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Strategic Management Of Madrasas In Improving Accreditation Of Guppi Nurul Jadid Mts In Sumber Sari Village, Tungkal Jaya Sub-District, Musi Banyuasin District

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Abstract

This study is based on the accreditation of madrasahs which are still C in the last two accreditation assessments. Strategic management is an approach that can provide an effective framework for achieving educational goals and improving madrasah accreditation. The researcher raised the planning, implementation, evaluation, and strategic management can improve accreditation at MTs Guppi Nurul Jadid. This study uses a descriptive qualitative approach through case studies. Data sources consist of primary and secondary. Data collection techniques with observation, interviews, and documentation. Data analysis techniques used are data reduction, data presentation, and drawing conclusions and data validity. The results of the study indicate that the strategic planning process for improving accreditation at MTs Guppi Nurul Jadid includes developing a vision and mission, identifying external opportunities and threats of an organization, and designing strategies to achieve goals to improve accreditation. The implementation of strategic management in improving the accreditation of MTs Guppi Nurul Jadid includes activities to determine madrasah policies, provide motivation by the head of the madrasah, allocate existing resources, and develop a culture that will support the implementation of the strategy. The strategic management evaluation process in improving accreditation includes monitoring activities for educators, education staff, and students and supervising institutional programs. Strategic management can improve madrasah accreditation at MTs Guppi Nurul Jadid through cooperation with all stakeholders and the community, periodic monitoring and evaluation, and human resource development.

Keywords: Management, Strategic, Accreditation Improvement, Madrasah

Abstrak

Penelitian ini berlatarbelakang akreditasi madrasah yang masih C pada dua kali penilaian akreditasi terakhir. Manajemen strategik sebagai pendekatan yang mampu memberikan kerangka kerja yang efektif untuk mencapai tujuan pendidikan dan meningkatkan akreditasi madrasah. Peneliti mengangkat perencanaan, pelaksanaaan, evaluasi dan manajemen strategik dapat meningkatkan akreditasi di MTs Guppi Nurul Jadid. Penelitian ini menggunakan pendekatan kualitatif deskriptif melalui study kasus. Sumber data terdiri dari primer dan sekunder. Teknik pengumpulan data dengan observasi, wawancara dan dokumentasi. Teknik analisis data yang digunakan adalah reduksi data, penyajian data, dan penarikan kesimpulan serta keabsahan data. Hasil penelitian menunjukkan bahwa proses perencanaan strategi dalam peningkatan akreditasi di MTs Guppi Nurul Jadid mencakup pengembangan visi dan misi, identifikasi peluang dan ancaman eksternal suatu organisasi, serta merancang strategi untuk mencapai tujuan dalam rangka peningkatan akreditasi. Pelaksanaan manajemen strategik dalam meningkatkan akreditasi MTs Guppi Nurul Jadid meliputi kegiatan penentuan kebijakan madrasah, pemberian motivasi oleh kepala madrasah, mengalokasikan sumber daya yang ada dan mengembangkan budaya yang akan mendukung pelaksanaan strategi tersebut. Proses evaluasi manajemen strategik dalam peningkatan akreditasi meliputi kegiatan melakukan monitoring kepada tenaga pendidik, kependidikan serta peserta didik dan melakukan pengawasan terhadap program-program lembaga. Manajemen strategik dapat meningkatkan akreditasi madrasah di MTs Guppi Nurul Jadid dengan kerjasama dengan seluruh Stakeholder dan juga masyarakat, monitoring dan evaluasi secara berkala dan pengembangan sumber daya manusia.

Kata Kunci: Manajemen, Strategik, Peningkatan Akreditasi, Madrasah

Introduction

A madrasah is part of an educational institution that must always provide the best service to the wider community because the existence of a madrasah close to the community will reflect the needs and pride of the community. Madrasahs are culturally an asset of the nation's educational culture and systematically as a subsystem of national education. [1] Increasing the accreditation of MTs Guppi Nurul Jadid Sumbersari is felt as a necessity for a nation that wants to progress. So in building a madrasa, good and correct management is needed. Management is the most important factor in organizing education and teaching in Madrasah. Because the concept of management means managing and organizing the organization in order to achieve success. Through madrasah management, the purpose of education can be achieved, with good correct, and systematic management.

In educational institutions, of course, it requires maximum effort to increase the potential and accreditation of MTs Guppi Nurul Jadid Sumbersarinya. Supported by a planned management system, qualified human resources (HR), good facilities and infrastructure, and appropriate education costs, the school will function optimally.

Seeing the development and rapid competition that occurs, schools are required to implement various superior strategies to compete commonly referred to as strategic management. [2]

In a study entitled *Strategic Management and its Role in Education in* the *International Journal of Innovation, Creativity, and Change*, it is stated that strategic management has a crucial role in improving madrasah accreditation. In this context, strategic management refers to the process of planning, implementing, and evaluating strategic steps taken by madrasah leadership to achieve certain goals, including improving the quality of education reflected in accreditation. The discussion of strategic management in improving madrasah accreditation can begin with the formulation of the madrasah's vision and mission, which form the basis for the development of strategic goals. Furthermore, identifying the strengths, weaknesses, opportunities, and challenges (SWOT) of the madrasah is an important step in formulating strategies that are by the local context and the needs of learners. [3]

In its implementation, the madrasah needs to utilize various resources, including qualified educators, relevant curriculum, and learning support facilities. Integrated with strategic management, the use of information technology, stakeholder engagement, and the development of excellent programs are also important aspects. Regular evaluation of the achievement of goals and the effectiveness of strategies should be conducted to ensure that continuous change and improvement can be made.

Strategic management is a series of managerial decisions and actions resulting from the process of formulating and implementing plans to achieve competitive advantage. When this definition is linked to terminology, strategic management can also be defined as the process of planning, directing, organizing, and controlling various strategic decisions and actions of schools to achieve competitive advantage. [4]

The urgency of strategic management in the current context is found in the main or top leadership of an educational organization, who must be able to formulate and determine the right organizational strategy so that the organization concerned is not only able to maintain its existence but is resilient to make the necessary adjustments and changes so that the organization increases its effectiveness and productivity. School principals as professional officers are required to formulate, implement, and evaluate the education policy. [5] By using the right management strategy, the school will be able to realize the expected quality and goals.

With strategic management, problems that occur in schools such as lack of professionalism of teachers, low motivation of students, low competency standards of student graduates, ineffective learning process, the budget management process being less effective and efficient, inadequate facilities, and other problems that often and may arise in the school environment will be minimized and can even be easily overcome.[6] In facing the growing challenges in education, madrasahs must be able to develop appropriate management strategies. However, each madrasah may have different approaches to managing important aspects such as curriculum management, human resources, finance, and facilities. [7]

For the accreditation of MTs Guppi Nurul Jadid Sumbersari to be as it should be and as expected by the community, measurement standards are needed. Accreditation carried out by the National Accreditation Board (BAN) recognizes the feasibility of a public or private educational institution, in providing educational services. The accreditation process must be carried out periodically and openly to help and empower educational institutions to develop their resources in achieving national education goals. The accreditation process begins with; first, the Socialization of Accreditation Instrument Data (DIA), namely by schools filling in self-evaluation instruments into the BAN-S/M Accreditation Assessment System; second, the assessment of the adequacy of accreditation targets carried out by BAN-S/M; third, visitation to schools; fourth, validation of the process and results of visitation; fifth, verification of results and preparation of recommendations; sixth, determination of accreditation results and recommendations; seventh, announcement of accreditation results; Eighth, issuance of accreditation certificates and recommendation results. [8]

The implementation of school accreditation is needed to encourage and accelerate the growth and development of schools about the need to achieve greater excellence, relevance, and effectiveness. In addition, it is also a way to motivate schools to achieve the desired standards, and it is even possible to do better or exceed those standards. Thus, accreditation provides confidence to the community that the school is implementing programs with quality that is acceptable to the community, and using the available funds appropriately.

In addition, school accreditation can also make a positive contribution to increasing the accreditation of MTs Guppi Nurul Jadid Sumbersari at school. It can be interpreted that if school accreditation runs well, then the increase in accreditation of MTs Guppi Nurul Jadid Sumber Sari will also have a

good impact. Schools that have high accreditation will provide quality services for education consumers. Vice versa, if school accreditation runs poorly, it will also have a bad impact on increasing the accreditation of MTs Guppi Nurul Jadid Sumbersari. [9]

The impact of accreditation value for school/madrasah management is that accreditation results are expected to be used as information material for mapping eligibility indicators, and community performance, including the performance of school/madrasah principals during their leadership period. Accreditation results are also needed by school/madrasah management as input to build a culture of accreditation of MTs Guppi Nurul Jadid Sumbersari in the school to continue to improve.

MTs Guppi Nurul Jadid was chosen because it has different characteristics from madrasahs in Tungkal Jaya District, in terms of madrasah culture, community scope, student background, and teaching approach. So that in this study will analyze the strategic management of MTs Guppi Nurul Jadid in running their educational institutions. One of the aspects considered in madrasah management strategies is the local context and differences between existing madrasahs.

MTs Guppi Nurul Jadid is one of several madrasas in Tungkal Jaya sub-district, Muba Regency. MTs Guppi is a Madrasah Tsanawiyah institution within the scope of the Guppi Nurul Jadid Islamic Boarding School foundation, which oversees RA, MI, MTs, and MA institutions with their respective madrasah heads.

It was previously known that MTs Guppi was located in the village, and not on the edge of the highway. So that many activities can involve the local community. This is a unique strategic management to be the object of research. With the implementation of this strategy, it is known that almost the majority of students are domiciled in the local village, and the teachers are sons and daughters who come from within the village. Another condition is that there are still many non-resident students, and some students have been sent for national science competency activities.

Based on initial observations, it was found that the accreditation of MTs Guppi Nurul Jadid is C. Accreditation was carried out in 2013 with a value of 63 (C) and then re-accreditation was carried out in 2018 obtaining a final value of 73 (C). Based on this initial data, there is an increase in value points, but there has been no increase in the accreditation grade. Until now, no re-accreditation has been carried out. In addition, the low accreditation is still due to the lack of maximum implementation of strategic management. The purpose of this

study is to analyze the strategic management applied at MTs Guppi Nurul Jadid to improve the accreditation of its madrasah and to identify factors that influence the choice of management strategies in the madrasah. The results of this study are expected to provide useful input for madrasah managers in developing more effective management strategies to realize superior madrasah accreditation.

The urgency of implementing strategic management in the context of education, especially in Islamic educational institutions such as madrasah. Madrasah accreditation is the main focus because it is a very important quality parameter in assessing the overall performance of educational institutions. Strategic management as an approach can provide an effective framework for achieving educational goals and improving the accreditation of MTs Guppi Nurul Jadid Sumbersari. In the context of madrasah, strategic management involves planning, implementing, and evaluating strategies that can improve the competitiveness and quality of madrasah education. Therefore, this study aims to explore the concept and implementation of strategic management in improving madrasah accreditation, while contributing to the development of a better Islamic education system. By understanding the relationship between strategic management and the process of improving madrasah accreditation, it is hoped that the results of this study can provide recommendations and practical guidance for madrasah managers and related stakeholders to strengthen strategic management aspects to improve the accreditation of MTs Guppi Nurul Jadid Sumbersari Islam.

Method

This type of research is qualitative research, as mentioned by Sugiyono qualitative research means the process of exploring and understanding the meaning of individual and group behavior, describing social problems or humanitarian problems. [1011]. This research uses an approach with the case study method (*case study*). The types of data in this study are qualitative research and quantitative research. In this study, data sources consisted of two sources, namely primary data sources and secondary data sources. The main data sources are interviews and direct observation of researchers with principals and other structural personnel. The subjects in this study consisted of key informants and supporting informants. The key informant in this study is the head of the madrasa while the supporting informants are the head of curriculum, the head of TU, the teachers, and the head of student affairs. Secondary data was obtained through information from books, *e-books*, and journals related to the implementation of

madrasah strategic management. The data collection techniques used in this research are observation, interviews, and documentation. Data analysis in qualitative research is carried out during data collection and after completion of data collection within a certain period. During the interview, the researcher analyzed the interviewees' answers.[12] The steps include data reduction, data presentation, and conclusion drawing.

Results and Discussion

Planning Strategy for Accreditation Improvement at MTs Guppi Nurul Jadid

In the steps of preparing the madrasah planning strategy to improve accreditation, MTs Guppi Nurul Jadid Sumbersari refers to the vision, mission goals, and targets that have been set with the components (*stakeholders*) involved or directly responsible (principal, vice principal, head of TU and teacher). According to the explanation of the madrasah coconut of MTs Guppi Mr. Syaepudin, S.Pd:

In the preparation of strategic planning, we can be top-down and can also be bottom-up, top-down is planning from policies from the government which inevitably the madrasah head conveys to his members how they determine it, while button-up is each team how their ideas and strategies are for plans. But here we depend on time and funds, and also need to communicate with the foundation as the policy maker. [13]

He also added the following steps for strategic planning:

The first steps in preparing strategic planning are to form a team / gather a team to agendize which strategies will be planned then plan from the previous year which is carried out and which is not carried out, and from those that are carried out it is sufficient for the activity to be carried out again in the coming year. All strategies refer to the formulation of the vision, mission, and goals of the madrasah. Because the vision is a thought about what, where, and how to achieve a better situation in the future, in other words, the vision is a general formulation of the desired state at the end of the program period, to realize the planning that may be achieved in the short and long term. [14]

In the plan to formulate the vision and mission based on the results of interviews with him also said:

The vision is developed through the following steps: a) collecting formative information, including 1) the formulation of vision problems that have been prepared, 2) values that are still embraced and relevant to become a vision (madrasah long-term plan), 3) the role and function of madrasah that

has not been directed, 4) other information in the form of values that can be used as the basis for the madrasah vision, b) collecting technical information, including 1) the current condition and potential of the madrasah, 2) prediction of the condition and potential of the madrasah in the future, c) collecting visionary information in the form of views of community leaders, education councils, experts and academics about the formulation of the madrasah in the future.

The next step after the vision and mission have been formulated, then formulate the goals to be achieved as an elaboration or implementation of the mission. A goal is something that MTs Guppi Nurul Jadid will achieve in the short and long term, for example in strategic planning for 1 to 5 years. In general, goal setting is based on key success factors carried out after determining the vision and mission. Goals will direct the formulation of targets, achievement strategies, policies, programs, and activities in realizing the mission. Therefore, goals must be able to provide a strong basis for setting performance indicators. MTs Guppi Nurul Jadid emphasizes more on short-term programs, namely strategic planning every year because according to the head of the madrassa with strategic planning for each year, it will be easier to evaluate and more effective to develop the potential and capabilities of the madrassa in the future. As the head of the madrasah Mr. Syaepudin, S.Pd, said:

Evaluation is the most difficult thing so if you make long-term planning it will be difficult to monitor and evaluate these programs, so it is better to use short-term strategic planning, namely at the beginning of each new school year to carry out strategic planning by looking at the results of evaluations from all fields involved at the end of the school year. This planning is at the beginning of the school year around May-June after evaluating the previous programs, and here I give 3 days for all fields/teams involved to make strategic planning according to the needs and targets to be achieved then later formulate the necessary budget. Especially in preparation for the accreditation. [15]

From the results of interviews with the head of the madrasa and the head of the curriculum, the researcher made observations that MTs Guppi Nurul Jadid prepared strategic planning by holding a meeting 3 days before accreditation, all parties were seen busy in the office preparing their respective plans.

The next step after the vision, mission, and objectives are formulated is then the environmental SWOT analysis. At

this stage, based on the analysis of *stakeholders'* needs here will identify, observe, and analyze the environment carefully and in detail for the success of the vision and mission to be achieved. So in this case SWOT analysis is an effective strategic planning method used to evaluate the strengths, weaknesses, opportunities, and threats of the madrasah. This process involves determining specific goals and identifying internal and external issues that support and those that do not achieve these goals. As the head of the madrasah has said, it is as follows:

Strategic planning is a mature plan because we take from the previous plans that we have, say the most important planning on a priority scale so that of the many plans that we take the priorities then we collect them into strategic planning and planning we take from the analysis of the needs and potential of stakeholders because by looking at the needs of stakeholders it will be easier to determine the program to achieve the vision and mission of the madrasah. [16]

Analysis of the internal environment is carried out to identify the positive and negative potential that exists in the internal environment of the madrasah, this is done as an identification to maximize the potential that exists in achieving the vision, mission, and goals of the madrasah. Internal analysis is formulated from data and information as well as observations and documentation obtained directly. Therefore, it will be identified about the strengths that exist in the madrasah environment and the weaknesses that exist in the madrasah environment to be used as a formulation to improve the accreditation of MTs Guppi Nurul Jadid Sumbersari. In addition to analyzing internal factors, an analysis of external factors is also needed because in developing the madrasah program, the madrasah collaborates with outside parties to improve the accreditation of MTs Guppi Nurul Jadid Sumbersari. Therefore, it is necessary to analyze the external factors to find out the opportunities and threats that arise.

Based on the description above, the results of the analysis of the external and internal environment can be taken into consideration in making decisions and determining the strategy of the accreditation improvement plan for MTs Guppi Nurul Jadid Sumbersari. As said by the head of the madrasah, he said:

The program strategy to improve the accreditation of MTs Guppi Nurul Jadid Sumbersari is based on the results of the identification of internal and external environmental analysis factors, so we will know the strengths and weaknesses that exist in the madrasah environment as well as

opportunities and threats that come from outside the madrasah environment. Twice the implementation of accreditation, namely in 2013 and 2018, the biggest obstacle is the existence of ineffective communication between the madrasah and the foundation, this is a challenge as well as a threat to improving accreditation, it can be seen that the results have not increased significantly.[11]

Based on the description of the SWOT analysis at MTs Guppi Nurul Jadid as follows:

Table. 1: SWOT analysis at MTs Guppi Nurul Jadid

Power	Weaknesses
1. Cooperation of madrasah stakeholders and easy coordination 2. Teachers and staff mostly live in the same place 3. Has a fairly complete administration 4. A community environment that is easy to collaborate with 5. Service program for students who have graduated	1. Lack of teacher ability to utilize learning facilities in the classroom 2. The level of teacher discipline is not optimal 3. Students' lack of interest in learning and achievements beyond those that have not been widely recognized 4. Lack of motivation for students' enthusiasm for learning 5. Lack of effective communication between the madrasah and the foundation
Opportunities	**Threat**
1. The strategic location of the madrasah 2. Support from parents and community 3. Public interest in sending their children to MTs Guppi Nurul Jadid	1. Globalization and information flows that can affect student morale 2. People who do not know the development of the curriculum system and teaching and learning mechanisms in education 3. The foundation takes full control of the policy without giving the madrasah room to develop independently.

Based on the analysis of the internal environment regarding strengths and weaknesses, as well as the analysis of the external environment regarding opportunities and threats that exist at MTs Guppi, the researchers compiled a SWOT analysis matrix and accreditation improvement strategies for MTs Guppi Nurul Jadid Sumbersari as follows:

Table. 2: Strategy Matrix for Improving Accreditation of MTs Guppi Nurul Jadid

	Power	Weaknesses
Internal & External Environmental Analysis	1. Cooperation of madrasah stakeholders and easy coordination 2. Teachers and staff mostly live in the same place	1. Lack of teacher ability to utilize learning facilities in the classroom 2. The level of teacher discipline is not optimal 3. Students' lack of interest in

	3. Has a fairly complete administration 4. Easy-to-collaborate community environment 5. Service program for students who have graduated	learning 4. Lack of motivation for students' enthusiasm for learning
Opportunities	**Strategy to Use Strengths to Take Advantage of Opportunities**	**Strategies to Mitigate Weaknesses to Capitalize on Opportunities**
1. The strategic location of the madrasah 2. Support from parents and community 3. Public interest in sending their children to MTs Guppi Nurul Jadid	1. Organizing training, seminars, and training for teachers in developing multimedia learning. 2. Pursue the improvement of S2 educational qualifications through scholarships / independently. 3. Optimizing foundation and government budgets 4. Utilizing free time and implementing gradually	1. Optimizing the use of learning media 2. Supervision to push toward quality improvement 3. Conduct continuous coaching 4. Need to implement rewards and punishments to increase student motivation 5. Organize interesting activities to create a sense of competition
Threat	**Strategy to Use Strengths to Counter Threats**	**Strategies to Mitigate Weaknesses to Counter Threats**
1. Globalization and information flows that can affect student morale 2. People who do not know the development of the curriculum system and teaching and learning mechanisms in education 3. The foundation takes full control of the policy without giving the madrasah room to develop independently.	1. Fostering cohesive cooperation among madrasa residents to achieve accreditation improvement targets 2. Teaching uswatun Hashanah attitude 3. Conducting gradual and continuous supervision, especially in preparation for accreditation.	1. Optimizing the use of learning methods 2. Optimizing the use of learning facilities and media 3. Improving cooperation with student guardians and the entire school community in preparation for accreditation improvement

From the results of the interviews above and the results of observations, researchers can conclude that MTs Guppi Nurul Jadid's process of developing planning strategies for improving accreditation is as follows: 1) form a team, 2) the team compiles a draft by looking at a) vision, mission, and goals; b) SWOT analysis; c) each team determines the target; d) determine achievement strategies; e) determine policies and activity schedules. 3)

meeting with the madrasah and foundation, 4) budgeting.

In preparing the accreditation improvement program for MTs Guppi Nurul Jadid Sumbersari, the madrasah always takes from the analysis of *the stakeholder* needs as the most important element in the preparation of strategic planning by always deliberating when making decisions and playing an active role in realizing the vision, mission, and goals of the madrasah. To realize the vision and mission of the madrasah, participation, and support from various parties are needed, such as teachers, students, parents, committees/foundations, and the government.

From the data exposure above, the findings of the steps in preparing strategic planning can be found as follows:

Table. 3: Strategic Planning Steps at MTs Guppi

Focus	Process	Findings
Strategic Planning Steps for Madrasahs In Improving the Accreditation of MTS Guppi Nurul Jadid Sumbersari	Internal and external environmental analysis (SWOT)	1. Examine the factors that influence accreditation improvement 2. Collecting information related to the potential and current condition of the madrasah and in the future, especially those related to improving madrasah accreditation. 3. Involve all relevant parties by forming a team 4. The team is responsible for the success of accreditation targets
	Matching	1. Knowing the obstacles and alternative solutions to improve madrasah accreditation 2. Based on *stakeholder* needs 3. Conduct monitoring 4. By the potential and conditions of the school 5. The vision and mission of the school
	Determine Strategy	1. Produce a strategic quality improvement program based on the identification of internal and external analysis factors. 2. More of a short-term strategy 3. Strategies are developed by the foundation's policies and are developed with members' ideas.

From the data exposure above, it can be concluded that the steps for preparing strategic planning in improving accreditation are arranged in the following steps:

a. Adjusting the vision, mission, goals, and targets of the madrasah.

b. Analyzing the external and internal environment can be used as a consideration in making decisions and determining strategic plans.

c. Establish a team to support the implementation of the strategic plan.

Strategic planning in improving accreditation is prepared by looking at the conditions and potential of the madrasah by involving all parties involved and all parties establish good communication between members to channel their ideas and it cannot be separated from the concept of strategic planning. As well as MTs Guppi Nurul Jadid applies a management concept that focuses on the foundation's policies and also the ideas of its madrasah residents in addition to paying attention to the needs of stakeholders.

Strategy for Implementing Accreditation Improvement at MTs Guppi Nurul Jadid

Each institution has its strategy to improve accreditation. The implementation of the strategy includes determining madrasah policies, providing motivation by the madrasah head, allocating existing resources, and developing a culture that will support the implementation of these strategies. According to the explanation from the principal of MTs Guppi, Mr. Syaepudin, S.Pd:

With regard to the implementation of strategies for further accreditation, it is entirely dependent on the policies set. And everything can be agreed upon from the planning process. The determination of the madrasah policy will greatly affect the implementation process. This policy is in the form of authority or choice to determine and do or not do, related to the program, how the systematic/mechanism is, and how it is regulated. This is agreed upon together. [1718].

In determining the strategy, the institution has its way and can benefit the institution. Resource utilization strategy is a type of strategy found by researchers when obtaining information from informants. Existing resources are utilized as much as possible to improve the quality of the institution's work. MTs Guppi Nurul Jadid uses a strategy by utilizing existing resources as strong support in trying to improve accreditation.

In observations, researchers found that at MTs Guppi Nurul Jadid the role of the madrasah head is very necessary in allocating human resources, especially in forming a special team in the implementation of accreditation. In the division of tasks, the responsible team here

can be said to be very simple, namely holding more meetings with the work team formed in an accreditation team organizational structure. So that there will be more opportunities to exchange ideas in completing accreditation needs. With the formation of the madrasah accreditation team, all goals become clearer in the direction of completion and can be accounted for respectively. When the organizational structure of the accreditation team has been formed, it has been determined that people who can take the time to complete madrasah accreditation. Because completing it all requires a lot of time, energy, and thought.

In implementing strategies to improve madrassa accreditation, motivation and participation of the madrasah principal as a manager/leader of the madrassa is necessary. The allocation of human resources from the madrasah head must be in line with the motivation that needs to be given so that the teachers and related parties can carry out their responsibilities in an effort to improve madrasah accreditation.

In observations, researchers saw that MTs Guppi Nurul Jadid have an institutional culture, namely in communication that is relaxed but prioritizes kinship. This is indicated because the board of educators and education personnel are predominantly from the local area. So for madrasah head communication to subordinates is more effective.

From this discussion, it can be understood that the maximum utilization of resources while maintaining and developing a positive institutional culture can help motivate employees in preparing for accreditation of MTs Guppi Nurul Jadid. This is the implementation of strategies that can be implemented by the madrasah head to improve accreditation later. It can be concluded that the implementation of strategic management in improving the accreditation of MTs Guppi Nurul Jadid includes activities:

a. Determining madrasa policy.

b. The madrasah principal motivates all stakeholders.

c. Implement the allocation of available resources.

d. Develop a culture that will support the implementation of the strategy.

Based on observations and interviews conducted related to the implementation of strategic management in improving the accreditation of MTs Guppi Nurul Jadid, several conclusions can be drawn, namely first, determining madrasah policy is a crucial step in implementing strategic management. A clear and directed policy will help in formulating the right strategic

steps to achieve the desired accreditation goals. Second, the role of the madrasah principal in motivating all stakeholders is very important. The motivation provided by the madrasah head will be a driving force for all madrasah members to commit to realizing the vision and mission that has been set. Third, the allocation of existing resources must be done efficiently and effectively. Proper utilization of resources will help support optimal strategy implementation. Finally, the development of a culture that supports the implementation of the strategy is a determining factor for success. A culture that prioritizes innovation, collaboration, and continuous learning will strengthen the implementation of strategic management in achieving the expected accreditation. Thus, all of these aspects need to be considered holistically to achieve the desired results in improving the accreditation of MTs Guppi Nurul Jadid.

Evaluation Strategy for Increasing Accreditation of MTs Guppi Nurul Jadid

The evaluation stage is the third stage carried out after the planning and implementation stages. Evaluation is a very basic matter because it has become commonplace between plans and reality often misses the target and does not match expectations.

Planning and implementing accreditation improvement strategies cannot be separated from evaluation and monitoring. Evaluation of this educational strategy aims to avoid obstacles or problems in the same activities/programs in the future. Evaluation of the strategy as one of the activities to determine the realization of the implementation of the strategy to be applied in increasing accreditation at MTs Guppi Nurul Jadid. Whether the level of achievement of the objectives of increasing madrasah accreditation is what is desired, then whether improvements need to be made.

The internal and external environment, which is always changing from time to time, can make the strategies formulated and implemented obsolete or less effective. It is important for the chief policymaker to systematically review, evaluate, and control the implementation of the strategy. Based on the results of the researcher's interview with the Head of Administration of MTs Guppi Nurul Jadid Mrs. Nurvitasari, she explained related to madrasah evaluation activities as follows:

In this case, there is something called a teacher performance appraisal, and it is conducted once a year. There is also an instrument. In addition to filling out the instrument, supervision is also carried out. For example, if a teacher teaches in class,

there will be a team, so there will be a decree from the head of the madrasah. There will be someone who evaluates the teaching method and checks the documents owned by the teacher. Yes, preparing for accreditation so as not to rush when needed, and lighten the work also so as not to pile up. [19]. Based on the information presented above, it can be seen that evaluation activities are carried out after each activity. Evaluation and monitoring carried out in madrasas are carried out using deliberations with leaders, leadership staff, and activity committees. After the evaluation and monitoring are carried out, what are the obstacles or shortcomings of these activities will be noted as material for improvement in future activities.

In addition to evaluating the activities and performance of educators and education staff, evaluation is also carried out on students. The evaluation is carried out through summative tests in the middle and end of the semester. In addition, it is also carried out through madrasah assessment and is an indicator of achieving accreditation. This was found by researchers during the field observation process.

This statement about evaluation activities on students was also expressed by Mr. Syaepudin, S.Pd in his interview. He said that:

We always do evaluations, of both of the activities that have been carried out, to teaching and education personnel, as well as to students. We will evaluate students with mid-semester and end-of-semester summative test activities. In addition, also on madrasah assessments, as well as daily tests. We do this as a form of measurement of the extent to which our targets have been achieved. Is it what we want, or is it still far from what we expect? We can find out all that by conducting an evaluation. Which afterward will be followed up, on whether it needs to be improved, or even if we can develop it. I think this is important as a step to improve accreditation later because student achievement is also included in the assessment indicators. [20]

In this evaluation and monitoring activity, obstacles were found in the implementation of activities. Among the obstacles found in the strategic management of accreditation improvement during evaluation activities is the lack of awareness from community members regarding the importance of preparation and efforts to improve accreditation by preparing strategies and all accreditation needs from a long time ago. This is in line with the explanation of Mrs. Sri Endang Wati, A.Ma, as an educator at MTs Guppi Nurul Jadid, as follows:

There are not so many obstacles in the strategic management of accreditation improvement in madrasahs. If there are obstacles, they are also not so severe, for example, there is still a lack of awareness of some madrasah members to participate in improving the quality of education in madrasah. Some *stakeholders* in madrasah are still less than optimal in carrying out strategic accreditation improvement. But the most urgent obstacle that must be overcome is the obstacle from the foundation to be able to provide funding that is efficient enough so that the accreditation team also does not bother compiling programs and maximizing preparation. [21]

After it is known that there are obstacles and obstacles that arise, then the madrasah, in addition to making notes for further activities, will also provide solutions related to this. The solutions provided adjust to the existing problems and who is doing it.

In addition to monitoring, the madrasah head and his staff also supervise the institution's programs. The form of supervision carried out varies according to the field. In supervising the performance of teachers, for example, the madrasah head will check teaching hours, and check all day when coming and going home, and the madrasah head assigns tasks by the duties of each educator so that activities run optimally. This is useful in preparing madrasas that will be ready to carry out accreditation in the hope that there will be an increase in the preparations that are prepared from far away.

Supervision and assessment of teacher performance is one of the ways the madrasah head measures individual abilities in the madrasah. In this case, every field head, assistant staff of the madrasah head, teaching staff, and education staff, of course, carry out evaluation and monitoring quite often. It could be that they are the ones monitoring or even those being monitored.

Based on the data above, it can be seen that the evaluation of the strategy to improve the accreditation of MTs Guppi Nurul Jadid is carried out by the parties concerned. For example, educators and education personnel are evaluated by the head of the madrasah, students are evaluated by teachers, and so on. Evaluation of educators is carried out through teacher performance appraisals once a year, and also through quarterly assessments by the madrasah head. Usually, it is also done by distributing questionnaires and survey/ assessment forms to educators and education personnel. Meanwhile, the evaluation of activities is carried out after each activity is carried out. Evaluation for students is carried out through mid-semester

and end-of-semester summative tests, as well as through madrasah assessments, AMBK, and daily tests.

Strategic evaluation in improving the accreditation of MTs Guppi Nurul Jadid is carried out by routinely carrying out the following activities:

a. Conduct monitoring of educators, education staff, and students.

b. Supervise the institution's programs.

From the results of this evaluation, the obstacles faced during the process of implementing activities and implementing strategies were obtained. However, these obstacles and barriers are not significant, meaning that they should still be easy to overcome. Obstacles or obstacles that are felt, for example, the lack of awareness of the madrasah community of the importance of improving the quality of education. There are not many who lack awareness, but it must be followed up immediately so as not to prevent other aspects from developing. In addition, some parties still lack time and discipline to carry out the tasks that have been given. Therefore, all obstacles and constraints faced must be overcome immediately, for example by providing motivation and encouragement to foster awareness of the importance of preparing for accreditation, and always holding supervision so that no negligence occurs.

Strategic Management in Improving Accreditation of MTs Guppi Nurul Jadid

Strategic management plays an important role in improving the accreditation of Madrasah Tsanawiyah (MTs) Guppi Nurul Jadid. Accreditation is a systematic evaluation conducted by relevant institutions to assess the extent to which an educational institution has met the established standards. By implementing strategic management, MTs Guppi Nurul Jadid can improve the quality of education and obtain better accreditation.

Regarding strategic management in preparation for this accreditation improvement, the researcher also interviewed the deputy head of student affairs, Mr. Wasis Auladi. Z, S.Pd, he said:

As the head of student affairs, I also hope that we can continue to strive from the students themselves to be able to help increase accreditation later. Moreover, the madrasah is supported by a community environment that is very contributing and active if included in madrasah activities. The madrassah head and we must really cooperate with the foundation later so that in the future there are changes that are getting better and not stuck here. [22]

Based on field observations, researchers observed that the head of the madrasah has the view that cooperation

with parents can be an effective strategy. Also, regular monitoring and evaluation is an important part of strategic management. MTs Guppi Nurul Jadid need to have a structured evaluation mechanism to measure the achievement of strategic goals and determine corrective steps if needed.

In addition, human resource development is also an important aspect of strategic management. MTs Guppi Nurul Jadid needs to empower teachers and administrative staff with appropriate training to improve their competencies. In an interview with the Principal, it was revealed how staff training and development is an integral part of the school's strategy. Currently, the crucial issue is to be able to continue to motivate the teachers to continue to develop. If the human resources, especially the teaching staff, continue to be qualified, it is also easy for me to carry out my big plans and strategies. The only problem is that some teachers are still not literate about teacher development. Like not wanting to be included in training because they have small children and for various reasons. However, it is slowly happening. Indeed, the solution must be an example first, then others will imitate and feel the impact. [23]

By implementing strategic management, MTs Guppi Nurul Jadid can build a solid foundation for accreditation improvement. This approach involves not only strategic planning, but also the development of human resources, physical facilities, cooperation with parents, application of information technology, monitoring and evaluation, and collaboration with accreditation agencies and reputable schools. Thus, schools can optimize their efforts in achieving better accreditation and improving the overall quality of education. Strategic Management in Improving Accreditation of MTs Guppi Nurul Jadid highlights the development efforts of secondary education institutions, especially in the context of quality improvement and accreditation.

One of the key findings in this study was the identification of management strategies that were successfully used to support the accreditation process. A thorough analysis of human resource management, curriculum development, and infrastructure improvement are key points in the effort to improve school quality. The implementation of effective communication strategies between related parties, such as school administrators, teachers, parents, and students, is also considered an important element in the overall strategic management.

The importance of allocating budget and resources to support the implementation of this strategy is also highlighted in the discussion. There is active

involvement on the part of the principal and staff in carrying out the management strategy, which leads to positive changes in all aspects of school operations. Therefore, it can be concluded that strategic management plays a crucial role in improving the accreditation of MTs Guppi Nurul Jadid, and the results of this study provide an in-depth insight into the key factors that can support the successful implementation of the strategy.

It can be concluded that strategic management in improving madrasah accreditation at MTs Guppi Nurul Jadid includes:

a. Cooperation with all stakeholders and the community.

b. Regular monitoring and evaluation.

c. Human resource development.

Analysis of conclusions from observations and interviews related to how strategic management in improving the accreditation of MTs Guppi Nurul Jadid shows several significant things. First, cooperation with all stakeholders and the community proved to be a key point in the process of improving accreditation. By involving all relevant parties, including teachers, students, parents, and the surrounding community, the school can gain strong support in implementing the strategies needed to meet accreditation standards. In addition, the observations also highlighted the importance of regular monitoring and evaluation. By regularly monitoring and evaluating performance and progress, schools can identify areas that need to be improved or strengthened to achieve accreditation goals. Finally, human resource development is also an important focus in strategic management. Through continuous training and development for staff and educators, schools can ensure that they have the necessary skills and knowledge to achieve the standards set by accreditation agencies. Thus, the conclusion of this analysis confirms that a comprehensive strategic management approach, including collaboration with stakeholders, regular monitoring and evaluation, and human resource development, is the key to success in improving the accreditation of MTs Guppi Nurul Jadid.

Discussion

Planning Strategy for Accreditation Improvement of MTs Guppi Nurul Jadid

Planning is an absolute matter and should not be ruled out as necessary for success in educational institutions. For cooperation and utilization of environmental resources to be directed at

the target of reform, careful and thorough planning is needed. [24]

Formulation and development of vision and mission One of the common stages in the strategic management process is the development/formulation of the vision and mission of the organization. [2526]. In addition, in achieving good quality, one of the standards by the rules regarding the accreditation system set by the government in the composition of forms (instruments) is the existence of a clear vision, mission, and goals. [2728]. The vision and mission of an institution will always be updated, more precisely always refined by looking at and considering existing developments. This is done so that what is formulated will be right on target in achieving the goal.

This process is also applied by MTs Guppi Nurul Jadid, namely:

a. Adjusting the vision, mission, goals, and targets of the madrasah.

By updating and refining the vision and mission by the times. Like the current vision of MTs Guppi Nurul Jadid, namely: "Excellence, Achievement and Noble Character." After the vision and mission are formulated, the next step is to determine the goals and targets. Akdon explains that organizational targets or goals are very important because they are one of the bases for formulating effective strategy formulations supporting each goal item and stating specific tasks that are completed in a short period if an organization wants to be successful. The success of a program must of course be based on a clear vision, mission, and goals. So that the running of a program will become one thought and can be achieved optimally.

b. Analyzing the external and internal environment can be used as a consideration in making decisions and determining strategic plans.

The environmental analysis stage consists of analyzing the external environment and the internal environment. The external environment means the social environment, tasks, and other things related to the environment outside the madrasah. The analysis of the internal environment includes structure, culture, human resources, and matters relating to the environment within the madrasah. [2930]. This stage has been carried out by MTs Guppi Nurul Jadid by identifying the strengths and weaknesses of the institution. Not only that, they also identify opportunities and threats that are likely to arise from outside the madrasah. The safe and comfortable environment of the madrasah, the strategic location of the madrasah, the support of parents and the surrounding community, and the interest of the community to send their children to MTs Guppi Nurul Jadid, causes MTs Guppi

Nurul Jadid to have a pretty good opportunity to continue to grow and improve madrasah accreditation for the next time.

The weaknesses and threats for MTs Guppi Nurul Jadid are the lack of teacher ability to utilize learning facilities in the classroom, the level of teacher discipline that is not optimal, the lack of student interest in learning and achievements outside that have not been widely recognized, the lack of motivation for students' enthusiasm for learning, and the lack of effective communication between madrasah and the foundation. These weaknesses pose a threat to the institution in terms of globalization and information flows that can affect student morale, community conditions that do not know the development of curriculum systems and teaching and learning mechanisms in education, and policies taken full control by the foundation without giving madrasah space to develop independently. These weaknesses and threats have resulted in the accreditation not running well so the madrasah head needs to do more strategic planning to be able to improve madrasah accreditation.

At the environmental analysis stage, the madrasah head, staff, and teachers conduct an environmental analysis where the madrasah head conducts a monitoring process of the environment around the madrasah which aims to identify *opportunities* and challenges *(threads)* that affect the madrasah's ability to achieve its goals. [31] In this environmental analysis activity, of course, it involves many related parties. Such as the head of the madrasa as a leader, leadership staff, educators, educators, and committees as representatives of aspects of the community and student guardians. This kind of thing is also applied by MTs Guppi Nurul Jadid with the hope of optimizing the environmental analysis process, both internal and external. Although between the madrasah and the foundation, there is still often ineffective communication, the head of the madrasah still tries to comply with the procedure.

c. Establish a team to support the plan's strategy.

A madrasah head will not be able to achieve goals and implement a program without the help of his members and staff. MTs Guppi Nurul Jadid also built a team and formed a task to implement the Madrasah accreditation improvement plan strategy. Where this team will work together in preparation for accreditation to get an increase later. Formulating superior strategies and program continuity, this strategy will reflect on the desires and goals of the organization to be achieved and of course refers to the vision, mission, and

goals previously set. Strategy formulation aims to minimize threats that can disrupt the management process. [32]

The strategy of increasing madrasah accreditation set by MTs Guppi Nurul Jadid and to support the realization of madrasah programs and goals, they also create cultures that indirectly instill good character in students. Starting from a religious character that is formed through religious customs, by the vision and mission of the madrasah, and continuing to familiarize the culture of communication with consensus deliberation to all madrasah stakeholders, especially teaching and education personnel. To achieve superior accreditation, of course, the educational process is not necessarily done in a manner. In achieving good quality education, of course, good and appropriate strategies and programs are also needed so that the desired goals can be achieved.

The above discussion is in line with Rizkawati's research in 2017 entitled "The Effect of Planning on Increasing Accreditation at SMAN 10 Makassar" [3334]. The equation of this study is that the results section of this study shows that planning has a significant effect on increasing accreditation at SMA Negeri 10 Makassar. The results of this study indicate that the head of the MTs Guppi madrasah is planning strategies for improving madrasah accreditation by analyzing the internal and external environment, which then becomes a reference for forming the vision and mission of the madrasah. After that, the goals and targets will be set as well as the right program or strategy to achieve the ideals of the institution in the future. From this planning, it is hoped that it can run optimally in its implementation so that the goals of the institution to improve the quality of education will continue to be achieved optimally. So it is important to plan in strategic management to improve accreditation.

The difference between these two studies is in the type of research method used. Rizkawati used quantitative research methods with questionnaires as data collection tools. So the research results are expressed in the form of numbers. Meanwhile, this study uses qualitative research methods in which the results are expressed in descriptive narrative form. Although the results of both studies state that planning is an effective step in improving accreditation.

Implementation Strategy for Improving Accreditation of MTs Guppi Nurul Jadid

The stage carried out after strategic planning is the implementation of strategies and programs that have been formed. *Strategy implementations* that describe how to achieve the goals to be achieved.[35] Strategy

implementation can also be called strategy implementation *(the action stage of strategic management)* in *strategic* management. Implementation of strategy as a mobilization of energy or resources to establish a predetermined strategy into action. David explained that implementation is more oriented towards the formation of culture, achieving structure, effective organization, financing, developing information systems, and work relationships with organizational performance. [36]

Implementation is carried out by the duties and functions of implementing activities and preventing failure beforehand so that the predetermined goals can be achieved. [37] By the theory that has been mentioned, MTs Guppi Nurul Jadid has pretty much adjusted the implementation of its strategy, namely:

a. Determining madrasa policy

Determining madrasah policies in implementing strategies to improve accreditation is a crucial step in improving the quality of education. First, madrasahs need to conduct a comprehensive evaluation of their infrastructure, curriculum, human resources, and learning processes. Based on the results of this evaluation, the madrasah can formulate specific and measurable policies to improve each aspect that is the focus of improvement. For example, developing a curriculum that suits students' needs and implementing innovative learning methods. In addition, it is important to involve all stakeholders, such as teachers, parents, and school committees, in the policy formulation process to gain full support and achieve accreditation goals. With a clear and directed policy, madrasahs can sustainably improve the quality of education and achieve accreditation that meets the set standards.

In terms of the organizational structure, it is also quite organized, all filled in even though not all educators are by the qualifications of their subject education graduates. In the implementation stage of this strategy, the Head of Madrasah MTs Guppi Nurul Jadid also continues to supervise and participate in running existing programs. Not only that, all community members work together in implementing the program even though it is not entirely optimal. All madrasah community members must provide motivation and encouragement to other madrasah community members. Especially the madrasah head who must continue to mobilize all components of the madrasah so as not to stagnate.

b. The madrasah principal motivates all stakeholders.

In the effort to improve accreditation, the principal of MTs Guppi Nurul Jadid plays an important role in inspiring and motivating all parties involved, including teachers, students, parents, and administrative staff, in the effort to improve the madrasah's accreditation. Through an inclusive and team-building approach, the principal emphasizes the importance of collaboration and shared commitment to achieving standards of educational excellence. By providing encouragement and clear direction, the madrasah principal helps motivate stakeholders to actively participate in the implementation of the strategies set, making improving accreditation a common goal that can be achieved through hard work and teamwork. From the motivation of the madrasah head, this will help the implementation strategy to be more optimal.

c. Allocate available resources.

The implementation strategy for increasing the accreditation of MTs Guppi Nurul Jadid emphasizes the allocation of existing resources as the main key. The madrasah head and management team carefully evaluate immediate needs and the best potential that can be optimized to achieve those goals. They prioritize the efficient use of existing funds, manpower, and infrastructure, including identifying necessary training for staff and teachers, as well as improving educational facilities that might affect the quality of learning. With a purposeful and thoughtful approach to resource allocation, MTs Guppi Nurul Jadid can ensure that every asset owned directly supports the achievement of the accreditation standards set.

d. Develop a culture that will support the implementation of the strategy.

In the context of implementing strategies to improve the accreditation of MTs Guppi Nurul Jadid, developing a supportive culture is crucial. The madrasah head and management team endeavor to build an atmosphere where every member of the stakeholders feels involved and has a responsibility to achieve common goals. They promote values such as collaboration, honesty, innovation, and academic excellence as an integral part of the madrasah culture. By providing a space for open discussion, constructive feedback, and growth opportunities, MTs Guppi Nurul Jadid creates an environment that motivates the entire Madrasah community to work together in realizing higher standards of educational quality. With the existing reality. That is, with the cultivation of a fairly good madrasa culture. In fact, in instilling this culture, the majority of students have taken part in its implementation. Not only that, educators and education personnel also participate in implementing it.

This statement is in line with the theory of strategic implementation. Strategy implementation is often considered the most difficult stage in strategic management, therefore strategy implementation requires discipline, commitment, and sacrifice from all members of the organization. Success in strategy implementation is highly dependent on the leader's ability to influence, mobilize and motivate employees. Strategy implementation includes developing an organizational culture, creating an effective organizational structure, preparing budgets, developing and using information systems, and linking employee compensation to organizational performance. [38]

The results of this study indicate that in implementing the strategy to improve accreditation, MTs Guppi Nurul Jadid has been carried out by all relevant madrasah parties. Both in quality improvement programs for students, teaching staff, and education staff. They encourage each other to achieve the goals that have aspired to in the future. Shortcomings that arise will be immediately corrected, while those that are good continue to be maintained and even improved.

The discussion related to the implementation of this strategy is in line with research written by Hilya Gania Adilah and Yaya Suryana. There are differences found between Hilya and Yaya's research and the research that the researchers conducted. The results found in Hilya and Yaya's research consist of four stages, namely environmental analysis, formulation, implementation, and evaluation. The supporting factors are adequate facilities and infrastructure, achievements obtained by the school, good relations with parents, and partnerships. The inhibiting factors are some educators and education personnel who have not met the qualifications, the learning process is disrupted, and competition with other equivalent schools is a threat to schools that mention strategic management. The implementation/implementation of accreditation improvement strategies at MTs Guppi Nurul Jadid highlights the activities that have been carried out by the duties of each related field. In this case, there has been an effort to discipline the components that will be assessed in accreditation as an effort to prepare for future accreditation. This is evidenced by not only programs for students that have been successfully implemented, but work plans for educators and education personnel have also been gradually pursued for discipline.

The implementation strategy of accreditation improvement found similarities between these two studies showing that in terms of strategy implementation, strategic management can

help improve madrasah accreditation with the first step, namely the formulation and analysis of good planning so that it will produce strategies that can be a step to improve accreditation and can maximize madrasah accreditation preparation.

Evaluation Strategy for Increasing Accreditation of MTs Guppi Nurul Jadid

The final stage of the strategic management process is evaluation and control/monitoring. Evaluation is a process of reviewing strategic management based on the shortcomings that exist in the implementation of the previous period. In the evaluation process, there is a reorganization of a new strategy to improve the previous strategy. Meanwhile, control is a process to limit the space for management executors to be by the plans that have been rearranged. [39]

The strategy evaluation and monitoring stage is intended to evaluate and provide feedback on organizational performance. [4041]. In evaluation and monitoring activities, the MTs Guppi Nurul Jadid institution has carried out an evaluation and monitoring process by strategic management to increase accreditation. This can be seen from how the institution's efforts in supervising, evaluating, and monitoring every activity that takes place.

With maximum evaluation, it is expected that optimal activities/programs will also be created afterward. The results of the program or activity evaluation will be used as a benchmark for the success or failure of the program. This is in line with Suharsimi Arikunto's theory, namely, evaluation is a series of activities or activities that aim to measure the level of success in an educational program. [42] The requirements to be an evaluator according to Suharsimi Arikunto are: understand the material, master the technique, objective, and careful and honest and trustworthy. [43]

Based on observations of the evaluation strategy for increasing madrasah accreditation, it includes two aspects, namely:

a. Conduct monitoring of educators, education staff, and students.

b. Supervise the institution's programs.

These two aspects are activities in the evaluation strategy for increasing accreditation, namely by conducting deliberations/meetings, supervision, and providing encouragement or motivation to madrasah residents. As explained by the Head of Madrasah, the activity of holding deliberations/meetings between the head of Madrasah and all educators and education personnel at MTs Guppi Nurul Jadid is one form of evaluation activity.

In addition to evaluation activities that are work appraisals, evaluation using meetings/deliberations is often more detailed in finding obstacles and will find more solutions in overcoming them. This is because meetings/deliberations are felt to be more open and semi-formal so that everyone will find it easier to express their opinions.

From the evaluation results obtained, it can be taken into consideration for the next strategy. Will it be improved, or even developed more broadly? After the evaluation, of course, obstacles and barriers will be found. The obstacles and barriers faced are not significant but must be resolved immediately. The obstacles and barriers faced include a lack of awareness of the importance of increasing accreditation and a lack of discipline in carrying out the tasks that have been given. However, it was immediately given a solution in the form of reinforcement, encouragement, and motivation to increase awareness of efforts to improve accreditation.

This discussion is in line with a 2022 study written by Pertiwi Kamariah Hasis and Ariyanti Raksa entitled "Strategic Management of Early Childhood Institutions Towards Accreditation in Palopo City".[44] There are similarities between these two studies in the three components of the strategic management process used, namely highlighting planning, implementation and evaluation in strategic management which are the main variables in these two studies.

There are differences between this research with the research that the researchers conducted. The results of Pertiwi's research show that the evaluation of the results of strategic management is carried out because of the need to recruit education personnel. Meanwhile, the evaluation activities carried out by MT's Guppi Nurul Jadid are divided into several forms of evaluation activities. Sometimes in the form of a meeting/ deliberation after completing an activity/ program, it can also be in the form of a work assessment of teaching and education personnel accompanied by monitoring instruments. Not only evaluation and monitoring, MT's Guppi also supervises teaching and education personnel. The supervision is carried out in several ways, it can be in the form of checking the teaching schedule, checking the daily attendance when coming and going home, also by supervising the implementation of certain activities by assigning educators and education personnel according to their respective duties and functions.

It can be concluded that after evaluation, monitoring, and supervision activities are carried out, obstacles and

obstacles that arise or are found in the evaluation will be noted as material for improvement in the next activity. In this case, it is used to prepare for the upcoming accreditation and as preparation material so that accreditation achieves an increase. Not only that, the obstacles and constraints that arise will be immediately overcome and solutions will be found to overcome them. Finally, the problems that arise will not drag on and make problems arise in other fields.

Strategic Management in Improving Accreditation of MTs Guppi Nurul Jadid

Strategic management has become a highly relevant and important approach in improving the quality of education, including at the madrasah level. Experts have made significant contributions in detailing the positive impact of strategic management implementation on madrasah accreditation.

As explained by Drucker, strategic management provides a clear direction for madrasahs in achieving educational goals and visions. By formulating the right vision and mission, madrasahs can focus on efforts that support the achievement of accreditation. Peter Drucker also emphasizes the importance of long-term planning and efficient management of resources. [45]

In addition, according to Porter, strategic management helps madrasahs to identify their competitive advantage. By understanding internal strengths and weaknesses as well as external opportunities and threats, madrasahs can optimize their potential and overcome obstacles in improving the quality of education. Michael E. Porter, a leading strategist, also mentioned that strategic management helps organizations achieve competitive advantage by focusing on selecting unique activities and providing added value. In the context of the madrasah, this can be realized by formulating a clear vision, mission, and goals, as well as identifying competitive advantages that can distinguish the madrasah from other educational institutions. [46]

In addition, research by Mintzberg highlights the role of effective leadership in implementing strategy. Visionary, committed and adaptive leadership is the key to success in moving madrasahs towards better accreditation. [4748]. In this context, strategic management helps develop leadership that can direct resources efficiently and effectively.

Strategic management has been recognized by experts as a crucial approach to managing educational institutions, including madrasahs, to improve accreditation. Applying these strategic

management principles in the context of madrasah can help the institution map out the right strategy to achieve the set accreditation standards. This can also be applied as an effort that can be implemented by MTs Guppi Nurul Jadid, which has received C-grade accreditation twice. Strategic management can be used as a step to improve and increase accreditation. There are three aspects found and applied at MTs Guppi Nurul Jadid, namely:

a. Cooperation with all stakeholders and the community.

Cooperation with all stakeholders and the community is a key aspect of Strategic Management to improve the accreditation of MTs Guppi Nurul Jadid. In practice, this madrasah not only involves teachers, students, and parents in the learning process, but also builds close partnerships with other educational institutions, community organizations, and local government representatives. By actively collaborating, they exchange the best experiences, resources, and best practices to improve the overall quality of education. Through open dialogue and active participation in madrasah activities, the community is also directly involved in supporting and promoting the vision of MTs Guppi Nurul Jadid as a center of quality education. Thus, strong and continuous cooperation with all stakeholders is an important foundation for achieving the goal of improving the accreditation of this madrasah.

b. Regular monitoring and evaluation.

Continuous monitoring and evaluation is also an integral part of strategic management, as expressed by Robert S. Kaplan and David P. Norton in the Balanced Scorecard concept, which can help madrasahs to continuously improve their performance through structured measurement and analysis. In addition, the strategic management approach can also explore the potential for curriculum development by accreditation standards.

c. Human resource development.

Human resource development is an important aspect of Strategic Management in an effort to improve the accreditation of MTs Guppi Nurul Jadid. Through well-planned training and development programs, the madrasah aims to improve the competencies and skills of teaching staff as well as administrative staff. This includes not only improving academic qualifications, but also developing pedagogical, leadership and managerial skills relevant to current educational needs. By providing continuous support in their professional development, MTs Guppi Nurul Jadid not only ensures that their staff are ready to face complex educational challenges, but also improves

the overall quality of learning and teaching in the madrasah environment.

According to Michael Fullan, an education expert, change in an educational institution needs to be driven by effective leadership and close collaboration. [4950]. Therefore, madrasahs can utilize strategic management to create a work environment that supports curriculum innovation, engages stakeholders, and improves teaching quality. This can be applied by the madrasah head as a leader in the madrasah to be able to apply strategic management to be able to improve the accreditation of MTs Guppi Nurul Jadid.

This discussion is in line with a 2022 study written by Pertiwi Kamariah Hasis and Ariyanti Raksa entitled "Strategic Management of PAUD Institutions Towards Accreditation in Palopo City". There were differences in the results of these two studies. Pertiwi's research shows that the strategic management process begins with strategic planning at Dian Gita Playgroup in Palopo City, namely by conducting a SWOT analysis. Then planning is carried out by grouping services according to age, including educators in seminars and workshops, and adding extra activities for Dian Gita Play Group students. The implementation of strategic management is educators attending seminars and workshops and adding extra activities. Evaluation of the results of strategic management is the need for recruitment of education personnel.

While this study shows that the strategic planning process in improving accreditation at MTs Guppi Nurul Jadid includes developing a vision and mission, identifying external opportunities and threats of an organization, and designing strategies to achieve goals in order to increase accreditation. The implementation of strategic management in improving accreditation at MTs Guppi Nurul Jadid includes determining madrasah policies, providing motivation by the madrasah head, allocating existing resources and developing a culture that will support the implementation of these strategies. The evaluation process of strategic management in improving accreditation includes monitoring activities for educators, education staff and students and supervising institutional programs. Strategic management can improve madrasah accreditation at MTs Guppi Nurul Jadid by collaborating with all stakeholders and the community, periodic monitoring and evaluation and human resource development.

There are similarities between these two studies in the three components of the strategic management process used, namely highlighting planning, implementation and

evaluation in strategic management which are the main variables in these two studies. Overall, based on the existing literature and data, the author can conclude that the integration of strategic management in the management of madrasah can be a strong foundation for improving the accreditation of the institution. By detailing the vision, managing resources effectively, implementing planned changes and measuring performance systematically, madrasahs can better meet accreditation standards, improve education quality and have a positive impact on all stakeholders. Strategic management is not just an organizational framework, but also a philosophy that can create positive transformation in efforts to improve madrasah accreditation. By embracing the views of these experts, madrasahs can leverage strategic management as an effective tool to direct, measure and optimize their educational performance towards higher accreditation standards.

Conclusion

The strategic planning process for improving accreditation at MTs Guppi Nurul Jadid includes developing a vision and mission, identifying the external opportunities and threats of an organization, and designing strategies to achieve goals to increase accreditation. This strategy is structured strategically and realistically with habituation activities and programs, so that it is expected to be used as a reference to achieve the goals and targets that have been set, namely increasing accreditation. Strategic implementation in improving accreditation at MTs Guppi Nurul Jadid is carried out by utilizing maximum resources while maintaining and developing a positive institutional culture, such as motivating each other between stakeholders. In determining madrasah policy, there are still obstacles, namely the existence of one-door management or not given the freedom of the madrasah head to be able to manage the madrasah because all policies come from the foundation. However, in its implementation, the madrasah head still maximizes his strategy to be able to continue to motivate his staff and subordinates in preparing for accreditation later. Strategic evaluation in improving accreditation at MTs Guppi Nurul Jadid is carried out by authorized and concerned parties and carried out openly to find out obstacles and obstacles. Then from these obstacles and obstacles, solutions are sought that are in accordance with the situation and conditions of the madrasah. The implementation of this evaluation is through various aspects, such as meetings / deliberations, and work appraisals. In addition, there is also intense supervision and provision of training, development, encouragement, strengthening, and motivation to the madrasah community to

continue to contribute to the preparation of madrasah accreditation improvement. Strategic management in improving madrasah accreditation at MTs Guppi Nurul Jadid in the context of Islamic education, madrasah has a vital role in shaping the character and quality of human resources. To achieve a good level of accreditation, careful strategic planning is needed. Strategic management involves identifying long-term goals and formulating a purposeful plan of action to achieve those goals. In the context of accreditation, madrasahs need to ensure that the curriculum, teaching methods and assessments are in line with established standards. Effective leadership roles, empowering educators, and managing resources efficiently are also key elements in strategic management to improve madrasah accreditation.

There are several things that need to be recommended or suggested in this study, as follows: to madrasah institutions, this research is expected to be a reference for all parts related to madrasah in increasing awareness of the importance of accreditation for madrasah. And can be a step to become a better institution. The madrasah head is expected to continue to innovate and be committed to maintaining leadership patterns. Today's achievement is the foundation for developing better programs in the future. For future researchers, hopefully this paper can be used as material to reveal more deeply about strategic management and madrasah accreditation over time, as well as the latest strategies that can be found to improve the quality of madrasah.

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