

## **ANALYSIS OF THE CONCEPT OF STRATEGIC MANAGEMENT AND QUALITY OF MADRASAH ALIYAH**

**Yusuf Umar**

Head of Ministry of Religion Office, Bandung, Indonesia

Email: [yusufumar807@yahoo.co.id](mailto:yusufumar807@yahoo.co.id)

### **Abstract**

This article analyzes the concept of strategy management and quality in Madrasah Aliyah. As one of the educational institutions, Madrasah Aliyah really need their own management pattern, especially towards quality education. Philosophically Management in the context of the Madrasah Aliyah underlies a leadership in order to be able to build the life of the Madrasah Aliyah organization by developing a culture called the values of excellence in Islamic teachings. The management organization in the Madrasah Aliyah requires a leader and manager who understand the basic concepts of strategic management and the quality of the Madrasah Aliyah so that the manager has a wise vision and is able to inspire staff / workers and all the community organizations of the Aliyah madrasah. Using the literature survey method, this article reveals that management strategies and quality of the Madrasah Aliyah are specifically useful for determining ways and strategies, so that an organization can be managed effectively and efficiently. With an independent management pattern, it can be found the right way to manage resources, the easiest way to do the work, the cheapest funds to finance work, the shortest time to do the work, the right tools to lighten the burden and shorten the distance to carry out work, and produce quality and quality according to the vision, mission, and goals of Madrasah Aliyah.

**Keywords:** Strategy Management, Quality Management, Madrasah Aliyah.

### **A. INTRODUCTION**

Madrasah is one type of Islamic education institution with its unique dynamics, wether sociological, psychological, geographical and political. Madrasah Aliyah is an Islamic-based educational institution under the auspices of the Ministry of Religion of Republic Indonesia which delivers students to the flow of regular and systematic thinking based on Islamic values. Madrasah as one of the educational institutions, very much need a separate management pattern, especially towards quality education. This educational institution is often faced with problems with learning systems that find alternative solutions, starting from the preparation of facilities and infrastructure, materials, objectives and even to the preparation of the process. Teachers as executors of education play a vital role in the success of the Aliyah madrasa program. Related to this, Fatah Syukur on every occasion emphasizes the importance of management strategies in order to improve the quality of the Aliyah madrasa, which globally includes management planning, implementation, and evaluation (Syukur, 2014).

Like a water philosophy that will give shape and name to a place or place for its existence, this is the importance of management strategies for improving the quality of the Aliyah madrasa. Aquades (pure water) have different essence from river water even though they are both water. The philosophy shows that the existence and quality of an Islamic religious institution depends on the management of its strategy in order to deal with the paradigm shift in the post-modern Madrasah Aliyah. These changes according to the author occur because of the challenges of the needs of the community through the process of the Madrasah Aliyah itself so that it is expected to be able

to prepare human products that are able to cope with human needs and problems, including religious issues and Madrasah Aliyah (Masudah, 2014).

The development of Madrasah Aliyah as an institution engaged in the non-profit oriented sector, forcing education implementers to use management theories that had previously developed in the world of economics. So, it is not surprising when we hear of a strategy management theory, which basically is taken from management theories in the business world. It does not mean that after borrowing an economic management theory an educational institution becomes commercial, but it is only used as a systematic basis for managing an educational institution. So, the results cannot be as expected if one applies management theory to the business field.

Based on the conditions above, we as someone who will carry out the mandate to develop the potential of students (humans) in the world of education as expected from the meaning of education itself, at least understand how the basic concepts of strategy management and quality developed in the world of Madrasah Aliyah.

## **B. METHOD**

Writing this article uses the literature survey method. A number of books and journal articles that explain strategic management and quality management about secondary schools are seen, adapted and reformulated with basic concepts, and then offered as a unique concept for strategic management and quality management of Madrasah Aliyah.

## **C. RESULT AND DISCUSSION**

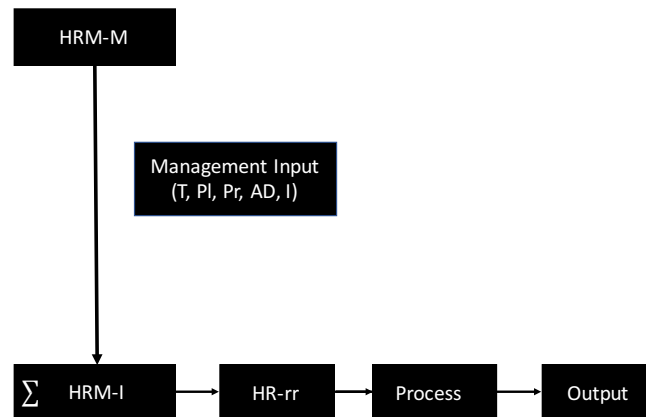
### **1. Concept of Strategic Management of Madrasah Aliyah**

To explain the concept of strategy management, it is necessary to explain the basic concepts of management first. Management comes from ancient French management which means the art of doing and managing. Ricky W. Griffin, in Yusuf Umar, explained that management is the process of planning (planning), organizing (Organizing) Implementation (actuating), coordinating (coordinating), and controlling (controlling) resources to achieve goals (goals) effectively and efficiently (Umar, 2016, p. 43). While Lewis R. Benston, defines management as a way of working an organization with the function of planning, organizing, and leading (Benston, 1972, pp. 278–279).

According to Hadjisarosa, the definition of management is coordinating and harmonizing resources (Hadjisarosa, 1997, p. 7) through a number of management inputs to achieve goals or to meet customer needs. The definition of management, can be described as in Figure 1 below, with information: HRM-M (human resource manager) regulates implementing human resources (HRM-I) through management input consisting of (T = Task; PI = Plan, Pr = Program; AD = Actions Down; I = Impression) that HRM-P uses human services (Hs) to mix hands with the rest of the resources (HR-rr), so that the process can take place well to produce output.

Figure 1

## Definition of Management



Source: Poernomosidi Hadjisarosa, 1997

Resources are divided into human resources and the rest of the resources (equipment, equipment, materials / materials, and money); Management input consists of tasks, plans, programs, limitations that are manifested in the form of provisions, control (intervening actions), and impressions of subordinates to superiors.

Lewis R. Benston put forward another theory that says that management is an effective implementer (Benston, 1972, pp. 278–279). Unlike Poernomosidi Hadjisarosa and Luwis R. Benston, other management experts Mamduh M. Hanafi defines management as a process of planning, organizing, directing, and controlling activities to achieve organizational goals using organizational resources (Hanafi, 1997, p. 6).

The definition includes the meaning of key, namely: 1) Process which is a planned activity; 2) Activities planning, organizing, directing, and controlling which are often called management functions; 3) Organizational goals to be achieved through these activities; and 4) Organizational resources used to achieve these objectives.

In the context of education, management can be interpreted as an activity of combining educational resources so that they are centered on the business world in achieving predetermined educational goals. Management was chosen as an activity so that the headmaster acted as an administrator to carry out his superior mission, as a manager to integrate educational resources and as a supervisor to foster teachers in the learning process at the Madrasah (Siagian, 1985, p. 4).

After describing the understanding of management, the next discussion is management strategy. According to Wheelen and Hunger, the basic concepts of strategic management are as follows: Strategic management is a series of managerial decisions and actions that determine the company's performance in the long term. Strategic management includes environmental observation, strategy formulation, strategy implementation, and evaluation and control.

Strategic management emphasizes the observation and evaluation of opportunities, and environmental threats in terms of strengths and weaknesses. The most important internal and external variables for the company in the future are called strategic factors and identified through SWOT analysis.

Strategic decisions relate to the future in the long term for the organization as a whole and have three general characteristics, namely rare, consequential, and directive. Strategic management in many organizations tends to be developed in four stages, ranging from basic financial planning to

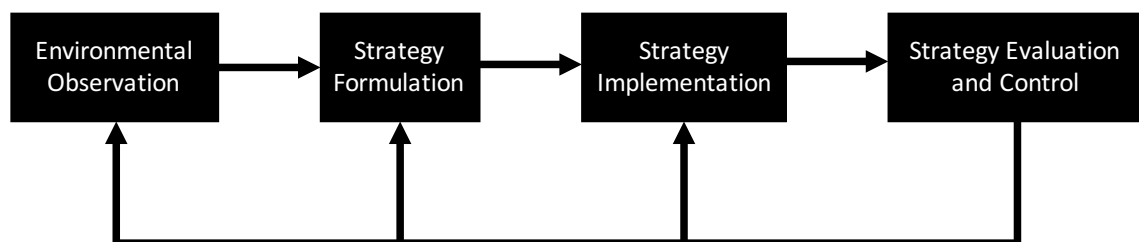
forecasting-based planning called strategic planning to fully developed strategic management, including implementation, evaluation, and control.

Organizations that use strategic management tend to have better performance. Strategic Management Models ranging from environmental observations to strategy formulation, including the determination of vision, mission, goals, strategies, and policies towards the implementation of strategies, for the development of programs, budgets, and procedures, which end with evaluation, and control.

The components and structure of strategic management include environmental observation, strategy formulation, strategy implementation, and evaluation and control. The concept is visualized through the following diagram:

Figure 2.

#### Components and Strategic Management Structure



Source: Rowe (Rowe, 1989, p. 73)

There are at least three main steps in the strategic approach in the context of management, including: strategic planning, strategy management, resources needed, and organizational structure. Planning strategy refers to the relationship between internal strength and relationships or external networks. In this case, the strategy contains elements of needs analysis, projections, forecasting, economic and financial considerations, and analysis of plans for more detailed actions.

According to Rowe, the strategy management framework consists of four main components, namely: strategic planning, organizational structure, strategic control, and resource management. The concept of the strategy management framework proposed by Rowe in the context of the education of keywords lies in strategic planning. In this phase an analysis of external opportunities and challenges is carried out, as well as the strengths and weaknesses of educational organizations, or in the semi-popular term called SWOT analysis. serves to drive internal organization operations in the form of allocation of human, physical and financial resources to achieve optimal interaction with the external environment.

The situation analysis in the Madrasah Aliyah generally must be followed up using a SWOT analysis, including activities on the internal strengths and weaknesses of the Madrasah Aliyah system as well as opportunities and threats originating outside the Aliyah madrasa system. The situation or condition of the audit is based on existing values, support and capabilities. With this concept, strengths and weaknesses will be known, as well as unmet needs in the administration of Madrasah Aliyah.

However great a strategy plan is, if it is not implemented, of course the strategy will not be meaningful for the development of madrasas. Therefore, in strategic planning activities SWOT analysis in the implementation of madrasas can help allocate resources such as budgets, facilities and infrastructure, human resources, madrasa facilities, environmental potential, and so on more effectively. The SWOT analysis allows madrasas to exploit future opportunities when fighting challenges and problems, and making strategic discoveries on specific competencies and strengths, the overall process of strategy management conceptually becomes a SWOT analysis, because a SWOT might give the impression of another change in the mission, madrasah goals, policies and strategies.

The substance of the planning premise contained in the four components above, contains the accumulation of the results of the situation analysis or part of the plan which, according to Steinner, needs to consider several important things, among others: the expectations of the community outside the system; expectations of managers and organizational education personnel; data base that contains information on past conditions, current conditions, and future conditions; and Conduct analysis using SWOT analysis techniques.

The next stage is formulating strategic masters and strategic programs. The strategic master includes the activities of developing the main mission, goals, and policies. While the strategic program concerns the procurement, use, and regulation of resources for the benefit of an activity. The field of study covers all activities of educational organizations such as profit, organization, production, relations or public relations, administration of educators and education staff, research and community service, finance, library management, improvement of the quality of education and education staff and so on. The strategic management program can then be translated into medium-term programs and short-term, or long-term programs, then proceed with the implementation and evaluation of the program.

### **Basic Concepts of Quality Management for Madrasah Aliyah**

In general, quality can be interpreted as a description and overall characteristics of goods and services that demonstrate their ability to satisfy the expected or implied needs. In the context of education, understanding quality includes input, process, and educational output (Rosyada, 2007, p. 98). Educational input is everything that must be available because it is needed for the process to take place. Something in question is in the form of resources and software as well as expectations as a guide for the ongoing process. Resource inputs include human resources (principals, teachers including guidance and counseling [Bimbingan dan Penyuluhan/BP] teachers, employees and students) and the rest of the resources (equipment, money, materials, etc.). Input software includes the organizational structure of the madrasa, legislation, task descriptions, plans and programs.

Input expectations in the form of vision, mission, goals and objectives to be achieved by the madrasa. Input readiness is needed so that the process can take place well. Therefore, the low quality of inputs can be measured from the level of input readiness. The higher the level of input readiness, the higher the quality of the input.

The educational process is the change in something into something else. Something that influences the ongoing process is called input, while something from the process is called output. In micro-scale education (madrasah), the process in question is a decision-making process, institutional

management process, program management process, teaching and learning process, and monitoring and evaluation process, with a note that the learning process has the highest level of importance compared to other processes.

The process is said to be of high quality when coordinating and harmonizing and integrating madrasa input (teachers, students, curriculum, money, equipment, etc.) done harmoniously, so as to create enjoyable learning situations, able to encourage motivation and interest in learning and right- able to empower students.

The word "empowering" implies that students do not only master the knowledge taught by the teacher, but that knowledge has also become the content of the conscience of students, internalized, practiced in daily life and more importantly, students are able to learn how to learn (able to develop themselves) (Muhaimin, Suti'ah, & Prabowo, 2010, p. 17).

Output pendidikan adalah merupakan kinerja madrasah. Kinerja madrasah adalah prestasi madrasah yang dihasilkan dari proses/perilaku madrasah. Kinerja madrasah dapat diukur dari kualitasnya, efektivitasnya, produktivitasnya, efesiansinya, inovasinya, kualitas kehidupan kerjanya dan moral kerjanya. Khusus yang berkaitan dengan mutu output madrasah, dapat dijelaskan bahwa output madrasah dikatakan berkualitas atau bermutu tinggi jika prestasi madrasah, khususnya prestasi siswa, menunjukkan pencapaian yang tinggi dalam: (1) prestasi akademik, berupa nilai ulangan umum, nilai ujian akhir, karya ilmiah, lomba-lomba akademik; dan (2) prestasi non-akademik, seperti iman dan takwa, kejujuran, kesopanan, olahraga, kesenian, keterampilan dan kegiatan-kegiatan ekstrakurikuler lainnya. Mutu madrasah pun dipengaruhi oleh banyak tahapan kegiatan yang saling berhubungan (proses) seperti perencanaan, pelaksanaan, dan pengawasan (Mastuhu, 1999, p. 42).

The results or output of education are deemed qualified if they are able to give birth to academic and extracurricular excellence in students who are declared graduated from a certain level of education. Academic excellence is expressed by the value achieved by students. Extracurricular excellence is expressed by various types of skills obtained by students or students during an extracurricular program.

Achieving the quality standards of Aliyah madrasah strategi management is needed. It is intended that the strategy is the determination of a long-term goal of an institution and activities that must be done in order to realize these goals, along with the allocation of existing resources so that the goals can be realized effectively and efficiently. Determination of objectives and activities carried out starts from the current conditions that exist and the conditions to be achieved in the future as a goal. There are three strategic plans related to improving the quality of madrasahs, namely strategies that emphasize results (the output oriented strategy), strategies that emphasize the process (the process oriented strategy), and comprehensive strategies (the comprehensive strategy).

The strategy that emphasizes results is top down, where the results to be achieved both in quantity and quality have been determined from above, bias from the central government, provincial government, or district / city government. The case in Indonesia today, the results to be achieved, for example, have been formulated in the Graduate Competency Standards and Basic Competency Standards. To achieve the standards set by the government, it will also set other standards, such as process standards, management standards, facilities standards, and labor standards.

Strategies that emphasize these results will be very effective because the targets are clear and general, so that if followed by guidelines, good control and organization and policies that provide both encouragement and threats to the deviant, this strategy will be very efficient. However, behind the goodness of this strategy, it also contains a weakness side, namely there will be a growing gap

between advanced madrasas and underdeveloped madrasas. Madrasas that are ready to achieve the specified results will easily achieve it, whereas the madrasas that are not ready are difficult to achieve the determined results and unhealthy or despairing efforts will emerge.

Strategies that emphasize the procession appear, grow and move and start from the bottom, namely the madrasa itself. The implementation of this strategy is largely determined by the initiative and capabilities of the madrasa. Because the madrasa has a very decisive role and at the same time taking the initiative, the spirit and strength of the madrasa will emerge according to the conditions of each madrasa. Movements to strengthen themselves by collaborating among madrasas will be born which will be followed by the emergence of various innovations and creations from below. However, this strategy has a weakness, namely the direction and quality of the madrasa is not uniform, so it is difficult to see and improve quality rationally.

As appropriate, if there are two opinions that contradict the third opinion will appear which is a combination of them. Likewise, in relation to strategy, a third strategy for improving madrasa quality emerged, which was a combination of two existing strategies. This strategy is a comprehensive strategy (the comprehension strategy). This strategy outlines that the results to be achieved by the Madrasah Aliyah institution are determined nationally, which is embodied in national standards.

To achieve these goals, various standards relating to results are also determined as guarantees of results will be achieved. Then the process standards, madrasah / madrasah management standards, teacher standards, madrasah principals and supervisors, financial standards, curriculum content standards, and standards of infrastructure facilities were born. Behind the standards that have been determined from above, madrasahs have the power and authority to manage madrasahs in order to achieve the above standard results. Based on this strategy it is estimated that various innovations will emerge from the madrasah. In fact, there is no need for diversity in the management of madrasahs. Thus, local conditions and needs are accommodated with a comprehensive strategy. The goal is national but the way to achieve it is in accordance with the conditions. Strategy management in order to improve the quality of madrasas in Indonesia tends to this third strategy, as can be shown by the existence of various national standards that become the reference for madrasas, but madrasas are given freedom in the form of madrasah-based management policies and the 2013 curriculum.

Each strategy contains activities that must be carried out to realize the objectives that have been determined. This activity is basically to move all components of the madrasa which leads to improving the quality of graduates. Strategies to improve the quality of Aliyah madrasas include building the capacity level of bureaucrats, madrasas and classes. Strategic decisions determine the success of an institution in achieving Vision (Umar, 2016, p. 45).

The basic concept of strategy management and quality Madrasah Aliyah philosophically underlies a leadership in order to be able to build the life of the organization of Madrasah Aliyah by developing a culture called the values of excellence / excellence of Islamic teachings which in Sudarwan Danim's terms are called value of excellence. Management organizations require leaders / managers who understand the true development and basic concepts of strategy management and quality management so that leaders or managers have a wise vision and are able to inspire staff / workers and all organizational communities (Danim, 2009, p. 6).

The context of national education, the vision of the Indonesian nation's education is contained in the ideals of the Ministry of Education which are more emphasized on transformative education, by making education the driving force of change from a developing society towards an advanced society (Mulyasa, 2013, p. 20). More specifically the vision of the Ministry of National Education in

2014 is the implementation of excellent national education management services to form intelligent, Comprehensive Indonesians. The philosophical level, the formation of an advanced society is always followed by a process of structural transformation, which marks a change from a society that has less developed human potential towards an advanced and developing society that actualizes its human potential optimally. Even in the global era, the transformation went very fast which then ushered Indonesian people into a knowledge-based society (Mulyasa, 2013, p. 19) There are four models of misdirection in the implementation of management in the current Aliyah madrasas. First, there is a superficial specialization of work; Secondly, there is a level that is too long in the management structure; Third, there is a gap between the vision of the organization and work activities at the organizational level; and Fourth, there is a compensation structure for management.

The characteristics of prime management services are: 1) Available evenly in all corners of the archipelago; 2) Affordable by all levels of society; 3) Quality / quality and relevant to the needs of community, business, and industrial life; 4) Equivalent to citizens of Indonesia in obtaining quality education by taking into account the diversity of socio-cultural, economic, geographic, gender, and so on backgrounds; and 5) Ensuring certainty for citizens with education and adapting to the demands of society, the business world, and the industrial world.

Overcoming management errors certainly requires alternative solutions. The author recalls the goal-based management theory (MBT) proposed by Drucker (1975). Drucker once gave a recommendation on the very detrimental effect of management mishandling and could be overcome with MBT. This theory starts from definitively defining the goals to be achieved. According to Drucker, there are three ways to find the structure needed to achieve goals. These three things are activity analysis, relationship analysis, and decision analysis. Each of these steps in its implementation requires a clear description, so that point by point of all management activities can be analyzed clearly. Analysis of these activities can improve functions such as production, marketing, and service. Analysis of relationships turns out to be different between various organizations. Decision analysis has four supervisory characteristics, namely: 1) Level of authority in decision making; 2) The existence of broad responsibilities from the organization is the result of a decision that has been taken; 3) Effect of a decision on other functions; and 4) Dependence on a decision on political, social, and organizational ethics.

#### **D. CONCLUSION**

Strategy management and quality of the Madrasah Aliyah is specifically useful for determining ways / strategies so that an organization can be managed effectively and efficiently. With theory, can be found the right way to manage resources, the easiest way to do work, the cheapest funds to finance work, the shortest time to do the work, the right tools to lighten the burden and shorten the distance to carry out work, and produce quality or quality in accordance with the vision, mission and the purpose of the Aliyah madrasa.

The concept of management in the context of the Madrasah Aliyah philosophically underlies a leadership in order to be able to build the life of the Madrasah Aliyah organization by developing a culture called the values of excellence of Islamic teachings. The Aliyah madrasa management organization requires a leader / manager who understands the basic concepts of strategic management and the quality of the Madrasah Aliyah so that the manager has a wise vision and is able to inspire staff / workers and all Islamic community organizations.

There are several similarities in implementing strategic and quality management in profit and non-profit organizations of public education institutions and Madrasah Aliyah institutions. Although there

are also principal differences between the two organizations. The difference in the management implementation of the two types of organizations is mainly based on the inequality of Vision, Mission, and Purpose, so that it is different from the technical implementation of management, even though the elements implemented are not different between one and the other.

## REFERENCES

- Benston, L. R. (1972). *Supervision and Management*. New York: McGraw Hill Book Company.
- Danim, S. (2009). *Manajemen dan kepemimpinan transformasional kekepalasekolahan: visi dan strategi sukses era teknologi, situasi krisis, dan internasionalisasi pendidikan*. Jakarta: Rineka Cipta.
- Hadjisarosa, P. (1997). *Naskah 1: Butir-Butir untuk Memahami Pengertian Mengenali Manajemen Secara Utuh dan Benar*. Jakarta: STIE Mitra Indonesia.
- Hanafi, M. M. (1997). *Manajemen*,. Yogyakarta: YKPN.
- Mastuhu. (1999). *Memberdayakan sistem pendidikan Islam: strategi budaya menuju masyarakat akademik*. Jakarta: Logos.
- Masudah. (2014). Membangun Paradigma Madrasah Aliyah Modern. *Didaktika Islamika*, 3(1), 124–139.
- Muhaimin, Suti'ah, & Prabowo, S. L. (2010). *Manajemen Pendidikan*. Jakarta: Kencana. Retrieved from <https://cloud.collectorz.com/mustamin14/books/detail/1321277>
- Mulyasa, E. (2013). *Pengembangan dan implementasi kurikulum 2013*. Bandung: PT Remaja Rosdakarya.
- Rosyada, D. (2007). *Paradigma pendidikan demokratis: sebuah model pelibatan masyarakat dalam penyelenggaraan pendidikan*. Jakarta: Kencana.
- Rowe, A. J. (1989). *Strategic Management: A Methodological Approach*. Reading, Mass.: Addison-Wesley.
- Siagian, S. P. (1985). *Filsafat administrasi*. Jakarta: Gunung Agung.
- Syukur, F. (2014). *Silabus Mata Kuliah Manajemen Strategi dan Mutu Madrasah Aliyah*. Semarang: Program Pascasarjana IAIN Wali Songo.
- Umar, Y. (2016). *Manajemen Pendidikan Madrasah Bermutu*. Bandung: Refika Aditama.