



PLANNING EXCELLENT PROGRAM OF SUSTAINABLE LEARNING THROUGH CLONNING SYSTEM IN ISLAMIC EDUCATIONAL INSTITUTIONS

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Abstract :

Quality learning is important and is the responsibility of various parties with sustainable planning stages. This research aims to analyze the roles and functions of stakeholders in designing excellent programs of learning through the cloning system and how the sustainable planning stages in Bahrul Ulum Malang institutions. This research uses descriptive qualitative type. Selection of informants using purposive sampling with snowball sampling technique. Extracting data through participatory observation, guided interviews, document data and FGDs. Data analysis of the interactive model includes data condensation, data display and conclusion drawing / verification. Data validity with triangulation on sources and methods through rival explanation. The results showed that a). The role of the Foundation, Madrasah Head & Deputy, Potential Teachers, experts from LPI Sabilillah through BEST (Be Excellent School Training) activities and madrasah committees have an equally important role because each has a different function in program planning. b). The stages of the sustainable planning process include: Uniting the mindset collectively; Reviewing the Vision, Mission, and goals of the institution; Determining superior programs; Choosing the right teachers and staff; Making strategic learning plans; Providing facilities and utilizing technology; and Encouraging students to excel. This research provides implications about the importance of stakeholder involvement in superior program planning through systematic, measurable and sustainable planning stages so that it is more effective and efficient to achieve the desired learning excellence

Keyword : *Excellent Program of Learning, Clonning System, Islamic Education Institution*

INTRODUCTION

The quality of Islamic Education Institutions still faces complex problems. Apart from human resources (teaching staff, educational staff and student input), there are also other infrastructure, financing and supporting systems. The government and society have carried out various efforts after the pandemic which focus on 2 things, prevention and reducing the impact of Covid-19 (Sitohang, 2020). The urgency of the community's position in dealing with epidemics has been proven through many researches around the world (Alonge, et al., 2019; Schwartz & Yen, 2017). After this pandemic, anxiety has arisen (Kickbusch and Reddy, 2016) so that according to psychology, the initiative that has emerged in society is how to survive (Norberg and Rucker, 2020).

Jonsson (2017) explained that face-to-face learning at school can increase

students' memory capacity. Carlsson's research (2015) said that students who did not attend school in 12 weeks or 60 days lost 6 percent of the standard deviation. So that whatever deviation students receive due to their absence from educational institutions will clearly result in losses in the erosion of their cognition, the assessment process and their graduates (Aji, 2020), in addition to the formation of noble character and if a solution is not immediately found, what is called learning loss will emerge (Kashyap et al., 2021). However, on the other hand, Islamic Education Institutions which quickly adapt to post-Covid situations and conditions are able to become a reference for the development and management of learning for other institutions.

Malang Regency with an area of 3,535 km² is divided into 39 sub-districts based on Emis Pendis data in 2022, it has 1009 institutions divided into RA (397), MI (342), MTs (189) and MA (68) levels with 13 having the status of State Madrasah and 996 having the status private sector (<http://emispendis.kemenag.go.id/>). This is a huge potential and at the same time a huge challenge in its management regarding teacher readiness and improving its quality, the learning process and future planning so that it becomes one unit.

The Bahrul Ulum Tajinan Islamic Education Institute is one of the Cloning Institutions for the Sabilillah Malang Islamic School Program (SISMA) which has been started since 2018 until now. This program is a coaching program for institutional managers, educators and educational institutions through workshops, technical guidance, training and ongoing mentoring to become institutions that grow and develop according to their respective strengths and uniqueness.

The form of planning for the Excellent Program of Learning at the Bahrul Ulum Islamic educational institution is to prepare students to achieve the vision of the institution which is echoed in the motto "intelligent, disciplined and ethical" as the expected excellence in the Excellent Program of Learning. Therefore, the existence of a Cloning System is expected to improve alternative solutions, information and relationships in its development. Various stages in structuring sharing programs, cloning systems to find management formulas and learning processes that are effective, efficient and sustainable so that the Institution has an Excellent Program of Learning.

Writing about Excellent Programs of Learning is currently research that needs to be followed up because it is important to plan superior learning programs in educational institutions. The focus of this study is the role and function of institutional stakeholders in designing an Excellent Program of Learning through a cloning system and the stages of program planning that are effective, efficient and sustainable.

RESEARCH METHODS

This study uses descriptive research to clearly describe the situation regarding the planning of the Excellent Program of Learning at the Islamic Education Institute Bahrul Ulum Tajinan - Malang Regency through the cloning system program. In this research, the author acts as the main instrument for data collection. Meanwhile, instruments other than (non) humans can also be used, but their function is only limited as support (Sugiyono, 2005; Moleong, 2007). According to Michael Quinn Patton in (Ahmadi, 2005) what people say verbally through interviews or in written form through document analysis is the main source of qualitative data. In selecting informants, purposive sampling will be used with a snowball sampling technique to carry out cross checks on various different informants, so that it is hoped that information will be obtained that is

accurate and whose validity can be justified.

Data mining is carried out using 4 main techniques: 1). Participatory observation; 2). Guided interviews with the Foundation's management, Heads and Madrasah representatives, potential teachers as internal parties and LPI Sabilillah and the Madrasah committee as external parties to find out various information about the roles and functions of institutional stakeholders in designing an Excellent Program of Learning through a cloning system and what the stages are. sustainable program planning stage; 3). Documentation data regarding the institution's work plan documents and 4). and Focus Group Discussion (FGD) with the institution's core staff. In the process of analyzing data, researchers used the interactive model Miles, Huberman and Saldana (2014), namely data condensation, data display and conclusion drawing/verification. Meanwhile, the validity or validity of the data is verified by triangulating sources and methods through rival explanations.

RESEARCH RESULTS AND DISCUSSION

The Role and Function of Institutional Stakeholders in Designing Excellent Programs of Learning through Cloning Systems

Bahrul Ulum Tajinan Islamic Education Institute - Malang in designing its superior learning program involves several main components which are often referred to as institutional development teams (stakeholders) consisting of Foundation elements, Madrasah Heads and representatives, potential teachers, experts, and representatives of student parents who are members. in the madrasa committee. These stakeholders have different roles and functions in designing the Institute's superior programs which are explained as follows:

Foundation Elements

Based on research results, the foundation has an important role in the development of the Bahrul Ulum Institute. The important roles carried out by the Bahrul Ulum Foundation are; (a) As a driver of progress by managing the budget, coordinating the Institution's planning in the Foundation's work program and budget meetings, preparing the human resources needed by the Institution and providing the main facilities for learning, (b) As a supervisor and supervisor of program planning, program implementation and program evaluation in improving the quality of education under the auspices of the Foundation, (c) As manager of the institutional units under him which include TK Institutions (PPAI Bahrul Ulum Kindergarten), MI (Madrasah Ibtidaiyah Bahrul Ulum), MTs (Madrasah Tsanawiyah Bahrul Ulum), MA (Madrasah Aliyah Bahrul Ulum), PPAI Bahrul Ulum Islamic Boarding School, Madrasah Diniyah Bahrul Ulum, Al Qur'an Education Park (TPQ Nasyatul Falah), Majlis Ta'lim and Shalawat, as well as Business Units (cooperatives), (d) Providing direction and input to units in planning specified programs and setting standards required for each program achievement, (e) Assist and organize the welfare of teachers, asatidz and employees who serve in institutions under the auspices of the Bahrul Ulum Foundation, (f) Assist in achieving educational and learning goals through active involvement in the determined educational processes and outcomes.

Elements of the Madrasah Head and Deputy

The madrasa head as the top leader at the Bahrul Ulum institution has several specificities in terms of his appointment. Leadership elements within the Bahrul Ulum Tajinan Foundation must be family members (dzuriyah) who meet the requirements based on civil service regulations number 01 of 2019. The main role of the madrasa head, assisted by the deputy head of the madrasa, is to formulate common goals, make decisions, communicate actively with various parties, design and carrying out the vision and mission of the Institution as well

as providing guidance to teachers and education personnel under its auspices in addition to other administrative tasks imposed by regulations.

In addition to their roles, the head of the madrasah and deputy head of the madrasah also carry out planning functions, namely preparing work plans that will be implemented within a certain period of time, namely the long term, medium term and short term. In the annual work plan, the work plan at the Bahrul Ulum Tajinan Institute is carried out simultaneously by all Institution units coordinated by the Foundation. Apart from that, the function of the head is also as coordinator of activities, carrying out control, carrying out supervision and other duties, some of which can of course be delegated to the deputy head of the madrasah.

Elements of potential teachers

Apart from madrasa heads, potential teachers are also one of the drivers of activities starting from planning, implementation to the evaluation stage. These potential teachers are involved in planning, organizing, directing improvement programs in madrasas, becoming mentors (companions) for other teachers in addition to being agents of transformation of the Joint Education ecosystem of the institution's core team. The criteria for selecting potential teachers are determined by their level of education, ability to mobilize the teacher community and ability to collaborate with various parties.

The role assigned to this potential teacher is to be a delegate in workshops organized by the Indonesian Education Sabilillah Center (SMI) which is held once a month, designing the learning process, and facilitating the learning community through the MGMP Foundation.

Elements of Expert Staff

Expert energy plays an important role in planning the Excellent Program of Learning through the Cloning System. The experts in this context are the tutors and chaperones provided by LPI Sabilillah through the cloning system program in the BEST (Be Excellence School Training) activities. The BEST program is a seminar and workshop program organized by the Indonesia Sabilillah Mendidik Center.

This program is carried out by using a project based workshop approach with the level of presenting, analyzing, planning, executing and reporting (PAPER) so that cloning system participants gain knowledge while being directly involved from the planning, implementation and evaluation of the program that will be applied to each Board. The focus of the BEST program is to equip students with 21st century skills, namely 4C's skills through project-based learning (PjBL). This activity is followed by school administrators and teachers to improve learning in their respective schools through the cloning system.

Elements of the Madrasa Committee

The madrasah committee has an important role in addition to being a partner of the madrasah head in providing input on madrasah activities. Namu's most important role in the Bahrul Ulum Board is financial support. Financial resources in private institutions, in addition to government assistance through madrasah operational assistance, the most important is the contribution of student parents in the form of syahriyah, the amount of which is adjusted to the program of activities and needs. The cross-subsidy system is an option considering the economic levels of the students' parents are diverse and the tendency is from middle to low levels.

Excellent Program of Learning Planning Level through Continuous Cloning System

Planning a superior learning program requires commitment from all components of the madrasa, not least at the Bahrul Ulum Islamic Education

Board. There are several strategic steps in planning an excellent program of learning through a sustainable cloning system, namely:

Unite a collective mindset

In planning an excellent program of learning through the cloning system at the Bahrul UlumTajinan Islamic Education Board, it is important to build understanding among all stakeholders by uniting a collective mindset. This is done in the preparation of the Vision, Mission and Purpose of the Board. Each individual in the stakeholder contributes to the same vision, creates synergy in the learning process, and optimizes collaborative efforts to achieve the educational goals set forth.

The vision that was formulated at this institution was compiled during the cloning system training by LPI Sabilillah Malang as a form of crystallization of the thoughts and hopes of the Bahrul Ulum Board which is translated from the motto of Bahrul Ulum Tajinan which is "intelligent, disciplined, berakhlakul karimah". The board's vision is described as follows:

Picture 1: Description of the Bahrul Ulum Board Vision



2) Review the Vision, Mission, and Purpose of the Board

Periodically, educational institutions need to evaluate the vision, mission, and goals that have been set to ensure that all learning programs remain relevant and in line with the development of the needs of students and society. Thus, institutions can focus more on creating a learning environment that supports the achievement of short-term, medium-term and long-term goals.

After determining the vision, the next step is a review of the Board's mission and purpose after the re-review is as shown in the following table: 1:

Mission	Goal
1. Conducting learning to develop the multiple intelligences of students.	1.1. Produce graduates who possess multiple intelligences and critical, creative, collaborative, and communicative thinking skills to solve problems through both academic and non-academic activities.
	1.2. Prepare students to be skilled in foreign languages according to their talents and interests.
2. Conducting learning to internalize the values of love for knowledge, technology, and arts.	2.1. Produce graduates who have broad and deep knowledge, are skilled in utilizing information technology, and appreciate and enjoy the arts.
3. Conducting learning to develop the noble character of students.	3.1. Produce graduates who have a comprehensive understanding, belief, and practice of Islam in everyday life, aligned with Ahlusunnah Wal Jama'ah An Nahdiyah.
4. Conducting learning to internalize the values of love for Allah, fellow human beings, and the universe.	4.1. Produce graduates who have a character of obedience to Allah and His Messenger, love for others, and care for the environment.
5. Conducting learning to develop students' understanding of the archipelago (Nusantara).	5.1. Prepare students who have the character of honesty, discipline, cleanliness, orderliness, politeness, and responsibility.
6. Conducting learning to internalize the values of love for self, the nation, and the state.	6.1. Prepare students who have an understanding of the Nusantara, awareness, concern, love, and pride for themselves, the nation, and the state.
	6.2. Produce graduates who are ready to play an active role in society and pursue further education in excellent institutions.

Table 1: Summary of the Mission, and Purpose of the Bahrul Ulum institution

Identifying Featured Programs

After determining the vision, mission, and purpose of the organization, the next step is to choose what excellence is expected as. This process is done by involving various parties through the identification of students' needs and their potential. The development of an excellent program is a key step in an excellent program of learning. This program should be based on the strength of the institution as well as the needs of the students, so that it can provide added value and distinguish the institution from others. This flagship program also serves as an attraction for prospective students and parents in choosing an institution.

The process of determining the superiority of the cloning system program board is done by tabulating superiority, selection of sentence diction selection, adaptation to the vision, mission, and purpose as well as the uniqueness of the flagship program as taught in the stages in the BEST workshop. The flagship program set at the Bahrul Ulum institution is as follows:

No	Material
1	School innovation in implementing the Pancasila student profile in the era of the Merdeka curriculum
2	Realizing the scientific dimension profile through fostering critical and creative thinking in schools
3	Strengthening literacy and numeracy in learning
4	Producing religious leaders through the classroom (graduate profile and graduate competency standards)
5	Internalizing religious values in schools
6	Educating character, fostering independence, and promoting cooperation among students (graduate profile and graduate competency standards)
7	Realizing globally diverse students (graduate profile and graduate competency standards)
8	Key to the success of educational institutions: achievement guidance
9	Embracing the new era of schools: self-directed learning, self-directed sharing, and self-directed change

is great with the

high qualifications, experience, and dedication is crucial. While the tabulation of needs and the placement of teachers and staff is determined by the Foundation based on the proposals of each unit with consideration of needs. In addition, continuous training and professional development of teachers is also important to ensure that they are always ready to face challenges and changes in accordance with the set program.

Making a Strategic Learning Plan, A strategic learning plan in an excellent program of learning should include an integrated approach, methodology, and assessment to achieve the desired results. This includes the identification of student needs, curriculum arrangements, especially the flexible independent curriculum, development of interesting teaching materials, and objective measurement of learning outcomes.

In the identification of the students' initial abilities, the institution cooperates with a trusted agency to conduct psychological tests to find out the best potential of the students, their learning style, and what needs to be paid attention to by both the class teacher and the Counseling Teacher. This test is carried out on children entering both Kindergarten, Madrasah Tsanawiyah and Madrasah Aliyah.

In the planning of the excellent program of learning, the Bahrul Ulum Board, which is a clone madrasah of LPI Sabilillah through the BEST (be excellent school training) program, conducts a workshop held once every 1 month. As for the BEST schedule planned by the manager for 1 year with the theme "School innovation in the implementation of Pancasila student profiles in the Merdeka curriculum era in the framework of world civilization leader profiles" which is broken down in BEST activities as shown in Table 2 below:

Table 2: The BEST agenda followed by the Bahrul Ulum board

In addition to the BEST (be excellent school training) activities, the LPI Sabilillah building institution through the cloning system is also given the opportunity to participate in the National Leveling and Workshop (PENTALOKANAS) held every year. In the 3rd (PENTALOKANAS), the focus of the activity is the excellent referral school with the following material coverage:

No	Material	Presenter
1	Revitalizing the development of superior and reference schools based on performance indicators	Prof. Dr. H. Ibrahim Bafadhal, M.Pd
2	Optimizing branding strategies to build superior and reference schools	Drs. H. Moh. Ishom Ihsan, M.Pd
3	Catalyst for improving teachers' work ethic to achieve excellent learning standards	Dr. H. Wartono, M.Pd
4	Learning vision of superior and reference schools	Luqman, S.Pd., M.Pd
5	Learning culture: project-based learning	Fatimatus Syi'fa, M.Pd
6	Learning environment: developing superior teachers	Dr. Ali Afandi, M.Pd
7	Learning audit: internal education quality	Andi Retno Warshah, M.Pd

Tabel 3: Agenda Pentalokanas yang diikuti oleh lembaga Bahrul Ulum

Provision of Learning Facilities and Utilizing Technology

The provision of adequate learning infrastructure in Bahrul Ulum is the responsibility of the Foundation in determining the scale of Development priorities and those responsible for its implementation. While the utilization of technology in learning which is the responsibility of the Board is very influential on the learning experience of students. The use of information and communication technology (ICT) in learning can increase the interactivity and accessibility of learning, as well as prepare students for the digital world. In the utilization of technology also in financial management with cooperation with banking parties.

Encourage students to perform.

Efforts to create an atmosphere and culture of performance among students is the ultimate goal of planning an excellent program of learning. By providing material and moral support, appreciation for performance, and motivation to achieve it, the institution can inspire students to work hard and achieve their best potential. Involvement in competition events, continuous guidance, and appreciation for performance no matter how small the performance can be an effective means to motivate them to achieve academic and non-academic performance.

The form of encouragement carried out at the Bahrul Ulum Tajinan Board is with a reward that has been determined in scope and the size of the construction money given by the Board, in addition to morale, students who have performed well are announced and given a trophy/award that was obtained during the ceremony. And what is more important is cooperation with parents in the form of presentation and appreciation for the performance of their children to always be supported both morally and financially.

Dengan tahap dan Langkah tersebut di atas, lembaga Bahrul Ulum Tajinan merancang perencanaan excellent program of learning yang unggul dan berkelanjutan melalui cloning system LPI Sabilillah Malang melalui pembinaan, pendampingan, pelatihan, dan percontohan sehingga step by step mampu berkontribusi pada pengembangan karakter dan kemampuan peserta didik secara menyeluruh.

DISCUSSION

Stakeholder Management in Excellence Program Development

The term stakeholder was first introduced by Edward Freeman at the Stanford Research Institute in 1963 who defined stakeholders as groups or individuals who can influence or be influenced by the process of achieving an organization's goals. Participation from stakeholders aims to develop madrasahs into superior educational institutions.

Stakeholders in educational institutions are people or bodies that have a direct or indirect interest in educational activities in schools. Become a holder and at the same time a provider of support for education or educational institutions. Education boards have various stakeholders, namely primary stakeholders (the government), secondary stakeholders (principals, educators and educational staff, students, administrative staff, foundations and school committees), and tertiary stakeholders (community of partner providers of employment or community of users of educational institution graduates) (Muhaimin, et al. , 2010).

Stakeholder management in an institution is an effort to involve all people or groups that are synergistic and harmonious between the academic community of the madrasah in an effort to improve the quality of the madrasah, both the involvement of the ranks of madrasah leaders, teaching staff, educational staff, students, committees, and others. The involvement of stakeholders is intended to develop high-quality madrasahs (Kholis, et al, 2014). Good and accountable administrative governance is one of the necessary conditions and an important pillar for efforts to improve the quality of madrasah education (Kemenag, 2012). Studies on the governance of school stakeholders have not been done much, but there are some researchers who link the concept of quality with the management of school stakeholders. Kholis, et al (2014) in their research concluded: school principals are actors in the development of quality school culture and stakeholder participation. Two aspects of quality achieved in the academic and non-academic fields; level of participation ranging from leadership, teaching staff, educational staff, students, school committees, and class associations. The quality culture developed is consolidation and synergizing internal-external potential, bringing the school closer to the community, collaborating with various parties, restructuring and revitalizing the school committee, and developing a clean, beautiful and comfortable culture.

The role of stakeholders in the development of flagship programs is very urgent. The principle of quality in education is: Focus on the customer (students). The world of education focuses on the student customer, because the student is the main and first object in the education process, this one is more emphasized on the education process than the education result, therefore focusing on the student in the teaching and learning process is a very urgent matter in achieving quality. Syafaruddin (2002) stated that education quality assurance will be achieved if it includes three integrated qualities, namely every process, every job, and every person. For example, the quality of the implementation of the learning process is seen from its elements as indicators of quality, among others, teaching staff, curriculum, infrastructure, productivity, and the quality of graduates as the role of stakeholders in the planning of an excellent program of learning that is superior and sustainable through the cloning system in research results this.

The research results of Ansar, et al (2005) on the study of effective schools in basic education in Gorontalo mention nine indicators to see the characteristics of effective schools, among others: school administration and management, principals and supervisors, curriculum and learning, students, energy,

organization and institutions, funding and funding, facilities and infrastructure, and community participation in Education. While the results of Sofiyati's research (2023) show that the management of excellent madarasas based on Total Quality Management (TQM) requires a sufficiently detailed and professional process. The role of stakeholders in this matter which is very influential in the process of an excellent madrasah is the professionalism of a Madrasah Head. Ability of the head of the madrasah in Implementing the competencies of the head of the madrasah that must be mastered with an indication of the community's beliefs.

Planning Excellent Program of Learning and Cloning System

The cloning system program for partner madrasahs that meet the requirements is implemented every month with an agenda that has been planned by Sisma through the sisma center for educating Indonesia. The activities are divided into 4 main parts, namely:

1) Cloning School Workshop. Indonesian Sabilillah Mendidik Center holds annual coordination meetings and quarterly workshops with cloning schools. The annual coordination meeting aims to evaluate achievements, set strategic direction, and formulate action plans. The quarterly workshop provides an opportunity for educators and educational staff to develop skills in the context of the cloning system.

2) Cloning School Support. Support is provided in groups and individually to cloning schools. Group mentoring enables collaboration and knowledge exchange between cloned schools that join in the same training period, while individual mentoring emphasizes the specific needs of each school or madrasah.

3) Monitoring Cloning School. The Management Information System managed by LPI Sabilillah Malang is used for monitoring and evaluating the progress of cloning activities. This system provides access to a portal that integrates project-related information, school data, and real-time progress, as well as assisting in the evaluation of the effectiveness of educational strategies.

4) Cloning School Recognition. The final evaluation by the LPI Sabilillah Malang Quality Assurance Center team was carried out in the fourth year to give recognition (recognition) to the cloning school regarding the progress that has been achieved after following the entire training program that was launched. The school will be given a certificate according to the performance achieved as the final result of the cloning school program.

Some of the programs launched in the cloning system (in <https://smi.sekolahsabilillah.sch.id/>) are as shown in table 4 below:

Program	Scope of Program Description
Learning Vision	1) Vision, mission, goals, and blueprint of a superior school; 2) Graduate profile and graduate competency standards of a superior school; 3) Curriculum structure of a superior school; 4) Program for auditing the quality of learning and non-learning activities in a superior school.
Excellent Program	1) Featured program for achieving the profile of an Islamic leader; 2) Featured program for achieving the profile of a statesman leader; 3) Featured program for achieving the profile of a scientific leader; 4) Featured program for achieving the profile of a Qur'anic leader; 5) Featured program for achieving the profile of a leader skilled in foreign languages.
Learning Environment	1) Implementation of a program for managing human resources in a superior school; 2) Implementation of a program for managing financial resources in a superior school; 3) Implementation of a program for managing facilities and infrastructure in a superior school; 4) Implementation of a public relations and admissions program in a superior school; 5) Implementation of a program for auditing the quality of learning and non-learning activities in a superior school.

Table 4: LPI Sabilillah Cloning System Program

An excellent Islamic Education Board has several characteristics that are generally mapped into 4 main things, namely: learning vision, learning excellence program, learning environment and learning culture. In practice in the field there are three types of madrasahs or excellent Islamic schools (Moedjiarto, 2002), namely: first, the type of madrasahs or Islamic schools based on intelligent (academic) children. Although the learning-teaching process in the madrasah or Islamic school environment is not too special or even ordinary, but because of the excellent student input, it affects the quality of the output. Second, based on facilities. This kind of Islamic school or madrasah tends to offer fully equipped and adequate facilities to support learning activities. This type tends to set a higher tariff than the average school or madrasah in general. Third, the type of madrasah or Islamic school is based on the learning climate. This type tends to emphasize a positive learning climate in the madrasah environment. The education board can accept and be able to process students who enter (input) with low performance into high-quality graduates (output). This third type is quite rare, because you have to work extra hard to produce good quality.

From the description above, it can be defined that a leading madrasah is an Islamic educational institution that has superior components, which is reflected in its human resources (educators, educational staff, and students), infrastructure, and other supporting facilities to produce graduates who are able to master science and technology. skillfully, have spiritual strength (faith and/or Islam), and have a noble moral personality.

Theoretically, the characteristics of superior madrasahs can be classified into several criteria, among others: the superiority of the learning process, the superiority of the infrastructure or learning facilities, the superiority of the educational environment, cognitive superiority, extracurricular superiority, mulok superiority, life skill superiority, administrative superiority, and others - other. Of course what is wanted is multifaceted excellence. Harris and Bennett (in Buchori, 2016) suggest that the characteristics of excellent schools are: (1) Professional Leadership (Professional Leadership); (2) Shared Vision and Goals;

(3) Learning Environment (a Learning Environment); (4) Concentration on learning and teaching (Concentration on Learning and Teaching); (5) High Expectation (High Expectation); (6) Positive reinforcement / enrichment / strengthening (Positive Reinforcement); (7) Monitoring progress (Monitoring Progress); (8) Pupil Rights and Responsibilities; (9) Meaningful teaching (Purposeful Teaching); (10) Learning Organization (a Learning Organization); and (11) Home-School Partnership.

Superior Quality Planning at the Islamic Education Board

Madrasah as an Islamic institution in Indonesia has emerged almost simultaneously with the emergence of Islamic organizations such as Nahdhatul Ulama and Muhammadiyah which is the beginning of the 20th century. Despite this, long before the emergence of the term madrasah as an institution, Islamic education in Indonesia has known the terms pesantren, surau, langgar, Al Qur'an study, pavilion, mosque and others (Darajat, 2018).

At this time, madrasahs have experienced rapid development with the arrangement and management that continues to be improved, data collection through emis dapodik in 2022 of Madrasah education throughout Indonesia at the level of Raudhotul Atfal a total of 30,104 institutions with more than 1,162 thousand students, the level of Madrasah Ibtidaiyah a total of 25,816 institutions with a total 3,864,586 students, Madrasah Tsanawiyah level a total of 18,350 institutions with a total 3,152,486 students and levels of Madrasah Aliyah totaling 9,131 institutions with a total of 1,501,795 students. From that number there are more than 1 million educators (Teachers) consisting of RA level (129,913 Teachers), MI (311,428 Teachers), MTs (318,216 Teachers) and MA (169,954 Teachers). Of course this is a very big potential if they carry out their role properly (<http://emispendis.kemendiknas.go.id/>).

Pada tanggal 11 Maret 2020 WHO menetapkan virus corona pada tahun 2019 sebagai pandemi yang berakibat dalam proses pembelajaran pada tanggal 02 Maret 2020 ditetapkan kebijakan bekerja dan belajar di rumah untuk memutus penyebaran Covid-19 (Nursobah et al., 2020). Namun, pada masa pandemic covid-19 membuat proses pendidikan mengalami perubahan dalam proses maupun inovasinya. Dalam sebuah survey penelitian oleh Emilzoli (2021) di Jawa Barat tentang tingkat kesiapan Guru –khususnya pada jenjang MI dalam pelaksanaan pembelajaran daring khususnya pada masa covid-19 dinilai cukup baik terkait dengan konsep pemahaman Guru dalam pembelajaran daring (54%), proses perencanaan (86.5%), proses pelaksanaan (64.5%) dan aspek evaluasi (30.5%). Dari hasil ini dapat dilihat bahwa secara keseluruhan dinilai cukup dengan prosentase rata-rata 60.5%. namun, ada hal yang sangat perlu mendapatkan perhatian terkait dengan evaluasi pembelajaran yang justru bagi orang tua menjadi point utamanya. Dari sudut pandang siswa, Hasil penelitian yang di laksanakan di 4 propinsi menampilkan realitas sebaliknya bahwa hanya 28% siswa yang belajar daring, pemakaian media belajar offline lebih dominan (66%) memakai buku serta LKS, serta sekitar 6% tidak terjadi proses pembelajaran.

Online learning in research has an impact on the decrease in student memory capacity (Jonsson, 2017). This is certainly very worrying because since the publication of circular letter (SE) no. 3 of 2020 signed by Minister Makarim on March 09, 2020 which was followed on March 14, 2020 by the Circular issued by the Director General of Pendis Number 285.1 in 2020 regarding efforts to prevent the Covid-19 virus in Madrasahs, Pesantren, madrasahs and restrictions on the activities of participants study until the 2021/2022 academic year, which is about 18 months of students studying (partly large) with an online system.

Carlsson's research in 2015 found something to be aware of that every

student who did not enter for 10 (ten) days lost 1% of their memory capacity. If they don't go to school in 12 weeks or 60 (sixty) days they will lose 6% of the standard deviation. So that no matter how many deviations are accepted by students due to their absence from school, they will obviously get the risk of loss, namely the erosion of their cognition, the evaluation process and their graduates (Aji, 2020) in addition to that, the formation of noble character. And if a solution is not found immediately, what is called Learning loss will appear (Kashyap et al., 2021). A learning process that is not optimal will have an impact on the learning outcomes of students.

In the World Education and Development Forum in 2020, learning loss means a situation in which students lose knowledge, skills, whether universal or special, or academic setbacks, which are caused by the discontinuity of the learning process. This is largely due to the interruption of the face-to-face learning process. Information from various researches, there are 3 main problems as a result of schools not implementing face-to-face: (1) a decrease in the level of willingness to learn, (2) an increase in the gap between institutions that are ready and not, and (3) an increasing number of school dropouts. (Engzell, et al., 2021)

A good quality indicator (Nurhasan, 1994) that can be used as a benchmark for the quality of education is the final result of education, for example: written test, attitude scale, etc., performance in sports and art, even school performance in the form of conditions that cannot be held (intangible), such as an atmosphere of discipline, familiarity, mutual respect, and so on. In the aspect of planning, in the findings of Sulistiono (2022) related to planning in quality development is the Determining of vision, mission, and purpose through consultation will have an impact on all parties to make decisions or find the right solution to problem solving.

Marzal's research (2022) also shows that excellent madrasahs in the city of Palembang carry out continuous quality improvement planning by planning innovative and excellent programs that are special and unique to improve the quality of the process and the quality of education graduates, namely: by grouping language classes, olympiads, research, and acceleration, improvement in the quality of infrastructure facilities, a conducive environment and the development of religious extracurricular curriculum, speech in 3 languages, art and culture as well as sports activities all of which lead to the improvement of the quality of graduates as an output from the Education process carried out in the Madrasah Superior.

Related to the planning and development of superior quality in aspects of the curriculum, the research of Susanto, et al. (2022) about curriculum planning innovation was obtained as much as an average of 82.4 percent of respondents did plan preparation, 80.9 percent formulated plans with other parties, 83.8 percent formulated strategic measures, 89.7 percent formulated three competencies including cognitive , affective, and psychomotor, 80.9 percent determined targets that already included the four 21st century skills, and 91.2 percent of the planning was done by teachers who are professionals in their field.

CONCLUSION

Stakeholders in the Bahrul Ulum Board consist of elements of the Foundation, Madrasah Heads and madrasah head representatives, potential teachers, experts from Sabilillah Mendik Indonesia through BEST (Be Excellent School Training) activities and madrasah committees. Each element has a different function in planning an excellent program of learning according to its

proportion. In addition to the function, each element also has a different role in program planning so that the program planning that is channeled in the medium and short term program plan can be documented.

While the stages carried out in the planning process with: 1). Unifying a collective mindset in a vision that breaks down from the Bahrul Ulum Tajinan motto; 2). Reviewing the Vision, Mission, and purpose of the board; 3). Determine the flagship program; 4). Choosing the right teachers and staff; 5). Make a strategic learning plan; 6). Providing facilities and utilizing technology; and 7). Encourage students to perform.

This research gives implications about the importance of the involvement of various elements of Education that are incorporated in stakeholders in planning an excellent program of learning through a cloning system with systematic, measurable and sustainable planning stages so that the effectiveness and efficiency of planning to achieve the desired excellence of learning can be implemented.

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