matters that could lead to changes in strategic management (Cheng 1993). Inspectorates of schools, visitors and senior teachers are leaders and supervisors at a certain level, despite having difference in the power they have in carrying out their leadership and supervisory duties. This means they are empowered in carrying out organisational tasks such as distributing work, briefing and supervising thei staff.

However, the responsibilities of leaders and supervisors in the education system has grown in recent yeats. In a study conducted by Mariam Md. Salleh (2009) found that the application of Islamic elements in management needs to be enhanced to ensure integrity and human development in leadership. This is in line with the findings of Yusoff Islamil (1996) and Wan Liz Osman (1996) which found that leaders who are committed to the teaching of Islam will influence their employees in organisation with good moral values. The change in organisation has had a major impact on educational institutions in implementing the transformation towards the creation of a competitive labour force (Mohd Zulfadly, Rohana, Ismail Sabri & Muhammad Afzamiman, 2011). Chandran and Borromeo (2013) also expressed their willingness to change and commitment to implement changes to improve organisational performance. This demonstrates that principals and supervisors should always be prepared and accept any changes that take place in the education world.

Changes in the education system are also due to the increasing number of students and the responsibilities of the educational institution. The increment of duties will add to the difficulties of the relevant parties to identify the skills and leadership qualities that need to be mastered by the leaders and supervisors. This is in line with Mohd Najib (2010) where he stated that national economic growth that demands the increase of number of graduates in technical and vocational fields. This means that changes always take place in the education world. Weiner (2009) argued that readiness for change should be focused on the organisational level as improvements require collective behavioural change in redesigning the organisationl management system.

The addition of students contributes to the implementation of the change strategy in an organisation (NorShidah, 2011). Ronquillpo (2011) asserted that the old and outdated leadership style is unsuitable for 21st century and change is needed for the form of leadership. This was supported by Yavuz Akbulut et al. (2007) where he explained that in facing the evolution and challenges of globalisation in the 21st century, the excellence and competitiveness of an organisation relies heavily on the ability to adapt with the unexpected changes repeatedly without time boundaries. An employee must be able to master Social Competence, which is to understand Language, communication, networking, teamwork, cooperation and leadership. based on the findings Rusliana (2018) the mean score for the competence of the Industrial Revolution 4.0 (social competence) are at a high level of 4:06.

On the other hand, some scholars assume that skills and ability to lead and supervise depend largely on creativity, courage and management skills. Fullan (2007) summarised there factors that lead to leaders' failure namely tasks load, lack of focus to the implementation of program and no strategic implementation within the organisation. Lahtero and Kuusilehto-Awale (2013) supported the proposed factors by stating that lack of strategic leadership becomes one of the key areas for effective strategic implementation. This nature illustrates that leadership is a skill that needs to be learned and mastered well. According to Siti Arni (2016), a leader must have a clear planning in organising and arranging his employees according to the skills that they possess.

Islamic Ethics in School Management

According to Shukri Ahmad & Musa Yusuf (2012), Islamic ethical work can be defined as a set of values or belief system based on the Quran and as-Sunnah regarding work and working hard. Islamic ethical work is oriented towards work based on Islamic Shariah principles (Mohamaed Farah Abdi, Siti Fatimah & Nor Zuhairatun, 2014). According to Abdullah Sani (2009), managerial behaviour must represent the human-centered school culture within an organisation. In addition, work ethics according to Islam is a responsibility to every leader and a routine that must be practiced by a leader.

Good and efficient management will not exist without the basic principles of aqidah and moral values in their respective personalities. Ab. Mumim & Siti Arni (2014) stated that studies by Western and Eastern scholars are more focused on the internal values such as human capital aspects of quality, ethical behaviour, discipline and commitment in performing a task. Mumammad Madi (2007) also supported the necessary inherent values such commitment in

management and focus on administrative work to improve the quality and achievement of the organisation. The results of the study by Shahin & Dabestani (2011) proved that internal factors such as commitment of a leader and good relationships between employees are the benchmarks and improvements in implementation of quality management in an organisation.

In 2012, Global Competitiveness Report 2011/2012 (News Week, 2012) issued by World Economic Forum recoganised Malaysia to be the 14th overall and second place after Singapore in the aspect of improving the quality of national education. However, this is inadequate to prove that it is an outstanding achievement within an institution (Ab. Mumin & Siti Arni, 2014). In Islam, the real success (al-falah) relates to the achievement of the individual whether in the worldly aspects or hereafter. Jannah NorKefli (2015) stated that the implementation of good management must be based on an Islamic objective, thus generating intellectual and competitive Muslim in addition to achieving goal in the world and hereafter. Good management without good morals will become weak and a failure to solve problems. Lacking in management comes from moral weaknesses among those who carry out management tasks. Mumtaz Begam (2008) emphasised work ethics based on Islam by emphasising the formation of good morals and high dignity. If the individual is noble and respects all the attributes, he will be protected from all the evil things. He will perform his duties and responsibilities with excellence.

According to Ahmad Kilani (2003), the principle of justice and equality with all levels of human beings is among the moral qualities that must exist within a Muslim leader (Sayyed Sabiq, 1978: 147). This shows that a leader should interact and communicate with his employees based on the principle of justice. Kamal (1998) and Shukri & Musa Yusuf (2012) stated that there are five work ethics according to Islam. These includes doing something to get the blessing of Allah, trust, rewards, justice and harmonious employers and employees relationship. A leader should not neglect the principle of justice and is forbidden to practice favouritism among his employees. These support staff should not be underestimated and they should be respected like other people (Ibrahim Mamat, 2001: 138).

It is clear that work ethics in Islam is needed and an effective school is a school that successfully provides comprehensive education to its students. The paradigm shifts that hit the world of today's students have driven school administrators to plan a variety of strategies, challenges and insights. Additionally, according to Azrin Ab. Majid (2011), the main aim and objective of Islamic education is to develop the whole human nature. The Ministry of Higher Education set out six strategies to improve the quality of administration; the effectiveness of the service and delivery systems; reduction of corruption, elimination of abuse of power and enhance integrity; improvement of human resource development; strengthen the students' personalities development and improvement of integrity in academic services (Manan, 2005).

According to Sulaiman (2005), integrity is a set of superior qualities that exist within an individual and this quality is based on principles that adhere to honesty and high morals. Mumtaz Begam (2008) supported this by stating that at the individual level, integrity is the alignment between what is said and actions being taken; actions and moral principles; ethics and laws and self-interest and public interest. Organisational integrity is relected in the implementation of ethical codes, customer charter or compliancw work systems and processes to best practices. The organisational code of ethics is reiterated, repeated and appreciated by the members of the organisation until it becomes a habit and eventually becomes an organisational culture or 'corporate culture' (Sulaiman, 2006). This explains the era of quality

management changes that have urged the organisation to be led by leaders with integrity. Leaders who carry out quality management will face various challenges, be exposed to competition and conflicts that will create discomfort (Ab. Aziz, 2000). Therefore, in making changes to quality management, leaders with intellectual power and analytic acuity is needed to build clear vision and mission with the environment and situation.

According to Ahmad Kilani (2003), Islamic management in the field of education emphasises on the principle of suitability of work with experience and working skills. As mentioned above, the guidelines for qualifying someone to work in the field of management include qualifications in terms of knowledge, morals, religion and others. Islamic education system has several principles as stated previously which include emphasis on the principles of faith and morals and emphasis on the principle of justice and equality of all sides.

Conclusion

It is time for an organisation to make adjustments to embark on a renewal process that meets the demans and shifts of new paradigm in the field of management which is to leadership of integrity, formation of vision, mission and value-based goals. The excellence of an institution stats with a leader with food personal qualities. Individuals who have good personal qualities will demonstrate good, excellent and effective behaviour and leadership styles. This means that leaders who have given the power should utilise the power with faily and equally to carry out the mandated responsibilities. For this purpose, the integrity element of ehical values should be the basis of an organisation.

Based on the above description, it can be concluded that creadibility and reputation of an educational institution relies on the quality of the institution in all aspects of administration. As an education institution that practices quality management, the core of this institution is to enhance the integrity of the leaders and members of the organisation (Abdul Jalil, 2005). An organisation is unable to run smoothly if the management is not in line with the change.

The new paradign of education in facing the rapid and speed of globalisation and technological advancement require managers and leaders of education to move in line with the unlimited globalisation. Principals and headmasters need to make a shift by increasing their potential with the development of new knowledge to face with the various changes and challenges of education either nationally or globally. In this regard, the Minister of Education shoull look into the development of principals and headmasters in creating and developing school management and leadership capacity through enrichment planning in suppotying the national educational goals.

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