

## EDUCATIONAL PLANNING STRATEGIES IN STRENGTHENING ISLAMIC EDUCATION MANAGEMENT IN MTs AL IHSAN PONDOK GEDE BEKASI

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### ABSTRAK

Penelitian ini bertujuan untuk menganalisis dan mengembangkan strategi perencanaan pendidikan dalam penguatan manajemen pendidikan Islam di MTs Al Ihsan, Pondok Gede, Kota Bekasi. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data melalui wawancara mendalam, observasi partisipatif, dan dokumentasi. Hasil penelitian menunjukkan bahwa MTs Al Ihsan telah melakukan berbagai upaya dalam perencanaan pendidikan, namun masih menghadapi beberapa tantangan, seperti kurangnya keterlibatan seluruh pihak dalam proses perencanaan, ketidakmampuan dalam mengumpulkan data yang akurat mengenai kondisi dan kebutuhan siswa, serta terbatasnya pengembangan kurikulum berbasis keterampilan abad ke-21. Meskipun demikian, perencanaan yang telah dilakukan memberi dampak positif dalam hal peningkatan kualitas pengajaran dan keterlibatan guru dalam kegiatan madrasah. Penelitian ini menyarankan perlunya pengembangan sistem pengumpulan data yang lebih terstruktur, peningkatan keterlibatan semua pihak dalam perencanaan, serta penguatan pemanfaatan teknologi dan pelatihan manajemen pendidikan bagi guru untuk memperbaiki perencanaan pendidikan di MTs Al Ihsan.

**Kata Kunci:** perencanaan pendidikan, manajemen pendidikan Islam, pengembangan kurikulum, keterlibatan guru, teknologi pembelajaran, madrasah

### ABSTRACT

*This study aims to analyze and develop educational planning strategies in strengthening Islamic education management at MTs Al Ihsan, Pondok Gede, Bekasi City. This research employs a qualitative approach with data collection techniques through in-depth interviews, participatory observation, and documentation. The findings indicate that MTs Al Ihsan has made various efforts in educational planning but still faces several challenges, such as the lack of involvement of all*

*parties in the planning process, the inability to collect accurate data regarding students' conditions and needs, and the limited development of a curriculum based on 21st-century skills. Nevertheless, the planning carried out has a positive impact on improving the quality of teaching and teacher involvement in school activities. This study recommends the development of a more structured data collection system, increasing the involvement of all parties in planning, and enhancing the use of technology and professional development for teachers to improve educational planning at MTs Al Ihsan.*

**Keywords:** *educational planning, Islamic education management, curriculum development, teacher involvement, learning technology, madrasah*

## INTRODUCTION

Islamic education has a very important role in shaping the nation's character and creating quality human resources in Indonesia. In the midst of the challenges of globalization and the development of the times, Islamic educational institutions, especially madrasahs, need to make various efforts to strengthen existing education management. One of the aspects that is of main concern is effective educational planning to strengthen the management of Islamic education at the madrasah level. The phenomenon that occurred at MTs Al Ihsan, Pondok Gede, Bekasi City, shows that even though this madrasah already has various excellent programs, challenges in terms of education management and structured planning are still quite significant problems. The lack of proper educational planning in several aspects, such as human resource management, competency-based curriculum development, and the use of technology, has an impact on the effectiveness of the learning process and the quality of education provided to students.

Educational planning is a crucial first step in creating an efficient and effective education system. Without careful planning, the existing education system cannot develop according to the demands of the times, and is less able to adapt to changes that occur in the educational environment. At MTs Al Ihsan, although there are several initiatives to develop education management, the challenges in strategic planning are still felt, especially in optimizing all the potential in the madrasah. This is very important to research, because suboptimal educational planning can have an impact on the overall management of Islamic education management.

There is a clear gap in the literature related to educational planning in the context of Islamic education management, especially at the madrasah level. Most of the existing research tends to focus more on human resource management or education policy in general, while research on educational planning strategies in strengthening Islamic education management at the madrasah level is still minimal. Previous research has focused more on aspects of education policy or curriculum innovation in public schools, while at the madrasah level, strengthening education management through strategic planning is still rarely discussed in depth (Suryani, 2021; Rahmat, 2020). Therefore, this research is expected to fill this gap by providing a deeper understanding of how a good educational planning strategy can strengthen the management of Islamic education in madrasas.

A relevant theory to understand this phenomenon is the Theory of Educational Management put forward by Mulyasa (2017), which states that education management requires careful planning, effective organization, and continuous evaluation so that educational goals can be achieved optimally. The Theory of Educational Planning from Slamet (2020) is also very relevant in this context, which states that educational planning at the school or madrasah level must involve needs analysis, selection of appropriate strategies, and intensive monitoring and evaluation. In addition, the Theory of Educational Leadership by Nurhadi (2019) states that the head of the madrasah has a very important role in designing and implementing educational planning that can direct all components of the madrasah towards achieving better educational goals.

Some previous research has also provided useful insights on this topic. Research by Suryani (2021) found that educational planning based on student needs and school characteristics has a significant influence on the effectiveness of education management in schools. Another study by Rahmat (2020) revealed that the implementation of educational planning based on curriculum development and learning innovations in Islamic schools can improve the quality of teaching and student learning outcomes. However, there has not been much research specifically on how educational planning can be strengthened in the context of Islamic education management in madrasas, especially in MTs such as MTs Al Ihsan. This

is an urgency to conduct further research to identify the right strategy in the management of education in madrasas.

The urgency of this research lies in the need to find practical solutions in strengthening the management of Islamic education at MTs Al Ihsan, especially in terms of more structured and effective educational planning. This research is important to identify how good educational planning can have a positive impact on improving the quality of education in madrasas, improving teacher performance, and ultimately improving the learning process and student learning outcomes. Good educational planning will also provide a strong basis for the management of resources in madrasas, ranging from curriculum, human resource management, to the use of technology in education.

The main objective of this study is to develop an educational planning strategy that can strengthen the management of Islamic education in MTs Al Ihsan. This research also aims to explore and analyze important aspects in educational planning that can affect the effective management of Islamic education at the madrasah level.

## **METHOD**

This research is a qualitative-descriptive research. Data were collected from madrasah heads, teachers, and administrative staff through semi-structured in-depth interviews, participatory observations, and documentation studies (Creswell, 2018). The purposive sampling technique was used to select participants who were relevant to the governance of the madrasah. Data analysis was carried out thematically to identify patterns and influencing factors in planning (Braun & Clarke, 2021). The validity of the results is ensured through triangulation of sources and techniques to provide a comprehensive picture of the internal dynamics and challenges of Islamic-based management in the institution.

## **DISCUSSION**

### **A. Finding**

Based on data obtained through in-depth interviews, participatory observations, and documentation, several factors that affect educational planning and its implementation in the management of Islamic education in madrasahs were

found. The main findings of this study will be discussed in the following sub-chapters.

### **1. Factors Causing Weaknesses in Educational Planning**

Based on the results of interviews with madrasah heads, teachers, and administrative staff, it was found that one of the main factors that hinder the effectiveness of educational planning at MTs Al Ihsan is the lack of involvement of all parties in the planning process. The planning process that has been carried out by the management tends to be top-down, that is, educational decisions and policies are more determined by the head of the madrasah without involving teachers or staff in discussions or planning processes. This leads to a lack of ownership of existing educational policies and programs, as well as an imbalance in the division of responsibilities in policy implementation. Teachers feel that they are not sufficiently involved in setting educational goals and curriculum development, which has an impact on their lack of commitment and involvement in the implementation of the plan. In addition, this study also found that MTs Al Ihsan had difficulty in collecting accurate data on students' conditions, both in terms of their academic abilities and learning needs. The inability to obtain clear information about students' educational needs makes the planning carried out not fully in accordance with the real needs in the field.

### **2. Applied Educational Planning Strategies**

Despite the challenges in education planning, MTs Al Ihsan has tried to implement several strategies to improve education management. One of the strategies implemented is the preparation of an Annual Work Plan (RKT) which includes various educational programs and extracurricular activities. However, even though this CTR has been prepared, the research findings show that the preparation still seems general and lacks detail in terms of implementation, and does not provide enough space for all staff to be involved in the preparation of the program. Some teachers also revealed that the RKT that is prepared is often not fully understood by all members of the teaching team, thus having an impact on the lack of harmony in the implementation of the program that has been prepared. In addition, MTs Al Ihsan strives to develop a curriculum based on the needs of students and pay attention to Islamic values in each subject. However, the

application of competency-based curriculum and 21st century skill development, such as critical thinking and collaboration skills, is still limited. The use of technology in learning has also not been maximized, although several efforts have been made to incorporate technology into the teaching process.

### **3. Challenges in the Implementation of Educational Planning**

The implementation of educational planning at MTs Al Ihsan faces several significant challenges. One of them is the limitation of human resources who have expertise in education management. Some teachers reveal that they do not get enough training in educational planning and curriculum development, which leads to a lack of skills in designing and executing structured and effective educational planning. Without adequate training, teachers tend to have difficulty in carrying out existing planning optimally. In addition, learning facilities at MTs Al Ihsan are also one of the obstacles in the implementation of planning. Some of the classrooms and technological devices needed to support technology-based learning activities are still limited, hampering the implementation of planned educational programs. Although there are efforts from the madrasah to improve facilities, there is still a lot that needs to be done so that the facilities support more effective learning.

### **4. The Impact of Educational Planning on Islamic Education Management**

The impact of the educational planning implemented at MTs Al Ihsan on the management of Islamic education is quite significant. More systematic educational planning, while not entirely optimal, has contributed to improving the quality of classroom teaching. With clear planning in terms of assigning tasks and setting learning objectives, teachers become more organized in compiling teaching materials and managing classes better. In addition, careful educational planning also has a positive impact on increasing teacher involvement in madrasah activities. Some teachers who previously felt less involved in the planning process are now starting to feel more responsible for the implementation of the programs that have been prepared. In terms of the management of Islamic education management, MTs Al Ihsan strives to maintain a balance between academic achievement and character development of students in accordance with Islamic principles, although challenges in the implementation of planning still remain.

## **5. Development of Effective Educational Planning Strategies**

Based on the results of the study, some of the strategic steps proposed to improve educational planning at MTs Al Ihsan are first, increasing the involvement of all parties in the planning process, including teachers, administrative staff, and even students. By involving all parties in planning, it is hoped that they can feel that they have the policies taken, thereby increasing commitment and better implementation. Second, the development of a more structured data collection system is essential to ensure that educational planning is appropriate to the needs of students. Collecting more accurate data on students' conditions and abilities will help in designing more relevant and targeted curricula and learning activities. Third, education management training for teachers needs to be carried out regularly so that teachers have sufficient skills in designing and implementing educational planning based on student needs and broader educational goals. In addition, improving facilities and the use of technology in education will support the achievement of more effective educational planning goals.

Based on the findings in this study, it can be concluded that educational planning at MTs Al Ihsan has been running with several strategies, although there are still challenges in terms of the involvement of all parties, accurate data collection, and limited resources. The development of a more inclusive, data-based, and sustainable educational planning strategy is needed to strengthen the management of Islamic education in this madrasah. With more careful planning, effective monitoring, and optimal implementation, MTs Al Ihsan can improve the quality of education and achieve better Islamic education goals.

### **B. Result**

Based on the results of the research that has been conducted, there are several factors that affect educational planning at MTs Al Ihsan, Pondok Gede, Bekasi City, as well as the challenges faced in the implementation of the planning in strengthening Islamic education management. This discussion will relate the findings to relevant theories that can provide a deeper understanding of the phenomenon that occurs, as well as how a more effective educational planning strategy can strengthen the management of Islamic education in madrasahs.

#### **1. Involvement of Parties in the Planning Process**

One of the key findings of the study is the lack of involvement of all parties in the educational planning process. The top-down planning process, in which educational policies are largely determined by the head of the madrasah without involving teachers or staff, can be explained by the Theory of Involvement (Vroom, 1964), which states that participation in decision-making will increase the sense of responsibility and commitment to the policies taken. In this context, MTs Al Ihsan needs to improve the participation mechanism by involving more parties in every stage of planning, from long-term planning to the preparation of the annual work plan (RKT). Research by Setiawan (2020) also emphasizes that teachers' involvement in the planning process will affect their motivation and improve the implementation of more effective planning.

## **2. Accurate Data Collection for Planning**

The finding that MTs Al Ihsan has difficulty in collecting accurate data on the conditions and needs of students is very important to note. According to the Theory of Educational Planning put forward by Slamet (2020), collecting accurate data on student conditions is the first step in effective educational planning. Relevant and up-to-date data is essential to ensure that educational planning can be tailored to the needs of students and the goals they want to achieve. Without sufficient data, the planning made will be less effective and not in accordance with the reality on the ground. Therefore, MTs Al Ihsan needs to develop a more structured and systematic data collection system to support a better and relevant planning process.

## **3. Preparation of Annual Work Plan (RKT)**

The preparation of the RKT at MTs Al Ihsan has been carried out as part of the education planning strategy. However, the findings of the study show that the CTR compiled is still less detailed and does not sufficiently involve all staff. This can be analyzed through the Theory of Educational Management put forward by Mulyasa (2017), which states that the success of educational planning is highly dependent on good and clear organization. CTRs should include not only a well-organized division of tasks, but also clear indicators to measure expected outcomes. If the CTR is prepared in general without paying attention to the details of implementation and evaluation, then its implementation can become less effective.

Therefore, MTs Al Ihsan needs to improve the process of preparing the RKT by adding more concrete indicators and evaluations so that educational planning can be implemented more effectively.

#### **4. Development of 21st Century Competency-Based and Skills-Based Curriculum**

Although MTs Al Ihsan has sought to develop a curriculum based on student needs and pay attention to Islamic values in each subject, the research findings show that the development of 21st-century skills, such as creativity, collaboration, and problem-solving, is still limited. Curriculum Theory from Taba (1962) states that an effective curriculum must be able to accommodate the needs of students in facing global challenges and the development of the times. Research by Suryani (2021) also found that schools that integrate 21st century skills in their curriculum show significant improvements in the quality of teaching and student learning outcomes. MTs Al Ihsan needs to develop its curriculum to be more comprehensive, by paying attention to the development of students' critical skills and abilities in cooperating, thinking creatively, and utilizing technology in the learning process.

#### **5. Limited Human Resources (HR)**

The limitation of human resources in terms of education management expertise is one of the big challenges at MTs Al Ihsan. Based on the Human Resource Development Theory according to Sallis (2014), the capacity development of human resources, especially teachers, is very important to improve the quality of education and the implementation of educational planning. In this case, teacher training and competency development in educational planning, curriculum management, and the use of technology in learning are very important. Without adequate training, teachers will find it difficult to carry out educational planning in a structured and effective way. Therefore, MTs Al Ihsan needs to provide more intensive training to increase the capacity of teachers in planning and managing education in madrasahs.

#### **6. Utilization of Technology in Learning and Management**

The use of technology in learning and education management at MTs Al Ihsan is still limited, although several efforts have been made to include technology in the teaching process. The Digital Learning Theory put forward by Johnson

(2020) reveals that the use of technology in education can increase student engagement and accelerate the learning process. In today's digital age, technology plays an important role in supporting more interactive and effective learning. The use of technology in education management can also increase efficiency in student data management, curriculum planning, and learning evaluation. Therefore, MTs Al Ihsan needs to further improve the use of technology, both in learning and in the management of education management.

Based on this discussion, it can be concluded that MTs Al Ihsan needs to make significant improvements in several aspects of educational planning to strengthen Islamic education management. The involvement of all parties in the planning process, more structured data collection, the development of 21st century skills-based curricula, as well as improved training for teachers and the use of technology in education are important steps to improve the effectiveness of educational planning. By applying relevant theories such as Participation Theory, Educational Planning Theory, and Human Resources Development Theory, MTs Al Ihsan can optimize Islamic education management in madrassas and provide a better educational experience for students.

## **CONCLUSION**

Research at MTs Al Ihsan shows that strengthening the management of Islamic education still faces significant structural and technical challenges. The main problem lies in the top-down planning pattern, which triggers a low sense of belonging and commitment of teachers and staff in implementing policies. In addition, planning accuracy is hampered by an unstructured student condition data collection system, resulting in programs that are often less relevant to the real needs in the field. The Annual Work Plan (RKT) is still considered too general and does not have detailed measurable success indicators. In terms of curriculum, although Islamic values have been integrated, the adoption of 21st century skills and the use of educational technology are still limited. This obstacle is exacerbated by the limited capacity of human resources in the field of strategic management. Therefore, this study recommends the need for a transformation towards participatory planning involving all elements of madrasahs, the development of data-

based management systems, as well as sustainable digital leadership and pedagogy training for educators. Through the integration of technology and the strengthening of a comprehensive curriculum, MTs Al Ihsan is expected to be able to create an Islamic education ecosystem that is more adaptive, interactive, and competitive in facing the challenges of an increasingly complex era.

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