



The Preparation of Strategic Plans for Elementary School Students of Islamic Educational Institutions

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Abstrak

Rencana strategis merupakan bentuk upaya pihak madrasah dalam orientasi pencapaian keberhasilan pendidikan. Penelitian ini berupaya menganalisa penyusunan rencana 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 dengan 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

A strategic plan is a form of madrasah effort in the orientation of achieving educational success. This study attempts to analyze the preparation of the strategic plan carried out by the Private Madrasah Ibtidaiyah (MIS) Kesuma LKMD Namorambe. This study uses a qualitative approach with a 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 presented 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 is the basis for program implementation at MIS Kesuma LKMD Namorambe. Third, the strategic plan has a close relationship (interrelated) with the operational plan to achieve the goals of the madrasa.

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

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INTRODUCTION

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, 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 to adjust to 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) (Darwisayah, *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, the 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 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 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), the 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 a 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 Accreditation Decree Number 1452/BAN-SM/SK/2019. In the initial stage (preliminary study), researchers observed learning activities in the classroom as a form of realization of the previous lesson plans. This is done as an effort to identify problems and the basic material for formulating research questions. Based on the preliminary study data, the next researcher observed the madrasa activities and programs. Then ask questions according to interview guidelines that have been validated by a team of experts (lecturers). The research informants included the head of the madrasa, the vice head of the madrasa in the field of curriculum, and teachers. 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 the persistence of observation and triangulation tests (Assingkily, 2021).

RESULTS AND DISCUSSION

Strategic planning is the initial process of 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. 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 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, and 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 several 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 (Kurniawati, 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 and preparing long and medium-term programs according to the needs of madrasas in responding to various changes and technological advances in the future (Arifin, 2009).

Strategic plans that can be carried out by madrasas must be related to 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 madrasas (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 madrasas. Efforts that can be made and developed by madrasas in improving the quality of madrasas 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 madrasas, 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 madrasas. 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.

In line with the opinion above, Dama (2019: 199-211) In line with the opinion above, A explained that the preparation of a strategic plan is the main task for the head of the madrasa who is assisted by the deputy head of the madrasa and the teachers. Because, through strategic planning, the madrasa will be able to determine the polarization of the implementation of the madrasa program according to the applicable procedures. In addition, it is also a reference for determining programs that are in line with the developmental needs of students.

Same as above, it is understood that the concept of strategic planning does not stop at the textual concept aspect. More than that, the strategic plan plays a role as a determinant of the success of a madrasa program. This is because all programs refer to the madrasa's vision and are structured based on community needs and the share of working capital explained that the preparation of a strategic plan is the main task for the head of the madrasa who is assisted by the deputy head of the madrasa and the teachers. Because, through strategic planning, the madrasa will be able to determine the polarization of the implementation of the madrasa program according to the applicable procedures. In addition, it is also a reference for determining programs that are in accordance with the developmental needs of students.

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Preparation of Operational Plans at MIS Kesuma LKMD Namorambe

In 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, an operational plan is also an implementation form of the strategic plan regularly (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 guarantee 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. Further, it is described in table 1 below:

Table 1
Operational Plan of MIS Kesuma LKMD Namorambe 2021/2022

No.	Program	Person Responsible		Information
		Program Manager	Main Responsible	
1.	Planning for the quality of prospective madrasa graduates includes methods, strategies, and teaching techniques according to the madrasa's internal policies.	WKM Student Affairs	Headmaster	Graduate competence standard

2. Financing planning and allocation of funds in madrasas; (3) planning of learning infrastructure.	Madrasa Treasurer	Education Financing Standard
3. Planning of learning infrastructure	WKM for Administration and Finance	Infrastructure Standards
4. Planning in the field of public relations (PR) to promote madrasas	WKM for Public Relations	Education Management Standards
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	WKM for Curriculum	Standards of Educators and Education Personnel

Referring to the table above, this planning activity is the realization of the program that has been formulated in the madrasa strategic plan. This strategy is also the operational basis for the implementation of the madrasa program (Mistian, 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 into the operational plan. Furthermore, the madrasah also recognizes that operational and strategic planning has its 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 comprehensively and holistically.

Strategic plans have an important role in managerial efforts to develop the quality of madrasas. Likewise, according to Joben (2022: 22-30), the strategic plan will become just a conceptual document or madrasa data archive if it is not followed up with an operational plan. Hamsaiyah (2022) added that the operational plan plays an important role in the ongoing process of a madrasa program. This is because the operational plan contains the technical and technical implementers of an activity. Thus, the performance of every human resource in the madrasa will be carried out effectively.

Based on the description above, it can be concluded simply that the operational plan is a follow-up to the strategic plan. Both are interrelated and equally important to the success of a madrasa program. Based on these two plans, all madrasah human resources understand and can carry out something in accordance with the capacity and role assigned. Thus, the systematic implementation of a planned program becomes a reference for the implementation and evaluation stage of each madrasa program.

CONCLUSION

Based on the description above, it can be concluded 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 is the basis for program implementation at MIS Kesuma LKMD Namorambe. Third, the strategic plan has a close relationship (interrelated) with the operational plan to achieve the goals of the madrasa.

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