

STRATEGIC MANAGEMENT IN IMPROVING THE PERFORMANCE OF MADRASAH ALIYAH (MA) IN SUKABUMI DISTRICT

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Abstract

This research is motivated by the condition of Madrasah Aliyah's performance is still weak in the management of education and learning. Weak performance is suspected to have not been implemented properly in strategic management at Madrasah Aliyah. The general objective of the study is to determine the performance improvement of Madrasah Aliyah in Sukabumi Regency through the application of strategic management and the specific objectives are to describe (1) Formulation, (2) Implementation, (3) Evaluation and control, (4) Results obtained, (5) Constraints that arise, and (6) Solutions to overcome obstacles that arise in the implementation of strategic management in improving the performance of Madrasah Aliyah. The grand theory used is Pearce and Robinson's strategic management theory. Using a qualitative approach, descriptive method with data collection techniques through interviews, observations, and documentation studies. The results of the study show that in general strategic management has improved the performance of Madrasah Aliyah, and specifically as follows: (1) The formulation of strategic management has been implemented through the formulation of the vision, mission, objectives, policies, and madrasa programs through limited meetings. The formulation has not gone through a special workshop with a comprehensive discussion, (2) The implementation of strategic management has been carried out. Educational management implements madrasah-based management (MBM) by developing two integrated programs, namely madrasa managerial programs and madrasa academic programs. The implementation of madrasa management follows government regulations and foundation policies, (3) Evaluation and control of strategic management through four activities, namely an assessment from the Ministry of Religion through Madrasah Supervisors, activities of the Internal Quality Assurance System (SPMI) through Madrasah Self Evaluation (EDM) as the basis for the preparation of e-mails. RKAM and External Quality Assurance System through Madrasah Accreditation, Assessment from Foundation Management, and assessment of public perception. There are no specific criteria for assessment from foundations and the community, (4) The results obtained from the implementation of strategic management are an increase in the quality of education governance and the learning process. The implementation of education is getting better. Madrasah personnel can carry out their duties and functions according to what has been set. Students excel in various competition activities, both academic and non-academic, (5) Constraints that arise include limited facilities and infrastructure, not all national education standards are implemented optimally, madrasas do not have full authority, the majority of teacher status are Non-PNS so that their welfare is relatively low. is still small, and education financing still relies on Central BOS funds and BPMU from the Province, and (6) Solutions, all obstacles are gradually overcome to minimize problems in performance. In conclusion, empirically strategic

management has been applied and can improve the performance of Madrasah Aliyah Sukabumi Regency. Improvement in the implementation of education and learning. Private Aliyah Madrasahs follow government regulations and policies set by the foundation.

Keywords: Madrasah Aliyah, Strategic Management, and Performance.

A. INTRODUCTION

Law Number 20 of 2003 concerning the National Education System Article 3 states that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation. Education is basically an effort to help the development of children and youth to achieve certain goals that take place in a certain environment. Education can take place formally in the madrasa environment, can take place informally in the family, community or work environment, and education can also take place non-formally in training, upgrading, or coaching institutions.

Education has the function of developing potential, skills, and personality, providing knowledge and skills so that it is useful for one's life, society and nation. Education can place educated people to become successful people in life, both economically and socially.

Sanusi, A. (2017: 209) states: Education is a conscious (human) effort aimed at developing a responsible person; or roughly the same in short, education is the management of information with the aim that (people) are able to maintain a better life on an ongoing basis.

In the era of globalization, the world of education is faced with global competition, this is mainly due to the rapid development of information technology. In this open world, not only producers and service providers can market their products worldwide, but users and customers can also choose products and services that suit their needs and tastes. The position of the customer plays a very strategic role in determining the product or service.

Thus, quality is no longer determined by the producer (service provider), but by the user (customer). There is no other choice from producers (service providers), to produce quality products and services according to customers. Globalization provides a number of opportunities, but also presents a number of challenges. Global organizations must analyze opportunities and challenges, and develop strategies for quality improvement and responding to these challenges. According to Sallis, E. (2012: 29) "quality is the main agenda, and improving quality is the most important task, quality can be defined as something that satisfies and exceeds customer wants and needs".

Mulyasana in Hidarya (2021: 62) reveals: The essence of quality in quality management is (1) a governance system that emphasizes quality and is oriented to satisfaction (2) a management system that cares about products that are free from defects (*zero defects*) and complaints (complaints) (3) a management system that relies more on on the pattern of excellent service (4) prioritizing prevention rather than improvement and (5) patterns of continuous improvement without having to wait for the results of a bureaucratic evaluation.

Improving the quality of madrasahs, especially in Madrasah Aliyah, can be done formulaically by taking into account the strategic components of the madrasa which include the internal and external environment. In the perspective of national education, Madrasahs are an inseparable part of the national education system. Article 18 Paragraph 3 of Law Number 20 of 2003 concerning the National Education System has placed madrasahs in an equal position with public schools, "Secondary Education in the form of Senior High School (SMA), Madrasah Aliyah (MA), Vocational Middle School (SMK), and Vocational Madrasah Aliyah (MAK), or other equivalent forms".

In relation to the standard management of education management, Minister of National Education Regulation Number 19 of 2007 has been issued concerning Standards for Management of Education by Primary and Secondary Education Units. The regulation regulates the criteria that must be met by each school and/or

madrasah education unit. The Education Management Standards include the management of graduate competency standards, content standards, process standards, assessment standards, educators and education personnel standards, facilities and infrastructure standards, management standards, and financing standards. This standard indicates certain criteria that must be achieved by educational units, including Madrasah Aliyah to be categorized as a madrasa with national standards. Efforts to achieve standards by madrasas cannot be separated from the context of a strategic plan that is integrated into the three pillars of national education, especially for improving the quality, relevance, and competitiveness of the nation. The existence of madrasas as pioneers and drivers of national progress must be a joint concern of the community and government.

In terms of quantity, Madrasah Aliyah in 2020 in Indonesia totaled 8,871 institutions, with 154,884 teachers, 22,206 Education Personnel, 1,503,306 students and 42,315 study groups (<http://emispendis.kemendiknas.go.id>, 2020). This fact strengthens the existence of madrasas in Indonesia as one of the educational institutions whose roles cannot be attributed.

However, based on the results of preliminary studies through observations of phenomena that appear in general, the large quantification data is allegedly not balanced with the quality of education it has produced so far. The low quality of education in Madrasah Aliyah is internally the embryo of the low *spirit of quality improvement*. One of these facts is the low desire for further study of madrasah output to higher education levels, both PTAI and PTU which only reached 34.58 percent nationally and the low competency qualifications of madrasa teachers so that they are less able to support the implementation of education programs in madrasas. So that the quality of education at Madrasah Aliyah still needs to be improved, so that this condition does not position madrasas in some areas as *the second choice* or choice of the two communities.

The results of the initial study as described above have indicated that the performance of Madrasah Aliyah in providing education is still weak. Among the indications of weak performance are (1) unprofessional madrasa management, (2) low managerial ability of madrasah principals, (3) low qualifications and competence of teachers, (4) lack of learning facilities and infrastructure, (5) weak madrasah operational funds, (6) the low value of the evaluation of learning outcomes, (7) the low community support, and (8) the low desire for further study of madrasah output to higher education.

This condition must have become the thoughts of all educational *stakeholders* at Madrasah Aliyah in order to continue to exist and be able to become a quality educational institution through the application of good and professional education management that is independent through madrasa-based management. With the transition of the government system from centralized to decentralized since 1999, through the Law. No. 32 of 2004 concerning Regional Government has brought fundamental implications in national development policies, including in the field of education in the regions. These changes naturally demand the readiness and quality of human resources and educational organizations in the regions. In this era, education actors are required to be more independent, creative, and responsible for the quality of education.

Mulyasa (2012: 5) revealed: The success or failure of education and learning in schools is strongly influenced by the ability of the principal in managing every component of the school (*who is behind the school*). The principal's ability is mainly related to their knowledge and understanding of management and leadership.

To improve performance that is still weak, Madrasah Aliyah is the time to implement a reliable form of management as a quality improvement method that relies on the institution itself, applies a set of techniques, and empowers all components owned by educational institutions on an ongoing basis to increase organizational capacity and capability. to meet the needs of students and society.

Akdon (2011: 12) reveals: One form of management that can be applied is strategic management. Strategic management for an organization is a large-scale plan that is oriented towards the long term far into the future and is determined in such a way as to enable the organization to interact effectively with its environment in

competitive conditions, all of which are directed at optimizing the achievement of the goals and objectives concerned.

The results of Agustina, WA (2019) research related to the Implementation of Strategic Management at SMPN Satap 2 Tellu Limpoe Bone, South Sulawesi, show that the implementation of strategic management has succeeded in achieving the goals of the 9-year compulsory education program well and can improve school performance, although it has not achieved quality improvement. expected education. The implementation of the applied strategic management consists of four stages. First, the environmental observation stage, consisting of the internal environment which includes the lack of educators and education personnel, incomplete administration, infrastructure that has not been used optimally, and insufficient education funds. The external environment includes the economic background of students and teachers, and the location of the school. Second, the strategy formulation stage begins with making a vision and mission. Vision-mission based on observations of the internal and external environment aims to maintain and develop the existence of the school through several school programs. The third stage, the implementation of the strategy in realizing the planned program is able to overcome the *dropout* rate, overcome the shortage of educators and education personnel, overcome the shortage of infrastructure and educational funds. Fourth is the evaluation stage which aims to determine the success of the program that has been implemented by the school.

Strategic management is one of the right choices in dealing with the problems and weaknesses of madrasa performance so far because strategic management is future-oriented management and is based on internal and external environmental analysis. In the strategic management process, madrasas can consider decisions, follow ups, and choose the right strategy in dealing with problems that have occurred in the madrasa's internal and external environment.

Based on the identification of the problems above, the formulation of the research problem is about how strategic management is to improve the performance of Madrasah Aliyah in Sukabumi Regency, by taking the research locus at Madrasah Aliyah Sunanul Huda Cisaat and Madrasah Aliyah Syarikat Islam Parakansalak, Sukabumi Regency. So the author feels the need to explore: (1) Formulation, (2) Implementation, (3) Evaluation and control, (4) Results obtained, (5) Constraints that arise, and (6) Solutions to overcome obstacles that arise in implementation strategic management in improving the performance of Madrasah Aliyah.

The theory that underlies this research is Pearce and Robinson's (2014: 12-13) strategic management model which is one of the theories of strategic management that has been recognized as reliable for improving the performance of an organization or an institution. This strategic management model was developed in the corporate world and has been tried to be applied to the world of education. Strategic management also involves directly all *managers* at all levels in decision making and implementation, and is able to increase everyone's understanding of madrasa decisions in improving performance.

B. METHOD

This study uses a qualitative approach with a descriptive method, making a systematic, factual and accurate description of the phenomenon or the relationship between the phenomena studied.

The basic principle of using the *qualitative descriptive* method is based on the opinion of Bogdan and Biklen in Hidarya et al. (2020:229): "*Qualitative research is descriptive*". Moleong (2007:11) emphasizes that in descriptive qualitative research the data collected is in the form of words, pictures, and not numbers. Then according to Creswell (2016: 4): "Qualitative research is methods to explore and understand the meaning that - a number of individuals or groups that - ascribed to social or humanitarian problems".

Data mining was carried out through observations, interviews, photo shoots, written snippets of documents at the research location which were arranged in a narrative manner, by going through the preparation, implementation and data collection stages. Data collection and observation activities were carried out in the

Madrasah Aliyah environment in Sukabumi Regency, in the period from February 2021 to October 2021. Meanwhile, the resource persons were: Head of Foundation, Head of Madrasah, Madrasah Committee, Teachers and Students. Furthermore, data analysis is carried out in the form of a series of activities to manage data from the beginning and throughout the research process. As stated by Bogdan and Biklen in Moleong (2007: 248) that: *Qualitative data analysis* is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding out what is important and what is learned, and deciding what to tell others.

In this study, data analysis was used according to the interactive model of data analysis components. Miles and Huberman in Ilyas (2016: 94) suggest that qualitative data analysis is carried out interactively and takes place continuously (until the data is saturated) which include: (1) *data reduction*; (2) *display data*; and (3) *conclusion: drawing/verifying*.

C. RESULTS AND DISCUSSION

Formulation of Strategic Management to Improve Performance of Madrasah Aliyah in Sukabumi Regency.

The formulation of strategic management to improve the performance of Madrasah Aliyah in Sukabumi Regency is based on the strategic management theory of Pearce and Robinson (2014: 4) which states that strategic management is a set of decisions and actions that result in the formulation and implementation of plans designed to achieve the goals of an organization, organization or institution.

The formulation of Madrasah strategic management begins with the formulation of the madrasa's vision, mission, goals, and policies although it does not go through a special workshop stage. The formulation is carried out in a joint service meeting initiated by the foundation as the manager of an educational institution, and not through a special workshop whose discussion is comprehensive. The meeting was attended by all *stakeholders* or madrasa residents, namely the Foundation Management, Head of Madrasah, Board of Teachers, Education Personnel, and Madrasah Committee Management. The formulation of the Madrasah Vision, Mission, Objectives and Policies is a very urgent initial stage. All madrasah residents understand that the formulation of the madrasa vision is a shared goal that must be realized and forms the basis for formulating the madrasah's mission, goals, and policies. Improving performance in the management of education and learning has become a serious concern for all Madrasah Aliyah. Madrasah strategic management has been implemented, starting with the formulation of the madrasa's vision, mission, goals, and policies. The formulation is carried out in a joint service meeting initiated by the foundation as the manager of educational institutions.

All madrasa residents understand that the formulation of the madrasa vision is a shared goal that must be realized and becomes the basis for formulating the mission, goals and policies of the madrasa. The vision reflects the standard of excellence and the ideals to be achieved, shows the belief in a much better future, in accordance with the norms and expectations of the madrasa and society. The madrasa vision also reflects a strong drive for the growth of inspiration, enthusiasm, and commitment for madrasa *stakeholders* so that they can improve madrasa performance.

Implementation of Strategic Management to Improve the Performance of Madrasah Aliyah in Sukabumi Regency.

Sagala (2013: 133) reveals that in the context of education the implementation of strategic management includes at least: (1) formulation of the madrasa vision and mission; (2) madrasa goals and targets; (3) determining the madrasah organizational strategy; (4) implementation of madrasa organizational strategy; and (5) careful and accurate SWOT analysis. Madrasah Aliyah education and learning management has implemented madrasa-based management (MBM). There are 2 programs that have been developed, namely the madrasa managerial

program and the madrasa academic program. The managerial program was developed from the Madrasah Development Plan (RPM) which includes development targets and the Annual Work Plan (RKT) as an activity plan and budget for one academic year.

The implementation of strategic management to improve the performance of Madrasah Aliyah is carried out according to the vision, mission, goals, and policies of the madrasa that have been established in the implementation of education. At the implementation level, it begins with the implementation of work procedures according to established policies.

Work procedures are work procedures that are adhered to by every madrasah according to their duties, functions and positions. The head as a madrasa leader is assisted by the deputy head of curriculum, student affairs, facilities and infrastructure, and public relations is assisted by educational staff or staff to provide good learning services. Implementation in education and optimal learning, in line with the system implementation of strategic management according to Akdon (2011: 184) that discusses how to *how* or how to achieve the goals and targets *what, when*, by therefore a very important factor in realizing the vision in terms of mission organization. The implementation of strategic management in education is the development of the implementation of strategic management that has been implemented and its success is felt.

Madrasah Aliyah education and learning management has implemented madrasa-based management (MBM). There are 2 programs that have been developed, namely the madrasah managerial program and the madrasa academic program, although in madrasa management governance still adjusts to the foundation's policies. The managerial program was developed from the Madrasah Development Plan (RPM) which includes development targets and the Annual Work Plan (RKT) as an activity plan and budget for one academic year. The implementation of strategic management to improve the performance of Madrasah Aliyah is carried out according to the vision, mission, goals, and policies of the madrasa that have been established in the implementation of education. At the implementation level, it begins with the implementation of work procedures according to established policies. Work procedures are work procedures that are adhered to by every madrasah according to their duties, functions and positions.

Evaluation and Control of Strategic Management to Improve the Performance of Madrasah Aliyah in Sukabumi District.

Akdon (2011: 166) which emphasizes that the implementation of strategic management in the realm of education includes activities in the form of: (1) *strategy formulation* that reflects the real desires and goals of the organization, (2) implementation strategy that describes how to achieve goals, and (3) evaluation strategy capable of measuring, evaluating, and providing feedback on organizational performance. Strategic management evaluation and control activities to improve performance in Madrasah Aliyah are carried out through four performance measurement activities, firstly an assessment from the Ministry of Religion through Madrasah Supervisors who always carry out periodic supervision activities and an annual assessment of the performance of teachers and madrasah principals. The second is through the activities of the Internal Quality Assurance System (SPMI) through Madrasah Self Evaluation (EDM) as the basis for the preparation of e-RKAM and External Quality Assurance System through Madrasah Accreditation. Through EDM and Accreditation, madrasa performance is measured and assessed for the feasibility of providing education and learning. Third, the evaluation of the foundation although there are no specific criteria, directly or indirectly the madrasa performance assessment is carried out by the foundation management, especially in relation to governance and the learning process, at the end of the year there is a foundation meeting and evaluating performance, and fourth, an assessment of the performance of the madrasa based on public perception even though there are no specific criteria. The community usually gives an assessment based on the *output* or quality graduates who are ready for the community. The community will judge it well, if the MA graduates are of high quality, they can continue their education to college, or take part in the community.

Strategic management evaluation and control activities to improve performance in Madrasah Aliyah are carried out through four performance measurement activities, firstly an assessment from the Ministry of Religion through Madrasah Supervisors who always carry out periodic supervision activities and an annual assessment of the performance of teachers and madrasah principals. The second is through the activities of the Internal Quality Assurance System (SPMI) through Madrasah Self Evaluation (EDM) as the basis for the preparation of e-RKAM and External Quality Assurance System through Madrasah Accreditation. Through EDM and Accreditation, madrasa performance is measured and assessed for the feasibility of providing education and learning. Third, the assessment from the foundation, directly or indirectly the madrasa performance assessment is carried out by the foundation management, especially in relation to governance and the learning process, at the end of each year there is a foundation meeting and evaluating performance, and fourth, an assessment of the performance of the madrasa based on public perception, the assessment indicators based on *output* or qualified graduates who are ready for society. The community will judge it well, if the MA graduates are of high quality, they can continue their education to college, or take part in the community.

Results Obtained from the Implementation of Strategic Management in Improving the Performance of Madrasah Aliyah in Sukabumi Regency.

Whittker in Akdon (2011: 164) states that strategic management is an integrated and strategic management approach to support the success of the organization continuously through improving the performance capabilities of all members of the organization. The results obtained from the implementation of strategic management in improving performance are an increase in the quality of education governance and learning at Madrasah Aliyah. The management of education is getting better. Madrasah personnel can carry out their duties and functions according to what has been set. Madrasa performance is supported by good and accountable administration. The performance of the Heads, Teachers, and Staff is quite good in carrying out their duties as supervisors. Student achievement both academic and non-academic increased. Students become champions in many competitions in the district or city of Sukabumi. The success of the implementation of strategic management is in accordance with Akdon's opinion (2011: 166) which asserts that several aspects of measuring the success of strategic management implementation are financial, customer satisfaction, internal business operations, employee satisfaction, community and stakeholder satisfaction, and time.

The results obtained from the implementation of strategic management in improving performance are an increase in the quality of education governance and learning at Madrasah Aliyah. The management of education is getting better. Madrasah personnel can carry out their duties and functions according to what has been set. Madrasa performance is supported by good and accountable administration. The performance of the Heads, Teachers, and Staff is quite good in carrying out their duties as supervisors. Student achievement both academic and non-academic increased. Students become champions in many competitions in the district or city of Sukabumi.

Constraints Emerging in the Implementation of Strategic Management in Improving the Performance of Madrasah Aliyah in Sukabumi Regency.

According Mulyasa (2012: 161) that the strategic management emphasis on observation and evaluation of the chance (*opportunity*) and threats (*threat*) environment in light of the strength (*strength*) and weakness (*weakness*). The most important internal and external variables for the company in the future are called strategic factors and are identified through SWOT analysis. There are obstacles that arise in the implementation of strategic management in improving performance at Madrasah Aliyah, including the limited availability of educational facilities and infrastructure. Each educational unit at the Foundation still uses shared facilities. Not all national education standards can be applied optimally due to budget constraints. Policy factors, madrasahs do not have full authority in managing their own management because the highest policy makers are on the side of the foundation. The competence of human resources for teachers and education staff still needs to be improved. The majority of teacher status are non-civil servants, so their welfare is still relatively small. Financing education

is still rely on government assistance through BOS and BPMU Center of the Province, while funds partisipasi of parents / guardians of students is still low because the economy's ability to adjust the family.

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The solution to overcome the obstacles that arise in the implementation of strategic management in improving the performance of Madrasah Aliyah in Sukabumi Regency

Nawawi (2012: 183-184) reveals the benefits of implementing strategic management in the organizational environment, including strategic management that requires all related parties to participate which has an impact on increasing feelings of *belonging* (*sense of belonging*), *sense of responsibility* , and feeling to participate (*sense of participation*). Solutions to overcome obstacles that arise in the implementation of strategic management in improving performance at Madrasah Aliyah. The constraints of limited madrasah facilities and infrastructure are gradually carried out by building new facilities and infrastructure with the target of each educational unit having its own infrastructure. To meet all national education standards, MA gradually realizes the activities listed in the RKAM. Synergy and coordination between madrasahs and foundations continues to be established, so that there is a separation between madrasah policy areas and foundation policy areas. Human resources for teachers and education personnel continue to be improved their competence through trainings. The majority of teachers are non-civil servants, their welfare continues to be improved in accordance with the development of the number of students and the receipt of BOS funds. For education financing, it is optimized from community participation income even though the economic strata of the community are different and madrasahs still provide scholarships for underprivileged students and achievement scholarships.

Solutions to overcome obstacles that arise in the implementation of strategic management in improving performance at Madrasah Aliyah. The constraints of limited madrasah facilities and infrastructure are gradually carried out by building new facilities and infrastructure with the target of each educational unit having its own infrastructure. To meet all national education standards, MA gradually realizes the activities listed in the RKAM. Synergy and coordination between madrasahs and foundations continues to be established, so that there is a separation between madrasah policy areas and foundation policy areas. Human resources for teachers and education personnel continue to be improved their competence through trainings. The majority of teachers are non-civil servants, their welfare continues to be improved in accordance with the development of the number of students and the receipt of BOS funds. For education financing, it is optimized from community participation income even though the economic strata of the community are different and madrasahs still provide scholarships for underprivileged students and achievement scholarships.

D. CONCLUSIONS

Based on the general results of the study, it can be concluded that strategic management has been implemented and can improve the performance of Madrasah Aliyah at MA Sunanul Huda Cisaat and MA Syarikat Islam Parakansalak, Sukabumi Regency.

Partially it can be concluded as follows: 1) The formulation of strategic management to improve the performance of Madrasah Aliyah in Sukabumi Regency has been implemented, namely through the formulation of the vision, mission, goals, policies, and madrasah programs. The formulation of madrasah planning is carried out through

limited meetings not through special workshops with comprehensive discussions; 2) The implementation of strategic management to improve the performance of Madrasah Aliyah in Sukabumi Regency has been implemented. Educational management implements madrasah-based management (MBM) by developing two integrated programs, namely madrasa managerial programs and madrasa academic programs. The implementation of madrasa management follows government regulations and foundation policies; 3) Evaluation and control of strategic management to improve the performance of Madrasah Aliyah in Sukabumi Regency has been running, through four activities, namely (a) an assessment from the Ministry of Religion through Madrasah Supervisors, (b) an Internal Quality Assurance System (SPMI) activity through Madrasah Self Evaluation (EDM).) as the basis for the preparation of e-RKAM and External Quality Assurance System through Madrasah Accreditation, (c) Assessment from Foundation Management, and (d) assessment of public perception. There are no specific criteria for assessment from foundations and the community; 4) The results obtained from the implementation of strategic management in improving the performance of Madrasah Aliyah in Sukabumi Regency are an increase in the quality of education governance and the learning process. The implementation of education is getting better. Madrasah personnel can carry out their duties and functions according to what has been set. Students excel in various competitions, both academic and non-academic, although teacher administration in learning management still needs to be improved; 5) Obstacles that arise in the implementation of strategic management in improving the performance of Madrasah Aliyah in Sukabumi Regency include the availability of educational facilities and infrastructure is still limited, not all national education standards can be applied optimally due to budget constraints, madrasahs do not have full authority in managing their own management because the highest policy makers are on the foundations, the majority of teacher status are non-civil servants so that their welfare is still relatively small, and education financing still relies on government assistance through the Central BOS and BPMU from the province, while the participation funds from parents/guardians of students are still minimal; and 6) Solutions to overcome obstacles that arise in the implementation of strategic management in improving the performance of Madrasah Aliyah in Sukabumi Regency, namely for the constraints of limited facilities and infrastructure, foundations and madrasahs gradually carry out development, to meet all national education standards, MA gradually realizes the activities listed in RKAM. Synergy and coordination between madrasahs and foundations continues to be established, so that there is a separation of madrasa policy areas and foundation policy areas. The majority of teachers are non-civil servants, their welfare continues to be improved in accordance with the development of the number of students and the receipt of BOS funds. For education financing, it is optimized from community participation income even though the economic strata of the community are different.

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