

Applying Personal Balanced Scorecard (PBSC) Concept in Islamic Education

Iswan, Herwina, Zainudin Hassan and Farihen

Abstract--- *This research was about applying Personal Balanced ScoreCard Concept (PBSC) In Islamic Education that was done by using qualitative method. This research was conducted at MAN 4 Model Jakarta, Indonesia. The research instrument used was a questionnaire, which was conducted for 19 teachers who taught at MAN 4 Model Jakarta, Indonesia who were considered to be quite representative of the other teachers. The results of this research found that it is proven that Islamic education today, including Islamic-based education is in the pull of a business paradigm which is transactional, pragmatic, and service oriented. Those things are used in economic business management at first and applied to manage education by now. The application of management theory which has a transactional-pragmatic business logic has problems when used to manage education, which logically builds education with dignity, civilization and humanity. Education is born from a good system (good planning system) with material and a good governance system (good governance system), which is delivered by good teachers (good teachers) through the components of a good and quality learning processes especially teachers. Application of the Personal Balanced ScoreCard (PBSC) theory from Hubert K. Rampersad through the PDAC Cycle approach.*

Keywords--- *Personal Balanced ScoreCard Concept, Islamic Education*

I. INTRODUCTION

Islamic education was born along with the fall of surah *al-alaq verses 1-6*. It ordered to read. In Islam, reading is an attempt to obtain useful knowledge. Before the establishment of *madrrasah*¹, Islamic education² had taken place in some places such as book store, in the houses of Islamic science expert, in mosques and other places. Islamic education had already taken place in homes at first. The Prophet himself made *dar al-arqam ibn abi al arqam* in Mecca as a place of education to teach the religion of Islam and al-quran. He made his home in Mecca and Medina as a place for Islamic education activities³. The study of Islamic education management of the prophet Muhammad SAW, it was clearly taught his friends to avoid the shackles of *jahiliyah*, spiritual darkness that includes a culture of silence and a systemic structure of poverty.

Islamic education management activities as a system⁴, one of the information systems in Islamic education. As educators in this case are people who carry out activities in the field of teaching and learning process. Management of Islamic education seeks continually to develop various concepts in order to make improvements in the quality of the learning process.

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The dynamics in the current information revolution era, especially in Islamic education, have experienced a paradigm shift in the organization of education that has competitiveness as a focus in the evolutionary process through the role of Islamic education management. The application of concepts and/or theories about Personal Balanced ScoreCard⁵ in Islamic education is part of the management system in managing a better Islamic education through several indicators of measurement. They are control, quickly, precisely, and accurately, and comprehensiveness, so as to provide an understanding of performance especially in the administration of Islamic education.

II. LITERATURE REVIEW

Personal Balanced ScoreCard Concept (PBSC) was developed in 1993 by Prof. Robert Kaplan and David Norton from Harvard Business School and it is still being improved until now. Kaplan and Norton argued that Personal Balanced ScoreCard Concept (PBSC) is a framework for integrating various measures derived from change strategies. It is the measure of past financial performance and introducing the boosters of future financial performance, which include customer perspectives, internal business processes, and learning and growth, derived from the process of translating corporate strategies that are implemented explicitly and strictly into various tangible goals and measures⁶. Pearson and Robinson defined that the balanced scorecard as a collection of four measures that are directly related to a company's strategy: financial performance, customer knowledge, internal business processes, learning and growth⁷.

It is necessary to develop the concept of Islamic education by combining the theory of the Balanced Scorecard (balanced stock card) in the administration of Islamic education. This is as a measure related to the implementation of strategies in managing Islamic education. Integrating the Personal Balanced ScoreCard concept / theory in Islamic education, directs a learning to link long-term strategies with more concrete targets and actions. Implementing Personal Balanced Scorecard using the PDAC cycle. It will go through a learning process gradually, which will increase happiness, awareness, enjoyment, pleasure and creativity in new work places and outside of work⁸.

⁵ Dadang Dally. *Balanced ScoreCard*, educate the management and organization to look the company from four perspectives that relating short-term operation control into vision and long-term strategic business. Next, management will be driven to focus on the key of ratio and strategic through *stretch target* which is setted together. Those ratios that will be unique when *Balanced ScoreCard* make menu as *ScoreCard* to combine between the benchmark of financial ratio and non-financial. It needs a coherent tangled of synergies. Dally in his book "*Balanced ScoreCard*" said that an approach in implementation with school-based, 2nd printing. Bandung: Rosdakarya.

⁶ R.S, Kaplan and Norton D.P. 2000. *Balanced ScoreCard. Menerapkan Strategi Menjadi Aksi*. Jakarta: Erlangga. *Balanced ScoreCard* is not only a measurement system, various inovative companies used ScoreCard as a framework in management of company (p.17).

⁷ J.A, Pearce and Robinson R.B. 2008. *Strategic Management, Formulasi, Implementasi, dan Pengendalian*. 1st book. Jakarta: Salemba Empat.

⁸ Rampersad, Hubert K. 2006. *Pertajam Kompetensi Anda Melalui Personal Balanced ScoreCard*, 3rd Printing. Jakarta: PPM Jakarta.

Personal Balanced ScoreCard completes a set of financial measures of past performance with measures of booster for future performance. Benchmarking can be used so that existing best practices can be included. There are still many verses of the *Koran* that mention long-term goals, of which other verses read: "what he has done for tomorrow (hereafter). So, if the teachings of Islam, quality is seen as something that is mandatory and is one way to achieve long-term goals". then this can be analogous to the practice of innovation in an educational institution which in this case is focused on developing Islamic education in general. The implementation of Islamic education that has competitiveness and continues to follow the dynamics of the development of the age must be think for a long time, through educators must also consider the level of performance, so they are able to carry out their functions properly and professionally, as required by Allah SWT, in the *Koran* as following:

وَأَعْتَصِمُوا بِحَبْلِ اللَّهِ جَمِيعًا وَلَا تَفَرَّقُوا وَاذْكُرُوا نِعْمَتَ اللَّهِ عَلَيْكُمْ إِذْ كُنْتُمْ أَعْدَاءً فَأَلَّفَ بَيْنَ قُلُوبِكُمْ فَأَصْبَحْتُمْ بِنِعْمَتِهِ إِخْوَانًا وَكُنْتُمْ عَلَىٰ شَفَا حُفْرَةٍ مِنَ النَّارِ فَأَنْقَذَكُمْ مِنْهَا كَذَلِكَ يُبَيِّنُ اللَّهُ لَكُمْ آيَاتِهِ لَعَلَّكُمْ تَهْتَدُونَ

Meaning: "And hold all of you to the ropes (religion) of Allah, and do not be divorced, and remember the favor of Allah to you when you were (the Jahiliyah) were enemies, then God united your hearts, then became you because of the favor of Allah, the people brothers and sisters; and you were at the edge of the abyss of hell, then Allah saved you from him. Thus Allah explains His verses to you, so that you will receive guidance". (Surat Ali Imran: 103).

Based on the paragraph above, it can be understood that to unite the improvement of the learning process by using the concept of Personal Balanced ScoreCard (PBSC) in Islamic education has objectives such as not to divorce, must hold fast to the rope of religion, and can save generations in a sustainable manner. Through a process of good Islamic education, future generations are more sensitive to the environment so that it can improve the quality of a better life force. The process of providing capabilities in learning especially in Islamic educational institution through the application of the Personal Balanced ScoreCard (PBSC) theory can be applied in Islamic educational institutions.

The strategic learning process can drive the process of establishing a vision, mission and goals in the latest perspective on strategic outcomes and performance boosters for educators and education staff in Islamic education. The role of Islamic education in developing a scientific, modern society, and as an educational institution can continue to grow and continue to exist in the era of globalization must be supported by the existence of sustainable resources properly.

The application of the concept / management theory about Personal Balanced ScoreCard (PBSC) in Islamic education as a process or series of activities that integrate resources possessed by competitiveness and it must be integrated in the stages of implementation of the management function, in order to realize discipline and a better teacher performance and competitiveness. The application of management theory in Islamic education institutions, empowerment, performance, and strategy in the short term is a part of public trust as service users. This topic is also discussed institutionally at the management level, especially in the administration of Islamic education. When the teaching – learning is on going process, educators / teachers are automatically involved in empowerment in the classroom and can carry out their duties professionally. They are given the freedom to manage time in the long-term

so that the learning process in the classroom can be measured⁹. The development of management theories mentioned above is the result of creativity and systematically combines creative ideas in making ideal concepts through systematic mechanisms, especially in the administration of Islamic education. Generalizing creative and systematic ideas is part of a method that can be directly carried out to create creativity and as an effort to improve performance through the Personal Balanced ScoreCard (PBSC) approach. To be able to understand the change, the mindset for educators / teachers is a certain thing that must and/or will happen in the future including the environment of an organization, especially in Islamic education. The desire for the change can be happen and will give a better impact than various aspects. Thus, efforts that allow change towards the good. The steps mentioned above can be run well if there is a coordination from each related line. The changes in the environment in the organization not only be anticipated institutionally (institutional). It needs to be anticipated locally and individually. Facing these changes, the role of government will have a high relevance, if associated with strategic challenges to improve the quality and performance of Islamic education, which is in accordance with the demands of the global community.

In the context of providing services to the community in an effort to improve the quality of education. A centralized system that maintains stability over a long period of time has proven to be unsatisfactory in providing good services to the community. Related to inaction can provide a fairly precise description as follows: A bureaucratic system of government is designed to maintain stability, but we have reached a point in history where this stability is contra productive. In the era of digitalization, very fast information systems are needed, which cannot be avoided for the sustainability of the environment that also change fastly. In line with the thought above, the new paradigm in the administration of Islamic education can be interpreted as an education based on the values of Islamic teachings as stated in the Koran and al-Hadith as well as in the thought of the scholars and in the historical practice of Muslims. The process is directed at the dimensions of leadership, structure, process and workforce. It is the introduction of mass and organizing to collectively carry out activities to change conditions so that they will get better. The process of empowerment can also free feelings of inferiority, recognition of dignity, strength, knowledge, intelligence, and expertise. So, they can have independence.

III. FINDING AND INTERPRETATION

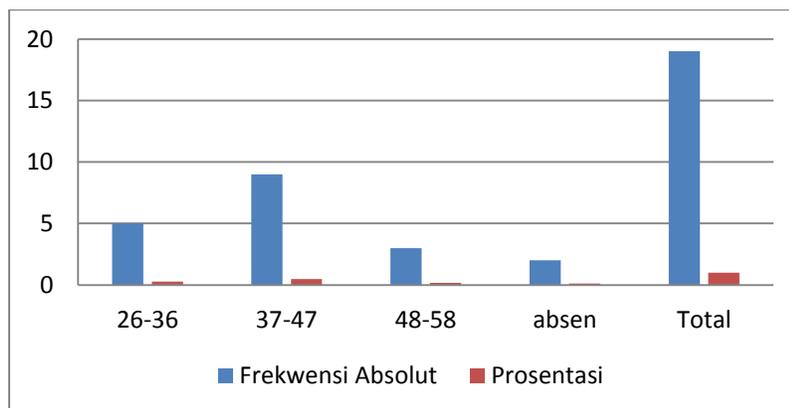
The basic concept of Islamic Education in the context of national development has the function of: (a). unifying the nation; (b). equalization of opportunities; and (c). development of self potential. Islamic education is expected to strengthen the integrity of the nation in the Unitary State of the Republic of Indonesia (NKRI), provide equal opportunity for every citizen to participate in development and enable every citizen to develop their potential optimally. Based on the national education mission mentioned above that consideration in making decision is always more activated by the desire to satisfy the needs of the community, needs or desires that related to problems is faced

⁹ Murgatrod, Stephen and Colin Morgan. 1993. Total Quality Management and the School. Bristol: Open University Press.

by the Indonesian people¹⁰. Islamic education that has competitiveness must certainly be supported by educators/teachers who excel in some aspects such as; pedagogical competence, mastering the field of expertise, personal competence, social competence, and be accompanied by: Strong and intelligent character, love of the motherland, and have a soul of "fullness" and "generosity" in carrying out educational tasks. Furthermore, as a reference that based on P. P. No. 74/2008 concerning Teachers (study load 18-20 SKS), and Permendikbud Number 87/2012 on the PPG Pre-service Program (PP learning derivative Number 74/2008). The application of the Personal Balanced Scorecard (PBSC) theory in Islamic education which follows several phases in practice as follows: Plan, plan or update the teaching staff PBSC which focuses on activities in which they devote themselves as teachers, or outside working hours. Plans become actions through goals, performance measures, and targets according to personal expertise as a teacher who has good performance with clear goals. Do, do the work of course there is a clear suggestion from each teacher, remedial actions related to their duties is a priority scale to carry out the main tasks set by the organization. Act, like what the results are and compare with the size and performance targets that have been set previously. Challenge, as educators must be willing to accept greater challenges with more difficult goals. Those are related to corrective actions and act according to plans and corrective actions. This is very important in the developing a better and more professional teaching staff. So, the success of good and high-performance learning can be seen in perspective: (a). Internal, physical health of educators and the mental state of educators, can control themselves and others, so that educators will still feel comfortable and able to carry out their main tasks and tasks outside working hours, (b). External, the relationship between educators, students and other partners, how they see themselves; (c). Knowledge and learning, skills and learning abilities as educators / teachers can be seen on how you learn and how as educators can still be successful for the future; (d). Finance, financial stability, to what level is able to meet the financial needs of educators.

Questionnaire research data processing below was done to 19 teachers who teach at MAN 4 Model Jakarta which are considered quite representative, teachers as follows:

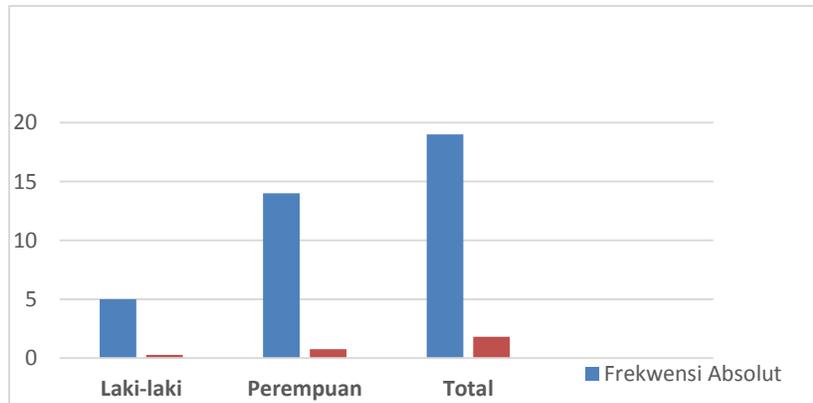
Table 1: Characteristics of Educators Respondents Based on the Age



¹⁰ Explanation of PP Number 19 in 2005 about National Education Standart has objectives to develop learners' potential in order to be people who believe and devoted to God, has good attitude, healthy, knowledgeable, competent, independence, and be citizen that be able to demoratic and responsible.

Based on the table above, the characteristics of respondents based on age carried out in MAN 4 Jakarta, Indonesia with the intended respondents as many as 19 people. The most age of 37-47 years as many as 47%, 26-36 years as much as 26%, 48-58 years as many as 16 %, and the respondents who did not mention their age were 11%. This indicates that those who teach at MAN 4 Jakarta, Indonesia are over 30 years old so that the knowledge gained is more and well experienced. Based on respondent data based on gender, can be seen in table 2, the characteristics of respondents, as follows:

Table 2: Characteristics of Respondent Based on the Gender



Based on table 2, the characteristics of respondents by gender in MAN 4 Model Jakarta, Indonesia with the intended respondents as many as 19 people. The gender who teach the most in MAN 4 are women with a percentage of 74% and men as much as 26%. So, the teachers who teach in MAN 4 Model Jakarta, Indonesia are more women than men. Thus, the results of implementing PBSC are very good with a relatively high level of discipline.

IV. RECOMMENDATION

1. Applying the concept of performance management theory in Islamic Educational institutions in implementing Personal Balanced ScoreCard (PBSC) in general do not yet have new guidelines. New concepts can be used as alternatives or as a reference. Guidelines for increasing new capacity, discipline, performance, career paths remuneration based on a merit rating system, new concepts need to be socialized through various activities, and continuous improvements need to be made in accordance with the dynamics and demands of the development of Islamic education organizations.
2. The obstacle in the implementation of performance management in MAN 4 Model Jakarta, Indonesia is fostering the personality of all components involved in the delivery of education in madrasah. In improving teacher performance, it is not yet optimal so that it is necessary to improve the professionalism of madrasah teachers in order to continuously improve the quality of teachers / madrasah teachers.
3. The Minister of Religion of the Republic of Indonesia is required regarding the remuneration of the performance of madrasah teachers and the application of the concept of Personal Balanced Score Card (PBSC) to all teachers in MAN 4 Model Jakarta, Indonesia and other madrasah to improve performance. So, the teaching staff / madrasah teachers in carrying out basic tasks and its function will be better and more professional.

V. CONCLUSION

Based on the results of research on the Application of the Personal Balanced Scorecard Concept (PBSC) in Islamic Education. This study concludes that the concept of PBSC in Islamic Educational always experiences dynamics, depending on various factors that influence where the management can implement the concept of Personal Balanced ScoreCard (PBSC) in Islamic Education that can better implement in organizations. The results of this study prove the findings include:

1. The application of the development of the management theory of Personal Balanced ScoreCard (PBSC) in MAN 4 Model Jakarta is not entirely consistent in managing Islamic education, transactional logic, but is adjusted to the dynamics of educational logic. Based on the findings of the development of management theory about Personal Balanced Score Card (PBSC, which is integrated with honesty values for teachers. PBSC implementation which follows the PDCA cycle is implemented into the performance management role in *Madrasah Aliyah Negeri 4 Model Jakarta*, as follows:
 - (a). The application of management theory about PBSC has been carried out in MAN 4 Model Jakarta. According to the basic norms of Internal Audit (AMI) and AME External Audit (from Sucofindo) that is done twice a year.
 - (b). The development of Islamic education management, in MAN 4 Model Jakarta, Indonesia has been carried out through the implementation of an ISO 9001 quality management system: since 2008 until now.
2. As the main factor that supports the successful implementation of performance management in MAN 4 Model Jakarta, Indonesia. It is accompanied by an increase in the performance of Madrasah Aliyah Negeri 4 Model Jakarta teachers. It is in accordance with performance management standards based on Islamic education management. It can also be developed continuously through development results of the concept of performance management in improving the learning process in managing good Islamic education.
3. The application and development of Islamic education management concepts can be used as a control tool to continuously improve the performance of teachers in the *Madrasah Aliyah Negeri 4 Model Jakarta, Indonesia* continuously through the learning process of organizations and professions especially in madrasah on an ongoing basis. It is still in accordance with the essence, principles, and practices in the process organizational learning, developing new capacities, new values and assumptions, new rules of action, and new cognitive linguistic capacities through the approach of management theory concepts about Personal Balanced ScoreCard (PBSC).

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