Philosophy Of Religious Education Management at State Elementary School 002 Kuaro

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Abstract— This research explores the philosophy of religious educational management at State Elementary School 002 Kuaro. he primary focus is to comprehend the philosophical principles underlying the administration of religious aspects in the context of elementary education. The research methodology employed is qualitative, utilizing interview and observation techniques. The research subject is State Elementary School 002 Kuaro, one of the formal educational institutions under the auspices of the Education Agency of Kabupaten Paser, established in 1974, located at the village of Keluang Paser Jaya, Kuaro District, Paser Regency, East Kalimantan Province, Indonesia. This study centers its attention on the scope of educational management in the school, including curriculum management, facility and infrastructure management, as well as financial management. The research findings indicate that the philosophy of religious education management at State Elementary School 002 Kuaro reflects religious values integrated into daily policies and practices. This includes instilling habits and rituals as an implementation of the teachings. Students are accustomed to participating in collective prayers, reading the Quran, and performing Friday Dhuha prayers together in the school courtyard, among other practices. In the implementation of the philosophy of religious management at State Elementary School 002 Kuaro, there are still several challenges, especially related to the utilization of facility and infrastructure management and financial management, in its efforts to enhance the application of religious management philosophy in the school.

Keywords— Philosophy, Management, Religious Education.

I. INTRODUCTION

The focus of the study on the science of educational management is on human beings. This is evident in the role played by humans themselves. Humans constitute the formula for a concept as well as the science of educational management and are also part of the management target. Therefore, with their role, humans have the ability to criticize in the field of educational management (Marisa, 2021).

Education at the elementary level serves as the primary foundation for shaping the character and potential of students. Lumenta (2002) suggests that fundamentally, children need time to develop awareness of their own identity. This involves recognizing that children possess uniqueness and distinctiveness that may not always align with the expectations or desires of adults. This process cannot be forced but needs to be guided wisely (Wardhana, 2022). Therefore, the emphasized approach in elementary educational institutions is guidance for children, not coercion. This guidance process includes the application and formation of the character and potential of students from an early age. Thus, it is essential for elementary educational institutions to understand the philosophical foundation of educational management in implementing learning.

The philosophy of educational management encompasses various values, principles, and perspectives that form the basis for managing the education system at the elementary school level. Through the proper application of the philosophy of educational management, it is expected that elementary schools can create a conducive learning environment, build positive character, and help learners develop their potential optimally.

In conducting educational management, it is essential to interpret the organization as a container individuals gather with common goals, visions, and missions (Harahap, 2023).

The importance of the philosophy of educational management in elementary schools is also related to the dynamics of societal and technological development. In this era of globalization, demands on basic education are becoming more complex, necessitating a philosophical foundation that can respond to these challenges. The philosophy of educational management in elementary schools can serve as a guide for educators and school administrators in addressing these changes. By understanding the philosophical values underlying educational management, elementary schools can become institutions that are adaptive, innovative, and responsive to the educational needs of children in the modern era.

Regarding the importance of this discussion, several studies have addressed the philosophy of education in schools, education management in schools, and the relationship between philosophy and management or education. Some of them include: "The Nature of Education and Education Management in Schools," which identifies the essence of education and the role of education management in achieving educational goals in schools (Qudsiyah et al., 2023). "Islamic Education in

Madrasah: A Study of Issues and Solutions for Madrasah Education in the Perspective of Islamic Philosophy of Education," an effort to build a new paradigm for Islamic education, vision, mission, and goals supported by curriculum systems, management, and organization, as well as teaching methods to prepare high-quality individuals with high morals to face global societal changes (Ilham, 2020). "Management of English Learning Resources in Special Schools Based on Management Philosophy," examining the management of learning resources through the lens of management philosophy (Adijaya et al., 2022). "The Implications of Philosophy of Education in the Development of Islamic Religious Education Curriculum from Kuntowijoyo's Perspective", this study examines and analyzes the concept of prophetic values from Kuntowijoyo's perspective within the framework of educational philosophy and explores its foundational aspects for the development of the Islamic religious education curriculum (Tolchah, 2020). "The Philosophical Principles' Urgency in the Development of Islamic Religious Education Curriculum", this article discusses the curriculum's evolution and the principles employed in its development, particularly focusing on the philosophical principles related to the ontological, epistemological, and axiological dimensions, specifically within the Islamic Religious Education curriculum (Wardhani & Hamani, 2023). "Education Management in the Perspective of Islamic Philosophy," a philosophical study of various issues in educational activities guided by the Qur'an and Hadith as primary sources, and the opinions of experts, especially Muslim philosophers, as secondary sources (Nasution, 2022). "Philosophy of Islamic Physical Education in the Perspective of Education," a procedure involving the examination of various sources related to Islamic education management strategies in Indonesia, followed by selecting and listening to several sources to provide new arguments based on existing ones (Budiman & Suharto, 2021). "Islamic Education Management Philosophy: Critical Reconstruction of Islamic Education Management in the Contemporary Context," examining the urgency of Islamizing the science of educational management, critically reviewing its implementation, and highlighting pioneers in the field of Islamizing educational management (Kurniawan, 2019). "Constructivism Learning Philosophy in Islamic Education Management," discussing the implementation of constructivist learning philosophy based on Islamic education management. The research findings indicate that constructivist learning, based on Islamic education management, can be utilized in the learning process (Marliat, 2023).

The difference between this research and previous research lies in its investigation into the philosophy of religious education management at State Elementary School 002 Kuaro, focusing on the integration of religious values into daily policies and practices. Additionally, previous research had a broader scope, addressing various aspects of education and education management, focusing on specific philosophical concepts, while this research specifically investigates the philosophy of religious education management at State Elementary School 002

Kuaro, emphasizing its implementation in the school curriculum and alignment with the principles of Islamic education management.

Thus, understanding the philosophy of educational management in elementary schools is crucial for creating a learning environment that is not only efficient but also meaningful in shaping quality individuals.

II. LITERATURE REVIEW

Philosophy originates from the Greek language, specifically from "philosophia" – 'philien' means love and 'sophia' means wisdom (Sasmita et al., 2023). In English, the term for philosophy is referred to as "philosophy," while in Arabic, it is termed as "falsafah," meaning "the love of wisdom." Therefore, it can be concluded that the essence of philosophy is the love for wisdom. Individuals who actively seek wisdom are referred to as philosophers (Marisa, 2021).

Philosophy plays a crucial role in human life, embodying at least three main functions: as a catalyst, liberator, and educational guide. Education, in particular, represents an effort to develop the human potentials of learners, encompassing physical, intellectual, emotional, and moral dimensions. This is to ensure that these potentials become tangible and function effectively throughout the journey of one's life (Sasmita et al., 2023).

Management, linguistically, is derived from the English word 'management,' which denotes administration, orderliness, or leadership. The verb form is 'to manage,' meaning to administer, organize, handle, lead, or execute. In Arabic, management is equivalent to the word 'at-Tadbir,' which means organization and is derived from the word 'dabbara,' signifying arrangement. According to terminology, management is the ability to achieve a result in order to accomplish objectives through the activities of others (Hartono & Nuzula, 2022).

Educational management encompasses all school activities, ranging from significant efforts such as direction, coordination, consultation, correspondence, equipment control, and so forth, down to the smallest unit level. Educational management can be considered an applied science in the field of education, constituting a series of activities or the overall process of controlling collaborative efforts by a group of people to achieve systematically formulated educational goals. Educational management can be interpreted as the activity of integrating educational resources to be centralized in an effort to achieve predetermined educational goals by directing individuals to carry out specific activities to reach specific objectives (Supriatna, 2021).

Islamic educational management is a process of administrating Islamic educational institutions in an Islamic manner by strategizing learning resources and related matters to effectively and efficiently achieve Islamic educational goals. This meaning further implies interconnected implications that form a unified system in Islamic educational management.

The concept of Islamic educational management is further elaborated by various parties. According to Prof. Dr. Mujamil Qomar, Islamic educational management is a

process of administering Islamic educational institutions in an Islamic manner, strategically managing learning resources and related matters to achieve Islamic educational goals effectively and efficiently. Meanwhile, according to Ramayulis, the understanding of Islamic educational management is the process of utilizing all resources owned by the Muslim community, educational institutions, or others (Satriyadi et al., 2023).

The management of Islamic education possesses its own uniqueness compared to general education management. Siti Raudhatul Jannah delineates the characteristics of Islamic education management, encompassing :

a. Utilizing the Quran and authentic hadith as the legal foundation and control in formulating theoretical principles in the management of Islamic education.

b. Considering the words of the Prophet's companions, scholars, and Islamic intellectuals as the basis for logical reasoning, allowing theoretical principles to be explained rationally.

c. Taking into account leadership and employee culture empirically when formulating specific strategies for managing Islamic educational institutions.

d. Using the provisions of educational management principles as a theoretical foundation in organizing Islamic educational institutions. The principles in educational management include adhering firmly to the Quran and hadith, supported by empirical evidence and endorsed theories that have been reported and validated through cultural rational thinking.

e. Making the management of Islamic educational institutions an empirical foundation for formulating theoretical principles in Islamic education management (Hartono & Nuzula, 2022).

Scope of Educational Management. Management consists of several interconnected elements that cannot be separated and are integral to achieving management objectives. These elements are what ultimately lead to the goals of management. Similarly, educational management requires management tools to carry out activities effectively. The management tools include:

a. Man (Human/People)
b. Money
c. Materials
d. Machine (Equipment)
e. Method (Strategies)
f. Market

In educational institutions, "Man" refers to individuals within the institution, such as the school head, teachers, administrative staff, students, and others who are stakeholders in the educational institution. "Money" signifies the funds needed in the educational management process, including tuition fees, donations, or government funding. "Materials" refer to the equipment needed during the management process, such as administrative staff using computers in their tasks. "Method" involves the methods or strategies used for effective management, such as the allocation of educational personnel tasks according to their roles. Lastly, "Market" denotes the job market needed by education to carry out its management processes.

As the first foundation in the ontological philosophy of Islamic Educational Management, it is rooted in the anthropo-physical and metaphysical domain, relying on the dualistic ontology theory of human existence—physical/body and metaphysical/spiritual. Ontologically, the balance between the physical and spiritual aspects of the manager and the managed individuals is the key to the achievement of Islamic educational management. Epistemology, as the second foundation in the philosophy of Islamic educational management, is a branch of philosophy that discusses the theory of knowledge. It seeks to find answers to questions about how existence occurs. Epistemology also serves as a management science that develops into empirical realities and rational considerations, giving rise to various management sciences in different contexts and pursued values.

Axiology or ethics, as the third foundation in the philosophy of Islamic educational management, studies the principles and concepts underlying judgments of human behavior. Axiology, as a theory of values, questions how humans use their knowledge. Values are cherished by every individual, reflecting their perspective on the goodness or badness of something based on religious norms or scientific studies. The theory of educational management is not only necessary as an autonomous science but also needed to provide the best possible foundation for education as a process of cultivating civilized humans. Therefore, the value of educational management is not only intrinsic as a science, like art for art's sake, but must also contain extrinsic value and knowledge to examine the foundations of possible actions by controlling urgent problems and negative influences and enhancing positive influences on education.

The Quran and Sunnah have elaborated extensively and clearly on the foundations of Islamic education, such as:

a. Tawhid.
Foundation All Islamic education activities are guided by divine norms and are also motivated as acts of worship.

b. Humanitarian Foundation.
Recognition of the essence and dignity of humans, the rights of individuals must be respected and protected.

c. Unity of the Ummah Foundation.
A perspective that sees diversity as an opportunity, recognizing that differences in ethnicity, race, and tribe are not obstacles to achieving unity and harmony. Because fundamentally, humans have the same goal—to serve God.

d. Balance Foundation.
This can be seen in the relationship between worldly and hereafter affairs, physical and spiritual aspects, individual and social aspects, knowledge and action, and so on.

e. Rahmatan Lil 'Alamin Foundation
Every work of every Muslim in the field of education is expected to be oriented towards the realization of mercy for the entire universe (Saifudin & Yusuf, 2022).

Philosophy of Principles of Islamic Education Management. The Principles of Islamic Education Management consist of :

a. Division of labor in the Philosophical Thinking of Islamic Education Management.
b. Discipline
c. Unity of command
d. Unity of direction
e. Common interest over personal interest
f. Hierarchical chain of command and span of control (Satriyadi et al., 2023).

The Relationship between Philosophy and Islamic Educational Management. Philosophy and educational management share a profound connection, both in theoretical and practical dimensions. The foundation of educational theories is invariably rooted in the principles of a particular philosophical system. The philosophy of educational management provides a comprehensive and profound description and understanding of the object of study in the realm of Islamic educational management. This encompasses various areas such as Islamic leadership management, human resources management, public relations, conflict management, educational change management, curriculum management, and institutional management in Islamic education. The relationship between philosophy and management is interactive and dialogical, serving as a reflection of the formal object of philosophy. It emphasizes that the practice of Islamic educational management requires reflective and philosophical inquiry, elucidating how the essence of Islamic educational management can evolve into a robust and independent discipline.

The relationship between education and philosophy is differentiated into two categories:
a. Compulsory or Necessary Relationship
   In a philosophical context, this relationship implies the pursuit of ideal values and aspirations. Education, in turn, plays a role in actualizing these values in human life.
b. Foundational Concept of Education
   Philosophy conducts a broad examination of the foundations of reality, including human beings. Aspects of discussion include worldview and life perspectives. The connection between education and the philosophy of education is highly essential and significant, serving as the foundation for an educational system.

The Objectives of Islamic Educational Management Philosophy. Before delving into the objectives of the philosophy of educational management, it is essential to understand the goals of education itself. The orientation of educational management is to preserve the human soul (hifdz nafs), safeguard the religion (hifdz din), protect the intellect (hifdz 'aql), maintain lineage (hifdz nasl), and safeguard wealth (hifdz maal). In this context, the formulation of Islamic educational goals should be oriented toward the essence of education, encompassing its various aspects. Education is a consciously and systematically conducted process aimed at bringing about progressive changes in human behavior. Within the educational process, there exists the curriculum—a set of plans and arrangements regarding goals, content, and instructional materials, as well as the methods used as guidelines for implementing learning activities to achieve specific educational objectives.

The term 'curriculum' initially originated from sports activities, deriving from the French word 'courir,' meaning 'to run.' Later, it was applied to a set of courses or subjects that must be completed to obtain a degree. The understanding of the curriculum has evolved over time. According to the traditional view, the curriculum is a set of subjects that students must undertake. One crucial and fundamental aspect of education is its objectives. Educational objectives are an absolute requirement in defining education itself, as education is the primary, if not the sole, effort to shape humans according to their desired qualities. In the view of al-Ghazali, education is the educator's endeavor to eliminate bad character traits and instill good morals in students, bringing them closer to Allah and attaining happiness in both this world and the hereafter.

On the other hand, Ibnu Khaldun sees education in broad terms. According to him, education is not confined to the learning process with time and space limitations in Islamic Religious Education, but it signifies the human awareness process of capturing, absorbing, and experiencing natural events throughout time.

For John Dewey, education is growth, development, and life itself. He views it progressively and adheres to an optimistic attitude regarding the student's progress in the educational process.

The objectives of the philosophy of Islamic educational management are essentially synonymous with the goals of Islamic teachings. Both originate from the same sources, namely the Qur'an and Hadith. From these sources, thoughts about Islamic issues in various aspects, including educational philosophy, have emerged. In this regard, the intellectual products of scholars, such as qiyas and ijma`, are rooted in the Qur'an and Hadith (Saifudin & Yusuf, 2022).

III. METHODS

This research employs a qualitative approach aimed at describing facts and data found in the field in the form of words, rather than graphs or numbers. The researcher uses this approach to analyze more deeply regarding the management of Islamic education at State Elementary School 002 Kuaro. After collecting data, the researcher will analyze and present the data obtained in the field.

The research is conducted at State Elementary School 002 Kuaro, located at the village of Keluang Paser Jaya, Kuaro District, Paser Regency, East Kalimantan Province, Indonesia. This school has a public status and is accredited B.

This research has two data sources, consisting of primary and secondary data. These sources serve as references for the researcher in obtaining data and information.
1. Primary Data Source
   The primary data in this research is obtained from the School Principal, teachers, and staff at State Elementary School 002 Kuaro. Primary data serves as

a reference in exploring information about curriculum management at the educational institution.

2. Secondary Data Source

Secondary data sources in this research consist of books and scientific articles derived from experts, as well as a review of previous studies relevant to this research. Secondary data serves as an additional reference to obtain theoretically-based information, ensuring a solid scientific foundation for this research.

The data collection techniques employed by the researcher during this study are :

1. Interviews

One of the data collection techniques utilized in this research is interviews. The purpose of interviews is to obtain data and information through direct conversations with informants by posing relevant questions related to the research. The researcher conducted interviews with three sources: the School Principal, teachers, and staff at State Elementary School 002 Kuaro.

2. Observation

Observation is a data collection technique used by the researcher to directly observe the implementation of Islamic education management at the research site. The researcher carried out observations by being present at State Elementary School 002 Kuaro to gather authentic facts beyond the information obtained from the interviews with the informants

IV. Results and Discussion

State Elementary School 002 Kuaro is one of the formal educational institutions under the auspices of the Education Office of Paser Regency, located on the outskirts of the city and situated on Jln. Negara KM. 15, Keluang Paser Jaya Village, Kuaro District, Paser Regency, East Kalimantan Province, Indonesia.

Established in 1974, State Elementary School 002 Kuaro spans an area of 5830 square meters with a length of 110 meters and a width of 53 meters. It comprises three main buildings with a total area of 399 square meters. The details of these buildings include Building 1, which has four rooms, consisting of an office, classrooms 2, 3, and 4, measuring 33 meters in length and 7 meters in width, with a site area of 231 square meters. Building 2 has two rooms, housing classrooms 5 and 6, with a length of 16 meters, a width of 7 meters, and a site area of 112 square meters. Building 3 is designated for classroom 1, a library, and health unit (UKS), measuring 8 meters in length, 7 meters in width, and having a site area of 56 square meters.

In the 2023/2024 academic year, State Elementary School 002 Kuaro is led by Mr. H. Tumijo, S.Pd., and has a total of 12 educators, including 1 school principal, 6 classroom teachers, 2 subject teachers, and 3 education personnel. The school has 62 students in the 2023/2024 academic year, comprising 39 male students and 23 female students.

The vision of State Elementary School 002 Kuaro is "Realizing students of quality, noble character, competitiveness, and environmental awareness based on

faith and piety." The mission of SD Negeri 002 Kuaro includes:

1. Implementing effective learning and guidance.
2. Fostering intensive learning spirit among the school community.
3. Encouraging and assisting each student in recognizing their potential for optimal development.
4. Cultivating a healthy quality learning environment.
5. Instilling discipline in daily life.
6. Developing gradual and continuous environmental awareness among the school community.
7. Instilling the habit of performing the five daily prayers and being able to read the Quran.
8. Encouraging a friendly and polite attitude toward everyone in the school community.

The motto of State Elementary School 002 Kuaro is "MANTAP," also an acronym for, M: Maju (Advance), A: Aktif (Active), N: Nasionalis (Nationalistic), T: Terampil (Skillful), A: Aktulisasi (Actualization), P: Produktif (Productive).

The motto reflects State Elementary School 002 Kuaro commitment to guiding students to become individuals who care about the environment, are religious (faithful and pious towards the Almighty), adaptable to contemporary times, enthusiastic about developing their competencies/abilities in line with their personal development, ready to compete in the outside world, courteous in actions and speech, and possess a high level of optimism towards success.

In this section, the researcher focuses on the philosophy of religious education management at State Elementary School 002 Kuaro, specifically the implementation of management philosophy in the school curriculum.

The curriculum management is conceived as a cooperative, comprehensive, systematic, and coordinated system aimed at achieving curriculum objectives. In its implementation, curriculum management must be developed in accordance with the context of School-Based Management and the School Level Curriculum. Therefore, the autonomy granted to educational institutions or schools in independently managing the curriculum, prioritizing needs and achieving targets within the vision and mission of the educational institution or school, does not overlook the national policies that have been established (Danny et al., 2023).

The development of the curriculum in the context of Islamic education, in this case, must always refer to the Quran and Hadith as its foundation. The basic framework of the Islamic education curriculum, according to Al-Syaibani, includes:

a. Religious foundation

Meaning always referring to the primary sources of the Quran and Hadith as the essence and ultimate goal of the curriculum.

b. Philosophical foundation

Namely the existence of values believed to be beneficial in the goals, content, and organization of the curriculum when viewed ontologically, epistemologically, and axiologically as the philosophical basis of the curriculum.

c. Psychological foundation

Meaning the formulation of the curriculum must be based on the psychological development of the learners.

d. Social foundation

Serving as a portrayal for Islamic education to grow and be embedded in societal life (Khalilurrahman, 2021).

Sulfemi explains that curriculum management has five principles in its implementation, including:

a. Productivity

One of the principles considered in curriculum management implementation to enhance the productivity and learning outcomes of students according to the goals set in the curriculum.

b. Democratization

In the implementation of curriculum management, administrators must consider democratic aspects in placing administrators, implementers, and students according to their positions and responsibilities so that curriculum goals can be achieved.

c. Cooperation

The existence of good cooperation among all parties to achieve the expected results.

d. Effectiveness and efficiency

Shortening efforts, costs, and time in curriculum management implementation so that curriculum goals can be achieved efficiently. Strengthening the vision, mission, and objectives established in the curriculum, meaning that in the implementation of curriculum management, administrators must be able to guide the vision, mission, and objectives of the curriculum to have a strong foundation (Hartono & Nuzula, 2022).

According to Hocking (1946), religion serves as a remedy for the difficulties and worries faced by humans, at the very least alleviating them (Muhartini & Amril, 2023). Many argue that religion is a philosophy. Philosophy and religion are interrelated and reflective of human nature. Both cannot evolve and progress without the three fundamental tools and energies within human beings. The three fundamental tools and energies of humans are thought, feeling, and belief, enabling individuals to attain happiness for themselves. Philosophy and religion can only be beneficial in human life when reflected upon within the individual.

According to Prof. Nasroen SR, "True philosophy must be based on religion. If philosophy is not based on religion and relies solely on reasoning, then that philosophy will not contain objective truths because it is the mind that provides perspectives and decisions, and the capacity of the mind is limited. Therefore, philosophy will not be able to satisfy humans, especially in their understanding of the unseen." The good and bad behavior of an individual can be influenced by their surrounding environment (Indriani et al., 2022).

Religion is something inherent, and due to its existence, it is why religion is considered a subject of philosophical study. The Islamic philosophical perspective is encapsulated in the Quran, which serves as a guide and life manual for believers. Hence, it is evident that instilling religion in students, such as encouraging regular worship, prayer, Quranic reading, and cultivating good conduct, is one way of instilling a positive religious philosophy. From an early age, students are taught to recognize their Creator and contemplate the magnificence of His creation.

Based on the interview results regarding the implementation of the philosophy of religious education management in the curriculum at State Elementary School 002 Kuaro, the researcher found that the school employs both the Curriculum 2013 (K-13) and the Merdeka curriculum. The elementary school follows the Curriculum 2013 (K-13) in accordance with the Ministry of Education and Culture Regulation Number 67 of 2013. Additionally, the school implements the Merdeka curriculum as per the Minister of Education, Culture, Research, and Technology Regulation No. 56 of 2022, a guideline for the implementation of the curriculum in the context of Learning Recovery (Merdeka Curriculum) as an enhancement to the previous curriculum. The application of both curricula is designed in alignment with the school's vision, mission, objectives, and character.

To facilitate the implementation of the curriculum at the school, tasks are assigned to all school stakeholders, including the school head, teachers, and administrative staff. Additionally, to enhance discipline, Public Elementary School 002 Kuaro implements electronic attendance based on location for all educational and educational personnel. Curriculum evaluation is carried out through regular meetings led by the school head, both monthly and every semester, to ensure the smooth implementation of the curriculum in line with the desired objectives.

In addition to developing the curriculum by incorporating Islamic teachings, State Elementary School 002 Kuaro also instills habits and practices as an implementation of its teaching. Students are accustomed to participating in collective prayers, spiritual cleansing activities, and congregational dhuha prayers every second Friday in the schoolyard. This is done to strengthen the inculcation of moral and spiritual values in students. Furthermore, daily practices such as praying before and after learning, reciting daily prayers, and reading short surahs are also implemented before morning learning activities.

Based on the information provided by the school, the researcher concludes that the implementation of the philosophy of religious education management in the curriculum at State Elementary School 002 Kuaro aligns with the characteristics of Islamic educational management philosophy and the principles of curriculum management implementation, such as:

a. The implementation of curriculum management is grounded in the foundation of the Islamic religion as the primary goal of the school to educate students in both general and religious knowledge. The school's developed curriculum incorporates the fundamentals of Islamic education into its content along with practical implementation.

b. The implementation of curriculum management applies the principles of effective and efficient

productivity by providing intensive Quranic learning to students.

c. The school consistently conducts periodic evaluations of the curriculum through meetings, emphasizing cooperative and democratic values.

Additionally, the school has also implemented the Philosophy of Principles of Islamic Education Management, which includes:

a. Division of labor.

Division of labor is implemented by understanding the expertise and capacities of each school staff member. Teachers may have specific roles in teaching particular subjects or managing extracurricular activities based on their expertise. This creates efficiency in the learning process.

In practice at State Elementary School 002 Kuaro, task assignments to teachers and staff are outlined in the Duty Division Decree No. 424/003/SDN-002/Kro/I/2023.

b. Discipline.

Discipline principles are applied through the implementation of school rules and Islamic ethical norms. Discipline helps create an organized learning environment and respect for authority.

In practice at State Elementary School 002 Kuaro, clear school rules regarding attire, behavior, and classroom regulations are established to create a conducive learning environment. Violations of these rules are subject to disciplinary sanctions. Additionally, to enhance discipline, State Elementary School 002 Kuaro uses online attendance data collection for teachers and staff to ensure smooth school teaching and learning activities.

c. Unity of command.

Unity of command is reflected in a clear school leadership structure. The school principal plays a central role in making strategic decisions.

In practice at State Elementary School 002 Kuaro, it is implemented that the school principal is responsible for the direction and policies of the school. Major decisions, such as curriculum changes or disciplinary policies, are centrally made to maintain consistency. To ensure the unity of command at State Elementary School 002 Kuaro, all decisions are reached through monthly school meetings

d. Unity of direction.

Unity of direction is realized through the development of a curriculum aligned with Islamic values. Each subject and extracurricular activity is designed to support Islamic education goals.

In practice at State Elementary School 002 Kuaro, in curriculum development, Islamic ethical values are integrated into each subject. This is documented in the school's curriculum document. Additionally, to create a unified direction, State Elementary School 002 Kuaro formulates the school's Vision and Mission as the educational objectives.

e. Common interest over personal interest.

This principle is reflected in policies and decisions made for the collective well-being of the entire school community.

In practice at State Elementary School 002 Kuaro, decision-making, whether by the school principal or school policies, is directed towards improving the well-being and development of all students without favoring specific personal interests. An example of prioritizing collective interests can be seen in school fund management, where fund allocation and usage are organized to meet collective needs, such as infrastructure improvements or educational facilities enhancement. By applying these principles, the school can create an environment that reflects Islamic values, shapes students' characters, and positively contributes to building a better society.

The implementation of religious management philosophy at State Elementary School 002 Kuaro has been progressing well, yet it still faces several challenges in its efforts to enhance the application of religious management philosophy in the school, particularly concerning the utilization of facilities and infrastructure management, as well as suboptimal financial management. One major obstacle lies in infrastructure management. The school grapples with limitations in providing adequate facilities to create an optimal learning environment. Insufficiencies in physical infrastructure, such as classrooms, laboratories, and places of worship, hinder the school's ability to effectively meet the diverse needs of its students and educators.

To address these challenges, State Elementary School 002 Kuaro needs to explore additional sources of funding, such as through collaboration with external parties or engaging in community fundraising initiatives. Furthermore, strategic financial planning and allocation are crucial to ensure that resources are used efficiently, prioritizing critical areas such as infrastructure improvement and professional development. By overcoming these obstacles, the school can enhance its commitment to religious management philosophy and provide a more conducive learning environment for its students and educators.

V. CONCLUSION

The implementation of the philosophy of religious educational management at State Elementary School 002 Kuaro serves as a crucial foundation in directing effective and sustainable primary education. In the school context, the philosophy of religious educational management plays a pivotal role in guiding policies, resource management, and interactions among school stakeholders. Firstly, this approach emphasizes the significant role of human beings in the context of educational management, each individual in the school has an irreplaceable contribution to achieving educational goals.

The philosophy of educational management at State Elementary School 002 Kuaro is also reflected in the application of moral and ethical values as an integral part of the learning process. By integrating philosophical principles into daily activities, the school aims to create a

positive learning environment that supports the development of students' character. The focus on human resource management and the application of these values can form a strong foundation to achieve broader educational goals.

Based on the results of this research, that the curriculum management at State Elementary School 002 Kuaro is in accordance with the characteristics of the philosophy of religious educational management and aligns with the principles of curriculum management implementation. In curriculum development, the school is grounded in religious foundations as its primary goal by incorporating the fundamentals of Islamic education into its learning content. Furthermore, the school also applies effective and efficient productivity principles by providing intensive religious education to students. Additionally, the school consistently conducts evaluations to formulate and assess the curriculum, considering cooperative and democratic values.

In implementing the philosophy of religious management at SD Negeri 002 Kuaro, the school continues to face several challenges in its efforts to enhance the application of religious management philosophy, particularly in relation to the utilization of facilities and infrastructure management, as well as suboptimal financial management

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