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Implementation Of Strategic Management At Madrasah Tsanawiyah (Mts) Ujungloe Charity, Bulukumba

Implementasi Manajemen Strategik Di Madrasah Tsanawiyah (Mts) Ujungloe Kabupaten Bulukumba

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Abstract

Keywords:

Education
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Strategy management is essentially choosing the best alternative strategy for the organization or institution in a matter to support the organization's business movements. Or a process of planning for the future, either short-term or long-term as an effort to cope. This study aims to get an overview and describe 1) the implementation of strategic management in the Ujungloe Charity MTs and 2) the supporting and inhibiting factors in the implementation of strategic management in the Ujungloe Charity MTs. This study uses qualitative research methods. Data sources come from the head of the madrasah, deputy head of the madrasah, head of administration, committee and teachers. The data collection method uses observation, interviews and documentation. The results of the study show that the implementation of strategic management in the MTs of the Ujungloe Charity Agency of Bulukumba Regency has been running well. These results are proven to be carried out through internal and external environmental analysis as a strategy in advancing schools using SWOT Analysis. Furthermore, determine the policy with the formulation of problems that have been presented by all participants in the meeting and then determine the strategy. Then, HR carries out its duties according to its expertise and abilities through training and development. In short, the leadership of the head of the madrasah MTs Badan Charity Ujungloe strongly prioritizes tolerance and deliberation in every activity in the madrasah. Various inhibiting factors facing schools such as the lack of achievement of students and the competition of schools with other schools that are close to each other require the creativity and innovation of school principals to respond to these obstacles through the formulation of appropriate strategies, policies and decisions based on deliberation and consensus with the school academic community by maximizing the role of the school committee.

Abstract

Kata Kunci:

Manajemen
Pendidikan,
Manajemen
Strategik,
Kepemimpinan

Manajemen strategi pada intinya ialah memilih alternatif strategi yang terbaik bagi organisasi atau lembaga dalam suatu hal untuk mendukung gerak usaha organisasi. Atau suatu proses perencanaan masa depan baik jangka pendek atau jangka panjang sebagai upaya untuk menghadapi. Penelitian ini bertujuan untuk memperoleh gambaran dan mendeskripsikan tentang 1) penerapan manajemen srategik di MTs Badan Amal Ujungloe dan 2) faktor-faktor pendukung dan penghambat dalam penerapan manajemen srategik di MTs Badan Amal Ujungloe. Penelitian ini menggunakan metode penelitian kualitatif. Sumber data berasal dari kepala madrasah, wakil kepala madrasah, kepala tata usaha, komite dan para guru. Metode pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan manajemen strategik di MTs Badan Amal Ujungloe Kabupaten Bulukumba sudah berjalan dengan baik. Hasil tersebut terbukti dilakukan melalui analisis lingkungan internal dan eksternal sebagai strategi dalam memajukan sekolah dengan menggunakan Analisis SWOT. Selanjutnya menentukan kebijakan dengan perumusan masalah yang telah dipaparkan oleh semua partisipan dalam rapat lalu penetapan strategi. Kemudian, SDM menjalankan tugasnya sesuai keahlian dan kemampuannya melalui pelatihan dan pengembangan. Singkat kata, kepemimpinan kepala madrasah MTs Badan Amal Ujungloe sangat mengedepankan sikap toleransi dan musyawarah dalam setiap kegiatan di madrasah. Berbagai faktor penghambat yang hadapi sekolah seperti, prestasi peserta didik yang masih kurang dan prsaingan sekolah dengan sekolah lainnya yang jaraknya berdekatan menuntut kreativitas dan inovasi kepala sekolah menyikapi kendala-kendala tersebut melalui perumusan strategi, kebijakan dan keputusan yang tepat berdasarkan musyawarah -mufakat bersama civitas akademika sekolah dengan memaksimalkan peran komite sekolah.

INTRODUCTION

Quality education is not only able to lead students to achieve academic ability standards, but also be able to develop healthy and productive self. Healthy self-development is created from a healthy learning atmosphere and school environment. Education is expected to be able to form students

who can develop their attitudes, skills and intellectual intelligence to become skilled, intelligent, and noble human beings. Law Number 20 of 2003 Chapter IV Article 5 concerning the rights and obligations of citizens which states that "The management of early childhood education, primary education and secondary education is carried out based on minimum service standards with the principle of madrasah-based

management". Judging from this statement, management in the world of education is very important as a reference or foundation in carrying out educational activities in order to achieve learning goals. Educational management is conceptually a science that studies how to organize resources to achieve goals that have been set productively and create a harmonious atmosphere in achieving mutually agreed goals (Suhelayanti, et al., 2020; 6). Education management is also interpreted as a process carried out by educational institutions in a sustainable manner through management elements with the efforts of members to influence each other, direct each other and supervise each other so that the implementation of all educational programs runs effectively and efficiently (Pananrangi, 2017; 6-7).

Strategic management is essentially an art and science in formulating, implementing and evaluating its goal decisions (David and David, 2016; 3). In relation to strategic management education, it is a process carried out by madrasahs and to formulate and implement strategies in an effort to provide the best services in order to realize the visions and missions of madrasahs. In short, a series of managerial decisions and actions in realizing the goals of the madrasah (Khori, 2016; 75). In an operational understanding, it can be interpreted as a series of decisions and managerial actions of the head of the madrasah that are repeated and sustainable in realizing

the goals of the madrasah. During the process of implementing strategic management, it generally requires a review or even changes due to internal and external conditions that are often changing and unexpected (Siagian, 2016; 27). In this case, the madrasah can consider the right choice of strategy before making a decision, and the next action. In simple terms, strategic management goals lead to what will be achieved in the future. Specifically, it aims to 1) provide the direction of the institution's goals to be achieved, 2) help educational institutions adapt, 3) make the performance of educators more effective, 4) apply and 5) evaluate the agreed strategies effectively and efficiently (Haekal, et al., 2021; 44). Strategic management functions as a means of communicating organizational goals and the path/direction to be taken to achieve organizational goals (Sholikhah, 2021; 120). With this function, various strategic decisions, ranging from planning, monitoring, to evaluation become an important part of interrelated (Sedjati, 2015; 8-9). Various strategic management indicators characterize it as an important variable that helps the leadership of an institution -- the head of the madrasah - - in achieving educational and teaching goals. Among others, according to Hunger and Wheelen (2015; 17), is the development of long-term visions, missions and goals by identifying opportunities, threats, strengths and weaknesses of the institution, 2) annual operational goals, institutional policies

and resource allocation, and (3) monitoring all outcomes of strategic planning and implementation including measuring individual and institutional performance, and initiating improvement measures if necessary. Widayanto (2020; 176) put forward strategic management indicators as 1) Vision and mission, 2) Internal analysis, 3) External analysis, 4) Strategy formulation, and 5) Strategy implementation, (6) Strategy evaluation. Simpler indicators are; 1) Strategic formulation, (2) Strategic implementation, (3) Evaluation (Latifah, 2017; 75).

The head of a madrasah is a functional teacher who is given the task of leading a madrasah, where the teaching and learning process is held or there is interaction between teachers who deliver lessons and students who receive lessons (Asmani, 2017; 18). As the leader of education in the madrasah, the head of the madrasah is responsible for the smooth implementation of the education and teaching process in the madrasah. The head of the madrasah must also be able to position himself as a partner for teachers through good attitudes and behaviors, able to provide a sense of security and comfort, so that teachers feel protected by the head of the madrasah (Amirudin, 2017; 24). Academically, the main duties of madrasah heads are 1) Planning programs, (2) Implementing work programs, (3) Conducting supervision and evaluation, (4) Implementing madrasah leadership and (5)

Implementing madrasah information systems (Safitri, 2021; 207). The task of the head of the madrasah is to provide mental strength for teachers, employees and students to encourage interest and enthusiasm for work, increase the learning spirit of teachers, moreover, the presence of the head of the madrasah in the midst of his environment is highly coveted as an extrinsic motivation, for students as well as teachers and employees as partners (Ambarita, 2015; 92). The head of the madrasah is also responsible for micro education management, which is directly related to the learning process in the madrasah and is responsible for the implementation of educational activities, madrasah administration, the development of other educational personnel, and the utilization and maintenance of facilities and infrastructure (Sowiyah, 2016; 15).

With the burden of responsibility for various main tasks of madrasah heads, a comprehensive understanding of strategic management will have a positive impact on its implementation in madrasahs. However, the reality in the field obtained information that MTs students of the Ujungloe Charity Agency still have not shown academic achievements that can make the madrasah proud. Some educators do not teach according to pedagogic or professional competence. Educators do not have high motivation in carrying out their duties and responsibilities. Madrasahs can be assumed to be inferior to public schools because the distance

between madrasas and public schools is not far. Based on the conceptual picture and reality in the field, this study aims to obtain an overview and describe 1) the application of strategic management in the Ujungloe Charity MTs and 2) the supporting and inhibiting factors in the implementation of strategic management in the Ujungloe Charity MTs.

RESEARCH METHODS

This research is a qualitative descriptive research, which is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviors that are directed at the context and individuals holistically (whole) (Gunawan, 2016; 80). The descriptive type aims to provide explanation, and alidation regarding the phenomenon being studied. This research is located at Madrasah Tsanawiyah (MTs) Ujungloe Charity, Bulukumba, South Sulawesi. The focus of the object of research is the Implementation of MTs Strategy Management of the Ujungloe Bulukumba Charity, South Sulawesi. Primary data sources (data obtained directly from the perpetrator subject) are obtained from the head of the madrasah, madrasah representatives, educators, administration, school committees. Secondary data sources are used to strengthen primary data that can be obtained from outside the research object, such as documentation of interview results and notes relevant to

the research. Data collection techniques were obtained through observation, interviews, and doumentation. The research instrument used is interview guidelines. The data that has been collected is analyzed by techniques 1) data reduction, 2) data presentation, 3) conclusion. Testing the validity of the data was carried out by source triangulation technique.

RESULTS AND DISCUSSION

The results of the study show that the analysis of the internal and external environment at Madrasah Tsanawiyah Badan Amal Ujungloe in the form of strength the number of students every year has increased. In 2017-2018 the number of students was 276, then increased in 2018-2019 by 309 people. Meanwhile, the weakness is the lack of achievement of students in the academic field because students are more active in extracurricular activities and participate in many competitions in this field. Internal and Opportunity for cooperation with external agencies, one of which is the South Sulawesi Environmental Management Agency by providing adiwiyata to MTs and threats to compete with public schools because the distance between public schools and madrasas is not far which makes parents highly interested in sending their children to public schools.

The policy is implemented at Madrasah Tsanawiyah Badan Charity Ujungloe with a process of unifying opinions or through a deliberation

process by all madrasah residents. Before establishing a policy, the principal and his subordinates formulate solutions and problems that occur or are being felt by all stakeholders. The formulation of this problem is carried out through an analysis of the internal environment (internal communication between the principal, teachers, employees and students) and the external environment (the relationship between the school and the socio-cultural community).

Human resource development is carried out at Madrasah Tsanawiyah Badan Charity Ujungloe by providing motivation to employees in the form of training, seminars, workshops and

MGMP (Subject Teacher Conference). The placement of human resources carried out at Madrasah Tsanawiyah Badan Charity Ujungloe has been in accordance with procedures through the recruitment process of prospective educators who will be accepted and then follow the selection in accordance with the criteria that have been determined by the madrasah. Finally, placing teachers who have been accepted according to the background of their graduates and the subjects to be taught. With various breakthroughs made by madrasah heads, the factors that hinder the implementation of strategic management in madrasahs can be minimized.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the head of the madrasah has made optimal efforts in implementing strategic management at MTs Ujung Loe Bulukumba through a series of internal and external analyses involving all school residents. The head of the madrasah also motivates educators and education staff by equipping and providing opportunities to develop pedagogic and professional skills through various trainings, such as attending seminars related to improving

the ability to make learning media, driving teachers, and IT (Science and Technology) training. In the recruitment process, the head of the madrasah tries to place Human Resources (HR) who apply as educators by following the recruitment selection process based on the requirements that have been set as a result of the decision of the head of the madrasah with the educators and the selection committee. Finally, various strategic decision-making can be achieved through cooperation between the head of the madrasah as the leader and the madrasah academic community.

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