

# THE DEVELOPMENT OF MADRASAH STRATEGIC PLANNING TO IMPROVE THE QUALITY OF EDUCATION (A Multisite Study at State and Private Madrassa Pati Regency Indonesia)

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## Abstract

This research is motivated by the phenomenon which is telling that education should be managed with the strategic management in order to be able to choose among a lot of good management to produce a most excellent management to be developed. This research was conducted at MAN 1 and MA Madarijul Huda Pati Regency Indonesia. The research used qualitative approach to the multi-site study. Data were collected through interviews, observation and documentation. The results of this study concluded that: Strategic planning at State MAN 1 Pati was conducted through activities, the formation of the formulating vision and mission team, the determination of the vision and mission, analyzes opportunities, threats, barriers, and alternative of the problem solving, Ma'had procurement, opening the enrichments class, increasing learning, and improving the quality of educators. Strategic evaluation in MA Madarijul Huda Pati was conducted through: official meetings, meeting with the headmaster and committees, special meeting headmaster and vice of headmaster, teacher, employees, and the headmaster meetings, and committee meetings. Whereas in MAN 1 Pati was conducted through: official meetings, meeting with the headmaster, and committees, special meeting headmaster vice of headmaster, teachers, employees, and the headmaster meeting, activities meeting.

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## 1. INTRODUCTION

Indonesia government has prioritize the education as something component in accordance with the objectives of national education included in the 1945 Constitution of the 4th paragraph, namely "Educating the life of the nation and participating in carrying out world order". This national objective is also explained in the objectives of national education in RI Law No. 20 of 2003 concerning the National Education System (UPI, 2013).

Madrasas as one part of the National education system certainly require serious attention and management. Therefore, the leadership of the madrasas in the future with changes in society that is increasingly fast and open requires more creative, innovative and dynamic abilities (Munadi, 2012; Alam, 2018).

The headmaster of madrasa must have the courage to innovate to match the demands of the community, and will be left behind by the interested parties (Tarman, 2016; Suprayogo, 2004).

The madrasa head must make a strategic plan in the face of increasingly fierce global competition to determine the goals or objectives to be achieved and determine the paths and resources needed to achieve that goal as efficiently as possible and to manage various resources so that the results achieved are as expected (Soekidjo, 2009; Tunggak, 2013). Strategic planning is needed in an organization, as well as its application. A madrasa head and his subordinates apply strategic planning in developing educational institutions (Fauzan, & Nadia, 2019; Bryson, 2008; Mulyasa, 2009).

Efforts to improve the quality of education require at least three main factors, namely: (1) the adequacy of educational resources. In this case includes the quality of teaching staff, costs, and infrastructure in an educational institution, (2) the quality of teaching and learning processes that can encourage students to learn actively, and (3) Quality in the form of knowledge, attitudes, skills, and values (Ayu, 2018; Burhan, 2014; Haryanto & Budi, 2020).

MAN 1 Pati is a madrasa that has been accredited A, in facing challenges and competition in the global era. MAN 1 Pati has a vision of "Beraqidah Islamiyah, morality, skillful and achievement" with a mission: (1) Educating the nation's children who have a morality, strong in aqidah Islamiyah, intelligent, skilled and independent and (2) Achieving student achievement in becoming student's quality human beings and role models for their environment.

Gradually reform and develop through strategic planning as outlined in the Madrasah Work Plan (RKM) document (Alam, 2018). This madrasa aligns with other state madrassas in the province of Central Java in terms of the quality of education provided to students. To achieve national education standards, MAN 1 Pati conducts improvements to infrastructure and increases the professionalism of educators.

MA Madarijul Huda Pati is one of the advanced education institutions located on Jalan Raya Tayu-Puncel Km. 11 Kembang Dukuhseti Pati, Central Java. MA Madarijul Huda is a qualified private institution both in academic and non-academic mastery with a vision of "Excellence in Science, Charity and Moral Profession". The mission is: (1) implementing active, creative, innovative and fun learning oriented to life skill education and shaping the character of the Muslim who is *kaffah* (holistic), (2) growing and developing students' appreciation of Islamic values as a foothold in thinking and acting , and (3) familiarizing the character of morality in daily life (<http://ma.ypmkembang.sch.id/>).

The results of preliminary observations in the research object indicate that the implementation of strategic planning is one way to improve the quality of education. The fundamental reason is that the concept of strategy management offers the madrasa head to provide better and more adequate education for students. This concept emphasizes madrasa efforts to understand competitive forces and develop

sustainable competitive advantage systematically and consistently.

The pre-research results show that the implementation of a superior class program can improve the image of madrasas. The supporting factors for the superior class are the formation of a network of teamwork for curriculum developers in MAN 1 and MA Madarijul Huda with MGMP (Consultation for Subject Teachers), the availability of competent teachers and the role of a madrasa committee which is proactive in facilitating superior class programs.

However, based on the results of the pre-research the authors found several problems faced by MAN 1 and MA Madarijul Huda including; student readiness that is not yet maximal in participating in superior class learning, the lack of reward of madrasah principals on the performance of teachers who teach superior classes and some teachers are not yet maximally using multimedia facilities. Several studies that have discussed strategic planning include (Munadi, 2012); (Ayu, 20180; and (Alam, 2018).

This study aims to determine the implementation of madrasa strategic planning in improving the quality of education in MAN 1 and MA Madarijul Huda with a research focus on: (1) Steps for Madrasa Strategic Planning in Improving Education Quality, (2) Educational Quality Targets in Strategic Planning, (3) Evaluation of education quality improvement programs in strategic planning The results of this study are expected to be used as consideration for providing insight to educational institutions as one of the information in implementing strategic planning.

## 2. METHODS

This study uses qualitative methods with a multi-site approach (Arikunto, 2002; 2015). The study was conducted at MAN 1 and MA Madarijul Huda in March 2020. Data were collected through interviews, observation and documentation (Moleong, L. J., 2010; Sugiyono, 2006). The subject of the study was the Head Madrasah. The informants in the study were Deputy Principal of Madrasa, teachers and students. Data collection techniques used interview, observation and documentation (Sugiyono, 2010). Data validity test uses data triangulation and source triangulation. Data analysis uses interactive methods, data collection, data presentation, data reduction and drawing conclusions (Danim, S., 2012; Sugiyono, 2016).

### 3. DISCUSSION

In this section, a number of findings in the field will be presented which are presented through a brief discussion. The discussion aims to signify the foci with research findings based on a number of existing theories, so that substantive theory findings can be obtained. The factors to be discussed are as follows:

#### 3.1 Steps in Formulating Madrasa Strategic Planning in Improving the Quality of Education in MAN 1 and MA Madarijul Huda

Building a madrasa to be able to compete with other madrassas and being able to deal with quality problems that occur currently making madrasas use all means to improve and improve the quality of education towards better, such as training, improving teacher qualifications, procuring learning books in the library, improving facilities and infrastructure, and improving madrasah leadership and management. But all that does not show significant change for the institution.

Designing strategic planning is formulating a set of decisions for programs in the future to achieve goals in an optimal way in madrasa development. Strategic planning is the result of good design goals and strategies, which are directed and which will guide the achievement of educational goals and be responsive to educational changes and developments.

The results of research in MAN 1 and MA Madarijul Huda show that the two madrassas have specific strategic planning to improve quality, it can be seen from the achievements that each year both madrasas experience progress, especially in the achievements of both academics and non-academics, the quality of graduates is 100% graduated and able to be accepted at favorite tertiary institutions, the quality of teaching and educational staff, as well as the public interest that continues to increase. Both of these madrassas are Islamic nuances, so they emphasize more on the quality of graduates who not only excel in academics but also have *morals* and responsibility for their duties. This behavior is instilled with the ADIWYATA and UKS programs by accustoming all citizens to preserve the madrasa environment with the motto of *one student on tree*, so with this program students are trained to know the responsibility for 1 tree planted, as well as religious activities by refracting 5S (smiles, greetings, greet, polite, polite), Dhuha prayer, and accustomed *thayyibah* sentence.

The explanation above proves that strategic planning functions as a madrasa compass to walk towards success by being able to face the problems and challenges faced in the future and also better prepare to face the global community.

The steps in the preparation of strategic planning, according to David (2009), has three major stages, namely:

##### 3.1.1 First Stage

Stage This stage is called the input stage and consists of analytical tools in the form of:

- 1) Strategic Environmental Analysis. This analysis uses the EFE (matrix *External Factor Evaluation*) as a tool to audit the external environment.
- 2) Internal Analysis. This analysis uses the IFE (Internal Factor Evaluation) matrix as a tool to audit the internal environment.

##### 3.1.2 Second Stage

This stage is the matching stage of several existing external and internal factors with several alternative strategies offered on each matrix, consisting of:

- 1) Matrix *Strengths - Weaknesses - Opportunities - Threats* (SWOT), which is an analytical tool to get some alternative strategies using force(*strengths*) and weakness (*weakness*) to take advantage of opportunities (*opportunities*) and attended threats (*threats*) that exist.
- 2) Matrix *Strategic Position and Action Evaluation* (SPACE), which is an analytical tool that uses administrative power, competitive advantage, environmental stability and strength to determine alternative strategies that can be chosen.
- 3) The matrix *Boston Consulting Group* (BCG), an analytical tool used to help have a multi-division to determine the position of the speed of quality development so that an alternative strategy can be produced.
- 4) Matrix *External Internal*(IE), which is an analytical tool that is almost similar to the BCG matrix but the measurement power on this matrix is based on the total EFE and IFE values obtained from each division.
- 5) Matrix *Grand Strategy*, an analytical tool for formulating strategies based on current developments with competitive positions held by madrassas.

##### 3.1.3 Third Stage

This stage is the decision stage where several alternative strategies have been identified at the stage of matching the input information obtained in the first stage to target evaluating the alternative strategies identified in the second stage. The technique to be used is to use a QSPM (*Quantitative Strategic Planning Matrix*) matrix, which is an analysis tool that compares several alternative strategies obtained at the matching stage, so that a priority list of these alternatives can be obtained.

In line with the steps of strategic planning according to Sagala, namely: there are five main steps in strategy formulation, namely 1) formulation of vision and mission, namely imaging how madrasas should exist, 2) assessment of the external environment, which is to accommodate environmental needs for the quality of education that can be provided by madrassas, 3) organizational assessment, namely formulating and utilizing madrasa resources optimally, 4) formulation of specific objectives, namely the elaboration of the achievement of madrasa missions as reflected in the objectives of madrasas and the objectives of each subject and 5) determination of strategy, namely choosing strategies the most appropriate strategy to achieve the goals set by providing the budget, facilities and infrastructure, as well as the facilities needed for it. Likewise with the strategic planning process of the UGM SP4 Team can be done in four stages, namely: 1) diagnosis 2) planning 3) development 4) preparation of plan documents. The findings at MAN 1 and MA Madarijul Huda. The process of preparing strategic planning through the following steps:

### 1) Analysis of internal and external with SWOT

Environmental analysis consists of two elements, namely external analysis and internal analysis (organizational analysis). Analysis of the external environment includes the identification and evaluation of social, cultural, political, technological, and tendency aspects that may affect madrasas. This tendency is a number of factors that are difficult to predict (*uncertainty*) or have a high degree of uncertainty (*degree of uncertainty*). The results of the analysis of the external environment are a number of opportunities that must be exploited by madrasas (*opportunities*) and threats that must be prevented (*threats*). Analysis of the internal environment of the determining realistic perception on the strengths(*strengths*)and weaknesses(*weaknesses*)owned madrasah. An

organization must take advantage of its strengths and try to overcome its weaknesses. This analysis can help more effective allocation of resources. This external and internal environment analysis is commonly called the SWOT analysis.

SWOT analysis can be done by loading the SWOT matrix. This matrix consists of cells listing strengths, weaknesses, opportunities, and threats. SO strategies use strengths and take advantage of opportunities. WO strategies improve weaknesses and take advantage of opportunities. ST strategy uses power and avoids threats. WT strategies overcome weaknesses and avoid threats.

According to Boseman in Sagala (1) Strengths are the internal capabilities of an organization that advance organizational goals in a competitive industry (2) weaknesses are the opposite, they limit the completion of organizational goals, (3) opportunities are circumstances, events or external situations that offer organizational change to achieve or exceed its goals and (4) challenges or obstacles are opponents of opportunities, obstacles are strengths, external factors or situations that might potentially create problems, organizational damage, or endanger the ability to achieve its goals.

Associated with the explanation above explains that MAN 1 and MA Madarijul Huda conduct internal and external analysis to develop strategic planning. From the results of the environmental analysis, the two madrassas know information about changes, needs, potential and development demands to develop policy directions, strategies and quality improvement programs. The SWOT environmental analysis is carried out by:

#### a) Through a participatory approach

Participatory comes from the word participation, which means the involvement of several people in an activity in planning something. According to the participatory speech is the involvement of one or several people in an activity in planning something.

Sugito distinguishes participation into three, namely *first*, seen from nature, *second*, seen from the form and *third*, from the stages of program implementation. Participation in terms of nature is twofold, active and passive participation. Whereas in terms of its form, it can be divided into: a)

participation in opinions, views or ideas, b) participation in funds or property, c) participation in knowledge and skills, d) participation in labor.

The findings at MAN 1 and MA Madarijul Huda show that in the preparation of strategic planning, involving madrasah heads, committees, waka, TU chairmen and also 5 competent teachers. In the preparation of strategic planning in these two madrasas based on the analysis of the needs of *stakeholders* involved include: parents, students, teachers, employees, madrasa committees, madrasa principals and community elements.

**b) Sustainability accountability occurs Sustainability**

Accountability is a form of accountability that must be carried out by madrasas on the success of programs implemented in order to further improve performance. The findings in MAN 1 and MA Madarijul Huda show that each member involved has and understands responsibilities in accordance with their respective tasks and functions to improve the quality of education.

**c) Matching**

This stage explains that the preparation of strategic planning in MAN 1 and MA Madarijul Huda as follows:

**(1) Based on the needs of stakeholders**

MAN 1 and MA Madarijul Huda formulate a plan by looking at the conditions and needs of *stakeholders*. This is very important considering that formulating the vision and mission is developed by taking into account *stakeholders*, because the vision will be the basis for the formulation of the madrasa mission, the mission will be the basis for the formulation of goals and objectives to be the basis of targets and targets to be achieved by madrasas going forward.

According to Soetopo, vision is an insight and foresight that becomes the madrasa as a guide and direction for madrasa to ensure its survival, mission is a task that should be carried out to achieve the vision of the madrasa, the goal is a translation of the mission to be carried out and the objectives will answer what is

Madrasas will be achieved and when they will be achieved.

From the description above it can be understood that the formulation of the vision and mission of MAN 1 and MA Madarijul Huda is designed based on the needs of *stakeholders* that produce goals, objectives, policies and development programs that are able to overcome the challenges of the future.

**(2) The Approach system**

The Approach system is a series of stages of problem solving that each step is understood and produces an alternative solution considered and the selected solution can be applied.

The findings in MAN 1 and MA Madarijul Huda show that by facing the challenges of quality these two madrassas have strategies that are in line with the potential of the madrasas, so that the results obtained can be more maximal.

**(3) Monitoring**

Monitoring is a routine process of collecting data and measuring progress towards program objectives, monitoring changes, focusing on process and results. The findings in MAN 1 and MA Madarijul Huda show that the two madrasas continue to monitor to see the success of the planned programs and programs/strategies especially those implemented in the years ahead.

**2) Determining Strategy through a system of approaches bottom-up**

*Bottom up planning* is planning made based on the needs, desires and problems faced by subordinates together with superiors to determine policies or decision-making and superiors also function as facilitators. *Bottom up planning* approach is an effort to involve all parties from the beginning, so that every decision taken in planning is their shared decision, and encourages full involvement and commitment to implement it. The disadvantage requires a lot of time and energy for planning. It required development of an appropriate corporate culture. So it can be concluded, the planning approach *bottom-up planning* is planning made based on the needs and problems faced by subordinates and

together with superiors to determine policies or decision making.

From the findings in MAN 1 and MA Madarijul Huda stated that the decision making process using a system *bottom up* is planning taken from strategic ideas from teachers who are competent to compile a program for the next year and with the system *bottom up* can produce innovative ideas to formulate an education quality improvement program, and with the drafting process the two madrassas produced a *distinctive competence* strategy, a strategy that was carried out to be able to carry out activities better than the previous year.

From the stages of the preparation of the plan above, it becomes a benchmark that the planning formulation produces programs that can later be carried out with specific and full responsibility, and always pay attention to changes, needs, potential, progress according to the demands of the development of global society.

MAN 1 and MA Madarijul Huda have the potential to face the challenges of education in the future by preparing quality improvement strategies and programs. The MAN 1 and MA Madarijul Huda programs are more focused on improving the quality of graduates and the quality of educators and education personnel. For this reason, the two madrassas collaborate with many external parties who have expertise in dealing with educational problems. Such as to improve the quality of students cooperating with LBB IBIM and *Ganesha Operations*, while to improve the quality of educators and education personnel by including seminars, workshops, training and education in collaboration with UNDIP, UNNES, UPGRIS, and UIN Walisongo Semarang for educational development programs. As for the field of administration, it cooperates with UNIMUS and Semarang University. Strategic planning in these two madrasas places more emphasis on short-term planning (1 year) because it will be easier to find out how much potential madrasa has and the level of success achieved by planned programs. To launch this collaboration requires awareness and commitment among madrassas about the task they are in.

Based on the explanation above, it can be understood that madrasa strategic planning will become a compass to meet the challenges

of education, help improve it continuously and make it easy to measure madrasah progress by trying to achieve the stated goals and targets.

### **3.2 Education Quality Targets in Strategic Planning Education**

Quality targets are goals that are formulated taking into account the challenges faced by madrasas. Targets can also be called short-term goals (1 year). Whereas, according to the Ministry of National Education in 2002, education quality targets are a translation of the objectives. Targets must contain improvements in quality, effectiveness and efficiency.

The above understanding can be concluded that the target quality of education is the formulation of educational goals to face challenges that contain an increase in productivity, effectiveness and efficiency of education.

The day of research findings at MAN 1 and MA Madarijul Huda showed that the quality objectives of education in these two madrassas were to achieve the goals of 8 national education standards and these two madrassas focused more on improving the quality of graduates who had the morality and were able to be accepted at favorite tertiary institutions and to improve the quality of teaching and educational staff. Therefore, these two madrassas focus on how to improve good learning processes and quality improvement management processes.

Educational institutions that implement MPMBS must make plans to develop madrassas in general including the formulation of the vision, mission, objectives of madrasas and their implementation strategies. Whereas madrasa work plans generally include identifying madrasa quality targets (madrasa situational goals), selection of madrasa functions that need to be achieved to achieve the identified targets, SWOT analysis, steps to solving problems and compiling madrasa work plans and programs.

According to Syaifuddin, the determination of quality targets so that they can be easily achieved must comply with the following criteria.

- 1) Targets are short-term goals
- 2) Targets contain improvements in improving quality, effectiveness, productivity and efficiency
- 3) Priorities are seriously considered

4) Targets must be made specifically

According to Prabowo writing techniques for goals and objectives must be stated in sentences compiled using the SMART method (Specific, Measurable, Attainable, Responsible, Time Frame), Specific means that the formulation of the goal and target sentences clearly towards a specific goal and target, Measurable means the statement of purpose and target must be measured, Attainable means that statement of goals and objectives are able to be achieved based on available resources, Responsible is a statement in the goals and objectives must have responsibilities and Time Frame is the goal and objectives must have a time frame of achievement.

Based on the explanation above, it can be concluded that in the preparation of education quality targets, it is formulated from the vision, mission and objectives of the institution to be able to think of future challenges and the scope of implementation of madrasah managers, as well as specific strategies. Therefore, it is necessary to involve various interested parties (*stakeholders*) such as teachers, students, administrative staff / employees, parents of students, madrasa committees and community leaders who have the attention of the madrasa head, so that it will belong to all madrasa citizens with their respective abilities meaning that everyone is involved according to their abilities and interests.

The process of preparing a strategic plan that needs to be maintained is a sense of representing in and a sense of ownership of the results. All madrasa residents must feel that they are decisive in the process of preparing

quality objectives so that they feel they have ownership and ultimately are obliged to implement it. Therefore, it is necessary to form a team to compile an annual work program so that the steps to be implemented will be in accordance with the vision, mission, goals that have been mutually agreed upon and the needs of stakeholders.

Improving the quality of education in MAN 1 and MA Madarajul Huda involves 7 target areas including: 1) curriculum, 2) student affairs, 3) public relations, 4) infrastructure, 5) personnel, 6) finance, 7) extracurricular field.

The seven goals are the substance of the implementation of education in madrasas. Madrasa is said to be quality if the components that are the main requirements are met and vice versa if the seven target areas are not met both in quantity and quality then, it can be ascertained the madrasa is not qualified. By setting these seven goals, the two madrassas can develop a madrasa development program to find out what madrassas need and the community's expectations of the madrasa.

Other goals are more practical goals, measured data, specific, clear criteria with detailed indicators. Targets are formulated based on long-term and short-term goals. Vision, mission, and goals as well as targets and targets are ideals that can be realized to realize quality madrasa in accordance with the expectations of all parties.

In order to improve the curriculum to achieve the objectives of the madrasa, both madrasas have innovations in the field of curriculum and learning. These innovations include:

Table 1 Innovation in Curriculum and Learning

No.	MAN 1 Pati	MA Madarijul Huda Pati
1	To improve the quality of students by looking at the learning process and results, especially the results of the UN, UAM and UAMBN madrasas collaborate with LBB Ganesha Operation and form an Intensive learning guidance team (BBI) for Mapel UN and Religion	To improve the quality of students by looking at the process and learning outcomes, especially the results of the UN, UAM and UAMBN madrasas collaborate with LBB Ganesha Operations and IBIM, as well as streamlining MGMP
2	Forming a curriculum development team MAN 1 Pati	Organizing workshops learning for all teachers
3	Intensifying the KKG schedule per week for internal and every month in the district of Pati specifically subject to UN	Forming administrative and academic
4	Supervision teams in forming administrative supervision teams and learning processes.	Improving the quality of teachers by organizing workshops, seminars and training.

The innovation of MAN 1 Pati MA Madarijul Huda Pati above is done to produce educators and education staff and produce quality graduates. This is in line with the view of Muhamimin et al, that one of the most important academic operational plans is a plan to produce graduates in accordance with the planned competencies.

In order to achieve quality academic and non-academic achievements, the steps taken by MAN 1 and MA Madarijul Huda are to improve the learning process, including conducting interactive, inspiring, enjoyable learning processes and motivating students to excel, giving students space to develop creativity, independence in accordance with interests and talents, plan learning processes, implement learning, assessor learning outcomes and monitor effective and efficient learning processes.

### 3.3 Evaluation of education quality improvement programs in strategic planning

Program evaluation is a series of activities carried out deliberately to see the level of success of the program. The starting point of the program evaluation activity is the curiosity of the program compiler to see whether the program's goals have been achieved or not. In connection with the evaluation of education according to Tyler, R. W. (1987) that evaluation is a process that determines the extent to which educational goals can be achieved.

From this understanding it can be explained that, program evaluation is basically the process of collecting data or providing an overview or information about how high the success rate of an activity or program is planned. Furthermore, this information can be used as a consideration for decision making in planning, as well as functioning as a controller of program implementation, so that follow-up of the program implementation can be known.

Conduct program evaluation in MAN 1 and MA Madarijul Huda, not only to find

out the final results of an activity, but also the activity taking place. This aims to avoid deviations, waste, prevent mistakes, and to further develop ideas to improve the quality of education. In addition to evaluating the quality improvement program of these two madrassas, CIPP is used. *CIPP* is a program evaluation model developed by Stufflebeam & Shinkfield (2007). This model consists of:

- 1) *Context Evaluation* (evaluation context evaluation) includes analysis of problems related to the specific educational environment. In short it can be said that context assessment is an assessment of needs, the purpose of meeting needs, individual character.
- 2) *Input Evaluation* includes the consideration of the sources and strategies needed to achieve the general and specific objectives of a program.
- 3) *Process Evaluation* includes the collection of assessment data that has been determined (designed) and established in practice.
- 4) *Product Evaluation* (evaluation of the product/ result) evaluation carried out by the assessor in carving the success of achieving the objectives applied.

Based on the above model it can be described that in MAN 1 and MA Madarijul Huda, including:

- 1) Context Evaluation (Assessment Context Evaluation)

MAN 1 Starch and MA Madarijul Huda Pati continue to conduct surveillance and monitoring of the planned program, was conducted to determine the potential of the madrasah and programs in accordance with the expectations of stakeholders. By evaluating, the madrasa will find out what activities that can improve the quality of education will be used again for the program next year.

- 2) Input Evaluation (Assessment of inputs)

Evaluation of the quality improvement program carried out in MAN 1 Starch and MA Madarijul Huda Pati done by looking at the potential of the madrassas in order to understand the sustainability capabilities with planned programs. This evaluation is carried out by deliberation with all madrasa residents, and prioritizes coordination of openness communication, openness of all madrasa parties in ideas, ideas, opinions,

information, trust, and cohesiveness facilitate the preparation of strategic planning and program implementers, as well as the desire to improve the quality of education.

- 3) Process Evaluation (Assessment of the process)

Assessment of program processes conducted at MAN 1 and MA Madarijul Huda by collecting data and information on inhibiting factors and supporting quality improvement programs, which then sort out and choose what works and what does not later, and find out specific solutions for the program next year.

- 4) Product Evaluation (assessment of the product/ results)

The success of the program in MAN 1 Starch and MA Madarijul Huda Pati can be determined by achievements in both academic and non-academic who achieved each year and the graduates can be accepted at the College of favorites.

The explanation above can be concluded that the program designed by MAN 1 and MA Madarijul Huda is based on an analysis of expectations *stakeholder* and decisions made based on open communication between all citizens. Program evaluation is conducted by both madrasas by evaluating both internal and external. Internal evaluation is more devoted to the learning process in the classroom with monitoring conducted by the headmaster at each time they have free time or at least once a week. As for the evaluation, the madrasa head emphasizes more on teachers, homeroom teachers and employees to continue to improve performance in accordance with their respective tasks and functions.

The involvement of all elements both in management and other elements such as teaching staff, administrative staff is a unit that supports one another in order to successfully achieve the goals and targets of the madrasa, for efforts to improve the quality of education.

Regarding the evaluation, Sumantri believes that the madrasa head who has the main responsibility in managing his madrasa continues to develop. The madrasa head has the responsibility in making decisions in the teaching and learning process, because the teaching and learning process reflects the educational activities in the madrasa, then the results will reflect the qualifications of the madrasa head concerned. The successful

implementation of the madrasa education concerned. The successful implementation of education in the qualifications, skills, and abilities of madrasah principals in managing, fostering and directing every personnel involved in efforts to improve the quality of education.

According to Soetopo, if the evaluation is not carried out continuously by an institution concerned, then it will not obtain useful information to ensure the starting point and ending point to be addressed in its development. Therefore, the task of identifying and recommending reference problems as well as potential failures and the madrasa program is the duty of the madrasa head to continue to supervise. The purpose of the evaluation is to find out the level of madrasa progress related to the set targets.

According to the findings of evaluations carried out in MAN 1 and MA Madarijul Huda, more emphasis is placed on administrative supervision carried out by the madrasa parties in accordance with their internal and external focus and more emphasis on supervision and evaluation of the results of madrasa collaboration with external parties like, LBB, PLH etc. The evaluation carried out can help in developing its quality and accountability to the public. Program evaluation in these two madrassas is carried out systematically at the end of new teaching and is carried out continuously and evaluation can be used to *reward the system* of individual madrassas to further improve competence and improve the overall system and to improve the quality of madrasas so that they can continue to develop themselves.

#### 4. CONCLUSION

##### 4.1 Steps in Preparing Madrasa Strategic Planning in Improving the Quality of Education in MAN 1 and MA Madarijul Huda

The results of research in MAN 1 and MA Madarijul Huda show that both madrasas have specific strategic plans to improve quality, can be viewed from the achievements that each year the two madrassas are progressing, especially in the results achieved both academically and non-academically, the quality of graduates is 100% graduated and able to be accepted at favorite universities, the quality of educators and education staff, as well as public interest that continues to increase. Both of these madrassas are Islamic

schools, so they emphasize more on the quality of graduates who not only excel in academics but also have morals and responsibilities for their duties.

The steps in the preparation of strategic planning through three major stages (David, 2009), namely: (1) First Stage: Strategic Environmental Analysis, EFE matrix analysis (*External Factor Evaluation*, and Internal Analysis with the IFE (Internal Factor Evaluation) matrix, (2) Second Stage: *Strengths - Weakness - Opportunities - Threats (SWOT)* Matrix, *Strategic Position and Action Evaluation (SPACE)Matrix*, *Matrix Boston Consulting Group(BCG.)*, *Matrix External Internal(IE)*, and *Matrix Grand StrategyGrand Strategy*, ((3) Third stage (decision stage): using the QSPMmatrix (*Quantitative Strategic Planning Matrix*), namely: formulation of vision and mission, external environmental assessment, organizational assessment, formulation of special objectives, determination of strategy.

Findings in MAN 1 and MA Madarijul Huda The process of preparing strategic planning through the following steps:

- 1) Analysis of the internal and external environment with SWOT
- 2) Matching
- 3) Determining Strategy

##### 4.2 Educational Quality Targets in Strategic Planning The

Day of Research Findings at MAN 1 and MA Madarijul Huda shows that the quality objectives of education in these two madrassas are to achieve the goals of 8 national education standards and these two madrasas are more focused on improving the quality of graduates with a morality. and able to be accepted at favorite universities in Pati and to improve the quality of the teaching and educational staff. Therefore, these two madrassas focus [on how to improve good learning processes and quality improvement management processes.

In order to improve the curriculum to achieve the objectives of the madrasa, both madrasas have innovations in the field of curriculum and learning.

The innovation of MAN 1 Pati MA Madarijul Huda Pati is carried out to produce educators and produce quality graduates. This is in line with the view of Muhammin et al, that one of the most important academic operational plans is a plan to produce graduates in accordance with the planned competencies.

In order to achieve quality academic and non-academic achievements, the steps taken by

MAN 1 and MA Madarijul Huda are to improve the learning process, including organizing an interactive, inspirational, enjoyable and motivating learning process for students to excel, giving participants space to develop creativity, independence in accordance with interests and talents, plan learning processes, implement learning, assessor learning outcomes and monitor effective and efficient learning processes.

#### **4.3 Evaluation of education quality improvement programs in strategic planning**

Implementation of program evaluation in MAN 1 Pati and MA Madarijul Huda using CIPP (Stufflebeam & Shinkfield, 2007) model consisting of: (1) *Context Evaluation* ((context evaluation), (2) *Input Evaluation* (Assessment of inputs), (3) *Process Evaluation* (Assessment of processes), and (4) *Product Evaluation* (Assessment of products/ results).

The program designed by MAN 1 and MA Madarijul Huda is based on an analysis of expectations *stakeholder* and decisions made based on open communication between all citizens by evaluating internal and external programs. The involvement of all elements in management such as educators, administrative staff support each other in efforts to improve the quality of education.

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