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RESEARCH ARTICLE

PRIVATE MADRASAH ALIYAH DEVELOPMENT STRATEGY OF THE SOUTH LAMPUNG REGENCY, INDONESIA

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Abstract

Educational institutions are required to implement development strategies to build solidarity, militancy, high discipline, loyalty to the organization, and mental strength to face threats and challenges. This study aims to determine and reveal the strategic management of private Madrasah Aliyah at East Lampung Regency. This research is field research using a qualitative approach. The obtained data are the development strategy of Madrasah Aliyah Ma'arif Nahdhotul Ulama 02 Sidorejo Summersari in creating a safe, comfortable, and disciplined madrasah so that students can achieve their best performance. The madrasah collaborates with the surrounding community. The development strategy prioritizes customer satisfaction in educational services, fosters responsive and anticipatory attitudes toward students' needs, increases the community and school members' participation, creates a safe and orderly school environment, fosters a quality culture in the school environment, fosters high expectations of achievement, fosters a willingness to change, develops good communication, creates compact teamwork, realizes the vision and mission of the school, manages education personnel effectively, and carries out management in a transparent and accountable manner.

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Introduction:-

Education holds an essential position in Indonesia because it can realize a just and prosperous nation life. This is explicitly stated in the Preamble to the 1945 Constitution. The centralistic management of education makes institutions and madrasahs produce uncreative persons. Naturally, the output of Islamic education institutions is initiative people and have freedom of thought. The educational institutions are isolated and fully controlled by the central government. Meanwhile, the community does not have the authority to control the implementation of national education.[1]

The educational output of East Lampung is poorly marked by the frequent brawls between students, criminalistic behaviors, and drug abuse. There is even a village called the Begal village. These phenomena prove that education in East Lampung has not succeeded in producing students with Islamic personalities.[2] If the world of education is not resolved quickly and precisely, this sector may be abandoned by the times. Thus, awareness is needed to present quality educational institutions to solve and respond to the various new challenges in every era.[3] One of the most

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serious problems in the field of education in this country is the low quality of education in various types and levels of education. Many people argue that the low quality of education is one of the factors that hinder the creation of skillful human resources to meet the demands of national development in various fields.

Madrasah Aliyah Ma'arif NU 02 Sidorejo is one of the madrasahs that exist in East Lampung. The madrasa is supported by the Darussalam Islamic Boarding School that supports the students, educators, and education personnel. It is different from Madrasah Aliyah Darul Huda Summersari. Even though it has a boarding school called Darul Falah which is one of the oldest Islamic boarding schools in East Lampung, the number of its students has decreased drastically, inversely proportional to its early establishment. In contrast, Madrasah Aliyah Sriwijaya that has no boarding school has become the choice of the people in the Sriwijaya area of East Lampung in particular. The quality of education is strongly influenced by the quality of human resources, whether it is the supervisors, principals, teacher councils, students, parents, committees, and education observers. They should work effectively to achieve educational goals.[4]

Improving the quality of education, especially secondary level madrasah, can improve the quality of human resources. Secondary level madrasah including madrasah Aliyah is formal secondary education units responsible to develop attitudes, abilities, knowledge, and skills for their students. Teachers are a fundamental component to improve the quality of educational resources.[5] Improving the quality of education in madrasah requires professional teachers. All components in the education process in madrasah (materials, media, facilities, and education funds) will not provide maximum results or cannot be used optimally for the development of the learning process without being supported by the presence of professional teachers. In an educational environment, management has several functions; namely, a) organic functions that absolutely must be carried out by administration and management, b) complementary functions that are not carried out by the organization. These functions should be carried out or implemented because they will increase efficiency in the implementation of activities[6].

Madrasah-Based Management provides opportunities for the principals, teachers, and students to be innovative and creative in terms of curriculum, learning, and managerial issues that grow from their activities, creativity, and professionalism. Community involvement in madrasah councils under government monitoring encourages madrasahs to be more open, democratic, and responsible.

Research Method:-

This study employed the interpretive paradigm with a descriptive qualitative method. The approach used was naturalistic phenomenology. Interpretivism paradigm is a perspective that rests on the goal of understanding and explaining the social world from the perspective of the actors involved in it. Burrell and Morgan explain that its scientific values lie in the voluntaristic ontology of human nature. Subjectivity plays an important role compared to objectivity as found in the functionalist or positivistic paradigm[7].

The interpretive paradigm aspires to understand and interpret the meaning of reality. This tradition of thought then becomes the roots of qualitative research approaches which are often labeled as phenomenologists [8]. Cresswell states that in the phenomenological approach, the researchers collect data through participant observation to determine the essential phenomena of the participants in their life experiences[9]. The qualitative-descriptive method aims to reveal facts, circumstances, phenomena, and variables that emerged during the research to be presented as they are [10].

This research aimed to capture the in-depth meaning of symptoms, events, facts, incidents, of certain events regarding social events. The approach used was the phenomenological-naturalistic to explain or reveal concepts or phenomena that occur naturally. The qualitative method was chosen because it was expected to describe and understand the meaning behind the participants' behaviors. The approach was the researchers' perspective in researching experiments or non-experiment. Furthermore, approaches show the type of research in terms of objectives, for example explorative, descriptive, or historical.

Furthermore, the research data were taken from primary and secondary data sources. The primary data were taken from the informants, namely principals, leaders, teachers, school committees, and student guardians. The data were used to explore the relationship with the research sub-focus, namely the formulation. The data collecting techniques

consisted of observation, participant, interview, and documentation. The data analysis stage consisted of collecting existing data, compiling them systematically, and presenting the results of the research. This stage is relevant to Miles' opinion that qualitative data analysis is an activity carried out simultaneously and intertwines between data reduction, data presentation, and drawing conclusions or verification. To obtain the validity of the data, the researcher conducted examination techniques on four criteria, namely 1) credibility, 2) transferability, 3) dependability, and 4) confirmability.

Results and Discussion:-

The research findings cover the development strategy of Madrasah Aliyah Ma'arif NU 02 Sidorejo, Madrasah Aliyah Sriwijaya, Madrasah Aliyah Darul Huda Summersari in terms of principals' strategy in creating a safe and orderly environment. Developing a madrasah environment includes fostering a commitment to independence in implementing learning activities and developing institutional units, fostering the willingness of all madrasa members to improve the quality sustainably, both regarding the quality of graduates and services oriented towards customer satisfaction. Furthermore, fostering a responsive and anticipatory attitude towards needs by anticipating learning constraints. Creating a safe, comfortable, and disciplined madrasah is very important so that students can achieve their best performance and teachers can show their best performance.

To create good conditions, it is necessary to pay attention, care, and form cooperation to all elements (stakeholders), starting from the head of the madrasah, teachers, students, parents, madrasah committee, and the surrounding community as educational supporters. All of these elements are responsible for creating a safe, comfortable, and effective atmosphere for the implementation of a good education. In this case, learning will be successful if the madrasah atmosphere is safe, comfortable, and orderly manner.

The vision development of Madrasah Aliyah Ma'arif NU 02 Sidorejo, Madrasah Aliyah Sriwijaya, Madrasah Aliyah Darul Huda Summersari are 1) comprehensive character, 2) fragmented integration (summarizes various elements, such as funds and manpower), 3) be flexible, 4) use analytical tools so that efficient measurements can be obtained. The madrasahs have arranged short-term and long-term plans. The principals are trying to improve quality through a predetermined plan to achieve organizational goals. It is necessary to strengthen relationships with the madrasahs' members (teachers, employees of other education personnel, students, students guardians, and school committee). The actions to achieve the organizational goals involve all members through the distribution of duties.

Achieving quality visions and targets requires the whole madrasahs' members to care about education so that the development and achievement of the curriculum are related to intellectual and skill aspects effectively and efficiently. The madrasahs also analyze and identify the needs to formulate visions, missions, and goals to provide quality education to their students based on the concept of national education development to be achieved.

In developing the vision and achieving quality targets, Madrasah Aliyah Ma'arif NU 02 Sidorejo, Madrasah Aliyah Sriwijaya, Madrasah Aliyah Darul Huda Summersari build a strong foundation for quality education by planning good content standards. Content standard planning includes curriculum structure and curriculum content.

The implementation of curriculum planning uses the concept of deliberation through annual meetings based on the nature and characteristics of Islamic management stated by Effendy in Sayafaruddin. One of the characteristics of Islamic management is based on democracy [10]. Through deliberation, each person will feel responsible and commit to carrying out all decisions. Through the involvement of members in decision making, they are increasingly empowered in carrying out their work and encourage job satisfaction accompanied by rewards following the needs of life, organizational capabilities, and applicable regulations. In curriculum planning, decision-making processes that involve teachers or employees will make them understand and feel responsible for all decisions that will be implemented. Thus, institutional goals can be easily achieved.

These various potentials are then developed and formulated into basic assets, shared ideals, and hopes that will be achieved through various educational program efforts. To realize this ideal curriculum, it is necessary to have organizational instruments in technical scopes, such as the curriculum development team. Before formulating the structure and content of the curriculum, this team must conduct a comprehensive study of the needs and challenges of education, both present, and future.

The planning carried out by the madrasahs uses an administrative approach. The curriculum is planned by the leaders

and then passed down to subordinate agencies and teachers (top-down). In this case, there is not much that can be done by subordinates in the planning curriculum because the superior has full power in doing the planning[11].

The development of visions and target achievement in terms of the curriculum at Madrasah Aliyah Ma'arif NU 02 Sidorejo, Madrasah Aliyah Sriwijaya, Madrasah Aliyah Darul Huda Summersari is held at the annual meeting which is held regularly at the beginning of the new school year. The meeting discusses curriculum planning by preparing instructional administration for the next six months to one year. Curriculum planning carried out at the annual meeting covers the learning programs, learning schedules, extracurricular schedules, medium and short-term programming, and formulation of madrasa culture. Curriculum planning for teachers is carried out by preparing all learning tools related to learning materials.

Teachers are given the freedom to develop and adjust their teaching materials according to their learning needs. Curriculum planning is carried out so that the learning process in the classroom can be carried out effectively and efficiently based on the madrasahs' educational objectives. Curriculum planning is the basis for the implementation of the entire learning process in the classroom and also becomes the basis for evaluating the implementation of the learning curriculum. Curriculum planning is useful as information for teachers about what to teach and how to teach it. Curriculum planning is also important as a basis for preparing all learning tools.

The explanation above implies that curriculum planning at Madrasah Aliyah Ma'arif NU 02 Sidorejo, Madrasah Aliyah Sriwijaya, Madrasah Aliyah Darul Huda Summersari is relevant to its function as a guide or tool in carrying out the educational process. This is in line with the function put forward by Hamalik that curriculum planning serves as a management guide or tool which contains instructions, sources, media, actions, costs, facilities and infrastructure, systems evaluation control, and the role of personnel elements to achieve organizational management goals[12].

Furthermore, Madrasah Aliyah Ma'arif NU 02 Sidorejo, Madrasah Aliyah Sriwijaya, Madrasah Aliyah Darul Huda Summersari conduct curriculum planning based on the implementation of the vision and mission. The madrasahs plan the programs with the vision and mission as a specific foundation and the objectives of national education in general. The basis of reference in formulating programs in curriculum planning is needed so that the planned program is appropriate and leads to the achievement of goals. This is in line with the principle of planning as put forward by Oemar, where curriculum planning must be prepared based on objective, clear, and specific goals based on national education goals and community needs. The objectivity and the clarity of the goals are the basis for curriculum planning that will make it easier for curriculum planners to compile precise programs.

The planning of Madrasah Aliyah Ma'arif NU 02 Sidorejo, Madrasah Aliyah Sriwijaya, and Madrasah Aliyah Darul Huda Summersari pay attention to the social conditions and needs of the society. The formulation of the goals set out by the madrasahs as the vision to be achieved is concerned with the value systems adopted by society. The programs are very much geared towards achieving predetermined goals.

Based on the explanation, it can be understood that the curriculum planning of Madrasah Aliyah Ma'arif NU 02 Sidorejo, Madrasah Aliyah Sriwijaya, and Madrasah Aliyah Darul Huda Summersari emphasizes the aspect of condition analysis as influencing factors in curriculum planning. In this case, the social conditions of the community and madrasahs' bodies need to be considered as consideration for curriculum planning. JG Owen in Hamalik states that science and technology not only pay attention to humans but also bring about social changes which in turn affect education[12].

Education that emphasizes the aspect of character development is needed by students. It serves as a development foundation in every educational activity at Madrasah Aliyah Ma'arif NU 02 Sidorejo, Madrasah Aliyah Sriwijaya, and Madrasah Aliyah Darul Huda Summersari. It is also a basis and material in planning the curriculum. Education that prioritizes character development is needed by society. Madrasah Aliyah Ma'arif NU 02 Sidorejo, Madrasah Aliyah Sriwijaya, and Madrasah Aliyah Darul Huda Summersari prioritize effective or moral aspects that contain Islamic characteristics. Thus, It can be concluded that the vision and mission formulated by madrasahs are relevant to the needs of society so that curriculum planning is also relevant to the vision and mission.

Based on the explanation, it can be analyzed that the planning of Madrasah Aliyah Ma'arif NU 02 Sidorejo, Madrasah Aliyah Sriwijaya, and Madrasah Aliyah Darul Huda Summersari is also in line with the principles of

curriculum planning, namely the principle of conformity and the principle of integration. The principle of conformity is that curriculum planning is tailored to the students' goals, the education staffs' ability, the advancement of science and technology, and changes or developments of society. The principle of integration is that curriculum planning combines the types and sources of all disciplines, madrasa and community integration, internal cohesiveness, and integration in the delivery process. The principle of conformity contained in curriculum planning at the madrasahs is in line with the communities' everchanging needs for education. Furthermore, the principle of integration which is also contained in the planning illustrates that the curriculum planning carried out by the madrasah integrates all elements of madrasahs' members to work together in achieving specific institutional and general national education goals.

Then, further findings regarding the teachers' quality show the increase in teachers' insight and pedagogical competence carried out by the principals and supervisors through supervision activities. Then, the principals also conduct seminars and training activities for teachers to increase their knowledge, skills, and insights. The government's education and training activities are also an effort to improve teachers' insight and pedagogical competence. Then, the principals always require teachers to join seminars related to education held by public parties, such as universities or training centers. Another activity is held as an effort to increase teachers' insight and pedagogical competence is the teacher working group or KKG. The KKG has been carried out to increase teachers' knowledge in compiling learning administration, implementing classroom management, and designing learning media.

The use of learning tools in learning has also been well prepared by the teachers. All teachers are required to have learning tools before entering the classroom. They must be guided by the learning tools so that the learning process can achieve the target appropriately. The achievement of graduates' competency standards of Madrasah Aliyah Ma'arif NU 02 Sidorejo, Madrasah Aliyah Sriwijaya, and Madrasah Aliyah Darul Huda Summersari has been good. It can be seen from the students' learning completeness. The use of instructional media is mandatory for every teacher at Madrasah Aliyah Ma'arif NU 02 Sidorejo, MA Sriwijaya, and Madrasah Aliyah Darul Huda Summersari. The teachers are required to create learning media based on the material they teach in the classroom[13].

Madrasah Aliyah Ma'arif NU 02 Sidorejo, Madrasah Aliyah Sriwijaya, and Madrasah Aliyah Darul Huda Summersari optimize the implementation through learning by providing tutoring to students in the form of special services and developing local content curricula that are relevant to students' needs. They have complete learning facilities, namely the science laboratories, computer laboratories, and health centers. The madrasahs also develop the professionalism of all staff so that they can do all tasks as well as possible by involving the teacher in the Teacher Working Group (KKG), Subject Teacher Deliberation (MGMP), Madrasah Principal Work Deliberation (MKKM), and Madrasah Owners' Working Conference.

Madrasah Aliyah Darul Huda Summersari has been using different learning systems and approaches. The principal is given the freedom to manage education by providing and utilizing curriculum education resources showed by the presence of local content adapted to local madrasa circumstances. The madrasa develops sewing skills and computer subjects to prepare the students in entering the era of computerization. It is expected that graduates have more useful skills in society. This activity is supported by a skills room and sewing equipment as well as a computer laboratory

The madrasahs' development evaluation has been carried out to find out whether the learning objectives have achieved the predetermined plan. The principals carry out evaluations of the curriculum at the executive level by supervising, reminding, reprimanding, giving examples, rewarding, punishing, and adjusting the programs. The activities are done monthly, within one semester, and yearly.

The technical implementation of the evaluation is accompanied by the vice-principals to evaluate their respective fields. The vice-principals and teachers submit the results of reports in the form of documents and students' learning outcomes to the principals as a form of evaluation. For learning evaluation in class, the teacher is obliged to make and carry out student learning evaluations through the implementation of student assessments, either in writing, practice, or observation. The instruments used are concrete in the form of documents and some are abstract, in the form of observations. The curriculum evaluation is performed to see whether the learning activities are in line with the plans and objectives to be achieved. The results of the evaluation are discussed in meetings. The evaluation is done monthly, within one semester, or yearly basis.

The results of the evaluation will be taken into consideration in the implementation of the next planning process and the management flow onwards. Ernie and Saefullah state that management consists of various processes consisting of certain stages that function to achieve organizational goals. Each stage is related to each other in achieving organizational goals[14].

The teacher evaluation is done by looking at the suitability of learning administration such as lesson plan with the planning and implementation of learning that has been done. Furthermore, the vice-principals and teachers are required to provide a report on their activities to the head of the madrasah based on their respective fields. The evaluation results are used to determine the improvements needed in the next program. The curriculum evaluation stage is carried out following the hierarchy that has been determined as the main task and function of each field. Then, each teacher is required to perform a learning evaluation in the classroom based on the material taught. The learning evaluation is carried out using three indicators, namely affective abilities (attitudes), psychomotor abilities (practices), and cognitive abilities (knowledge and understanding). The learning evaluation is carried out at the end of the learning sessions.

The curriculum evaluation carried out at Madrasah Aliyah Ma'arif NU 02 Sidorejo, Madrasah Aliyah Sriwijaya, and Madrasah Aliyah Darul Huda Sumber Sari has been good following Hamalik's opinion. Curriculum evaluation is an essential activity because it aims to find out whether the learning objectives achieved are relevant to the predetermined plan. The explanation. The results of the evaluation are used as a consideration in determining future programs.

Intensive communication and support from the students' guardians and the community at Madrasah Aliyah Ma'arif NU 02 Sidorejo has been carried out in the class committee. The class committee is a students' guardian organization as a forum for collaboration between the students' guardians and madrasa to support the success of education.

The benefits of parental participation can provide positive support both moral and material in the learning. It fosters a sense of belonging to the madrasa so that parents feel responsible for the child's learning process. Parental responsibility is expressed in the form of finance, infrastructure, personnel, expertise, and moral participation in learning. The best decisions are obtained because there is a discussion between the parents and teachers. Intensive communication and support from parents and the community are built through the students' guardian association. The association is assisted by the madrasa's committee.

The researchers recommend Management Based on Excellent Madrasah (MBMU) as follows:

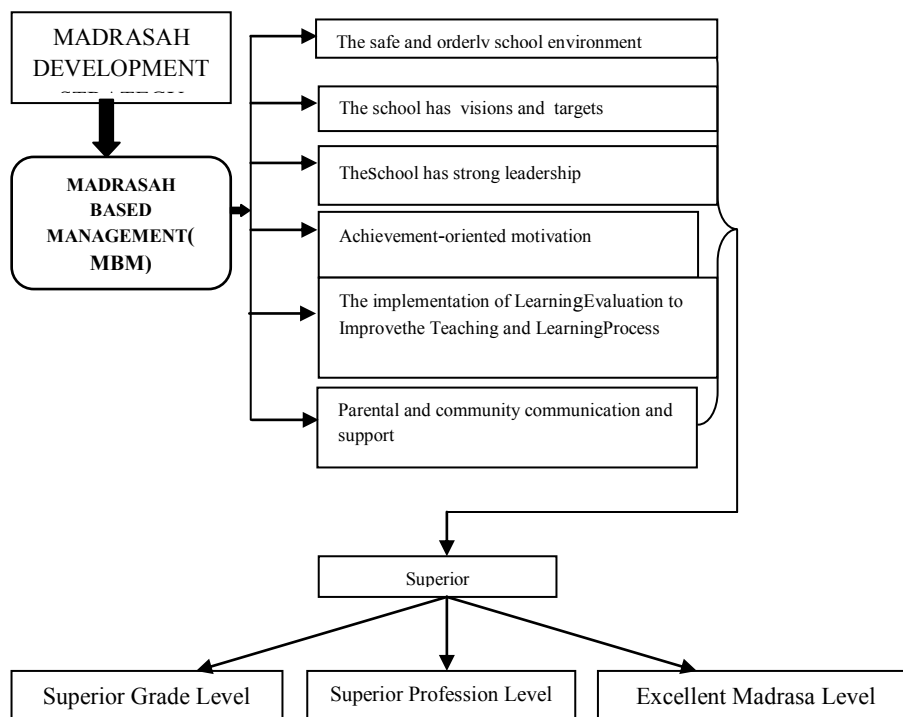


Figure 1:- Excellent Madrasah-Based Management Model (MBMU).**Conclusion:-**

Based on the research findings and analysis, it can be concluded that the strategies developed at Madrasah Aliyah Ma'arif NU 02 Sidorejo, MA Sriwijaya, and Madrasah Aliyah Darul Huda Summersari are 1) creating a safe and orderly environment, 2) developing the vision and quality targets to be achieved by planning good content standards, 3) developing visionary leadership and democratic principals with the same goals, and 4) creating high expectations for personnel's achievement by increasing learning hours, developing local content curriculum, learning facilities, and making subject teacher deliberative activities effective. Lastly, 5) Creating strong communication and support from parents and the community.

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