



CONCEPT, MODEL, AND IMPLEMENTATION OF STRATEGIC MANAGEMENT IN IMPROVING THE QUALITY OF ISLAMIC EDUCATION IN MAN 4 KEDIRI

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Abstract:

Strategic management is the formulation of the strategic concept of an organization, or organizational sub-unit to achieve the desired goals. In madrasah, strategic management can be achieved through the cooperation of all elements. The purpose of writing this article is to understand the concept, model, and implementation of madrasah-based strategic management in improving the quality of education at MAN 4 Kediri. This research is a descriptive qualitative study to describe phenomena or events in depth and detail, focusing on understanding the context, experiences, and perceptions of research subjects. Data collection is done through observation, interviews and documentation studies which are then analyzed inductively to produce a holistic understanding of the phenomenon under study. The results showed that madrasah-based strategic management is a continuous process starting from strategic formulation, implementation, review and improvement. The model is in the form of management based on Balanced Scorecard (BSC), Information Technology, Total Quality (TQM), Educational Innovation, and Participatory management. In its implementation, the academic work program, student affairs, infrastructure and public relations are the basis for the preparation of the Madrasah Work Plan (RKM) which serves as a guideline for the implementation and development of the madrasah. This RKM produces quality education that is able to answer various challenges and problems. Quality improvement at MAN 4 Kediri can be seen by the number of students who continue their education to a higher level through the SMBT, SMBP and SPAN PTKIN channels.

Keywords: *Concepts, Models, Strategies, Quality of Education*

INTRODUCTION

Strategic management is a series of managerial decisions and actions to improve company performance in the long term. Strategic management is the highest managerial activity that is usually carried out by top organizational leaders in both private and public organizations. Strategic management focuses on efforts to integrate management, marketing, finance, production, research and development, and computer information systems to achieve the success of a company.

According to David, strategic management can be defined as the art and

knowledge of formulating, implementing and evaluating cross-functional decisions that enable an organization to achieve its goals. As required by this definition, strategic management focuses on efforts to integrate management, marketing, finance/accounting, production/operations, research and development, and computer information systems to achieve organizational success. The goal of strategic management is to exploit and create new and different opportunities for tomorrow.¹

According to Wheelen and Hunger, strategic management is a series of managerial decisions and activities that determine the long-term success of a company. These activities consist of strategy formulation/planning, implementation/implementation and evaluation. According to Pearce, strategic management is a set of decisions and actions that result in the formulation and implementation of plans designed to achieve company goals. According to Flavel and Williams in Tangkilisan, strategic management is a whole management system, which includes formulation, implementation and evaluation in order to achieve realistic and objective results.² According to Michael A. Hitt, R. Duane Ireland and Robert E. Hoslisson strategic management is a process to assist organizations in identifying what they want to achieve, and how they should achieve valuable results. The magnitude of the role of strategic management is increasingly recognized in these times compared to previous times.³

Gregory G. Dess, G.T and Alan B. Eisner Lumpkin define strategic management as follows, "Strategic management consists of the analyses, decisions and actions an organization undertakes in order to create and sustain competitive advantages". (Strategic management consists of analysis, decisions, and organizational actions in order to create and maintain competitive advantage). According to Richard Vancil, written by Karhi Nisjar Winardi, strategic management is the formulation of the strategic concept of an organization, or organizational sub-unit, namely a conceptualization stated or implied by the leader of the organization concerned in the form of long-term goals or objectives of the organization, constraints and policies that set by the leader himself, or received from his superiors, which limits the scope of the organization's activities in question, a group of short-term plans and goals that have been set with the expectation that they will contribute to achieving the organization's goals.⁴

A comprehensive understanding of the various meanings of strategic management that have been explained previously can be concluded that strategic management is essentially an effort to choose the best strategic alternative for an organization or company in all respects to support the business movements of the institution or organization. Companies or institutions must carry out strategic management continuously and flexibly in accordance with conditions in the field. Strategic management experiences three processes, namely formulating strategy, implementing strategy and evaluating strategy.

Strategic management is related to the process of producing strategic plans and policies as the embodiment of applied strategies that function to achieve company goals in the long and short term. As in the correct planning

¹ Moh Ali Fauzi and Chusnul Chotimah, "Manajemen Strategik MAN 1 Nganjuk Dalam Memberikan Pelayanan Publik," *Kartika: Jurnal Studi Keislaman*, 2023, <https://doi.org/10.59240/kjsk.v3i1.22>.

² David Fred R., F. R. D. (2015). *Strategic Management: A Competitive Advantage Approach, Concepts, and Cases* (15th ed.). Pearson Education.

³ Michael A. Hitt, R. Duane Ireland dan Robert E. Hoslisson, *Manajemen Strategis*, (terjemahan : Tim, Salemba Empat), (Jakarta: Salemba Empat, 2001), xv

⁴ Muhammad Kautsar, Siti Julaiha. Langkah-langkah Manajemen Strategik di Lembaga Pendidikan Islam. *Journal of Instructional and Development Researches*. JIDeR, Vol. 3, No. 1, Februari 2023. 24-28. DOI: <https://doi.org/10.53621/jider.v3i1.203>

process, namely the formulation, implementation and evaluation stages.

Strategic management applied to madrasah educational institutions generally has the characteristics of (1) strategic decisions taken, (2) use of madrasah resources as effectively as possible, (3) future (long term) orientation, namely sustainable quality orientation, (4) very caring, responsive and responsive to the external environment, and (5) tends to be multidimensional.⁵

According to Etzioni, organizational goals include several functions, including providing direction by describing future conditions that the organization is always trying to pursue and realize. Furthermore, organizational goals are the desired conditions in the future which the organization always pursues so that they are realized. Apart from that, the aim of the madrasah is to serve as a benchmark that can be used by all individuals and outside groups to assess the success of the madrasah. Apart from that, it is also a benchmark for how far the madrasah organization is running well.

Based on the description above, it can be concluded that the aim of the madrasah from a strategic management perspective is to provide direction by describing future conditions which result in general agreement, becoming a legitimate justification for all madrasah activities regarding the mission in determining the field of work, type and volume of work that must be done. carried out and always sought to be pursued and realized by the madrasah and the existence of the madrasah itself.

According to Nawawi, School-Based Strategic Management (MSBS) is a series of fundamental and comprehensive decision-making processes, which involves determining structured implementation steps. This process starts from the strategy formulation stage by top management, then is implemented comprehensively by all components in the organization to achieve the stated goals. School-Based Strategic Management emphasizes the importance of continuous monitoring and evaluation of opportunities and threats that exist in the external environment, which is carried out with an analytical approach to the organization's internal strengths and weaknesses..⁶

Based on the opinion above, school-based strategic management is a continuous or ongoing process. This process begins with formulating a strategy based on the internal and external conditions of the school. Then the school implements this strategy through a series of structured actions, and evaluates it to measure its success. Due to changes in the environment, both internal and external, the final stage in school-based strategic management is the stage of reviewing and refining the strategy periodically, to adapt it to existing development conditions.

Thus, school-based strategic management is not a fixed process, but rather a cycle that continuously changes for the sake of continued relevance and effectiveness of the strategies implemented. This requires flexibility and change in formulating and implementing it, as well as the ability to adapt policies to current developments. For this reason, the success of school-based strategic management is determined by the school's ability to adapt to developments, as well as the ability to maximize its resources and overcome gaps that appear in implementing the strategy.

Balanced Scorecard (BSC) Based Management Model:

This model is an approach model that aligns the organization's vision and strategy through improving communication, controlling organizational

⁵ Saiful Sagala, *Manajemen Strategik dalam Peningkatan Mutu Pendidikan*, (Bandung: Alfabeta, 2014), 133.

⁶ Andi Nirmayanthi, Mohammad Ali Fadlalla Abdalla. Implementasi Manajemen Strategik Berbasis Sekolah. 2022. *Cognoscere: Jurnal Komunikasi dan Media Pendidikan* Vol.2 no 3. <https://journals.ldpb.org/index.php/cognoscere>

performance, and strategic goals. Robert Kaplan and David Norton in the early 1990s developed this BSC model to incorporate non-financial measures into traditional performance metrics to provide a balanced picture of an organization's work. Initially the BSC was used to measure the financial sector, but later changed to four main aspects which include finance, customers, internal business processes, and learning and growth. This model is useful for helping organizations translate their vision into strategic actions that are easy to implement and have proven their effectiveness in various organizational business sectors.⁷

Information Technology Based Strategic Management Model:

The application of this model is a process of transforming the management of educational institutions to become more effective and efficient. By developing IT in schools, institutions can easily integrate information systems in financial management, student and teacher data, curriculum, and learning becomes easier. Current developing technology provides space for innovation and development of teaching, expanding educational networks, and fostering harmonious relationships between managers and students. Thus, IT-based strategic management in Islamic educational institutions is able to become the fastest alternative solution in facing the era of modernization and increasingly rapid technological developments so as to strengthen and accelerate the institution in achieving its vision, mission and strategic goals to be achieved.⁸

Total Quality Based Management Model (TQM)

This model is a management approach that focuses on overall and sustainable quality improvement in all aspects of the organization. In its implementation, this model involves all members of the institution in improving quality so that the quality produced always increases. The aim of this approach is to ensure that every activity and process is of a high standard to obtain customer or other stakeholder satisfaction. TQM emphasizes hard work, perfection and responsibility, and upholds these principles to achieve optimal, effective and efficient performance results.⁹

Strategic Management Model Based on Educational Innovation

The Educational Innovation-Based Strategic Management Model combines strategic management, transformational leadership, change management, and the use of data to manage the education system. This approach focuses on the development and implementation of innovation in education, which involves identifying, developing, and implementing new practices to increase the effectiveness of learning. Educational Innovation Management plays an important role in realizing educational goals effectively and efficiently in the madrasah environment.¹⁰

Participative Management Model

Participative management is a managerial approach that involves all relevant parties, including members of the organization or society, in decision making and planning, with the aim of increasing involvement, a sense of responsibility and collaboration. In the educational context, participatory management connects community participation with the educational process, as explained in the implementation of School Based Management (SBM). Community participation in SBM is not only limited to financial support, but also

⁷ Kaplan, Robert S & Norton, David P. ", *The Balanced Scorecard: Translating Strategy into Action* (Harvard Business Review, 1992)

⁸ Anderson, Terence, *Strategic Planning for Information Systems* (San Francisco: Butterworth- Heinemann, 2003)

⁹ Rita Linda. 2024. model manajemen kualitas terpadu dalam peningkatan standar akademik di perguruan tinggi islam. *Jurnal An Najah*. Vol. 03 No. 02 (Maret 2024). 52-54 <https://journal.nabest.id/index.php/annajah>

¹⁰ Marzano, Robert J., *Data-Driven School Improvement*. (Educational Leadership, 2009)

includes decision making, supervision and program planning. Thus, participatory management in education emphasizes the importance of mutual cooperation between madrasas and the community, which allows both parties to contribute actively in achieving more effective and efficient educational goals.¹¹

Based on the information above, it can be stated that effective management models in various organizational contexts, including Islamic education, include several strategic approaches. The Balanced Scorecard (BSC) emphasizes the importance of aligning an organization's vision and strategy by measuring performance through four main perspectives: financial, customer, internal processes, and learning and growth. The information technology (IT)-based management model in Islamic education enables the transformation of institutional management through the efficiency of information systems that support online learning, data management, and developing teaching quality. Meanwhile, Total Quality Management (TQM) focuses on continuous quality improvement in all aspects of the organization, involving all members in quality improvement efforts. The strategic management model based on educational innovation prioritizes the development of innovative practices in learning, while participatory management invites active community involvement in planning and decision making in educational institutions. This overall approach contributes to more effective, efficient and sustainable organizational management, with a focus on improving quality, innovation and collaboration between various parties.

Implementation of Madrasah-Based Strategic Management in Improving the Quality of Islamic Education at MAN 4 Kediri

Success in an educational institution certainly has certain targets or targets which are the key to success, including the quality or qualities of education, both short, medium and long term. Therefore, the quality of education needs to be structured structurally to achieve the results expected by the organization or institution. The implementation of strategic management at MAN 4 Kediri is divided into strategy formulation, strategy implementation and strategy evaluation.

Strategy Formulation

In developing the quality of madrasas, MAN 4 Kediri always strives to develop a regular work program while still being guided by the four existing managerial standards, namely academic, student affairs, infrastructure and public relations. The strategy formulation contained in the four managerial areas takes the form of developing the madrasah's vision and mission, identifying opportunities in the form of external threats and internal weaknesses, formulating goals, and determining appropriate strategies.

Academic Management

Academic management is a management system that includes planning, implementation, supervision and evaluation of all academic activities in educational institutions, such as schools or madrasas, to achieve predetermined educational goals. These activities include managing the curriculum, preparing learning schedules, developing teacher competencies, as well as assessing and evaluating learning outcomes. Academic management also aims to create a conducive environment for the teaching and learning process and ensure the continued development of educational quality through coordination between the

¹¹ Iwan Sopwandin, Irawati Dewi, Muhibbin Syah. 2020. 74. Manajemen Partisipatif dalam Pengembangan Budaya Religius Peserta Didik. *Jurnal AL-idarah*. Vol 5 No. 2 (Juli2020). 67-74. <https://doi.org/10.54892/jmpialidah.v5i2.75>

various parties involved, including madrasa heads, teachers and students.^{12,13}

The academic work program at the madrasah is a structured and systematic plan to manage all activities related to the education and learning process at the madrasah. This program includes the development and implementation of a curriculum that suits the needs of students and the demands of developments in science, technology and Islamic values. Apart from that, this program also includes scheduling learning activities, dividing teaching tasks, and selecting effective learning methods and strategies. Evaluation of learning outcomes and monitoring the quality of the educational process is an important part of ensuring the achievement of academic competence and the development of students' character. The academic work program at madrasahs also aims to improve the quality of teacher competence through training and professional development, as well as ensuring integration between scientific aspects and Islamic values in producing a generation that is not only academically intelligent, but also has noble character.¹⁴

The academic work program at MAN 4 Kediri is divided into 5 chapters consisting of: (1) introduction, (2) academic work program, (3) activity schedule, (4) tasks for each madrasa component, (5) conclusion.

Table 1. Academic Work Programs (Proker)

No	Bab	Isi
1	Introduction	Background, legal basis, aims and objectives
2	Work program	Academic components, academic programs,
3	schedule of activities	Systematic activity schedule for odd and even semesters
4	Component tasks	Duties of the head, deputy head, teachers, homeroom teacher, picket teacher, counseling guidance, library, laboratory and administration.
5	Closing	Hopes, limitations of the program, invitation to all elements of the madrasah in the successful implementation of education

Academic management at MAN 4 Kediri is covered in the academic work program. Chapter 1 consists of an introduction which discusses the background to the need for a well-structured work program, the legal basis for implementing academic administration, as well as the aims and objectives of the academic program. Chapter 2 explains the academic components which include setting work programs, teaching and learning activity programs, evaluations and educational reports. Chapter 3 explains in more detail the implementation of academic activities in the form of a table that breaks down each month in both odd and even semesters. In chapter 4, the duties of each component are explained which are related to each other, including the duties of the madrasa head, deputy madrasa head, teachers, homeroom teacher, picket teacher, guidance counselor, library, laboratory and administration. Meanwhile, the closing chapter contains

¹² Mulyasa, E. (2014). *Manajemen berbasis madrasah*. Bandung: Remaja Rosdakarya. (hlm. 42-43)

¹³ Wibowo, A. (2017). *Manajemen pendidikan: Pendekatan dan praktik di Indonesia*. Jakarta: Rajawali Press. (hlm. 58-59)

¹⁴ Ibid...60-62

hopes, limitations of the program, and an invitation to all elements of the madrasah in the success of providing education.

Student Management

Student management is a systematic management process for various activities involving students in order to support the continuity and effectiveness of the learning process in educational institutions. Essentially, student management aims to create orderly, orderly and conducive conditions, which in turn supports the achievement of broader educational goals, namely to make the life of the nation smarter through increasing knowledge, skills and the formation of religious and social attitudes in students. In this context, the madrasa head as a student leader and manager has a central role in planning, organizing and implementing various activities related to students. These activities cover three main aspects, namely: first, acceptance of new students in accordance with the vision and mission of the madrasah, second, student development which includes developing academic, emotional and social potential, and third, strengthening activities that lead to strengthening character and student achievement through various structured and sustainable programs. Thus, student management not only aims to ensure smooth learning, but also to optimize students' personal and social development in accordance with national education goals.

The implementation of student management at MAN 4 Kediri is guided by the work program that has been prepared by the student team. This team designs student programs which is chaired by the deputy head of student affairs. In more detail, the student affairs work program is as follows.

Table 2. Work program of the deputy head of student affairs

No	Bab	Uraian
1	Introduction	Background, general policy, legal basis
2	Functions, vision and mission, goals and student strategies	Student functions, madrasah vision and mission, student goals and student policy strategies in madrasahs
3	Deputy head of student affairs work program	Short and long term work programs
4	Closing	Conclusions and suggestions

The table above explains the student affairs work program at MAN 4 Kediri. There are 4 chapters starting with an introduction containing background, general policy programs and the legal basis for implementing student programs. Chapter 2 explains the vision and mission of the madrasah, objectives and policy strategies in implementing student programs. The short-term and long-term work programs are presented in chapter 3, while the final chapter is a closing consisting of conclusions and suggestions.

The student work program at MAN 4 Kediri strategically supports improving the quality of education by integrating a holistic approach that includes developing students' academic, character and life skills. Through well-organized extracurricular activities, such as Olympics, arts, sports and religious activities, students are empowered to develop their potential beyond the boundaries of the formal curriculum. Systematic character and leadership development programs, including motivational training, counseling and

psychological assistance, play an important role in forming students who not only excel in academic competence, but also have emotional intelligence, integrity and mental toughness. This approach not only prepares students for success in the academic world, but also equips them with the social and moral skills necessary to face global challenges. Thus, the student work program at MAN 4 Kediri is the main pillar in creating an integrated educational environment, oriented towards developing students' overall potential, and supporting the achievement of higher quality education that is relevant to the demands of the times.

Infrastructure Management

Facilities and infrastructure management is a management process that includes planning, providing, maintaining and organizing physical and non-physical facilities needed to support educational activities. Facilities include furniture, equipment, educational media, books, consumables, and other equipment that supports learning, while infrastructure includes land, classrooms, leadership rooms, educators' rooms, library rooms, laboratories, sports rooms, places of worship, and other facilities. . In the context of Islamic educational institutions, management of facilities and infrastructure plays an important role in creating a conducive learning environment and supporting an effective learning process. Good management will ensure that adequate facilities are available for academic activities as well as religious, social and creative activities, so that they can support the achievement of the goals of Islamic education, which not only focus on the development of knowledge, but also on the formation of students' morals and character in accordance with the values. Islamic values.¹⁵

The work program of the deputy head of the madrasah for infrastructure consists of 5 chapters which include; (1) introduction, (2) administration of educational facilities, (3) work program, (4) budget plan, and (5) conclusion. The introductory chapter describes the rationale for preparing the work program, the legal basis underlying it, the aims, objectives and targets of the program. In chapter 2, the work program explains the meaning of administration of educational infrastructure, its supporting components, the relationship between the infrastructure and the teaching program, maintenance, function and objectives of the administration of educational infrastructure. The work program is explained in more detail in chapter 3 which contains targets, work programs both short and long term and work plans that will be implemented in the current year. In chapter 4, it is explained about the costs that come from DIPA funds and madrasah committees. The last chapter or chapter 5 contains hopes and suggestions for the development of madrasahs in the following years.

Public Relations Management

Public relations management (public relations) in Islamic educational institutions is a systematic effort in planning, implementing and evaluating communication activities aimed at building a positive image and harmonious relationships between Islamic educational institutions (such as Islamic boarding schools, madrasahs or Islamic schools) and the community, parents, , students, government, and media. The main focus of public relations management in Islamic educational institutions is to disseminate Islamic values contained in the curriculum and educational activities, increase transparency, and strengthen the role of institutions in realizing educational goals in accordance with Islamic teachings. Apart from that, public relations also functions in managing relationships between stakeholders, handling issues that may arise, and

¹⁵ Hidayat Rizandi, Muhammad Arrazi, Asmendri, Milya Sari. 2023. Pentingnya Manajemen Sarana dan Prasarana dalam Meningkatkan Mutu Pendidikan. *Akademika. Jurnal Pendidikan Islam*. Vol 5 No 1. Hal 47-59. <https://doi.org/10.51339/akademika.v5i1.745>

promoting the institution's superior programs to increase community participation and build public trust. Thus, public relations management in Islamic educational institutions does not only talk about promotion, but also about strengthening the moral and spiritual values that are the foundation of Islamic education.¹⁶

The importance of public relations management in Islamic educational institutions is to ensure that the messages conveyed are in accordance with the values of Islamic teachings and can strengthen relations between Islamic educational institutions and the wider community. At MAN 4 Kediri the steps in relations with the community are contained in the work program of the deputy head of the madrasah for public relations, which contains 4 chapters.

Strategy Implementation

The functions of the four fields of academic, student affairs, infrastructure and public relations then form the madrasah work program which is summarized in the Madrasah Work Plan (RKM). This Madrasah Work Plan is then implemented based on 8 educational standards. The following is the implementation of the madrasah work program which is a generalization of academic, student affairs, infrastructure and public relations programs.

Based on graduate competency standards, MAN 4 Kediri students' interest in learning is getting better. This is shown by the increasing number of students continuing their education through the SNBP, SNBT, SPAN PTKIN, and UM PTKIN routes as well as the independent route at leading PTNs and PTKINs. Increasing learning motivation in higher education is of course supported by competent teaching staff as demonstrated by the standards of educators and educational staff. MAN 4 Kediri has 70 teaching staff, 59 of whom have a Bachelor's degree (S1) and 11 have a Master's degree in Education. Of that number, 37 people have been certified educators and have the title of professional teacher. The excellence of MAN 4 Kediri graduates is supported by 11 educational staff with only 3 high school graduates while the others are undergraduates (S1).

MAN 4 Kediri has a land area of 12,000 m², 36 study groups and 1150 students, 4 local three-story buildings, 18 local two-story buildings, 24 local one-story buildings, 1 teacher's room, 1 TU room, 1 Head's room, and 1 library. This adequate standard of facilities and infrastructure is supported by the formulation of a Vision and Mission which is in line with the vision and mission of the Ministry of Religion, has a Madrasah Work Plan (RKM), Madrasah Operational Curriculum (KOM) and has collaborated with related industries as a form of development of the implementation of madrasah plus skills .

Funding for learning at MAN 4 Kediri comes from government funds in the form of DIPA and community self-help in the form of madrasah committees. This funding is intended to provide financial support in each field of management, including academics, student affairs, infrastructure and public relations. Meanwhile, regarding assessment standards, MAN 4 Kediri has prepared and developed planning and implementation of assessments to achieve student competency based on Learning Achievements (CP) at each mid-semester,

¹⁶ **Mustafa Habib, Umi Masnah Sihombing², Utia Rahmadani³, Wirahayu⁴. 2021.** Pentingnya Manajemen Humas di Lembaga Pendidikan Islam. Edu Society: Jurnal Pendidikan, Ilmu Sosial, dan Pengabdian Kepada Masyarakat. Vol 1 No 2 2021, hal 269-275. Available online at : <https://jurnal.permapendis-sumut.org/index.php/edusociety>

end of semester and end of year.

In general, in improving the quality of education MAN 4 Kediri is always guided by madrasa work programs and work programs in the fields of academics, student affairs, infrastructure and public relations with the following stages:¹⁷ Improving the quality of education through input, process and output of students in accordance with the expectations of student guardians, qualifications of educators and education personnel, completeness of facilities and infrastructure. Quality improvement by paying attention to the expectations of student guardians regarding MAN 4 Kediri's output which is superior in religious knowledge with Islamic character education. The role of stakeholders in fostering enthusiasm for work by instilling the intention of rukhud da'wah in working in accordance with their respective main tasks and functions. Rewards for the performance of educators and education staff with promotions. Increasing educational resources and educational personnel with training according to their respective fields. Developing students' potential by participating in Olympic events for each subject.

Evaluation Through Regular Meetings And Monitoring.

Things that need to be watched out for and further improved in improving the quality of education at MAN 4 Kediri are (1) the totality of madrasah managers in fostering self-awareness of teaching and education staff in every activity (2) environmental scrutiny regarding educational developments in the surrounding environment through observations involving internal stakeholders and external both in the process of formulating the vision, mission and goals of the madarasah as well as in implementing activities.

Strategy Evaluation

Strategy evaluation is the process of assessing the implementation of strategies that have been implemented in educational institutions to achieve the desired goals. This evaluation aims to measure the achievement of educational goals through the implementation of strategies designed and determined together. This evaluation takes the form of objective control and assessment, as well as providing feedback in decision making. Strategy evaluation at MAN 4 Kediri consists of; academic evaluation, student evaluation, infrastructure evaluation and community relations evaluation.

Quality of education at MAN 4 Kediri

Etymologically, quality is defined as an increase in level towards improvement or stability. Because quality means the weight or high or low of something. So in this case the quality of education is the implementation of education in an institution, to the extent that education in that institution has achieved success. According to Ace Suryadi and H.A.R. Tilaar, the quality of education is the ability of educational institutions to utilize educational resources to improve learning abilities as optimally as possible.¹⁸

According to Crosby, quality is: conformance to requirement, yaitu something that is in accordance with requirements or standards. A product has quality if it complies with predetermined quality standards or criteria, these quality standards include raw materials, production processes and finished products. Meanwhile, Juran stated that quality is fitness for use, this means that a product or service should be in accordance with what is needed or expected by the user. Quality planning is the initial process in a quality management cycle. Juran's Trilogy (1986) shows three important processes that are interrelated, namely quality planning, quality control and quality improvement. The quality

¹⁷ Wawancara dengan waka bidang akademik, kesiswaan, sarpras dan humas pada tanggal 30 November 2024

¹⁸ Ace Suryadi dan H.A.R Tilaar, *Analisis Kebijakan Pendidikan Suatu Pengantar* (PT.Remaja Rosdakarya, Bandung, 1993), 159

planning stage involves determining customer needs and developing products and processes necessary to meet consumer needs. Quality control is an important process to ensure that the realization of production operations is in accordance with predetermined plans. Improving quality is a process for companies to acquire consumers and make them permanent customers. Efforts to improve quality cannot be separated from quality planning, because good quality is caused by proper planning.

The quality planning process is determining the design, services, or processes required by customers, businesses, and operational needs to produce a product before it is produced. Juran's approach to quality planning involves several activities, namely: 1) customer identification; 2) determine customer needs; 3) creating product features that can meet customer needs; 4) create a process capable of producing product features under operating conditions, 5) transfer or divert the process to operations.¹⁹

In the educational context, quality refers to the effectiveness of the learning process and the achievement of desired results. A quality education process involves a number of important elements, such as teaching materials that cover cognitive, affective and psychomotor aspects, as well as teaching methodologies that are adapted to the teacher's competencies and needs. Apart from that, the quality of education is also influenced by madrasa facilities and infrastructure, an efficient administrative system, and adequate human and material resource support. All of these factors must be integrated in creating an environment conducive to learning. Madrasah management plays a central role in aligning and synergizing all these components, both in curricular and extracurricular activities, both inside and outside the classroom, to support effective interaction between teachers, students and other supporting resources. This synergy, in a supportive context, is the main determinant in achieving quality educational goals, both in academic and non-academic dimensions.

Quality in the context of educational "results" refers to the results or achievements achieved by the madrasah at any given time. Achievements achieved or educational results (student achievement) can be in the form of academic ability test results, for example daily tests, end of semester or end of year. You can also achieve achievements in other fields such as sports, arts or certain additional skills. Even madrasah achievements can be in conditions that cannot be maintained, such as an atmosphere of discipline, closeness, mutual respect, cleanliness and so on. Apart from that, the quality of education is the capability of the basic education system, both in terms of management and in terms of the educational process, which is directed effectively at increasing added value and input factors in order to produce the highest possible output.

Good quality education can produce graduates who have the basic ability to learn, so they can follow and even become pioneers in reform by optimally empowering educational resources through good and conducive learning. Quality madrasas are also known as high-achieving madrasas, good madrasas, successful madrasas, effective madrasas, or superior madrasas. A superior and quality madrasah is a madrasah that is able to compete with students outside the madrasah. It also has good and strong cultural roots and moral ethical values (morals).²⁰

Quality education is education that is able to answer various challenges and problems faced now and in the future. From this it can be concluded that the quality of education is the ability of educational institutions and systems to

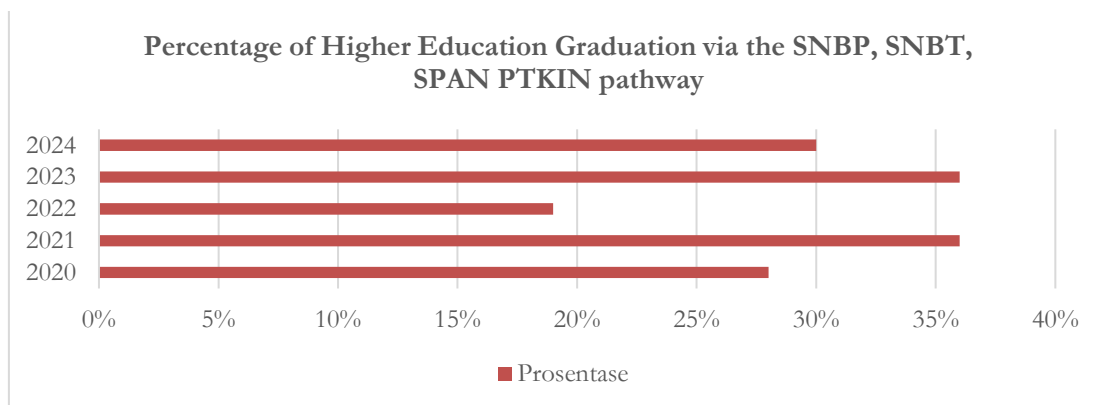
¹⁹Gusti Lestari, Penerapan Sistem Manajemen Mutu ISO 9001:2008 di Perusahaan Konstruksi, *Ganeç Swara* Vol. 9 no.1. 2015. 123.

²⁰ Abdul Chafidz, *Madrasah Unggul Konsep dan Problematikanya*, (MPA No. 142, Juli 1998), 39

empower educational resources to improve quality in accordance with educational expectations or goals through an effective educational process.

Good quality education is demonstrated by graduates who have academic and non-academic achievements who are able to become pioneers of reform and change so that they are able to answer various challenges and problems faced, both now and in the future. The quality of education at MAN 4 Kediri is demonstrated by the increasing number of students who are motivated to continue their education to a higher level.

Table 10. Percentage of Alumni Continuing to State Universities



The data above shows that there are fluctuations in students accepted at state universities in Indonesia. To be able to compete at the national level, superior quality is needed which is able to produce students who have high competitiveness as shown in the diagram above. That's why it requires the involvement of all madrasah residents. In this case, the head of the madrasah is obliged to create a conducive organization, analyze positions and jobs, prepare job descriptions, place people according to their educational background and expertise, and according to the workload and workload evenly. All madrasah residents are given tasks and functions according to their skills, talents and interests. No matter how big or small, all madrasah residents must be involved, given tasks, roles and functions in improving the quality of education in the madrasah, starting from the madrasah head himself, the madrasah committee, teachers, administrative staff, librarians, laboratory assistants, students and parents.

The involvement of all MAN 4 Kediri residents takes place from planning, organizing, staffing, directing, commanding, coordinating, communicating, budgeting, leading, motivating, compensating and up to controlling. With this involvement, they carry out their duties, roles and functions with full responsibility and commitment. According to Goetsch and Davis, the involvement of all madrasah residents, as quoted by Arini, is a form of providing satisfaction to internal customers so that they are willing and able to provide satisfactory educational services to their external customers.²¹

Empowering MAN 4 Kediri teaching staff as educational practitioners is very effective, because they are the spearhead of the educational process. Therefore, madrasah heads as leaders and managers of educational institutions, must place teachers in professional positions by improving their education, financing the teaching and learning process, and curriculum development as

²¹Arini, Dorothea Wahyu, *Manajemen Kualitas Pendekatan Kualitatif*, (Jakarta: Ghalia Indonesia, 2015), 35.

priorities for madrasah programs. As implementers of the teaching and learning process, teachers are a very dominant and important factor in education, because for students teachers are often used as role models and even as figures of personal identity. Therefore, teachers must have adequate behavior and abilities to develop their students as a whole, carrying out their duties well in their profession. In a special sense, it can be said that every teacher has the responsibility to bring their students towards maturity or a level of maturity. In this case, the teacher is not merely a "teacher" who transfers knowledge, but also as an "educator" who transfers value, and at the same time as a "guide" who provides direction and guidance to students in learning.²²

In this regard, teachers actually have a unique and complex role in the teaching and learning process in an effort to lead students or students in the desired direction. Therefore, teachers are needed who are professional and have a high spirit of performance, as stated by Sagala, that teachers have big duties and responsibilities for the success of the Teaching and Learning Process (PBM), which include; create teaching modules, carry out Teaching and Learning Activities (KBM), develop each area of teaching that is their responsibility, examine the list of students, and make notes on the progress of each student's learning outcomes.²³

Regarding the enormous duties and responsibilities of teachers, Sagala said that, in general, teachers' duties and responsibilities include: 1) passing on culture in the form of skills, intelligence and empirical experience to students, 2) forming children's personalities, 3) delivering children students to become good citizens, 4) direct and guide children, so that they have maturity in speaking, acting and behaving, 5) functioning as a liaison between the madrasah and the local community, 6) being able to supervise and enforce discipline both for himself, his students and others, 7) functioning as an administrator and manager who is liked 8) carrying out his duties perfectly as a professional mandate, 9) as a planner and implementer of the curriculum, as well as evaluating its success, 10), guiding children to learn to understand and solve the problems they face, and 11) must be able to stimulate students to have high enthusiasm and a strong passion for their learning.²⁴

The role of the madrasa head in supporting teachers' duties to improve the quality of education is closely related to the madrasa head's ability to carry out managerial, supervisory and leadership functions synergistically. As a manager, the madrasa head is responsible for creating an efficient system for managing resources, both people, facilities and infrastructure, to support optimal learning activities. As a supervisor, the madrasa head must be able to design and implement a targeted supervision program, as well as use the results of supervision to provide constructive feedback to increase teacher professionalism. As a leader, the madrasa head plays a role as a role model in creating a madrasa vision and culture that supports improving the quality of education, as well as motivating and inspiring teachers to continue to innovate in the learning process. The synergy between these three roles creates a conducive environment for developing teacher competence and ultimately improving the quality of education in madrasahs.

CONCLUSION

Strategic management is related to the process of producing strategic plans and policies as the embodiment of applied strategies that function to

²² Sardiman, AM, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: Raja Grafindo Persada, 1996), 25.

²³ Sagala, *Manajemen Strategik*....,93.

²⁴ Sagala, *Kemampuan Profesioanal*...12.

achieve company goals in the long and short term. Madrasah-based strategic management is a continuous process starting from strategy formulation, continuing with implementation and then moving towards a review and refinement of the strategy, because conditions inside and outside the company/organization are always changing.

The implementation of madrasa-based strategic management in improving the quality of Islamic education at MAN 4 Kediri is carried out by making all managerial areas effective, including academics, student affairs, facilities and infrastructure, and public relations. These work programs from various fields then become work programs (proker) which serve as guidelines and direction in carrying out madrasa activities.

A good work program can create quality education that is able to answer various challenges and problems faced both now and in the future. Quality or quality of education is the ability of educational institutions and systems to empower educational resources to improve quality in accordance with educational expectations or goals through an effective educational process.

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