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### IMPLEMENTATION OF THE PRINCIPLES OF EDUCATIONAL PLANNING IN MADRASAH IBTIDAIYAH

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#### ABSTRACT

This study aims to describe the application of Islamic education planning principles in Madrasah Ibtidaiyah. The background of this research is located at MIN 11 Bireuen. This study uses a qualitative approach with a descriptive method. Obtaining data using observation techniques in the form of observing managerial activities in the madrasa, interviews with informants including the head of the madrasa and deputy head of the madrasa, as well as document studies to strengthen the completeness of the validity of the data relevant to the research theme. The data analysis of this research uses data reduction (sorting) techniques, data presentation, to verification and drawing conclusions. The results of this study concluded that educational planning at MIN 11 Bireuen was carried out well according to the principles of educational planning. This is indicated by the implementation of annual meetings that formulate educational concepts and programs for the allocation of budget funds for certain period activities (madrasah program planning team), procurement of learning facilities (by presenting the head of the Ministry of Religion of the Asahan Regency), and establishing internal madrasa policies through collaboration with agencies or institutions related institutions.

**Keywords:** Educational Planning, Planning Principles.

#### INTRODUCTION

The planning principle is a basic guideline in determining programs and procedures for achieving madrasa goals (Jauhari, 2020: 328-341). Through careful planning, a madrasa is preparing a system and polarizing the achievement of goals. The level of success of a program in the field of education is highly dependent on the level of seriousness of planning that is determined together, concretely in the form of academic and non-academic programs at madrasas (Nugroho, 2021).

The head of the madrasa as the manager of Islamic education, plays a major role in generating ideas and implementing procedures to achieve optimal learning outcomes (Dalanggo, 2019: 381-388). This is because estimates and predictions for the future will be prepared conceptually with various considerations and calculations related to human resources who will play an active role in an educational program, what are the procedures for implementing an educational program, and formulating programs according to the needs of students and the world of work.

The systematics of preparing a program in madrasas seeks to develop a set of educational policies and components, as a concrete form of future management of the institution in the present. This is intended so that there is a combination and collaboration of national education goals with internal madrasah policies. Furthermore, this effort takes into account the strength of human resources owned by educational institutions (madrasas) to optimize the implementation of the education program (Abadi, et.al., 2019: 36-44).

The concept of planning in education ensures that the development of madrasah quality is carried out effectively and efficiently (Zen, 2016). Through planning, educational programs become integrative to be implemented according to the stage of implementation of the planned program. The comprehensiveness of a plan will also guide the performance of madrasa managers in achieving the success of educational goals (Hidayat, 2016). Thus, the aim of education in bringing benefit and developing the quality of human resources will be realized according to the common target.

Based on a preliminary study at MIN 11 Bireuen, information was obtained that the application of the principles of educational planning refers to ideas that were mutually agreed upon at the annual meeting, the objectives and forms of demonstrating madrasah activities, and the identification of madrasah developments. In this context, the development of madrasah quality is very dependent on madrasah planning and programs. This is because madrasah quality assurance will be realized through the implementation of programs that are in accordance with the needs of the community (world of work).

The principle of Islamic education planning at the Madrasah Ibtidaiyah level refers to the goals of national education, Islamic religious education (based on the regulations of the minister of religion) and the local wisdom of the community. The three are harmonious and integrative. This is because each other functions to strengthen character building and develop students' intellectual insights from an elementary age (Ulfah, 2019: 10-19). Thus, education in Indonesia can be carried out effectively, creatively, and survive against various existing challenges (problematics).

Education that is planned in an integrative manner, shows the optimal efforts of education providers in determining the programs needed by students and the community (Kholili & Fajaruddin, 2020: 53-69). On this basis, madrasa managers are required to determine these programs based on official policy regulations or madrasah internal policies (Thoha, 2017: 169-182; Alfiansyah, et.al., 2020: 52-67). Thus, the entire program is not only regulated or agreed upon verbally, but becomes a collective agreement that has developed implementation concepts and procedures, up to assessments and indicators of success.

In fact, academic studies on the principles of educational planning have been examined from various scientific perspectives. Among them discussed the aspect of achieving the performance of the madrasa head (Cahyani, et.al., 2021: 16-22), improving school quality (Luthfiyani & Permana, 2022: 153-158), the concept of educational planning through a

normative approach and historical studies (Suja 'i, 2019), the implementation of Islamic education planning (Hakim, 2021: 231-239), the urgency of educational planning in Islamic educational institutions (Sahnan, 2017: 142-159; Miftachurrohman & Atika, 2018: 473-480), educational planning Contemporary Islam (Aminuddin & Kamaliah, 2022: 56-64), planning strategy as the development of Islamic education (Nuryasin & Mitrohardjono, 2019: 77-84), planning of Islamic education in Islamic studies institutions (Yunus, 2015), urgency of post-pandemic education planning Covid-19 (Akhmad, 2021: 219-230), as well as a study of the foundations and principles of Islamic education planning (Nuraeni & Mujahidin, 2021: 104-121).

Observing the literature review above, it can be understood that the principles of Islamic education planning have been studied comprehensively by previous researchers. Likewise, the researcher found "empty space" in this research study with relevant research, namely from the aspect of planning principles at the Madrasah Ibtidaiyah level and how the process of implementing these principles is at MIN 11 Bireuen. The research in question is summarized in the title, "Application of the Principles of Educational Planning in Madrasah Ibtidaiyah". Through this research, it is hoped that it can become a reference for the implementation of educational planning principles at other levels of education (secondary education and higher education).

## **RESEARCH METHODOLOGY**

The background of this research is located at MIN 11 Bireuen. This research uses a qualitative approach with descriptive methods. Obtaining data using observation techniques in the form of observing managerial activities in the madrasa, interviewing informants including the head of the madrasa and deputy head of the madrasa, as well as studying documents to strengthen the completeness of the validity of the data relevant to the research theme. The analysis of this research data uses data reduction (sorting) techniques, data presentation, to verification and drawing conclusions. Furthermore, the validity of the data is tested through observation persistence, member checks, and data triangulation tests (sources and methods) (Assingkily, 2021).

## **FINDING AND DISCUSSION**

### **Educational Strategic Planning at MIN 11 Bireuen**

The strategic plan (commonly known as the acronym strategic plan) is a formal institutional activity that is carried out at the beginning of each school year (learning) in madrasas. Strategic planning activities are intended to systematize madrasah activities or programs that have been mutually agreed upon (Nasihuddin, 2020: 1-12). This is in line with the opinion of Ummah (2018), that strategic plans link individuals or groups who dedicate themselves to madrasas to educational goals.

According to Nardawati (2021), efforts to formulate a strategic plan are linked to the regulations that apply in madrasas, particularly the internal policies of madrasas. Furthermore, a strategic plan is a form of planning development oriented towards achieving educational goals. This is marked by several approaches that are commonly applied by madrasah leaders, both top down, bottom up, interactive approaches and team planning. These various approaches have their respective strengths and weaknesses (Sugian, et.al., 2021).

The implementation of strategic planning carried out at MIN 11 Bireuen refers to empowering all components of the madrasa, starting from elements of leadership (head of madrasa, deputy head of madrasa), elements of educators and education staff (subject teachers, class teachers, administrative staff, financial staff, academic staff ), and other supporting elements (labor, librarian). In practice, the strategic plan depends on the human resources owned by the madrasah, so that the procedures and job descriptions that must be carried out by each madrasah human resource can be determined (Demonika, et.al., 2020: 817-821).

Likewise, the strategic plan implemented by MIN 11 Bireuen encounters various obstacles, including minimal (low) public awareness of the importance of collaboration in realizing quality education. In addition, Ashadi (2022) also exemplifies the tradition and academic ethics of madrasahs which have not presented a conducive learning climate. In fact, funding and institutional autonomy are also problematic, based on the role of foundations in private institutions.

### **Application of Islamic Education Plan Principles at MIN 11 Bireuen**

Implementation of the principles of the Islamic education plan, both in madrasah buildings, classrooms, laboratories, practice rooms has been completed. Efforts to improve the Islamic education process at MIN 11 Bireuen which are adequate, regular planning and competition from madrasahs or other schools certainly come from good management and administration of madrasah institutions and programs. Even in this case, it was found because the madrasah planning process was based on good Islamic education planning and careful preparation.

The following are the steps of the principles of the Islamic education plan for the process of Islamic education at MIN 11 Bireuen. First, accept all the principles of the Islamic education plan proposed by the Islamic education process at MIS MIN 11 Bireuen.

Second, the planning principle at MIN 11 Bireuen is buying educational facilities and infrastructure, first holding a planning meeting. This meeting was held to match the principles of the Islamic education plan at MIN 11 Bireuen and to determine the urgent needs. The results of the meeting will be reviewed later before prioritizing data collection and adjusting the madrasah budget.

Third, the principles of Islamic education planning by MIN 11 Bireuen are set within a certain period of time. Fourth, the main planning meeting at MIN 11 Bireuen, the Islamic education plan for this news is carried out at the beginning of each fiscal year for a certain period, consisting of the head of the madrasa and the deputy head of the madrasa based on the plan for the principles of Islamic education. The meeting for the procurement of madrasah facilities and infrastructure was attended by the head of the regional ministry of religion at that time.

Fifth, Analytical prioritization of analytical priority requirements, requirements are carried out by consensus at each planning meeting, by prioritizing more important and urgent needs. Madrasahs always try to collaborate in determining behavior or policies through meetings, find ways to meet madrasah needs at any given time, and always try to set priorities after the meeting from and to review the principles of educational planning.

### **The Process of Applying the Principles of Educational Planning at MIN 11 Bireuen**

The process of implementing the principles of educational planning at MIN 11 Bireuen takes into account the following matters, namely assessment indicators, identification of formulation of learning objectives and targets, setting of policy-based

standards and priorities, programming and development, assessing the feasibility of a program, program implementation procedures, as well as review and revision of educational planning (Susanto, 2019).

The drafting process begins with the preparation of an action plan, in which madrasah leaders prepare supervision (supervision efforts) of academic and administrative training as a provision for teachers and education staff in creating learning programs that have been mutually agreed upon (Syaifudin, et.al., 2017). Furthermore, all elements of the madrasa understand the specifications of the planned program, this aims to determine who (subjects) will carry out the operational program (Muawwanah & Darmiyanti, 2022: 909-916).

After preparing an action plan and understanding the program specifications, MIN 11 Bireuen then prepared a need-based plan with priority work. This is also determined together with the estimated time for completion and financing of each program. On this basis, a consensus action plan was developed from all participants in the annual meeting at the madrasah (Khaer, 2022: 48-63). Every preparation of planning principles takes into account the needs, rights and obligations of all elements of the madrasah (Solehan, 2022: 98-105). Thus, subordinates feel involved and share responsibility in ensuring the successful implementation of each program in the madrasa.

The next stage, the principles of educational planning at MIN 11 Bireuen also pay attention to active organizational units within the madrasah environment, this includes internal madrasahs, foundation support and sympathy from the surrounding community. This is based on the understanding that collaboration in the implementation of Islamic education programs is urgently needed as an effort to develop sustainable quality in madrasahs. Where, between components coordinate with each other and complement the process of implementing a program. In addition, the involvement of the community and the foundation in the madrasa managerial system is a separate control for each learning process.

## CONCLUTION

Based on the description above, it can be concluded that educational planning at MIN 11 Bireuen is well implemented according to the principles of educational planning. This is demonstrated by holding annual meetings that formulate education concepts and programs for allocating budget funds for certain period activities (madrasah program planning team), procurement of learning facilities (by presenting the head of the Asahan district ministry of religion), and establishing madrasah internal policies through collaboration with agencies or related institutions.

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