Implementation of Strategic Planning to Enhance Education Governance Quality

Muhammad Ghafar*
Institut Agama Islam Negeri Ponorogo

ABSTRACT

Strategic planning has been applied to social organizations, including in education. This study aimed to find and examine the process of preparing and implementing strategic plans and their impact on governance quality at Madrasah Aliyah Amanatullah, Banyuwangi Regency. This research is field research with a qualitative approach—information obtained through observation, interviews with primary data sources, and documentation. Data were analyzed by data reduction, presentation, and inference using domain analysis. The validity of the data uses intensive observation and triangulation criteria. The results of the study show that: (1) The process of preparing a strategic plan at MA Amanatullah Banyuwangi is: first formulating the vision, mission, and goals of the school by involving all stakeholders, followed by forming a strategic planning team; to the analysis process in the formulation of strategic planning and analysis of strategic options. (2) The implementation process is carried out through work assignments and cooperation in implementing strategic planning and evaluating the implementation of strategic planning. (3) The impact on improving school governance, namely; schools have guidelines in improving the quality of educators and education staff, schools can improve service governance to students, practical cooperation is established with all Madrasah Aliyah Amanatullah stakeholders.

CONTACT: Muhammad Ghafar | muhammadghafar@iainponorogo.ac.id
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ABSTRAK


INTRODUCTION

In implementing strategic planning in schools, each school carries out a process in the form of specific steps or methods so that strategic planning can be prepared effectively and efficiently (Kawinzi, 2021; Mohiuddin, 2018). Strategic planning in schools is needed as a form of anticipation of changes or problems in schools that need to be resolved (Albar & Suhayria, 2021; Pang & Pisapia, 2012). Anticipation requires thoughts and analysis through a specific approach to solving this problem. Implementation of strategic planning can be carried out effectively, or it needs to be seen by looking at the level of achievement of the targets and objectives of the program that have been set (Danial et al., 2021; Fullan & Watson, 2000).

At Madrasah Aliyah (MA) Amanatullah, Banyuwangi Regency, the implementation is by producing operational policies complete with achievement indicators and financing plans, all of which are integrated into a School Work Program and School Budget and Cost Plan. (Wibisono, 2019) This research seeks to explore and describe how the
implementation process, the analyzes used, the effectiveness, the factors that influence effectiveness, and the contribution of strategic planning in MA Amanatullah, Banyuwangi Regency (Syahbana, 2017).

Apart from the various realities that are the background to the emergence of some of the problem formulations above, in general, the interest of researchers is in the importance of implementing strategic planning for an organization—in this case, a school. Syarahuddin explained that every educational institution needs strategic planning by developing a mission, vision, goals, objectives, methods, programs, and activities. He emphasized that strategic planning covers a broad spectrum of activities, requires a long time to make happen, and must be supported by appropriate resources (Amoli & Aghashahi, 2016).

Bryson also emphasized that strategic planning is a disciplined effort to make crucial decisions and actions that shape and direct how an organization, what it does, and why it does what it does (Bryson, 2018). According to him, the importance of strategic planning comes from its ability to build an organization to effectively respond to the environment that has changed dramatically and is now in front of it. Strategic planning can help organizations build on strengths and take advantage of significant opportunities while addressing serious weaknesses and threats. Strategic planning can help organizations be more effective in a highly hostile world (Ostine, 2019; Oyedele, 2016; Sykes et al., 2012).

If strategic planning is implemented correctly and comprehensively, of course, a school will quickly achieve success (Ershadi & Eskandari Dehdazizi, 2019). There are a few examples of the success and success of educational institutions because of the organization's and its leaders' grand vision. However, the big vision remains realistic with clear achievement indicators. Strategic planning directs organizations and leaders to develop a vision to describe the desired future (Prasetyo, 2021; Suryadi S., 2017).

In addition to the vision, then the school has a mission formulation, conducts a comprehensive strategic environmental analysis, formulates strategic issues, has long-term goals and principal strategies, has annual goals and short-term strategies following predetermined long-term goals and principal strategies, implements strategies that have been selected through the allocation of budgeted resources, and evaluate the success of the strategy process as input for future decision making (Chen, 2018). These stages of strategic planning implementation guide schools to respond to the challenges of rapid and complex changes and achieve victory in increasingly fierce competition (Liedtka & Kaplan, 2019).

However, some schools' educational planning elements are still more used as complementary factors, so often, the goals that have been set must be optimally achieved (Mesiano et al., 2022). The reason is that educational planners need to understand the process and mechanism of planning in a more comprehensive context. In addition, the position of the planning sector is yet to be a critical factor in an educational institution, both at the macro and micro levels.
The contribution of educational planning to achieving the vision, mission, and goals of educational institutions has yet to be optimally felt (Bharadwaj, 2014). Therefore, seeing the gaps between the existing reality and what should happen, this article discusses the Implementation of Strategic Planning to Enhance Education Governance Quality (Istikomah et al., 2020; Mitchell & Sackney, 2016; Svensson, 2005).

METHODS

This is field research in the form of case study research (John W. Creswell, 2017), which is an intensive, detailed, and in-depth research on preparing and implementing strategic plans and their impact on administrative governance at Madrasah Aliyah Amanatullah, Banyuwangi Regency. In this qualitative approach, the researcher is the main instrument in data collection. The reason for choosing the location of this research is because Madrasah Aliyah Amanatullah Banyuwangi Regency is a school-accredited superior with Registration Number 972/BAN-SM/SM/2019. Thus, it is hoped that the strategic planning in this school has been well implemented in the institution. This education. In this study, interview techniques, observation, and documentation are used in data collection the data collection was carried out from August to October 2022.

Interviews were conducted in-depth in order to obtain in-depth information (Greet Peersman, 2018). They were conducted to obtain information by asking directly to the respondent. In addition, it was carried out not formally to explore the informants' views, motivations, feelings, and attitudes (MacLeod, 2019). Researchers use non-participant observation techniques, meaning that researchers do not participate in the activities carried out, only observing, and studying activities to understand, seek answers and seek evidence of activities and the effectiveness of implementing human resource management.

The data that was successfully collected was analysed using an interactive analysis model. In this analysis model, three components of analysis, namely data reduction, data presentation, and conclusion/verification, are carried out simultaneously with the data collection process in an interactive form through a cyclic process (Figgou & Pavlopoulos, 2015). Furthermore, four criteria are used: the degree of credibility, transferability, dependability, and confirmability (Williams, 2015).
RESULT AND DISCUSSION

From various data obtained from the field, after the data analysis process was carried out, the following research findings were produced:

The Process of Preparing Strategic Planning at Madrasah Aliyah Amanatullah Banyuwangi

1. **Formulate The School's Vision, Mission, And Goals Openly**

   In formulating the vision, mission, and objectives of Madrasah Aliyah, Amanatullah is to involve all components of the school, including the teacher council, committee board, staff, and student representatives. This shows that the principal, as the leader and manager in the school, has understood the importance of participation in strategic planning, in this case, in formulating the vision, mission, and goals (Observation, 2022).

   The vision, mission, and objectives of Madrasah Aliyah Amanatullah which are formulated openly and provide opportunities for stakeholders to provide suggestions and input freely, are also crucial in unifying the direction of the organization/school. With such a process, automatically, the vision, mission, and goals of the school are the results of a joint formulation, shared property, to be worked on and achieved together. If the school's vision has not become a standard reference, it will have difficulty or slow development (Documentation, 2022).

   As said by Juran in Gasperz, quality planning should involve the participation of those affected by the plan. As also stated by Sagala, quoting Broocover (1982), designing a plan must provide sufficient opportunities to discuss "brainstorming," express feelings and attitudes, identify needs and expectations, prepare information, and resolve differences of opinion (Rahim et al., 2021).

   In Hodgkinson's view, all types of policy formulation are always related to the metapolicy aspect because it will involve substance, perspective, attitude, and hidden and natural behavior of the party responsible (Schlebusch, 2016).

2. **Establish A Strategic Planning Drafting Team**

   The school principal's policy of establishing a strategic plan drafting task force is wise. The team, which consists of all vice principals and heads of study programs, at least covers all components or areas of work on the overall management at Madrasah Aliyah Amanatullah. More than that, the research findings stated that this team or task force carried a process down to the bottom according to their respective departments to gather input and aspirations. This gave birth to a method that is quite interesting for researchers. So, this team is given complete authority by the school principal in the formulation process; you could say it is a formation team but may not abandon democratic principles, namely by prioritizing aspirations from below (Interview, 2022).
The strategic plan drafting task force is given one month to complete. In addition, the school principal provides direction regarding the working mechanism of the preparation by making efforts that are democratic and aspirational, namely by exploring suggestions and input from below on each component that exists for each officer following their respective fields. This policy is a form of assistance from the school principal in determining priority actions and encouraging implementation actions to produce an effective strategic plan. Of course, the results will be very different if the principal ignores the planning aspect.

As Bryson explains, in many cases, every strategic planning effort usually involves a team of strategic planners. The team will be able to collect the necessary information, and the proposed solutions, organizationally, will have more legitimacy (Galbraith, 1977). Likewise, strategic planning focuses on the community because a team (consisting of one task force/commission or more) is needed and involves broad community participation and possibly inviting consultants. Third is the process of analysis in formulating strategic planning (Ramlal, 2020).

3. Internal And External Environmental Analysis

Based on the interviews and documents in this study, the analysis used in preparing strategic planning at MA Amanatullah is a SWOT analysis (Strengths, Weaknesses, Opportunities, Treats). The term used is strategic environmental analysis, which is divided into two, namely, internal environmental analysis and external environmental analysis. The first analysis of the internal environment is to analyse the strengths of the organization/school, which produces fifteen strategic strengths (Observation, 2022).

In the first internal analysis, there are five points for schools, namely: first theme, strategic location; second, high interest in the entry; third, parents' awareness is high; fourth, there is an opportunity to submit proposals to the government; and fifth, there is a symbiosis-mutualism between school-alumni, school-community, school-DU/DI. While second, in terms of challenges/threats to existing schools, there are also five points, namely: first, relatively fast curriculum changes; second, the absorption of labor is still low; third, most of the students' parents are from the lower middle class; fourth, some graduate mindsets are still looking for work rather than entrepreneurship; fifth, science and technology developments that affect the demands of abilities and skills (Seje et al., 2021).

From the details of the SWOT analysis results conducted by Madrasah Aliyah Amanatullah Banyuwangi, the researchers saw an effort to see the strategic environment in a balanced way, both internal and external. However, the process involved in analyzing needs to be fully documented. This can be seen by not including exposure to the strategic environment that affects schools. The external environment, for example, can be explored, although briefly, which describes its influence on the school.
4. Analysis of strategic options.

Analysis of the choice of strategy is the stage of strategy formulation that should be carried out after analyzing the internal and external environment. This was conveyed by the head of the madrasah Amanatullah:

“After knowing the various strengths, weaknesses, opportunities, and threats of madrasah as was done in the previous stage, the next step should be to conclude the results of the environmental analysis to find out the problems related to both the weaknesses of the madrasah and the threats which could hinder the development of madrasah. However, this has not been done because we do not yet have sufficient knowledge to follow up on internal and external environmental analysis. Even so, we always try to find alternatives by deliberating with stakeholders when facing problems. (Interview, 2022)”

This strategy analysis is decisive in the regional development planning process in increasing the acceptability of development priorities. According to Donnelly (Gibson et al., 1996; Salusu, 2015; Syapsan, 2019), six pieces of information that should be remembered in a strategy are what, why is that, who, how much, how long, and what results are obtained from this strategy (Meigaru et al., 2019; Sari, 2018). A strategic step that seeks to position the main focuses of organizational activities based on the available data and then transform them into valuable information that can stimulate organizations to act. Referring to the theory and research results above, it can be interpreted that the Madrasah Education Sector of the Ministry of Religion of Banyuwangi Regency has been able to carry out the sixth step of Bryson's ten steps, namely formulating strategies to deal with existing strategic issues (Keban, 2019).

Implementation Of Strategic Planning at Madrasah Aliyah Amanatullah Banyuwangi

1. Assignment of work and cooperation in the implementation of strategic planning

An assignment is dividing work according to their respective duties and policies. Implementing the strategy carried out by the principal of the MA Amanatullah school by giving directions is not limited to writing and rhetoric. In terms of long-term goals, namely achievement of more than one year, the principal of MA Amanatullah creates synergy, clarifies priorities, focuses coordination, and provides a basis for planning, organizing, motivating, and controlling activities (Observation, 2022).

The madrasah also builds specific systematic-quantitative forecasts, such as estimating student interest, profitability, performance improvement, etc., so that goals and visions have clear, measurable, and reasonable indicators. The objectives of Madrasah Aliyah Amanatullah Banyuwangi are compatible and clarify the madrasa's mission, vision, and values. Prioritized, and allows it to be developed in response to strategic issues.
The target of Madrasah Aliyah Amanatullah refers to four aspects: improving madrasah management, aspects of curriculum development, aspects of student development, and aspects of infrastructure development. The objectives of Madrasah Aliyah Amanatullah follow the theory explained above, where the target is a description of the thing to be realized through the actions taken by the organization to achieve the goal. The target focus is on the action, namely, activities that are specific, detailed, measurable, and realizable. Strategy is an essential component in improving madrasah progress. Strategies can help madrasah develop existing potentials by minimizing threats. The strategy will highlight the strengths and cover all the weaknesses of the madrasah.

A series of work programs prepared to achieve long-term goals has been implemented at Madrasah Aliyah Amanatullah Banyuwangi. Although these programs still need to contain a target time for their achievement, efforts have been made to implement several aspects of the activity. This became the initial foothold for the Head of Madrasah Aliyah Amanatullah Banyuwangi to implement the program of activities conditionally and adequately at a later stage. The discussion above shows that strategic management implementation at the strategy formulation stage at Madrasah Aliyah Amanatullah Banyuwangi has been implemented. Formulating the vision and mission has been carried out properly, and the vision and mission have met the indicators of a practical vision and mission. An internal and external environment analysis has been carried out and has produced information on the madrasah's strengths, weaknesses, opportunities, and threats. Although strategies and keys to success have yet to be analyzed, madrasah can set goals and objectives.

As explained by (Joseph, 2018) that, strategy implementation is one of the essential parts of the strategic planning process; it is a sophisticated implementation of a strategy because it demands the presence of an integrated package of steps that will facilitate and support it which enables the practice of a strategy that is there is such.

2. Strategic Planning Implementation Evaluation

Evaluating the implementation of the strategic planning plan is to produce activities for priority programs which are the duties and functions of the education office which are more appropriate and rational based on the chosen strategy and have considered the critical success factors for achieving targets and evaluating whether the program design does not conflict with laws and regulations. What is assessed by Madrasah Aliyah Amanatullah is to make the school reuse various strategies through efforts to take advantage of strengths to minimize weaknesses and face challenges and then take advantage of opportunities to minimize weaknesses and face challenges.
The systems approach in the strategic plan provides conceptual foundations in educational planning, and it is hoped that it can assist in solving educational problems. The monitoring and evaluation aim to measure the level of target achievement, improve performance and increase employees' ability to carry out monitoring and evaluation tasks. (Syahbana, 2017) Say that it is necessary to understand that in evaluating a strategy, there is no single absolute benchmark to assess whether the realized strategy is "good" or maybe "still not good."

Each strategy is a team's specific perception of how to deal with anticipated constraints. Bryson in (Z. M. Deidhae et al., 2021) identifies that four other causes require evaluation or (periodic) revision of the strategy, namely, first, the strategy is too slow in producing the desired impacts. Second, changing priorities and problems; third, interaction between strategies produces unwanted side effects; fourth, Changes in the political arena or agenda. Referring to the theory and research results above, the Madrasa Education Sector of the Ministry of Religion of Banyuwangi Regency has carried out the tenth step of Bryson's ten steps, namely the evaluation strategy. When the strategy includes "failed" to be immediately revised before finally being made into a strategic plan. Where the tenth point is the most crucial because it involves evaluation before this strategic plan will be implemented

The Impact of Implementing Strategic Planning on The Governance Of Madrasah Aliyah Amanatullah Banyuwangi Regency

The impact of the preparation, determination, and implementation of strategic planning on the governance of Madrasah Aliyah Amanatullah Banyuwangi Regency, among others:

1. Schools Have Guidelines For Improving Teaching And Education Staff Governance

   Based on the strategic plan that has been set, the Madrasah Aliyah Amanatullah Banyuwangi is improving the governance of teaching staff and existing academic staff with the stages: conducting a job analysis and the weaknesses of students in Madrasah Aliyah Amanatullah Banyuwangi, recruiting educators and education staff who are This is done by selecting the appropriate ones in the required fields professionally (objectively) and having a minimum level of good or even excellent communication skills.

   The coaching at the Madrasah Aliyah Amanatullah Banyuwangi is different and varied. The coaching staff is carried out by inviting external sources to carry out discussion activities to improve the quality of the teaching staff. In contrast, for academic staff, the coaching is carried out by the Madrasah Aliyah Amanatullah Banyuwangi and by the Ministry Banyuwangi Religion, and for the case of dismissal of educators and educational staff, thank God, this has never happened or been carried out except for the dismissal because the educators and educational staff died (Schlebusch, 2016).
The principal carried out an assessment of teaching staff at the Madrasah Aliyah Amanatullah Banyuwangi Madrasah by looking at the report cards of the students and looking at the attendance list of educators through fingerprints, then for assessment of academic staff by the head of Madrasah Aliyah Amanatullah Banyuwangi saw the attendance list of educators through fingerprints, seeing their diaries and see the performance of academic staff objectively which is monitored every day.

2. *Schools Have Guidelines for Governance Service Improvement*

   Based on the strategic plan to improve student governance and services, Madrasah Aliyah Amanatullah Banyuwangi takes follow-up steps by increasing teacher professionalism as the spearhead of curriculum implementation because that (teacher professionalism) is a factor that is no less important than the curriculum. Alone. A professional teacher can develop syllabi, methods, and learning materials, even with a simple curriculum, especially a good one.

   In addition, active and creative learning delivery methods are carried out by teaching staff/educators at Madrasah Aliyah Amanatullah Banyuwangi. Ultimately, students can improve their performance (quality) in learning activities in Madrasah Aliyah Amanatullah Banyuwangi. One method that is often used in improving the quality of education through student governance at Madrasah Aliyah Amanatullah Banyuwangi is the Snowball Throwing method (Chen, 2018).

3. *Establishment of Increased Cooperation with Stakeholders*

   Based on various data findings in the field that have been presented, analyzed, and interpreted previously, stakeholder participation in the Madrasah Aliyah Amanatullah Banyuwangi Madrasah environment is supported by stakeholder participation in planning, stakeholder participation in implementation, stakeholder participation in evaluation, stakeholder participation in the benefits program. Stakeholder participation in program planning at Madrasah Aliyah Amanatullah Banyuwangi can be carried out well because there is a role played by the principal, committee, teachers, and education staff in planning the implementation of programs at Madrasah Aliyah Amanatullah Banyuwangi.

   Stakeholder participation in implementation was carried out because all stakeholders were involved in program implementation, starting from internal parties, which included school principals, committees, teachers, students, TU staff, canteen managers, cleaners, and school keepers who had their respective roles. External parties include representatives from the Madrasah Education Sector of the Ministry of Religion of Banyuwangi Regency, the Banyuwangi Regency Sanitation and Landscaping Office, and the Banyuwangi Regency Environment Agency. Stakeholder participation in evaluations is carried out because stakeholders can solve problems with program implementation (Afridoni et al., 2022; Pucciarelli & Kaplan, 2016).
Stakeholder participation in obtaining program benefits is quite a lot, and there is a relationship with sustainable development that benefits every stakeholder participating in the program. The program implemented at Madrasah Aliyah Amanatullah Banyuwangi has been running following strategic planning.

CONCLUSION

Based on the description of the discussion regarding the process of preparing and implementing strategic planning carried out by Madrasah Aliya Amanatullah, Banyuwangi Regency, it can be concluded as follows:

The process of preparing a strategic plan at MA Amanatullah Banyuwangi is: first, formulating the vision, mission, and goals of the school by involving all stakeholders, vision, mission, and objectives of Madrasah Aliyah Amanatullah which are formulated openly and providing opportunities for stakeholders to provide suggestions and input, followed by forming a team strategic planning with the technical team for drafting the strategic plan were given one month to complete the task. In addition, the school principal provides direction regarding the working mechanism of the preparation by making efforts that are democratic and aspirational. Furthermore, the team assessed the internal and external environment to measure various madrasah strengths, weaknesses, opportunities, and threats to the analysis process in formulating strategic planning and analyzing strategic options.

The implementation process is carried out by way of work assignments and cooperation in the implementation of strategic planning; assignments are the process of dividing work according to their respective duties and policies; the madrasah also builds specific forecasts that are systematic-quantitative such as estimating student interest, profitability, performance improvement, etc. so that goals and visions have clear, measurable indicators. Then it is strengthened by evaluating the implementation of strategic planning. Evaluating the implementation of strategic planning plans is to produce activities for priority programs which are the duties and functions of the education office which are more appropriate and rational based on the chosen strategy and have considered the critical success factors for achieving targets and evaluating whether design the program does not conflict with laws and regulations.

The impact on improving school governance is; schools have guidelines for improving the quality of educators and education staff with the following stages: analyzing the work and weaknesses of students in Madrasah Aliyah Amanatullah Banyuwangi, recruiting educators and education staff by selecting the appropriate ones in the required fields, schools are capable improving governance of services to students, establishing effective collaboration with all Madrasah Aliyah Amanatullah stakeholders, stakeholder participation in the Madrasah Aliyah Amanatullah Banyuwangi Madrasah environment is carried out supported by stakeholder participation in planning, stakeholder participation in implementation, stakeholder participation in evaluation, stakeholder participation in program benefits.
REFERENCES


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