

STRATEGIC MANAGEMENT PLANNING OF DIGITAL MADRASAH

Joni Setiyawan¹, Benny Kurniawan², Eliyanto³, Sudadi⁴, Muna Fauziah⁵
joni070675@gmail.com¹ nny.k@gmail.com² doktoreliyanto@gmail.com³ sudadi.klirong@gmail.com⁴
munafauziah6@gmail.com⁵

Institut Agama Islam Nahdlatul Ulama Kebumen^{1,2,3,4,5}

Abstract. This study intends to explore the strategic management planning of digital madrasahs at MAN 4 Kebumen. This research is field/qualitative research. The research was conducted at MAN 4 Kebumen. The research was aimed at the head of the madrasah, deputy head of curriculum, and teachers. Data collection was carried out through interviews, observations, and documentation. Data were analyzed systematically from the results of interviews, field notes, and other materials. Furthermore, qualitative data analysis procedures include data reduction, data presentation, and data verification. The results of the study indicate that strategic management planning of digital madrasahs at MAN 4 Kebumen was carried out through the preparation of school/madrasah development plans (RPS/M) and madrasah work plans (RKM). The preparation of the school/madrasah development plan is carried out annually through a work meeting with the preparation of a self-evaluation of the madrasah as a form of evaluation of the program's progress that has been carried out previously. The preparation of the madrasah work plan is carried out through the recruitment of all teachers' needs in the madrasah, the creation of a small team design, workshop design, and the evaluation of short-term plans that invite several universities. Overall, these findings can be concluded that the strategic management planning of the digital madrasah at MAN 4 Kebumen is carried out by creating a short-term, medium-term, and long-term program plan design.

Keywords: strategic management, digital madrasah, planning.

INTRODUCTION

Transformation and progress of the era is a phenomenon that cannot be avoided, where the modernization of the era demands our ability to adapt so as not to be left behind and to participate in this shift (Bansal et al., 2023). Along with the rapid acceleration in knowledge, technology, modernization, and the penetration of culture and art that has spread to all aspects of life, change has taken on complex dimensions. To respond effectively to the dynamic rhythm and development of an increasingly advanced era, educational institutions must also play a role in regulating this transformation. As a result, the realm of education must align with the changing times that continue to move, allowing educational outcomes to compete well in the change field. Schools, as institutions that aim to form and improve human resources smoothly navigate these changes (Salas-Vallina et al., 2021).

About this, one of the issues faced in Indonesia is the lack of quality of education at every level and educational institution (Pramana et al., 2021). Education has great significance because education is a crucial element in the process of progress of a nation that will also influence the economic development of a country. Therefore, efforts are needed to improve the quality of education.

Various actions have been implemented. One of them is the shift in the education system from a centralized pattern to a decentralized system. In a decentralization scheme, the responsibility for regulating education is delegated to local governments. From the description, it can be concluded that the granting of authority to regulate and manage education to schools is intended to increase the effectiveness and efficiency of management, as well as staff job satisfaction by resolving issues related to the local context. The core of implementing decentralization in education is to improve the quality of education in every educational institution (Hamal, 2020).

Therefore, management efforts are needed in designing educational plans to improve the quality of learning, so that students can contribute to change. In the management framework, the concept of strategic management becomes relevant because, through this approach, schools can identify and plan strategic steps to ensure the continuity and improvement of the quality of education in the future.

Strategic management refers to periodic grand planning (strategic planning) that focuses on a long-term vision of the future and is considered a fundamental decision by top management (Bryson & George, 2020). This aims to enable educational institutions to interact effectively to provide quality services and services, with clear strategic goals and operational targets. The benefits of strategic management to improve teacher quality include: (1) determining the long-term direction to be achieved; (2) helping educational institutions adapt to changes that occur; (3) increasing the effectiveness of educational institutions; (4) identifying the comparative advantages of educational institutions in a changing and risky environment; (5) strategic planning activities can help prevent problems from emerging in the future; (6) involving educators in the strategic planning process will further motivate them in its implementation; (7) reducing overlap in educational institution activities; and (8) reducing resistance to change from educators who may be reluctant to change (Alayoubi et al., 2020).

Madrasah Aliyah Negeri 4 Kebumen is an Islamic educational institution that pays great attention to improving the quality of its teachers. This can be seen from the many facilities provided to its teachers in improving their knowledge in this digital era. In an effort to improve the quality of teachers, MAN 4 Kebumen regularly conducts field studies and environmental analysis to identify their weaknesses and strengths as a reference in developing the quality of teachers in the school. The progress and development achieved by MAN 4 Kebumen cannot be separated from the implementation of strategic management in an effort to improve the quality of teachers. This strategic management is supported by the physical and non-physical aspects in the school environment. And in all his efforts, the principal of MAN 4 Kebumen plays a very important role. MAN 4 Kebumen students have been able to achieve achievements in Malaysia as bronze medal winners at the Malaysia International Young Scientists Conference and Exhibition (MYSCE) in 2021. In the same year, MAN 4 Kebumen won a silver medal at the International Avicenna Youth Science Fair (IAYSF) in Tehran, Iran. In addition, various targets and objectives are also part of the substance of strategic management that covers various aspects such as curriculum. This can be proven that MAN 4 Kebumen is the first madrasah in Indonesia to become a digital madrasah, so this madrasah is a pilot madrasah to become a digital madrasah.

Through consideration of the advantages of MAN 4 Kebumen, planning becomes an important part in achieving the success of an institution. Thus, this study attempts to capture the strategic management planning process of digital madrasahs that have been carried out by MAN 4 Kebumen.

RESEARCH METHOD

This research is a qualitative/field research. The researcher chose a qualitative research method because he wanted to know the strategic management planning of digital madrasahs at MAN 4 Kebumen carried out by the principal and teachers. The location of this research is at MAN 4 Kebumen. The subjects of this research consisted of the Principal of MAN 4 Kebumen, the Deputy Head of Curriculum at MAN 4 Kebumen, and IT Teachers at MAN 4 Kebumen. Data collection techniques refer to how data is obtained, such as through the use of questionnaires, interviews, observations, tests, documentation, and the like. To determine the validity of the data, an examination technique is needed. The implementation of the examination technique is based on 4 criteria used, namely the degree of trust (Credibility), transferability (transferability), dependability (dependability), and certainty (coordinatorfirmability) (Effendi et al., 2021). Data analysis is used to present and analyze data and provide conclusions that are in accordance with the facts that occur at the research location. The model used is the Miles and Huberman model analysis. Activities in this model analysis include 4 stages, namely: data collection, data reduction, data display, and drawing conclusions (Miles et al., 2014).

RESULT AND ANALYSIS

The digital madrasah strategy management planning at MAN 4 Kebumen is carried out in several ways. The first thing done by the school is strategic formulation. Strategic formulation is the initial planning of the madrasah's strategy to achieve the expected goals (El Widdah, 2022). The formulation of strategy at MAN 4 Kebumen began when the Renstra (Strategic Plan) was prepared. The Renstra that was made has been adjusted to the regulations of the Ministry of Religion. The preparation of the Renstra follows from the Sleman Ministry of Religion, the Sleman Ministry of Religion follows from the Regional Office, the Regional Office follows from the Central Ministry of Religion. The formulation of the strategy adjusts to the situation and developments of the times. The following is the statement of the Head of Madrasah:

“Strategic planning starts from the Renstra, obviously. Because anything in the madrasah does not start from the Renstra, it cannot be. So, the Renstra must be made for 4 years and starts from 2020-2024. In 2024, there will be another change of Renstra. There are several work programs for the madrasah and at the institutional level, for example the preparation of KTSP, RKM, RAPB, and others. Well, usually we form divisions. Usually in the curriculum, what are the programs in one year. Then, the student affairs division also does the same thing. The following year there is another work program. So, everything starts from the Renstra, in the next 4 years it has been arranged.”

In addition to preparing the Renstra, the madrasah also prepares the RKM (Madrasah Work Plan). The Madrasah Work Plan is made based on the Madrasah Self-Evaluation to measure the performance and capabilities of the Madrasah. The RKM is important to provide direction and guidance to madrasah actors in order to move towards better changes or goals of the madrasah (improvement, development) with minimal risk and to reduce future uncertainty. (ROHAINI et al., 2020). It is hoped that the RKM can be used as: (1) a work guideline for the improvement and development of madrasahs, and (2) a means to monitor and evaluate the implementation of madrasah development. In line with this, the Head of Administration of MAN 4 Kebumen added an explanation that:

“The preparation of the Madrasah Work Plan (RKM) is made in accordance with the vision and mission of the madrasah, so we make and organize it. We have implemented our strategic plan from the short, medium and long term. We also conduct recruitment from students, teachers. Then, we have a plenary session, create a small team design. We hold a workshop for one week to prepare the strategic plan, including the RKM, evaluation, and short-term plan. After implementing it, we invite from universities (UII, UGM, UIN, UNY). Then, the committee examines the curriculum. For the core team, there are the Principal, Administration, Deputy Principal, Library, Public Relations, Infrastructure, and Curriculum.”

In line with the interview results, the findings of field observations indicate that the formulation of strategies is adjusted to the achievement of the vision and mission of MAN 4 Kebumen. What was done in this study was in line with previous studies. The formulation of strategies aims to implement strategic planning steps in a participatory manner starting from the vision, mission, goals and objectives, strategies and policies or programs, funding (Priyambodo & Hasanah, 2021). The things conveyed by the head of the madrasah or head of administration are in line with previous findings. They concluded that Strategic planning in improving the quality of Education is done by developing Vision, mission and objectives, identifying internal and external factors through SWOT techniques, short, medium and long term planning, and determining superior strategies in developing tahfidz programs.

The formulation of the strategy begins with setting a plan for each action so that the goal is achieved effectively and efficiently. The principal as the leader makes a plan assisted by staff and teachers. The principal makes policies, rules, appreciation and sanctions for the madrasa community who violate. The principal also holds a madrasa meeting once a month with the teachers. As for meetings with the leaders, meetings are held once a week. The involvement of teachers and leaders makes planning more precise. The role and function of teachers influence the implementation of education and learning. The function of teachers is to educate with an emphasis on providing direction and motivation to achieve goals both in the short and long term (Lepp et al., 2021). Without the active

role of teachers, no matter how sophisticated the educational reform policy is, it cannot be implemented properly (Traianou, 2023).

In the analysis of the madrasah environmental strategy, the things that need to be observed and reviewed by the compiler of the madrasah work plan are the analysis of the madrasah environmental conditions that need to be described in terms of their implications for the development of the madrasah. Once identified, the madrasah can take steps to be taken as a basis for thinking about the madrasah activity plan in the short, medium, and long term.

The planning that is prepared must be a comprehensive plan to optimize the use of all existing and possible resources to achieve the desired goals in the future (Liu & Zhou, 2021). Therefore, the preparation of the RPS/M needs to involve various stakeholders, such as teachers, students, administration/employees, parents of students, madrasah/madrasah committees, and community leaders so that the RPS/M will become "owned" by all members of the madrasah.

With a clear RPS/M, all parties will know what is needed by the madrasah/madrasah, what needs to be done to improve the condition of the madrasah/madrasah, the purpose and objectives of the activities to be carried out over the next few years. In addition, the RPS/M is also very important because it is a prerequisite for obtaining the Madrasah/Madrasah Development Fund (DPS/M). when the annual plan and program of the madrasah/madrasah have been prepared, the next step is to prepare the Madrasah/Madrasah Revenue and Expenditure Budget Plan (RAPBS/M). RAPBS/M is budget support to achieve the targets that have been set. The preparation of the RKM is prepared based on the programs, targets, and activities that will be carried out per year. This preparation is carried out in order to realize the achievement of the 8 expected national education standards. The preparation of the RKM requires a short-term plan (1 year) which contains. First, determining programs for the medium term (the next four years) or the short term (per year). The program includes all activities that contain conclusions from several interdependent and interrelated expectations or goals to achieve the same target. Second, determining the targets planned to achieve the program. Good targets are realistic, measurable, and specific. Third, determining indicators of target success. Fourth, compiling activities carried out. Good activities can lead to the achievement of formulated success indicators, and the costs or budget can be estimated. Fifth, determining the responsibility for activities is usually handled by the head of the madrasah, madrasah committee, head of class association, and so on. Sixth, compiling a schedule of madrasah development activities. The process of compiling the RKM goes through three stages, namely: the preparation stage, the RKM preparation stage, and the PKM ratification stage. The flow of the RKM preparation process can be described as follows: First, the preparation stage is carried out by forming the TPRKM (Madrasah Work Plan Preparation Team) and providing (orientation) TPRKM. Second, the formulation stage is carried out by identifying SWOT, SWOT analysis and strategic plans, formulating programs, and designing cost plans. Third, the ratification stage is carried out by ratifying the RKM by the Head of Madrasah, the Madrasah Committee and the Head of the Department of Religion, as well as socializing the RKM. The implementation of the strategy will answer the objectives of the strategy formulation operationally. The formulation of the strategy contains activities for controlling and directing the implementation of the program. The head of the madrasah makes a work guide, each team has a work plan according to their duties. The importance of strategic management planning should not be ignored for several reasons. In the context of Islamic education and the challenges of the 21st century, strategic management planning will lead to improving the quality of education. Especially in this digital era, the integration of ICT in madrasah education can improve the quality of education (Murwaningsih et al., 2023). Students will be involved in more interactive, dynamic, and relevant learning with the development of the times. Furthermore, strategic management planning also addresses inequality in access to education (Swain et al., 2020). Digital madrasahs have the potential to address the issue of access to education, especially in remote areas. Online learning gives students the opportunity to access learning materials anywhere and anytime.

Planning according to the curriculum is also important. Digital madrasahs must quickly adapt their curriculum to the latest developments in education and technology. In addition, digital school information systems can help madrasahs manage student, financial, and administrative data more efficiently, increase staff productivity, and reduce administrative burdens (Dhiba et al., 2024). In general, the strategic management planning of MAN 4 Kebumen has been in accordance with

applicable guidelines. All ranks of teachers and leaders have carried out their respective duties in the planning process. This process also involves the committee and guardians of students in order to obtain results from joint decisions.

CONCLUSION

The conclusion of this research is that strategic management planning at MAN 4 Kebumen begins with making a program design, such as short-term, medium-term, and long-term planning. The preparation of this plan has been adjusted to the vision, mission, and objectives of the madrasah. The head of the madrasah has divided the tasks based on the work guide. The results of strategic management planning are also socialized to guardians and the committee to get mutual agreement. The formulation of the preparation of the Madrasah Revenue and Expenditure Budget Plan (RAPBS) needs to be adjusted to the operational needs of the madrasah, both related to the implementation of the teaching and learning process and other incidental support. In this case, the use of fund allocation can be used effectively and efficiently.

References

- Alayoubi, M. M., Al Shobaki, M. J., & Abu-Naser, S. S. (2020). Strategic leadership practices and their relationship to improving the quality of educational service in Palestinian Universities. *International Journal of Business Marketing and Management (IJBMM)*, 5(3), 11–26.
- Bansal, A., Panchal, T., Jabeen, F., Mangla, S. K., & Singh, G. (2023). A study of human resource digital transformation (HRDT): A phenomenon of innovation capability led by digital and individual factors. *Journal of Business Research*, 157, 113611.
- Bryson, J., & George, B. (2020). Strategic management in public administration. In *Oxford research encyclopedia: politics* (pp. 1–26). Oxford University Press.
- Dhiba, N. F., Triwiyanto, T., & Maisyaroh, M. (2024). The Role of School Administrators in Improving the Quality of School Management in the Digital Era. *Proceedings Series of Educational Studies*, 360–371.
- Effendi, Y. R., Bafadal, I., Sudana, I. N. D., & Arifin, I. (2021). Investigation of the role of principal's transformational leadership for strengthening student character in Indonesia. *MOJEM: Malaysian Online Journal of Educational Management*, 9(2), 29–45.
- El Widdah, M. (2022). Madrasah Management Strategy as the Education Base for Religious Cadre. *International Journal of Learning, Teaching and Educational Research*, 21(11), 227–242.
- Hamal, S. (2020). Decentralization of education in Nepal: A rein in a horse nose. *Social Inquiry: Journal of Social Science Research*, 2(2), 194–215.
- Lepp, L., Aaviku, T., Leijen, Ä., Pedaste, M., & Saks, K. (2021). Teaching during COVID-19: The decisions made in teaching. *Education Sciences*, 11(2), 47.
- Liu, Y., & Zhou, Y. (2021). Territory spatial planning and national governance system in China. *Land Use Policy*, 102, 105288.
- Miles, M. B., Huberman, M., & Saldaña, J. (2014). *Qualitative data analysis: A methods Sourcebook (3rd ed)*. Sage Publication Inc.
<https://eric.ed.gov/?q=qualitative+AND+data+AND+analysis&id=ED565763>
- Murwaningsih, T., Fauziah, M., & Astuti, D. (2023). Improving concept mastery through learning media with interactive conceptual instruction approach viewed from learning style. *AIP Conference Proceedings*, 26(1).
- Pramana, C., Chamidah, D., Suyatno, S., Renadi, F., & Syaharuddin, S. (2021). Strategies to Improved Education Quality in Indonesia: A Review. *Turkish Online Journal of Qualitative*

Inquiry, 11(3), 1977–1994.

Priyambodo, P., & Hasanah, E. (2021). Strategic planning in increasing quality of education. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(1), 109–126.

ROHAINI, R., Wiranata, G. A., & Sasongko, W. (2020). Protecting Traditional Knowledge: Measures And Efforts To Develop The Defensive Protection For Traditional Knowledge Of Lampung. *The 1st Universitas Lampung International Conference on Science, Technology and Environment*. <http://repository.lppm.unila.ac.id/id/eprint/26099>

Salas-Vallina, A., Alegre, J., & López-Cabral, Á. (2021). The challenge of increasing employees' well-being and performance: How human resource management practices and engaging leadership work together toward reaching this goal. *Human Resource Management*, 60(3), 333–347.

Swain, S., Aggarwal, D., & Kumar, S. (2020). Addressing health inequity through strategic planning and management. *Indian Journal of Public Health*, 64(4), 417–420.

Traianou, A. (2023). Evaluation and its politics: trade unions and education reform in Greece. *Education Inquiry*, 1–20. <https://doi.org/10.1080/20004508.2023.2193015>