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Preparation of Strategic Plans for Islamic Educational Institutions for Elementary Education Level Students

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Abstrak

Rencana strategis merupakan bentuk upaya pihak madrasah dalam orientasi pencapaian keberhasilan pendidikan. Penelitian ini berupaya menganalisa penyusunan rencana¹ strategis yang dilakukan oleh pihak Madrasah Ibtidaiyah Swasta (MIS) Kesuma LKMD Namorambe. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi deskriptif analitis. Pemerolehan data dilakukan menggunakan teknik wawancara mendalam, observasi partisipan dan kajian dokumen. Selanjutnya, data dianalisis menggunakan teknik pemilahan data sesuai relevansi dengan⁶ tema penelitian, kemudian disajikan dalam format kualitatif, dan diverifikasi untuk ditarik kesimpulan. Uji keabsahan data menggunakan ketekunan pengamatan dan teknik triangulasi data. Hasil penelitian ini menyimpulkan bahwa *pertama*, rencana strategis (renstra) dijadikan sebagai dasar dalam penyusunan program kelembagaan berkala (semester/tahunan) berdasarkan visi, misi, dan tujuan madrasah. Hal ini ditujukan untuk memperjelas rincian sasaran program, kebijakan internal madrasah, dan strategi pelaksanaannya. *Kedua*, rencana strategis sebagai dasar pelaksanaan program di MIS Kesuma LKMD Namorambe. *Ketiga*, rencana strategis memiliki hubungan erat (saling berkaitan) dengan rencana operasional dalam upaya mencapai tujuan madrasah.

Kata Kunci: Lembaga Pendidikan Islam, Mutu Madrasah, Rencana Strategis.

Abstract

The strategic plan is a form of madrasah effort in the orientation of achieving educational success. This study attempts to analyze the preparation of the¹ strategic plan carried out by the Private Madrasah Ibtidaiyah (MIS) Kesuma LKMD Namorambe. This study uses a qualitative approach with descriptive analytical study method. Data collection was carried out using in-depth interview techniques, participant observation and document review. Furthermore, the data were analyzed using data sorting techniques according to relevance to the research theme, then presented⁷ in a qualitative format, and verified to draw conclusions. Test the validity of the data using the persistence of observation and data triangulation techniques. The results of this study conclude that first, the strategic plan (renstra) is used as the basis for the preparation of periodic (semester/annual) institutional programs based on the vision, mission, and goals of the madrasa. This is intended to clarify the details of program objectives, madrasah internal policies, and implementation strategies. Second, the strategic plan as the basis for program implementation at MIS Kesuma LKMD Namorambe. Third, the strategic plan has a close relationship (interrelated) with the operational plan in an effort to achieve the goals of the madrasa.

Keywords: Islamic Education Institutions, Madrasah Quality, Strategic Plans.

PRELIMINARY

The management of educational institutions has undergone significant changes since the implementation of the educational autonomy system. Where, while still using the decentralized education system, it had a top down pattern (from top to bottom), turned into a bottom up pattern (from bottom to top) (Khorri, 2016: 75-99). This change covers aspects of strategic planning as well as institutional operational planning (Hidayati, 2021: 93-111). In this context, changes are made as an effort to adjust the needs of the community and answer the challenges of the times (Utomo & Ifadah, 2020: 19-38).

Changes in the pattern of management of the institutional plan, encountered obstacles, problems and obstacles (Nuryasin & Mitrohardjono, 2019: 77-84). In this context, efforts are needed to avoid or minimize

new problems that arise, namely by giving authority to the organizers of educational institutions in formulating the vision, mission, and goals proportionally, in accordance with institutional proportions and local wisdom, and still referring to the national education curriculum (Albab, 2021: 119-126).

Planning as an important thing in institutional management, must be formulated properly and with full consideration (Muljawan, 2020: 9-18). This is because various strategic studies and operational steps carried out by each "madrasah" must be based on a mutually agreed plan, in the form of madrasa programs. This planning effort is commonly termed strategic management based on SWOT analysis (strength, weakness, opportunity, threat) (Darwisyah, *et.al.*, 2021: 225-237).

Planning activities are a forum for all madrasa parties to contribute ideas for the progress of madrasas (Calam & Qurniati, 2016). So far, based on the author's observations and readings, it is known that studies of strategic plans and institutional operational plans at Islamic educational institutions (madrasas), tend to analyze linear relationships by ignoring non-linearities that occur in madrasas (Rokhmah, 2012).

In this context, the writer describes the 3 (three) tendencies of these types of writing. First, the study of strategic plans with institutional quality and identification of various difficulties faced by education providers. Second, the relevance and interrelationships between strategic management and madrasah (strategic plans and operational plans). Third, evaluation of strategic plans and operational plans in measuring the achievement of indicators of the success of educational institutions' goals (Hanif, 2019: 30-38).

The study study with the 3 types of writing above, places educational institutions in a study that only looks at the strategic planning process as part of the management of strategic management in Islamic educational institutions (madrasas, pesantren, integrated Islamic schools). On the one hand, ignoring the function of Islamic educational institutions as a "power" for the transformation of educational institutions, which is believed to bring national education in a new direction with a strategic management transformation system in the world of education (Warlizasusi, 2018: 155-180).

Based on the preliminary study, the researchers obtained information that Madrasah Ibtidaiyah Swasta Kesuma LKMD Namorambe is an Islamic elementary education institution at the MI/SD equivalent level under the auspices of the Ministry of Religion of Deli Serdang Regency with very good quality. This is proven by the accreditation status of the A (excellent/excellent) institution. Thus, it is appropriate to be used as a research background in the theme of the study of strategic plans in Islamic educational institutions.

Indeed, the relevant theme of strategic planning in Islamic educational institutions has been studied from various perspectives before. Among them are discussing from the aspect of value-based strategy (Adhim & Hakim, 2019: 259-279), improving the quality of institutions and learning resource needs (Iswanto, 2017: 145-160), strategic planning concept and operational plan (Syahrul, 2017: 142-159; Samsidar & Nazir, 2021: 11-19), implementation of strategic plans in madrasas (Nahrowi, 2017: 53-64), development of quality education culture (Syafaruddin, *et.al.*, 2022), strategic environment in the implementation of Islamic education (Umam, 2017: 1-8), strategic plan in facing globalization era (Dacholfany, 2017), managerial behavior of Islamic educational institutions (Hindun, 2015), organizational culture approach (Sari, 2018: 19-26), as well as efforts to create quality and competitive Islamic educational institutions (Muspawi, 2017: 87-90).

Observing the description above, this paper aims to fill in the gaps in previous research on the preparation of strategic plans in Islamic educational institutions (MIS Kesuma LKMD Namorambe). The way to do this is by analyzing and mapping how the preparation of strategic plans has reduced obstacles in the management of MIS Kesuma LKMD Namorambe. Furthermore, the objectives are formulated in the following questions; (1) how is the process of formulating a strategic plan at MIS Kesuma LKMD Namorambe; and (2) how is the relationship between strategic planning and operational plans at MIS Kesuma LKMD Namorambe.

METHOD

This study uses a qualitative approach with descriptive analytical study method. The MIS Kesuma LKMD (research background) is located at Jl. Jatikesuma, Number 345, Jati Kesuma Village, Namorambe District, Deli Serdang Regency, North Sumatra Province. This madrasa was chosen as the research location because even though it has a private status, it has been accredited A (very good) as of December 12, 2019, with SK Accreditation Number 1452/BAN-SM/SK/2019. Data collection was carried out using in-depth interview techniques, participant observation and document review. Furthermore, the data were analyzed using data sorting techniques according to relevance to the research theme, then presented in a qualitative

format, and verified to draw conclusions. The validity of the research data was tested through persistence of observation and triangulation test (Assingkily, 2021).

RESULTS AND DISCUSSION

Strategic planning is the initial process in determining achievement targets and indicators of success (Maria & Hadiyanto, 2021: 2012-2024). In addition, efforts must be made to contextualize the planning text. Strategic planning is urgent for an educational institution, it is based on organizational activities, motivation, guidance, control and division of tasks contained in *the strategic plan concept* (Harir, et.al., 2020: 156-163). Furthermore, this strategic plan is predictive in responding to the changes and demands of the times.

As a system, the implementation of the educational process cannot be separated from the central function of strategic planning (Suryadi & Zulaikha, 2020: 85-96). Therefore, the adaptability and creativity of an institution in producing an innovation must refer to the decision-making (human) and planning process (organization). Furthermore, planning includes the allocation of madrasah human resources (HR) in the aspects of scheduling, assignment, and implementation needed to achieve the goals of the institution. In fact, it can be said that planning is an attempt to bridge the past and the future, in the present format (Agustina, et.al., 2022: 136-140).

In the context of management, planning is the process of defining the goals of the madrasa, drafting the concept of strategy for achieving goals, to developing work activity plans in the madrasa program (Mashar, 2019: 39-54). Planning is the initial key to the success of the management function process, because other functions will not be carried out properly without a strategic plan (Abin, 2017: 87-102). This shows that the planning function is the main foundation for other management functions.

At the practical level, the planning stage becomes a momentum for the formulation of the vision, mission, and goals of the madrasa, and is stated in various points of the madrasa work program (Rambe, et.al., 2020: 69-81). In this context, analysis of opportunities, threats, obstacles to the search for alternative solutions to problems (solutions) becomes the main discussion in every madrasa work program planning process (Lubis, 2018). In addition, the strategic plan also accommodates various aspirations of the madrasah (madrasa residents, committees, and a number of leaders) in meetings with the main theme of improving the quality of academic services and the quality of madrasa graduates.

Indeed, strategic management includes efforts to formulate, plan, implement and evaluate each stage based on predetermined success indicators (Kumiawati, 2017: 113-132). The main purpose of implementing this management is to support the achievement of madrasa goals. Furthermore, the concrete form of the strategic plan is strengthening the madrasa management system, projecting madrasa programs that focus on preparing quality graduates, preparing long and medium-term programs according to the needs of madrasahs in responding to various changes and technological advances in the future (Arifin, 2009).

Strategic plans that can be carried out by madrasahs must be related and sustainable with madrasa operational plans (Mahmud & Suratman, 2020: 183-196). The main focus of the two plans will be proven in this study to answer 2 (two) aspects, namely the strategic planning process at MIS Kesuma LKMD Namorambe and the relationship between strategic plans and operational plans in curriculum management at MIS Kesuma LKMD Namorambe.

Preparation of Strategic Plans at MIS Kesuma LKMD Namorambe

The implementation of the educational process in madrasahs (Islamic educational institutions) is related to the implementation of management functions (Fauzi, 2020: 26-43). In this context, management plays a role in controlling the quality (quality) of madrasahs. Efforts that can be made and developed by madrasahs in improving the quality of madrasahs include the establishment of competent madrasa leaders, formulation of innovative and highly competitive madrasah visions and missions, development of the quality of teachers and education personnel in madrasahs, as well as the preparation of madrasa programs according to the needs of the times (Susilawati & Harun, 2017: 111-128).

The preparation of strategic plans at MIS Kesuma LKMD Namorambe mainstreams efforts to ensure that all madrasa programs still refer to the vision, mission, and objectives of the madrasa that have been formulated previously (Isamuddin, et.al., 2021: 1034-1050). This is because the strategic plan is the basis (basic reference) in regulating the governance of achieving the quality of madrasahs. For this reason, all efforts in the strategic plan are aimed at clarifying the main objectives, internal policies of the madrasa, and strategies for achieving them.

The achievement of madrasah goals as the main target in the preparation of strategic plans is carried out in several forms of approach, namely a top-down approach (centralistic), a bottom-up approach (decentralized), an interactive approach, a team-based approach, and a dual-level approach (according to the main tasks and functions meeting team) (Laeli, 2021: 62-83). In this context, the MIS Kesuma LKMD Namorambe refers to an analysis of the strengths, weaknesses, opportunities and challenges faced by madrasas.

Preparation of Operational Plans at MIS Kesuma LKMD Namorambe

Planning for human resources (HR) in madrasas, the main goal is to involve all components of madrasas. This is because the initial agreement in the formulation of the plan makes all parties feel morally involved and know the targets of the work being programmed (Ardiansyah & Zawawi, 2021: 32-41). More than that, the existing human resources also feel responsible for ensuring the management process runs effectively and efficiently according to their respective job duties.

In response to this, the MIS Kesuma LKMD Namorambe prepared an operational plan as a follow-up to the previous strategic plan. This is intended as a predictive form by fulfilling the achievements of each agreed program and human resource development strategies according to success indicators (Seftiani, *et.al.*, 2018: 173-193). Furthermore, the operational planning process is centered on the preparation of short-term programs by taking into account work efficiency (Abdullah, 2020: 84-94). In addition, the operational plan is also an implementation form of the strategic plan on a regular basis (1 year). Then, the plan is carried out continuously by all madrasah parties.

The operational plan aims to outline the stages of the strategic plan (Lidya, 2018: 1-7). In practice, the operational plan is in the form of extracurricular activities in developing students' interests and talents at MIS Kesuma LKMD Namorambe. Furthermore, student development activities and increased collaboration with the community to ensure the quality of madrasas. Furthermore, the functions of the operational plan are; first, the guarantor that the development program is realized in the daily operational activities of the institution; second, Guidelines for implementing semester, monthly, weekly, and daily activities; and third, the detailed justification of the preparation (Sari, *et.al.*, 2022: 27-38).

In the context of management, operational plans are concerned with achieving goals. This means that the previously agreed strategic plan will have an impact on the follow-up (operational) activities, as well as the achievement of madrasa goals (Desimarnis, 2022: 9-18). This shows that the operational plan is comprehensive and optimal in following up on the madrasa strategic plan, covering aspects of teachers and education personnel, learning facilities, and other factors that affect the quality of madrasas (Maghfiroh, 2018: 19-39). Thus, the operational plan can be used as a guarantee for the quality of the madrasa.

The operational planning carried out by MIS Kesuma LKMD Namorambe is (1) planning the quality of prospective madrasa graduates including methods, strategies, and teaching techniques according to madrasa internal policies; (2) financing planning and allocation of funds in madrasas; (3) planning of learning infrastructure; (4) planning in the field of public relations (PR) to promote madrasas; and (5) planning to increase the competence of teachers and education personnel as well as the placement of teacher positions with additional tasks (structural positions in madrasas), starting from the recruitment stage to the implementation of various trainings to improve the quality of teachers and education personnel.

Planning activities refer to programs that have been formulated in the madrasa strategic plan. This strategy is also the operational basis for the implementation of the madrasa program (Mistiani, 2018). Furthermore, the main core and substantive value of the strategic plan is the effort to translate the vision, mission and goals of the institution in the operational plan. Furthermore, the madrasah also recognizes that operational and strategic planning has its own advantages for institutions, namely readiness to face various obstacles (threats) through identifying opportunities and alternative solutions, placing program priorities for madrasas, monitoring programs regularly, involvement of all parties in madrasas, as well as providing opportunities for students to gain the broadest insight (Barnawi, 2013: 355-363). Thus, the preparation of this plan is very helpful for MIS Kesuma LKMD in achieving the goals of the madrasa in a comprehensive and holistic manner.

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CONCLUSION

Based on the description above, it can be concluded that first, the strategic plan (restra) is used as the basis for the preparation of periodic (semester/annual) institutional programs based on the vision, mission, and goals of the madrasa. This is intended to clarify the details of program objectives, madrasah internal policies,

and implementation strategies. Second, the strategic plan as the basis for program implementation at MIS Kesuma LKMD Namorambe. Third, the strategic plan has a close relationship (interrelated) with the operational plan in an effort to achieve the goals of the madrasa.

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