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Application of Educational Planning Principles in MI/SD

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penerapan prinsip perencanaan pendidikan Islam di MI/SD. Adapun latar penelitian ini bertempat di MIS Qur'an Kisaran Jalan Jahe, Lingkungan IV Kelurahan Sentang Kecamatan Kota Kisaran Timur Kabupaten Asahan. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Pemerolehan data menggunakan teknik observasi berupa pengamatan kegiatan manajerial yang ada di madrasah, wawancara kepada informan meliputi kepala madrasah dan wakil kepala madrasah, serta studi dokumen sebagai penguat kelengkapan keabsahan data yang relevan dengan tema penelitian. Adapun analisa data penelitian ini menggunakan teknik reduksi (pemilahan) data, penyajian data, hingga verifikasi dan penarikan kesimpulan. Hasil penelitian ini menyimpulkan bahwa perencanaan pendidikan di MIS Qur'an Kisaran terlaksana dengan baik sesuai prinsip-prinsip perencanaan pendidikan. Hal ini ditunjukkan dengan pelaksanaan rapat tahunan yang merumuskan konsep dan program pendidikan untuk pengalokasian dana anggaran kegiatan periode tertentu (tim perencanaan program madrasah), pengadaan fasilitas pembelajaran (dengan menghadirkan kepala kementerian agama kabupaten Asahan), dan penetapan kebijakan internal madrasah melalui kolaborasi dengan instansi atau lembaga terkait.

Kata Kunci: Perencanaan Pendidikan, Prinsip Perencanaan.

Abstract

This study aims to describe the application of Islamic education planning principles in MI/SD. The background of this research is located at MIS Qur'an Kisaran Jalan Jahe, Environment IV Sentang Village, Kota Kisaran Timur District, Asahan Regency. This study uses a qualitative approach with a descriptive method. Obtaining data using observation techniques in the form of observing managerial activities in the madrasa, interviews with informants including the head of the madrasa and deputy head of the madrasa, as well as document studies to strengthen the completeness of the validity of the data relevant to the research theme. The data analysis of this research uses data reduction (sorting) techniques, data presentation, to verification and drawing conclusions. The results of this study concluded that educational planning at MIS Qur'an Kisaran was carried out well according to the principles of educational planning. This is indicated by the implementation of annual meetings that formulate educational concepts and programs for the allocation of budget funds for certain period activities (madrasah program planning team), procurement of learning facilities (by presenting the head of the Ministry of Religion of the Asahan Regency), and establishing internal madrasa policies through collaboration with agencies or institutions. related institutions.

Keywords: *Educational Planning, Planning Principles.*

PRELIMINARY

Planning principles are basic guidelines in determining programs and procedures for achieving madrasah goals (Jauhari, 2020: 328-341). Through careful planning, a madrasa is preparing a system and polarizing the achievement of goals. The level of success of a program in the field of education is very dependent on the level of seriousness of planning that is set together, concretely in the form of academic and non-academic programs in madrasas (Nugroho, 2021).

The head of the madrasa as the manager of Islamic education plays a major role in generating ideas and their implementation procedures to achieve optimal learning outcomes (Dalanggo, 2019: 381-388). This is because future estimates and predictions will be conceptually compiled with various considerations and calculations related to human resources who will play an active role in an educational program, how to

implement an educational program, and program formulation according to the needs of students and the world of work.

The systematic preparation of a program in madrasas seeks to develop a set of policies and components of education, as a concrete form of managing the future of the institution in the present. This is intended so that there is a combination and collaboration of national education goals with madrasa internal policies. Furthermore, this effort takes into account the strength of human resources owned by educational institutions (madrasas) to optimize the implementation of these educational programs (Abadi, *et.al.*, 2019: 36-44).

The concept of planning in education ensures that madrasa quality development is carried out effectively and efficiently (Zen, 2016). Through planning, educational programs become integrative to be implemented according to the planned program implementation stage. A comprehensive plan will also guide the performance of madrasa managers in achieving the success of educational goals (Hidayat, 2016). Thus, the purpose of education in bringing benefit and developing the quality of human resources will be realized according to the common target.

Based on a preliminary study in MIS Qur'an Kisaran, information was obtained that the application of the principles of educational planning refers to the ideas agreed upon at the annual meeting, the objectives and forms of demonstration of madrasa activities, and identification of madrasa developments. In this context, the development of madrasah quality becomes very dependent on madrasa planning and programs. Because, the quality assurance of madrasas will be realized through the implementation of programs that are in accordance with the needs of the community (world of work).

The principle of planning Islamic education at the MI/SD level refers to the goals of national education, Islamic religious education (based on the regulation of the minister of religion) and local wisdom of the community. All three are intertwined harmoniously and integratively. Because, each other functions to or strengthen character building and develop students' intellectual insight from an elementary age (Ulfah, 2019: 10-19). Thus, education in Indonesia can be carried out effectively, creatively, and survive the various challenges (problematics) that exist.

Integratively planned education shows the optimal efforts of education providers in determining the programs needed by students and the community (Kholili & Fajaruddin, 2020: 53-69). On this basis, madrasah managers are required to determine these programs based on official policy regulations or madrasah internal policies (Thoha, 2017: 169-182; Alfiansyah, *et.al.,* 2020: 52-67). Thus, the entire program is not only regulated or agreed upon verbally, but becomes a collective agreement that has developed concepts and implementation procedures, to assessments and indicators of success.

Indeed, academic studies on the principles of educational planning have been studied from various scientific perspectives. Among them discusses the aspect of achieving the performance of the madrasa principal (Cahyani, *et.al.*, 2021: 16-22), school quality improvement (Luthfiyani & Permana, 2022: 153-158), the concept of educational planning through a normative approach and historical studies (Suja'i, 2019), implementation of Islamic education planning (Hakim, 2021: 231-239), the urgency of educational planning in Islamic educational institutions (Sahnan, 2017: 142-159; Miftachurrohman & Atika, 2018: 473-480), contemporary Islamic education planning (Aminuddin & Kamaliah, 2022: 56-64), planning strategy as the development of Islamic education (Nuryasin & Mitrohardjono, 2019: 77-84), Islamic education planning at Islamic study institutions (Yunus, 2015), the urgency of education planning after the Covid-19 pandemic (Akhmad, 2021: 219-230), as well as a study of the foundations and principles of Islamic education planning (Nuraeni & Mujahidin, 2021: 104-121)

Observing the literature review above, it can be understood that the principles of Islamic education planning have been comprehensively reviewed by previous researchers. Likewise, the researchers found an "empty space" in this research study with relevant research, namely from the aspect of planning principles at the MI/SD level and how the process of implementing these principles in MIS Qur'an Kisaran is. The research in question is summarized in the title, "Application of the Principles of Educational Planning in MI/SD". Through this research, it is hoped that it can become a reference for the implementation of educational planning principles at other levels of education (secondary education and higher education).

METHOD

The background of this research is located at MIS Qur'an Kisaran Jalan Jahe, Environment IV Sentang Village, Kota Kisaran Timur District, Asahan Regency. This study uses a qualitative approach with a descriptive method. Obtaining data using observation techniques in the form of observing managerial

activities in the madrasa, interviews with informants including the head of the madrasa and deputy head of the madrasa, as well as document studies to strengthen the completeness of the validity of the data relevant to the research theme. The data analysis of this research uses data reduction (sorting) techniques, data presentation, to verification and drawing conclusions. Furthermore, the validity of the data was tested through persistence of observations, member checks, and data triangulation tests (sources and methods) (Assingkily, 2021).

RESULTS AND DISCUSSION

Strategic Planning for Education at MIS Qur'an Kisaran

The strategic plan (commonly known as the acronym renstra) is a formal institutional activity carried out at the beginning of each academic year (learning) at the madrasa. The activity of formulating a strategic plan is intended to systematize activities or madrasa programs that have been mutually agreed upon (Nasihuddin, 2020: 1-12). This is in line with the opinion of Ummah (2018), that strategic plans connect individuals or groups who dedicate themselves to madrasas to educational goals.

According to Nardawati (2021), efforts to formulate strategic plans are related to the regulations that apply in madrasas, especially madrasa internal policies. Furthermore, the strategic plan is a form of planning development oriented towards the achievement of educational goals. This is indicated by several approaches commonly used by madrasah leaders, including top-down, bottom-up, interactive approaches and team planning. These various approaches have their respective strengths and weaknesses (Sugian, *et.al*., 2021).

The implementation of strategic planning carried out at MIS Qur'an Kisaran refers to the empowerment of all components of the madrasa, starting from the leadership element (head of madrasah, deputy head of madrasa), elements of educators and education staff (teachers in the field of study, classroom teachers, administrative staff, finance staff, academic staff), and other supporting elements (laboratory, librarian). In practice, the strategic plan depends on the human resources owned by the madrasa, so that the procedures and job descriptions that must be carried out by each madrasah human resource can be determined (Demonika, *et.al*., 2020: 817-821).

Likewise, the strategic plan implemented by MIS Qur'an Kisaran faces various obstacles, including the lack of (low) public awareness of the importance of collaboration in realizing quality education. In addition, Ashadi (2022) also exemplifies the traditions and academic ethics of madrasas that have not displayed a conducive learning climate. In fact, funding and institutional autonomy are also problematic, based on the role of foundations in private institutions.

Based on the description above, it can be understood that community involvement has been carried out by the MIS Qur'an Kisaran, this can be seen from the collaboration carried out by the madrasah with non-governmental organizations (NGOs) on education, as well as collaboration with educational institutions in Kisaran. Through these various engagements (cooperation), madrasas are oriented to aspects of institutional development that are based on the quality of graduates, madrasa quality (accreditation) and madrasa service quality (academic-administration).

Application of Islamic Education Plan Principles in MIS Qur'an Kisaran

The application of the principles of the Islamic education plan, both in madrasa buildings, classrooms, laboratories, practice rooms has been completed. Efforts to improve the Islamic education process at MIS Qur'an Kisaran Jalan Jahe, Neighborhood IV Sentang Village, Kota Kisaran Timur District, Asahan Regency are adequate, regular planning and competition from madrasas or other schools of course comes from good management and administration of institutions and madrasa programs. Even in this case, it was found because the madrasa planning process was based on good Islamic education planning and careful preparation.

The following are the steps of the principle of the Islamic education plan in the Islamic education process at MIS Qur'an, Jalan Jahe Kisaran, Environment IV, Sentang Village, Kota Kisaran Timur District, Asahan Regency. *First*, accept all the principles of the Islamic education plan proposed by the Islamic education process at MIS Qur'an Kisaran Jalan Jahe, Neighborhood IV Sentang Village, Kota Kisaran Timur District, Asahan Regency.

Second, the principle of planning the plan in MIS Qur'an Kisaran Jalan Jahe, Neighborhood IV Sentang Village, Kota Kisaran Timur Subdistrict, Asahan Regency buys educational facilities and infrastructure, first a planning meeting is held. This meeting was held to match the principles of the Islamic education plan at MIS Qur'an Kisaran Jalan Jahe, Neighborhood IV Sentang Village, Kota Kisaran Timur District, Asahan Regency and to determine urgent needs. The results of the meeting will be reviewed later before prioritizing data collection and adjustments to the madrasah budget.

Third, the principle of planning Islamic education by MIS Quran The range is set within a certain period of time. *Fourth*, the main planning meeting at MIS Qur'an Kisaran Jalan Jahe, Neighborhood IV Sentang Village, Kota Kisaran Timur District, Asahan Regency, this news Islamic education plan is carried out at the beginning of each fiscal year for a certain period, consisting of the head of the madrasa and deputy head madrasas based on the principles of Islamic education. The meeting for the procurement of madrasa facilities and infrastructure was attended by the head of the regional ministry of religion at that time.

Fifth, Analytical priority requirements analysis requirements are carried out by consensus at each planning meeting, prioritizing more important and urgent needs. Madrasas always try to collaborate in determining behavior or policies through meetings, find ways to meet the needs of madrasas at certain times, and always try to set priorities after meetings from and to review educational planning principles.

The Process of Applying Educational Planning Principles in MIS Qur'an Kisaran

The process of applying the principles of education planning in the MIS Qur'an Kisaran considers the following points, namely assessment indicators, identification of the formulation of learning goals and objectives, setting policy-based standards and priorities, program preparation and development, assessment of the feasibility of a program, program implementation procedures, and review and revision of educational plans (Susanto, 2019).

The preparation process begins with the preparation of an action plan, in which the madrasah leadership prepares supervision (supervision efforts) for academic and administrative training as a provision for teachers and education staff in creating mutually agreed learning programs (Syaifudin, *et.al*., 2017). Furthermore, all elements of the madrasa understand the specifications of the planned program, this aims to determine who (the subject) will carry out program operations (Muawwanah & Darmiyanti, 2022: 909-916).

After preparing the action plan and understanding the program specifications, the MIS Qur'an Kisaran then prepares a needs-based plan with work priorities. This is also determined along with the estimated time for completion and financing for each program. On this basis, a consensus action plan is drawn up from all participants at the annual meeting at the madrasah (Khaer, 2022: 48-63). Each preparation of planning principles takes into account the needs, rights and obligations of all elements of the madrasa (Solehan, 2022: 98-105). Thus, the subordinates feel involved and are responsible for ensuring the successful implementation of each program in the madrasa.

The next stage, the principle of educational planning in MIS Qur'an Kisaran also pays attention to active organizational units in the madrasa environment, this includes internal madrasah, foundation support and sympathy from the surrounding community. This is based on the understanding that cooperation in the implementation of Islamic education programs is needed as an effort to develop sustainable quality in madrasas. Where, between components coordinate with each other and complete the process of implementing a program. In addition, the involvement of the community and the foundation in the madrasa managerial system becomes a separate control for each learning process.

CONCLUSION

Based on the findings and discussion above, it can be concluded that the educational planning at MIS Qur'an Kisaran was carried out well according to the principles of educational planning. This is indicated by the implementation of annual meetings that formulate educational concepts and programs for the allocation of budget funds for certain period activities (madrasah program planning team), procurement of learning facilities (by presenting the head of the Ministry of Religion of the Asahan Regency), and establishing internal madrasa policies through collaboration with other agencies or related institutions.

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