Islamic Education Planning at Madrasah Aliyah Nurul Muhajirin Tanjung Lago

by Zainal Berlian

Islamic Education Planning
at Madrasah Aliyah Nurul Muhajirin Tanjung Lago

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ABSTRACT: *This article discusses the planning of Islamic education at MA Nurul Muhajirin Tanjung Lago, Banyuasin Regency, South Sumatra Province. In this study, the researcher used a qualitative descriptive study. The techniques used in data analysis are data reduction, data presentation, and conclusion drawing, with data collection techniques through interviews, observation and documentation. The study results indicate that madrasas have implemented educational planning as an initial step in achieving a goal. Islamic education planning at MA Nurul Muhajirin includes long-term planning because several programs are planned and conceptualized in the annual program of the madrasa related to the vision and mission in detail. Furthermore, Islamic education planning is also integrated with programs related to empowering students to have competence in cognitive but also affective and psychomotor aspects. All of these activities are integrated into education management. Finally, in planning education in Madrasas, it is not only the quantity aspect of the institution but also the quality aspect that is quite important.*

Artikel ini membahas mengenai perencanaan pendidikan Islam di MA Nurul Muhajirin Tanjung Lago Kabupaten Banyuasin Provinsi Sumatera Selatan. Dalam penelitian ini, peneliti menggunakan penelitian deskriptif kualitatif. Teknik yang digunakan dalam analisis data adalah reduksi data, penyajian data, dan penarikan kesimpulan, dengan teknik pengumpulan data melalui wawancara, observasi dan dokumentasi. Dari hasil penelitian menunjukan bahwa madrasah sudah melaksanakan perencanaan pendidikan sebagai langka awal dalam mencapai suatu tujuan, perencanaan pendidikan Islam di MA Nurul Muhajirin meliputi perencanaan yang dilaksanakan jangka panjang, karena ada beberapa program yang direncanakan dan dikonsep dalam program tahunan dari madrasah berkaitan dengan visi dan misi secara terperinci. Selanjutnya dalam perencanaan pendidikan Islam juga terintegrasi dengan program yang berkaitan dengan pemberdayaan siswa agar bisa memiliki kompetensi bukan hanya kognitif, tetapi juga pada aspek afektif dan psikomotorik, semua kegiatan tersebut terintegrasi dalam pengelolaan pendidikan. Terakhir, dalam perencanaan pendidikan di Madrasahbukan hanya mengperhitungkan segi kuantitas dari Lembaga, tetapi juga dari sisi kualitas menjadi bagian yang cukup penting.

Keywords: *Planning, Islamic Education, Madrasah.*

I. INTRODUCTION

In the current era of globalization like this, in the world of education, there is competition between one institution and an educational institution that occurs. Many educational institutions are left by their users for several reasons. Therefore, professional management ability is needed to practice in the management of educational institutions, starting from planning to evaluating educational activities in an institution.

In educational activities, planning is the initial part of all activities. Planning is essential because it will be a determinant and, at the same time, give direction to the goals to be achieved. This work will be irregular and undirected if there is no careful planning, a mature and well-organized plan will influence the achievement of a goal. This further strengthens the reason for the strategic position of planning in an institution in planning which is a process carried out by a leader to direct all activities to achieve goals.

Planning determines the success or failure of a program in the sense of small and significant activities. Without planning, it is likely to fail (Albab, 2021). Planning contains a series of actions that must be carried out to achieve goals (Ananda, 2019). Planning as a process is vital before doing anything else. Planning is essential because it will determine and, simultaneously, give direction to achieving goals (Martin, 2013). This plan also applies to all educational institutions, including Islamic educational institutions (Ikhwan, Farid, Rohmad, & Syam, 2020). Educational institutions that do not have good planning will fail. This certainly further clarifies the position of planning in an institution.

To expedite the running of an Islamic educational institution, planning is needed. This planning will direct the institution towards the goals that have been determined correctly and correctly according to the institution's goals. In this case, planning gives direction to the achievement of the goals of a system because the system will run well if there is good planning. Planning in an educational institution is a systematic way to do a job. According to Louis A. Allen, as quoted by H.B. Siswanto, planning consists of activities that a manager operationalizes to think ahead and make decisions now, which allows them to precede and face challenges in the future.

In Islamic education, planning is one of the key factors in implementing educational activities to achieve the expected educational goals for every level and type of education at the national and local levels (Priyanto, 2018). The characteristics of dynamic educational planning have the following features:

a. A rational process is characterized as an organized development of community learning activities;

b. Concerning social goals, means, goals, processes, and control;

c. It is a conceptual design of policies and actions made by the group;

d. A dynamic concept that ensures the plan is constructed with flexibility so that deviations are not possible (Sarbini & Lina, 2011).

Good planning must answer the concept of questions formulated in six questions, namely what, why, where, when, who, and how (Aisyah, 2018). What asks the goals,

plans, and activities to be carried out. Why ask the reasons for the type of activity that must be done. The answer to this question provides an argument and the reasons for making the plan to obtain a more precise and more detailed understanding of the rationale behind the planning. Ask questions about the location or place where the project will be implemented. This includes the location, layout, level of implementation of a plan, and others. When asking for things related to the time of the plan's performance, this includes priorities, phases of achievement, and even the timeline for achieving the goals. Who, which is asking the person who will be responsible, who will carry out and supervise. This also includes authority and responsibility, hierarchy, personal requirements, division of tasks, staffing, placement, and coaching. How, asking how to carry out these activities, including work systems and procedures, standards that must be met, the climate around the location, financing, and others.

Educational planning principles are also needed in educational planning, which are several activities that must be carried out or considered by planners when preparing educational plans (Anwar, 2022). Educational planning must view comprehensiveness, integral, efficient, interdisciplinary, flexible, objective, rational, complete, accurate, and continuous data.

Comprehensive, namely seeing the problem of education as a whole, every aspect of schooling must receive proper attention, both formal and non-formal, from primary education to higher education in the broadest sense. Integral, i.e., educational planning must be integrated into a comprehensive plan. This integration must be visible in the education management system and procedures.

That is, limited costs must be managed as efficiently as possible in their use and focus on managing them. Interdisciplinary must cover various science fields because education is interdisciplinary, especially about human development. Flexible, which is not rigid but dynamic and responsive to society's demands for education. Rational objectives, namely for the public interest, not for the subjective interests of a group of people.

Completeness and accuracy of data, namely planning, must be based on complete and accurate data and information because otherwise, it will have reliable strength. Continuous education planning must pay attention to the sustainability aspects of the chosen strategy to solve educational problems.

All of the above activities must be carried out to achieve a goal of educational planning, including Islamic education. Academic planning, which is a process of formulating policies and instruments as well as a technique for determining priorities, is also an integral part of a country's national development as well as a link between the expectations of parents, society, students and the state to achieve the goals and functions of education (Kasmawati, 2019).

Based on the results of initial observations related to Islamic education planning at MA Nurul Muhajirin Tanjung Lago, Banyuasin Regency, South Sumatra, Islamic education planning has been carried out starting from forecasting, setting goals, and programming to determining and interpreting policies which is an activity to determine conditions based on conditions. Superiors and subordinates who will work. In addition, educational planning is carried out in detail by looking at education's vision, mission and goals. This is important to do as an integrated part with all existing

activities at the madrasa, also in planning involving stakeholders so that the education goal at MA Nurul Muhajirin can run well.

II. METHOD

This type is qualitative field research, namely field research whose data is obtained directly from the area through observations, interviews and documentation. While the purpose of qualitative is field research using theories without statistical formulas (Moleong, 2017). Research informants are believed to have broad knowledge about the problem being studied. The qualitative research process begins by determining the person who is the key informant and the supporting informant who is the trusted informant (Rukin, 2019).

According to Anselm Strauss and Juliet Corbin, qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of calculation. Meanwhile, according to another opinion, what is meant by qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviour. Qualitative data collection was carried out on informants using interview guidelines by the research objectives. To obtain valid and reliable information, a voice recorder is used and added to the recording (Munandar, 2019).

Qualitative research aims to understand the phenomenon of what is experienced by research subjects, such as behaviour, perception, motivation, action and others. Qualitative research is descriptive and explanatory. Several studies provide descriptions of complex situations and an overview for further investigation. The next goal is to explain or clarify the relationship between events and meaning according to participants' perceptions. The author's purpose is to use qualitative methods so that the authors have wider opportunities to interact and communicate with the research object. The role of researchers in qualitative research is very decisive, so it requires researchers to be able to construct social situations so that researchers are clear and meaningful so that they can enrich and deepen studies research (Ikhwan, 2021).

The research was conducted at MA Nurul Muhajirin Tanjung Lago, Banyuasin Regency, South Sumatra, with informants in this study being the head of the Madrasah, Deputy Head of Madrasah, teachers, administration and other stakeholders. Data collection techniques used in this study were interviews, observation and documentation, data analysis techniques, namely data reduction, presentation and verification or conclusions, and to ensure the validity of the data, triangulation techniques of sources, methods and time were used.

III. RESULT AND DISCUSSION

The author will present several aspects of the researcher's findings, including data exposure, research findings and problem analysis. Furthermore, the data obtained will be analyzed to answer research problems that will be carried out in Planning Islamic education at MA Nurul Muhajirin Tanjung Lago.

Islamic education planning is a process carried out to prepare a set of alternative decisions for future activities directed at achieving goals with maximum effort and considering the existing conditions in an Islamic educational institution's economic,

social-cultural and overall fields. Islamic Education Planning is an effort to look ahead to the future in terms of determining priority policies and educational costs that take into account the reality of existing activities in the economic, social and political fields to develop the potential of the national education system to meet the needs of the nation and the students it serves by the system.

In Islamic Education Institutions, the planning process is a continuous intellectual process in analyzing, formulating, weighing and deciding the decisions taken must have internal consistency that relates systematically to other choices, both in the fields themselves and in the field of education. -other fields under development, and there is no time limit for one type of activity, and one activity does not always have to precede and be preceded by another activity.

Educational Planning can be understood that the problem that stands out is preparing a decision concept that will be implemented in the future (Albab, 2021). Planning is an important thing to do. History records that approximately 2500 years ago, educational Planning existed, where the Spartans had planned education to realize their military, social and economic goals. In his book "Republic," Plato wrote about an educational plan that could ensure the availability of leadership and political power needed by Athens. China, during the reign of the Han dynasty and Peru in its heyday, the Incas planned their education to ensure the survival of their respective countries (Kusnandi, 2019). This policy also needs to be followed by the implications of its implementation, even continuously requiring adjustments (Siti, 2020).

An educational planning process should be carried out regularly and continuously when an initial study is needed regarding an activity to be carried out his view (Rahmadani, Herwadi, Sari, & Wijaya, 2019). Planning in education is a function of education management. Planning determines the best possible state of relations between internal and external resources in an education system with dynamic conditions and an efficient and effective way to achieve the desired goals (Albab, 2021).

Thus it can be understood that education planning is essential to ensure the sustainability of an educational institution. This, of course, also cannot be separated from the critical role of school principals, vice principals and several functionaries needed to carry out the plans that have been set. Several processes must be carried out in the preparation of education planning at Madrasah Nurul Muhajirin Tanjong Lago, namely:

Educational Planning Must Have a Long-Term View

Planning is a specific cycle; through that cycle, a plan can be evaluated from the beginning of preparation to implementation and completion of planning. All activities are part of the educational planning process, which can also be used for academic development (Kusnawan, 2010). Good Planning can be achieved by considering the conditions of the future in which the Planning and activities that will be decided will be carried out, as well as the current period when the plan is made (Iqbaltullah, Sofyan, & Kurnia Az-Zahra, 2021).

Based on the results of interviews with the head of the madrasah, education planning must have a broad view not limited by some time, but with an extended period so that success is seen after implementing the specified plan. Added by the deputy head of the madrasa in the field of the curriculum also said that Planning in education should not

be held in a brief period but ideally has a long duration of time because success in implementing education will be seen from the planning process set by the school.

Thus, it can be understood that educational Planning is carried out to have something to be achieved (goal), so Planning must have an extended period because one of the successes in education cannot be separated from the previously determined Educational Planning.

The expected results of this Planning are to formulate the goals to be achieved and controlled to be carried out effectively and efficiently. Selection of the right program to achieve goals and identify and mobilise sources that are always limited (Nuryasin & Mitrohardjono, 2019).

Educational Planning in facing these global challenges means selecting or determining programs/strategies/steps to realize the educational goals set to meet future challenges (Pawero, 2021). Planning is an attempt to explore who is responsible for specific activities to achieve common goals. These activities are reflected in a careful and comprehensive plan (Albab, 2021). Comprehensive educational Planning is educational Planning that is systematically, rationally, and objectively arranged, which involves all essential concepts in educational services so that the Planning provides a complete or perfect understanding of what and how to provide educational services that are quality (Akhmad, 2020).

Of course, it includes short-term (one or two years), medium-term (four to five years), and long-term (ten to fifteen years). The view will be less precise the further you go. But taking into account the need for an extended "preliminary time" to improve educational skills and to obtain various educational outcomes, for example, to increase the number of doctors or engineers and even primary school teachers, it is necessary to plan as early as possible.

According to the teacher, waka infrastructure facilities revealed that the education planning in MA Nurul Muhajirin had been implemented through an agreed process, including that Planning is a desire to be achieved by the school, so Planning is an expectation that must be realized.

Planning is essential because it will determine and give direction to achieving goals. Thus a work will be messy and undirected if there is no careful planning. Careful and well-organized Planning will influence the achievement of goals (Aisyah, 2018). Planning is one of the critical factors in implementing educational activities to achieve the expected educational goals (Rojiun, 2012). Thus, it can be concluded that educational Planning is not only a reference for realizing expectations in madrasas. Planning is also a fundamental goal to be implemented. Planning can also avoid the direction of a plan to be achieved in educational institutions.

Educational Planning Must Be Detailed

Planning is a projection of what must be done to achieve the goals and objectives that have been set (Suhada, 2020). Planning has a vital role in elementary school. With Planning, it will be possible to predict future work and even be able to predict the possible results that will be achieved (Muhammad Sahnan, 2017). Educational Planning must consider the process's flexibility and targets' flexibility so that the concepts made are not impressive. Rigid, making it difficult for yourself (Ahmad Suja'I; 2018).

Based on the results of interviews with the principal of the madrasa, it was explained that the Planning must be detailed to avoid failure in its implementation. Furthermore, the deputy head of student affairs explained that education planning must be documented and directed because careful Planning can produce good education, so Planning must be prepared in detail to avoid failure in its implementation.

The planning process is an essential and strategic element as a guide for the direction of the implementation of activities and is one of the critical factors in the effectiveness of the performance of educational activities to achieve the expected educational goals for each level and type of education at the national and local levels (Nardawati, 2021). Planning determines the success or failure of a program, programs that do not go through good Planning tend to fail. In the sense of small and significant activities, without Planning, there is a high chance of failure (Albab, 2021).

Educational Planning must include a comprehensive education system to ensure the harmonious development of education in its various parts. Moreover, educational Planning should try to broaden its view toward the types of non-formal education and training, which are essential to ensure their effective integration with formal education and by prioritizing the needs and goals of society. Planning is a tool for education managers to be more efficient in carrying out their duties and functions. Planning can help achieve a target or target more economically and on time and provide opportunities to be easily controlled and monitored in its implementation. Therefore, planning as an element and the first step in the management function generally occupies a critical and decisive position (Ridwan, 2019).

From the explanation above, it can be understood that education planning should be carried out in detail because, to avoid failure in implementing education that was previously planned, a more open and flexible planning system can undoubtedly make Planning in schooling successful.

Planning Must Be Integrated with Other Plans

Strategic Planning does schedule not only development activities but also all programs that support and create community services that can be carried out correctly (Ampry, 2013). Planning in the provision of education is essential to the pace of educational institutions. Therefore, educational institutions need to make a comprehensive general plan and then make unique plans to facilitate implementing educational activities. Thus the implementation of educational activities will be more systematic, directed, effective and efficient (Nahrowi, 2014).

In the view of the head of the madrasah, he said that education planning could not be limited in its studies because education will succeed if it does not run alone, meaning that several stakeholders must be involved in education planning so that there will be integration between madrasas and the community.

Furthermore, the deputy head of the curriculum added that the integration between madrasas and schools was a factor in the success of education planning in madrasas because the community also took part in building and developing education in madrasas; besides that, there was involvement in initiating education in madrasas.

So besides that, if education is aimed at helping individuals and national development effectively and so that scarce resources are used as well as possible, then education cannot run alone, ignoring the surrounding reality. Educational Planning is critical in life, namely in the view of a person's life or society which is a fundamental concept

regarding what he wants and aspires to in his life. Because the basis of Planning is a universal human ideal (Arifudin, Sholeha, & Umami, 2021). Planning is a relationship between what is now and how it should be related to needs (Samrin, 2015).

From the explanation above, it can be understood that integration in educational Planning is very supportive in guarding educational institutions' development. Hence, stakeholders are also a driving force in advancing educational institutions previously planned.

Planning Must Be an Integral Part of Education Management

Educational Planning to face global challenges is an effort to maximize the consequences of choices made regarding educational policies now for the future and anticipate the existence of educational policies that are not on target (Pawero, 2021).

The planning process must be closely linked to its implementation and decision-making process to be effective. If it stands alone, the plan will be purely academic work whose influence will primarily confuse the parties involved. Based on the interview with the head of the madrasa, it was explained that education planning could not stand alone. There is a link between stakeholders in educational institutions. The deputy head of public relations explained that the relationship between schools and the community could not be separated, so education planning must also be involved. The aim is to find out the community's needs.

Educational Planning is essentially a systematic selection process, rational analysis what will be done, how to do it, who is the implementer and when an activity is carried out to improve the quality of education more effectively and efficiently so that the educational process can meet the demands/needs of the community (Kusnandi, 2019).

Furthermore, according to the deputy head of student affairs explained that education planning should be able to meet the needs of the community. This includes performance reviews and feedback on introducing new plans in educational institutions. In essence, Planning is a process of starting various goals, strategic boundaries, policies and very detailed procedures to achieve them, organizational achievements to implement decisions and including performance reviews and feedback in terms of introducing a new plan cycle (Wandra & Hadiyanto, 2021). From the explanation above, it can be concluded that education planning must be integrated with education managers in madrasas or in the world of education, which is very important, given that education cannot stand alone without the support of all parties in educational institutions.

Planning Must Take Into Account the Qualitative Aspect

The benefit of Planning is that it can reduce and anticipate obstacles that may arise in the future (Winarti, 2018). Education is usually carried out to meet needs by the development of education in a school (Nurmalina & Nelliraharti, 2020).

In planning and providing the basis for rearranging the plans that have been made, educational Planning is determining the best state of internal and external relations in an education system to achieve the best balance in conditions that change dynamically and affect the desired change. In this view, educational Planning becomes a necessity for the development of the nation and state (Widiyastuti, 2014).

Based on the results of interviews with the head of the madrasah, it was stated that educational Planning would be successful not on a quantitative basis alone. Still, there was a basic explanation of the success that existed in the madrasa. Meanwhile, the deputy head of student affairs added that the size in education planning is not only in terms of quantity but also the quality aspect, meaning that education planning must also look at the conditions or environment in the madrasa because Planning is adjusted to the needs of the madrasa.

Education by relying on example, creating an environment and habituation through various tasks and activities (Yunita & Mujib, 2021);(Anwar, 2021). Only then can educational plans make education more relevant, efficient, and effective. From the explanation above, it can be understood that success in education planning cannot be seen from one aspect but from various elements, quality and quantity, in madrasas. Creating a good environment and habits in the madrasa is one of the successes in education planning.

IV. CONCLUSION

From the results of the analysis above, the article entitled Islamic Education Planning at Madrasah Aliyah Nurul Muhajirin Tanjung Lago shows that madrasas have implemented educational planning as an initial step in achieving a goal. Islamic education planning includes planning that must be carried out long-term because this is an integral part of a plan. For example, in detail, several programs are planned and conceptualized in the annual program of the madrasa related to the vision and mission. Furthermore, Islamic education planning is also integrated with programs related to empowering students to have competence in cognitive but also affective and psychomotor aspects. All of these activities are integrated into education management. Finally, in planning education in Madrasas, it is not only the quantity aspect of the institution but also the quality aspect that is quite important.

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