

**MANAJEMEN PENDIDIKAN BERBASIS NILAI TRADISI
NAHDLATUL ULAMA UNTUK MENINGKATKAN
MUTU LULUSAN**

**(Studi Kasus di SMK Ma'arif NU Al-Fatonah Sukabumi dan SMK
Ma'arif NU Bandung)**

**VALUE-BASED EDUCATIONAL MANAGEMENT OF NAHDLATUL
ULAMA TRADITION TO IMPROVE GRADUATE QUALITY**

***(A Case Study At SMK Ma'arif NU Al-Fatonah Sukabumi
and SMK Ma'arif NU Bandung)***

Disertasi

Diajukan untuk memenuhi salah satu syarat dalam menempuh ujian Doktor Ilmu Pendidikan



**Oleh:
ADE NURPRIATNA
NIM. 41038104231034**

**SEKOLAH PASCASARJANA
UNIVERSITAS ISLAM NUSANTARA
BANDUNG
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LEMBAR PERSETUJUAN

MANAJEMEN PENDIDIKAN BERBASIS NILAI TRADISI NAHDLATUL ULAMA UNTUK MENINGKATKAN MUTU LULUSAN: STUDI KASUS DI SMK MA'ARIF NU AL-FATONAH SUKABUMI DAN SMK MA'ARIF NU BANDUNG

Oleh:

ADE NURPRIATNA
NIM. 41038104231034

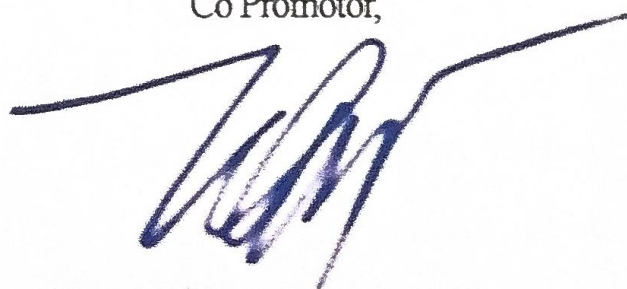
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Promotor,



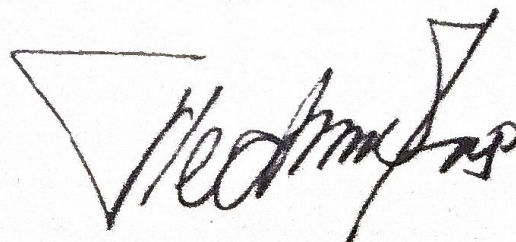
Prof. Dr. H. Endang Komara, M.Si.

Co Promotor,



Dr. H. Waska Warta, M.M.

Anggota



Dr. Ida Tejawiani, M.M.

ABSTRAK

Penelitian ini dilatarbelakangi mutu lulusan SMK di Indonesia masih menghadapi tantangan serius, ditandai dengan tingginya tingkat pengangguran terbuka lulusan SMK dan lemahnya pendidikan karakter. Di lingkungan NU, integrasi nilai-nilai Aswaja (*Tasamuh, Tawazun, I'tidal, dan Tawassuth*) berpotensi memperkuat kompetensi teknis sekaligus karakter lulusan. Namun, implementasi nilai-nilai ini dalam manajemen pendidikan SMK masih terbatas, sehingga diperlukan kajian sistematis untuk menemukan pola manajerial yang relevan. Penelitian ini bertujuan untuk menggambarkan dan menganalisis manajemen pendidikan berbasis nilai tradisi Nahdlatul Ulama (NU) dalam upaya meningkatkan mutu lulusan Sekolah Menengah Kejuruan (SMK) Ma'arif NU, khususnya di SMK Ma'arif NU Al-Fatonah Sukabumi dan SMK Ma'arif NU Bandung. Penelitian ini berlandaskan pada teori PDCA Deming yang dipadukan dengan konsep pendidikan bernilai tambah berbasis tradisi NU. Pendekatan penelitian yang digunakan adalah kualitatif dengan studi kasus pada dua SMK Ma'arif NU. Data dikumpulkan melalui wawancara, observasi, dan studi dokumentasi, kemudian dianalisis dengan model analisis interaktif Miles & Huberman untuk mengidentifikasi perencanaan (*plan*), pelaksanaan (*do*), evaluasi (*check/study*), dan tindak lanjut (*act*) dalam manajemen pendidikan berbasis nilai tradisi NU. Hasil penelitian menunjukkan bahwa: (1) perencanaan pendidikan telah mengintegrasikan nilai tradisi NU dalam visi, misi, dan program sekolah; (2) pelaksanaan tercermin dalam pembelajaran, keteladanan guru, serta kegiatan keagamaan dan budaya lokal; (3) evaluasi dilakukan melalui monitoring sikap, spiritualitas, dan praktik adab murid; (4) tindak lanjut berfokus pada perbaikan program serta penguatan sinergi dengan yayasan dan tokoh NU. Faktor pendukung berupa budaya religius sekolah dan dukungan *stakeholder*, sedangkan faktor penghambat mencakup keterbatasan SDM dan konsistensi implementasi. Manajemen pendidikan berbasis nilai tradisi NU, dengan mengadaptasi prinsip Deming, telah terbukti mampu memperkuat mutu lulusan SMK secara holistik. Hal ini menegaskan pentingnya pendekatan manajerial yang tidak hanya menekankan keterampilan teknis, tetapi juga pendidikan karakter berbasis nilai tradisi NU sebagai strategi peningkatan daya saing lulusan dan mutu sekolah kejuruan di lingkungan NU.

Kata kunci: manajemen pendidikan, berbasis nilai tradisi Nahdlatul Ulama, meningkatkan, mutu lulusan, pendidikan vokasi

ABSTRACT

This research is motivated by the fact that the quality of vocational high school (SMK) graduates in Indonesia still faces serious challenges, as indicated by the high unemployment rate among SMK graduates and the weakness of character education. Within the Nahdlatul Ulama (NU) community, the integration of Aswaja values (Tasamuh, Tawazun, I'tidal, and Tawassuth) has the potential to strengthen both the technical competence and the character of graduates. However, the implementation of these values in vocational education management remains limited, making it necessary to conduct a systematic study to identify relevant managerial patterns. This study aims to describe and analyze education management based on Nahdlatul Ulama (NU) traditional values in efforts to improve the quality of graduates from Ma'arif NU Vocational High Schools (SMK), particularly at SMK Ma'arif NU Al-Fatonah Sukabumi and SMK Ma'arif NU Bandung. The research is grounded in Deming's PDCA theory, combined with the concept of value-added education rooted in NU traditions. The study uses a qualitative approach with case studies conducted at two Ma'arif NU vocational schools. Data were collected through interviews, observations, and documentation studies, and analyzed using Miles & Huberman's interactive analysis model to identify planning (plan), implementation (do), evaluation (check/study), and follow-up (act) within education management based on NU traditional values. The findings show that: (1) educational planning has integrated NU traditional values into the schools' vision, mission, and programs; (2) implementation is reflected in learning activities, teachers' exemplary conduct, and religious and local cultural activities; (3) evaluation is carried out through monitoring students' attitudes, spirituality, and manners; (4) follow-up focuses on program improvement and strengthening synergy with the NU foundation and community leaders. Supporting factors include the schools' religious culture and stakeholder support, while inhibiting factors involve limited human resources and inconsistent implementation. Education management based on NU traditional values, adapted from Deming's principles, has proven effective in holistically improving the quality of SMK graduates. This underscores the importance of a managerial approach that emphasizes not only technical skills but also character education grounded in NU traditional values as a strategic effort to enhance graduate competitiveness and the quality of vocational schools within the NU environment.

Keywords: education management, based on Nahdlatul Ulama traditional values, improving, graduate quality, vocational education