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RESEARCH ARTICLE

EVALUATING THE IMPLEMENTATION OF STRATEGIC PLANNING IN HIGH SCHOOL OF SOCIAL AND POLITICAL SCIENCES OF MUHAMMADIYAH RAPPANG, SOUTH SULAWESI

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Manuscript Info	*Abstract*

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The purpose of this study is to evaluate the implementation of the strategic planning in STISIP Muhammadiyah Rappang in the field of cooperation, and fostering students and graduated, from aspects; 1) foundation of needs and goals; 2) the planning of structuring strategy and governance; 3) conducting socialization and programs in the field of cooperation, and fostering students and graduated; 4) the results of the achievements and benefits of program implementation. This research is an evaluation research using the CIPP model, with a qualitative approach. Data collection techniques include; interview, observation, and document review. The results obtained that the implementation of the strategic planning in the field of cooperation, and fostering students and graduated of STISIP Muhammadiyah Rappang are in the "Good" category, in terms of aspects; 1) the foundation of formulation qualifies the aspects of the needs and goals of the institution which refers to the vision, mission and results of internal and external environmental analysis as well as the needs of the world of work in a national perspective, Muhammadiyah association or region; 2) structuring strategy planning and governance support program implementation, according to workload requirements and applicable laws and regulations; 3) the implementation of the socialization of vision, mission, goals, and programs is carried out through academic and non-academic activities, by utilizing offline and online media. The implementation of programs in the field of cooperation and fostering students and graduated with a good governance system, through the stages of preparation/planning, implementation, monitoring and evaluation; 4) the results of achievements and implementation benefit in terms of the amount of cooperation and program realization as well as increasing public confidence in STISIP Muhammadiyah Rappang. However, in each of this evaluation component is still found a number of obstacles and further repairs and improvements are needed.

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Introduction:-

The Government of the Republic of Indonesia established a number of standardization regulations for the implementation of higher education that apply to every higher education, both public and private. As stated in the Regulation of the Minister of Research, Technology and Higher Education (PERMENRISTEKDIKTI) Republic of Indonesia No. 44 Year 2015 Regarding National Standards for Higher Education, Article 1 paragraph 1 which states that "National Standards of Higher Education is a unit of standards covering national standards of education, supplemented by national standards of research, and national standards of community service. This standardization is driven by the reality of regional and global competition in various fields, and the development of science and technology in order to produce intelligent and professional Indonesian human resources who are able to compete in the world of work at national, regional and international levels. Therefore, state and private higher education certainly mobilize all their resources through creative and innovative efforts to formulate and realize strategic programs, in order to meet the standards as required by the government.

To fulfil standards and be able to compete regionally and globally, a good strategic planning for higher education is needed. The opinion of experts about the strategic planning, Tafti, Jahani, & Emami, (2012, p. 57) explains "Strategic planning is a systematic process that determines the goals for at least three years, develops the strategies and uses the resources to achieve these goals and means that 'the objectives and elements of corporate strategic planning are identified". At the same time, organizations needed a comprehensive plan to deal with external changes and many managers tried to apply strategic planning in their organizations. Therefore, strategic planning in organizations had been used officially. At that time, the environment was somewhat stable, so a few organizations were able to predict the future". Akyel, KorkusuzPolat, & Arslankay, (2012, p. 68) explain "Strategic planning is the designing of an institution's future by analyzing its present situation, the analysis of those targets which it wants to attain in the future and how it will attain these targets and the effective and efficient use of its resources to this end". This is in line with the opinion of Nazemi, Asadi, & Asadi, (2015, p. 2) explain that "In current changing environment, without a clear strategy and permanent monitoring of the dynamic environment, which is an inevitable and integral part of the leaders' duties, survival and goal achievement appears to be extremely difficult. To assure success in dealing with unfamiliar situations, organizations take the advantage of various managerial tools. Strategic planning is an instance of such. In other words, in order to survive or grow in the present changing business environment, organizations need more sophisticated and contemporary strategic plans".

The strategic planning program for each institution or organization is different, depending on the core business of the institution concerned. Abbas, (2014, pp. 98–99) explains that "Planning at higher education is targeted at the higher education tridharma, namely education-teaching, research and community service". The preparation of the plan referred to above is integral and holistic. Integral means a unified plan that is inseparable from each other in higher education tridharma in order to realize the vision and mission of higher education. Holistic means comprehensive planning in which all components of higher education such as administrative activities, human resources, infrastructure, budget/funds are all directed at achieving the goals, vision and mission of higher education. In realizing higher education tridharma, each higher education needs to formulate a strategic planning that contains various fields of programs, including the fields of cooperation, and the field of fostering students and graduated, which are directed to overcome the reality faced by higher education namely competitiveness, relevance, and organizational health.

This is in line with the findings of Handayani, (2015, p. 53) explains that; "In the global labor market, in 2030 Indonesia is expected the lack of educated and skilled workers, but an excess of non-skilled workers. The gap between the demand and the availability of educated workers is also supported by ILO (2015) about workers who do not fulfil the educational and skills qualifications of which the proportion reaches more than half. The existence of these problems are increasingly urgent to be overcome in line with the enactment of the ASEAN Economic Community and various other regional agreements at the global level, because of the lack of educated and skilled workers will be filled by foreign workers. Thus the cooperation and synergy of higher education with the business and industry world both at the national and international level needs to be improved".

To fulfil the above conditions, STISIP Muhammadiyah Rappang has formulated a strategic planning, which begins with establishing the vision of "Becoming a superior higher education, professional, Islamic and able to play an active role in nation building through the process of education, research and community service in 2025" (STISIPM, 2016, p. 2). However, in the formulation of a strategic planning, a number of common obstacles were encountered, including; lack of data and information as a basis or basis for formulating a plan, lack of experience in making plans,

lack of willingness to develop plans and tend to be complacent with the achievements obtained without taking into account future challenges. In addition to the obstacles in the formulation, also encountered obstacles in its implementation, among others; (1) there is no adjustment and readiness of lecturers and staff resources to realize the strategic plan, (2) funding, (3) limited infrastructure, (4) governance system, and others. Nevertheless, the Chairman of STISIP Muhammadiyah Rappang continues to provide support and reinforcement to stakeholders to realize the vision that has been set.

The results of research conducted by Fortune magazine in Nazemi et al., (2015, pp. 2-3) write that "As organizations move toward, they face different berriers. A study conducted by Fortune magazine revealed that 90% of the strategies were failures, and the most important cause for this is believed to be the weak implementation of the strategies". The formulation of a good strategic planning is not necessarily successful in overcoming the challenges faced by higher education, if not supported by the implementation of a good strategy. For this reason, it is important to conduct an evaluation study of the formulation and implementation of the strategic planning. Stufflebeam, Daniel L., (2014, p. 64) explains that; "The definition of an evaluation theory is more demanding than that of an evaluation model (an evaluation theorist's idealized conceptualization for conducting program evaluations). An evaluation theory is defined as a coherent set of conceptual, hypothetical, pragmatic, and ethical principles forming a general framework to guide the study and practice of program evaluation". Forunier in John M., (2006, pp. 9-10), has summarized and well-illustrated the logic of evaluation, namely; (1) Establishing criteria of worth. On what dimensions must the evaluand do well? (2) Constructing standards. How well should the evaluand perform? (3) Measuring performance and comparing with standards. How well did the evaluand perform? (4) Synthesising and integrating evidence into a judgement of merit or worth. What is the worth of the evaluand?

Kellaghan, Patrick College, Dublin, & Ireland, (2010, p. 150) explain that "Evaluation research may be defined as a form of disciplined and systematic inquiry that is carried out to arrive at an assessment or appraisal of an object, program, practice, activity, or system, with the purpose of providing information that will be of use in decision making". Specifically educational evaluation research is needed to design, refine, and test the implementation of an educational practice. In designing a program, activities are needed data as evaluation result of past educational programs or activities, existing conditions and demands and needs for new programs. Klenowski, (2010, p. 335) explains that "Evaluation has been defined as the processes of description, analysis, and judgment of educational programs, practices, institutions, and policies for a range of purposes".

This study uses the CIPP evaluation model, which emphasizes on 4 (four) evaluation components namely; context, input, process, and product. Stufflebeam in Chatterji, (2010, p. 739) explains that "Integrated designs that are more" systemic "have been recommended for educational program evaluations, both in the past and, more recently, in the context of evidence-based education. Awell-known systemic framework is the context, input, process, product (CIPP) model. The CIPP approach is a developmentally oriented and organization-focused approach to evaluation, with an aim to improve rather than simply prove whether an entity and its parts work". The same opinion was expressed by Lippe & Carter, (2017, pp. 1-2) explain that "The context, input, process, product (CIPP) evaluation model (Stuf-ebeam et al., 1971) provides a theoretical framework that can guide the determination of a program's overall quality and merit. The CIPP model requires the consideration of multiple aspects of a program, including input from representative stakeholders, to conduct a comprehensive assessment. These aspects are assessed via four main evaluations (context, input, process, and product), which collectively provide data to assess the overall program.

Strategic planning included in the category of program evaluation studies. Worthern et al. in Hakan & Seval, (2011, p. 593); "Classify evaluation approaches into six groups such as objectives oriented, management-oriented, consumer-oriented, expertise-oriented, adversary-oriented and participant-oriented approaches. Management-oriented evaluation approach is one of the most important approaches serving managers who are responsible for planning, implementing and evaluating programs. In education, management-oriented evaluation approach provides managers with information about the implemented programs". To carry out the strategic planning evaluation process it is necessary to understand the relationship of the evaluation process to the program's life cycle itself. Love, (2010, p. 799) explains that the sequence of events in the program life cycle with standards developed by a joint committee on standards for educational evaluation (1994), namely; "that stage 1 in the program life cycle is assessing the need for the program; stage 2 is planning the program design and clarifying the program theory; stage 3 is establishing the processes of program delivery and implementing the program; stage 4 is the generation of outcomes by a fully implemented program; and stage 5 is weighing the costs and benefits of the program". Stufflebeam & Guili (2017, p.

39) describe the design of the interrelationship between the CIPP evaluation component and the program, namely; (1) the context component is related to the goal, (2) the input component is related to the plan, (3) the process component is related to the implementation, and (4) the product component is related to the results achieved.

This study aims to evaluate the implementation of strategic planning of STISIP Muhammadiyah Rappang for period 2016-2020 in terms of aspects; (1) the basis for the formulation of the strategic planning, namely the needs and objectives; (2) strategic planning, i.e., a governance strategy and structuring; (3) the implementation of the strategic planning, namely the socialization of the vision, mission, goals, and implementation of the cooperation program, and the fostering of students and graduated, and (4) the results of the achievements and benefits of implementing the strategic planning. The benefits of this research consist of theoretical benefits and practical benefits. Theoretically as developing scientific insights in the formulation and implementation of higher education strategic plans and practically becoming the basis of information and consideration for leaders of STISIP Muhammadiyah Rappang in making decisions, whether the program is continued, refined, modified, or stopped, as well as information and basic material for the formulation consideration the next strategic planning program.

Method:-
This type of research is an evaluation study with a qualitative approach, using an evaluation model of Context, Input, Process, and Product (CIPP). The study began from July 2017 to December 2018, with data collection using interview guidelines, observation guidelines, and documents. This study was designed from the connection between the CIPP evaluation component and the STISIP Muhammadiyah Rappang strategic planning program, namely; (1) the context component examines needs and goals; (2) the input component examines the governance and structuring strategy; (3) the process component examines the socialization of the vision, mission, goals, and implementation of the cooperation program, and the fostering of students and graduated; (4) The product component examines the results of the achievements and benefits of program implementation. Data analysis in this study uses the qualitative data analysis techniques of Miles & Huberman interactive model namely data reduction, data presentation, and drawing conclusions/verification. Conclusions are drawn after comparing data that has been analyzed with established evaluation criteria, using five choice categories, with a range of percentage scores is > 80% is very good classification, > 60-80% is good classification, > 40-60% is sufficient classification, > 20-40% poor classification, and ≤ 20 very poor classifications (Eko, 2015, p. 242).

Results and Findings:-
Context Evaluation (Basis of Needs and Goals):
The formulation of STISIP Muhammadiyah Rappang strategic planning is determined based on the development of the institution's vision, mission, and basic values of institution are "superior, professional, and Islamic" and the results of internal and external environmental analysis with actual issues, including; competitiveness, relevance in the world of work, organizational health, and higher education autonomy. This is aimed to fulfil the needs of the world of work in accordance with the national wisdom of the Indonesian people, the Muhammadiyah association, and regional local wisdom.

The findings of this study indicated that the foundation for the formulation of the STISIP Muhammadiyah Rappang strategic planning in terms of aspects of needs and goals is in the good category, or in other words that the evaluation criteria are fulfilled. However, it is necessary to continue to adjust the vision, mission and goal as well as an analysis of STISIP Muhammadiyah Rappang environmental conditions in order to realize the relevance and competitiveness of graduated in the world of work at the global, regional, national and district levels.

This is in line with the policies of the Muhammadiyah Central Leadership in accordance with the Decree of Muhammadiyah Congress the 47th in Makassar in 2015, the Tetiary Education Sector Program for period 2015-2020, by establishing the vision of "Developing the Development of Muhammadiyah Higher education functions based on Al Islam-Kemuhammadiyahan, holistic integrative, well-managed, and competitive and superior". Fattah, (2016, pp. 1-2) explains that "Strategic concepts pay serious attention to the formulation of the organization's vision, mission, goals and organization target, the factors that become its strengths and weaknesses, as well as the opportunities and challenges faced by each organization. Analysis of the factors mentioned above is very important in making strategic decisions. Industrial globalization and global marketing must be recognized to have a strong influence on changes, opportunities, and threats that have implications for companies to carry out strategic

reformulations in accordance with the results of the study. Thus, determining the company's strategic goals and target must readjust to the values and interests of stakeholders that often change".

In current changing environment, without a clear strategy and permanent monitoring of the dynamic environment, which is an inevitable and integral part of the leaders' duties, survival and goal achievement appears to be extremely difficult. To assure the success in dealing with unfamiliar situations, organizations take the advantage of various managerial tools. Strategic planning is an instance of such. In other words, in order to survive or grow in the present changing business environment, organizations need more sophisticated and contemporary strategic plans (Nazemi et al., 2015, p. 2). Akyel, KorkusuzPolat, & Arslankay, (2012, p. 68) explains that "Strategic planning is the designing of an institution's future by analyzing its present situation, the analysis of those targets which it wants to attain in the future and how it will attain these targets and the effective and efficient use of its resources to this end".

Thus it can be concluded that in terms of the context component, the STISIP Muhammadiyah Rappang strategic planning for the period 2016-2020 was formulated based on the foundation of the needs and goals of a good STISIP Muhammadiyah Rappang. However, it is necessary to continue to adjust the vision, mission and goals as well as an analysis of the state of STISIP Muhammadiyah Rappang in accordance with the development of science and technology and the needs of the graduated job market.

Input Evaluation (Structuring Strategy and Governance):

The formulation of the STISIP Muhammadiyah Rappang strategic planning is determined by the restructuring of institutional organs as well as the main tasks and functions according to the needs of the institutional workload. Proven by; (1) changes in the Institute for Research and Community Service (LPPM), developed into two separate institutions namely to become a Institute of Scientific Research and Publication (LPPI) with the main task and function of managing a faithful research and publication program, and the Institution for Empowerment and Community Service (LPPM) with the main task and function of managing community empowerment programs and community service programs; (2) the establishment of the Institute for Cooperation and the Office of International Affairs (LKKUI) with the main task and function of managing cooperation and international affairs; (3) Establishment of Deputy Chair IV with the main task and function of assisting the chairman in managing Al-Islam and Kemuhammadiyahan fostering. Meanwhile in the aspect of governance, it was found that it was running in a credible, accountable, transparent and fair manner at all levels, in accordance with the Muhammadiyah Central Executive Board Regulations and the Muhammadiyah Central Board of DIKTILITBANG Assembly Provisions.

The findings of this study indicate that the strategic planning of STISIP Muhammadiyah Rappang in terms of the aspects of structuring strategy and governance is in the good category, or in other words that the evaluation criteria are fulfilled. However, from the aspect of restructuring, adjustments must be made according to the needs of the workload while continuing to increase their respective roles and functions in accordance with the basic tasks and functions stipulated, and in accordance with applicable regulations.

This is reinforced by the opinion expressed by Sampurno, (2011, p. 131) explaining that "Company leaders must identify sharply and clearly about strategic issues and the problems that are predicted to be faced by the company. For this reason, a company must have a strategic action plan to respond to strategic issues including; challenges of global competition, resistance to competing product innovations, reduction of the company's high costs and maintaining the company's growth rate".

Bontempo et al. (2015, pp. 2963-2964) explains that "The strategic planning process can be summarized in four steps. The first stage is responsible for operating organizational environments, values and vision. In a second step, it is necessary to analyze how to gain competitive advantage over competitors. The third stage of planning summarizes to define the goals, strategies, policies and guidelines of the company. To complete the drafting process, the fourth step, control and evaluate the activities planned for them to meet their specific goals". Furthermore, Chen et al., (2015, pp. 3710-3711) suggests that the steps of the strategic planning process include six stages namely; (1) envisioning, (2) social situational analysis, (3) strategic formulation, (4) taking action, (5) evaluating, and (6) sustaining.

Thus it can be concluded that in terms of the context component, the STISIP Muhammadiyah Rappang strategic planning for period 2016-2020 was formulated with a good structuring strategy and governance. However, regular adjustments need to be made according to the needs of the institutional workload and applicable regulations.

Process Evaluation (Implementation of the cooperation program, and the fostering of students and graduated):

Implementation of the socialization, namely; vision, mission, goals and STISIP Muhammadiyah Rappang program are carried out through manual and information technology-based (online) socialization. The socialization is carried out through brochures, banner stands, posters/banners distributed internally and externally on campus, both manually (offline) and through electronic media/information technology (online). In addition, the vision, mission, goals and programs, socialized in various activities, among others; leadership meetings, leadership meetings and work units, lecturer working groups meetings (KKD), new students boarding school (pesanmaba), organization student activities, briefing and opening of research and community service activities, graduation reports, and various other activities, both internal and external to the campus. Meanwhile, specifically for the vision and basic values, in addition to being socialized as described above, also delivered by lecturers at each beginning and/or ending lectures in class, and used as a tagline in every STISIP Muhammadiyah Rappang correspondence document, office uniforms, asset identity, attributes student organizations, and others. Thus, the identity and vision of STISIP Muhammadiyah Rappang which has been established is very popular among academicians, both structural officials, lecturers, staffs, and students, even to the general public.

The implementation of the program in the field of cooperation, which is formed by the Institute for Cooperation and the Office of International Affairs, is divided into several stages, including; (1) planning stage; compile strategic plans in the field of cooperation and international relations, compile and formulate a master plan for development (RIP) in the field of cooperation and international affairs, set milestones of short-term, medium-term, and long-term development plans in the field of cooperation and international affairs, formulating short-term, medium-term and long-term program plans in the fields of cooperation and international affairs, and coordinating various collaborative activities and international affairs across study programs; (2) the implementation phase; make memorandum of understanding of cooperation and inter-institutional work agreements that there are 18 (eighteen) domestic cooperation and 8 (eight) foreign cooperation, carry out an integrated program of activities with university caturdharma programs (education, research, community service, and Al-Islam and Kemuhammadiyahan, which is realized in the form of information exchange and graduated recruitment cooperation, exchange of library materials and the development of librarian resources, preparation of accreditation forms, comparative studies in the management of study programs, KKN National Muhammadiyah, village website creation, mini seminars, students exchange, joint research, publications and seminars, distribution of human resources; (3) Monitoring and evaluation; monitoring is carried out closely by LKKUI and evaluation is carried out by the Internal Quality Assurance Agency (LPMI) by recording, processing and analyzing the findings, then submitting the findings to the Chairperson of STISIP, discussed at the leadership coordination meeting with the work unit, then delivered at the lecturer working group meeting (KKD). Based on the description of the research findings above, it can be concluded that the implementation of the field of cooperation run well. However, there are still some obstacles encountered in its implementation, including; the survey on satisfaction of cooperation partner institutions is not yet running.

The implementation of student fostering activities was assisted by Deputy Chairman III of STISIP Muhammadiyah Rappang. Based on the Strategic planning program that has been set, there are 3 (three) main program targets, namely; (1) the target of fostering student service units, (2) the goal of fostering student code of ethics, and (3) the goal of tracking and evaluating graduates. In its implementation divided into several stages, including; (1) planning stage; formulate policies and foster the preparation of work plans of units of student organizations, including; Muhammadiyah Student Association (IMM), Student Executive Board (BEM), State Administration Student Association (HIMAGARA), Government Science Study Program Student Association (HIMPOSIP), Student Activities Unit; (2) the implementation phase; fostering students in the realization of the program, including; Darul Arqam Elementary activities, Baitul Arqam Elementary, Student Administration Leadership Training, Government leadership training, Student sports and art week, canteen management, and others. In addition, there are also activities that are integrated with academic programs, namely education, research, community service, and Al-Islam and Kemuhammadiyahan; (3) monitoring and evaluation phase: the monitoring activities are carried out in an attached manner by the Deputy Chair III of the Student Affairs and Graduated, while the evaluation activities are carried out by the Internal Quality Assurance Agency (LPMI) by recording, processing and analysis and findings, then submitted to the Chairperson of STISIP, discussed in the leadership coordination meeting with the related work units/officials. Meanwhile for the management of new graduated organization, the formation of the STISIP Muhammadiyah Rappang Graduated Family Association (IKA) and other contributions which have not been well organized.

Based on the description of the research findings above, it can be concluded that the implementation of the field of fostering for students and graduated is going well. However, there were still a number of obstacles in implementation including; not yet maximized graduated tracking, there has been no survey of graduate user satisfaction, and there has been no ongoing Graduated Family Association program in supporting of the academic strengthening of the STISIP Muhammadiyah Rappang.

The research findings above show that the leaders and other stakeholders at STISIP Muhammadiyah Rappang have the ability to communicate, coordinate and mobilize and manage all the resources they have, so that the implementation of strategic planning runs well and systematically. Arthur A. J. in Eddy, (2016, pp. 202-203) explains that to carry out the implementation and evaluation stages of strategy well and successfully, company management needs to get used to and familiarize themselves with four basic types of expertise such as; (a) the ability to interact (interacting skills); this ability is demonstrated by the capability of the company's management to interact and empathize with various behaviors and attitudes of others to achieve their goals, (b) the ability to allocate (allocation skills); this capability is needed to support management's ability to schedule tasks, budgets, time, and other resources efficiently, (c) ability to monitor (monitoring skills); this capability includes the company's capability to use information efficiently to correct or resolve various problems that arise in the implementation process, (d) the ability to organize (organizing skills); is the ability to create informal networks or organizations in order to adapt to various problems that may occur.

Thus it can be concluded that in terms of the strategic planning process components of STISIP Muhammadiyah Rappang in period of 2016-2020 carried out with good categories, both from the aspect of socializing the vision, mission, program goals and program implementation in the field of cooperation and fostering students and graduated. However, there are still a number of obstacles encountered namely; the survey of satisfaction of cooperation partner institutions has not been conducted, the tracking of graduated has not been maximized, the survey of user satisfaction of graduates, and the Graduated Family Association program in supporting of the academic strengthening of STISIP Muhammadiyah Rappang.

Product Evaluation (Results and Benefits of Program Implementation):
The results of the achievements and benefits of the implementation of STISIP Muhammadiyah Rappang strategic planning in the field of cooperation, and fostering students and graduated, in terms of the realization of the cooperation program and fostering for students and graduated. For cooperation programs, realized in 18 (eighteen) cooperation with domestic institutions/agencies and 8 (eight) with foreign institutions/agencies, in various activities and producing several benefits, among others; absorption of graduated, increasing collection of library materials and librarian resources, completion of the reaccreditation process on time and increasing the value of accreditation from "C" to "B", increasing insight into the quality of study program management, developing national and international insight for students, increasing student skills in management website, increasing joint research and publications, as well as ongoing study abroad for lecturers. For student development is realized in a variety of programs both programs that are integrated in academic and non-academic activities, by producing various benefits namely; fostering the character and personality of students based on Islamic values, the growth of the academic climate of students, the growth of independence, the soul of student leadership, skills in managing the organization, the development of creativity, interest, and talent in the delivery, arts and sports as well as the entrepreneurial spirit of students, and the growth of student independence in carrying out the Ramadan safari every year. Meanwhile the benefits of fostering new graduated are contributions in supporting academic facilities and infrastructure.

The findings of the above research indicate that the implementation of STISIP Muhammadiyah Rappang strategic planning is in the very good category. Thus it can be interpreted that the success of a program is strongly influenced by good implementation of the planning and strategy of the program itself. This is as quoted from the results of research conducted by Fortune magazine explaining that "As organizations move toward strategic planning, they face different barriers. A study conducted by Fortune magazine revealed that 90% of the strategies were failures, and the most important cause for this is believed to be the weak implementation of the strategies (Nazemi et al., 2015, pp. 2-3).

Thus it can be concluded that in terms of the product component of STISIP Muhammadiyah Rappang strategic planning period of 2016-2020 has good results and benefits, which have an impact on individual leaders, lecturers and education personnel, students, and the impact on the institution. However, there are still lacks of realization of a number of programs namely; cooperation partner agency satisfaction survey, graduated tracking, graduate user

satisfaction survey, and Graduated Family Association (IKA) in formulating a sustainable program that supports the academic strengthening of STISIP Muhammadiyah Rappang.

Conclusions:-
Context Evaluation (Basis of Needs and Goals):
The foundation of the strategic planning formulation of STISIP Muhammadiyah Rappang for the period of 2016-2020 is in the category of "Good", because it has fulfilled the needs and goals of a good institution. However, improvements are still needed and necessary to continue to adjust the vision, mission and goals as well as an analysis of the state of STISIP Muhammadiyah Rappang in accordance with the development of science, technology, and art, as well as the needs of the graduated job market.

Input Evaluation (Structuring Strategy and Governance):
Planning for the 2016-2020 STISIP Muhammadiyah Rappang strategic planning is in the "Good" category, because it is formulated with a good structuring and good governance strategy. However, it is necessary to continue to adjust the structure and structure of governance according to the needs of the institutional workload and applicable laws and regulations.

Process Evaluation (Program Implementation of the cooperation program, and the fostering of students and graduated):
The implementation of the 2016-2020 STISIP Muhammadiyah Rappang strategic planning is in the "Good" category, because it has been carried out with the socialization of vision, mission, program goals and program implementation in the field of cooperation and fostering students and graduated well. However, there are still number of obstacles encountered namely; the survey of satisfaction of cooperation partner institutions has not been conducted, the tracking of graduated has not been maximized, the survey of user satisfaction of graduates, and the Graduated Family Association program in supporting of the academic strengthening of STISIP Muhammadiyah Rappang.

Product Components (Results and Benefits of Program Implementation):
The results and benefits of implementing the STISIP Muhammadiyah Rappang strategic planning for the 2016-2020 period are in the "Good" category, because they have results and benefits that have an impact on individual leaders, lecturers and education personnel, students, and the impact on STISIP Muhammadiyah Rappang institution. However, the realization of a number of programs that are still minimal, namely; cooperation partner agency satisfaction survey, graduated tracking, graduate user satisfaction survey, and fostering of Graduated Family Association (IKA) in formulating a sustainable program that supports the academic strengthening of STISIP Muhammadiyah Rappang.

Recommendations:-
Based on the evaluation results, recommendations that need to be made, both for repair and improvement, are as follows:
1. Based on the results of the context evaluation, it is recommended to STISIP Muhammadiyah Rappang to continue to make adjustments to the vision, mission, and goals as well as an analysis of the state of the environment in accordance with the development of science, technology, and the arts and graduated job market needs.
2. Based on the results of the input evaluation, it is recommended to STISIP Muhammadiyah Rappang to continue to make adjustments to the structure and structure of the governance according to the needs of the institutional workload and the applicable laws and regulations.
3. Based on the results of the process evaluation, it is recommended to STISIP Muhammadiyah Rappang to conduct a survey of satisfaction of partner institutions, maximize graduated tracking and graduate user satisfaction surveys, and foster Graduated Family Association (IKA) in formulating a sustainable program to support the academic strengthening of STISIP Muhammadiyah Rappang.
4. Based on the results of the product evaluation, it is recommended to STISIP Muhammadiyah Rappang to optimally improve the realization of the cooperation program and the fostering of students and graduated, in particular; cooperation partner agency satisfaction survey, graduated tracking, graduate user satisfaction survey, and guidance of Graduated Family Association (IKA) in the formulation of a continuous program that supports the academic strengthening of STISIP Muhammadiyah Rappang.

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