

Implementation of Madrasah-Based Management Strategies in Madrasah Aliyah Negeri, Medan City in The Era of The Covid 19 Pandemic

Yusuf Hadijaya¹, Oda Kinata Banurea², Yulinar³, Ibnu Hajar⁴, Roniah Situmorang⁵
^{1,2,3,4,5} State Islamic University of North Sumatra Medan

*Correspondence: yusufhadijaya@uinsu.ac.id

ABSTRACT

The outbreak of the COVID-19 virus has become a global issue that has hit all aspects of life and government, education is two things related to people's lives and government. Education is the place where humans depend to shape civilization and progress, while the government is fully responsible for the implementation of the orders and mandates of the constitution. The purpose of this study was to determine the management implementation strategy based on the Medan City State Madrasah Aliyah during the covid-19 pandemic. This study uses a qualitative approach to the method of library research (library research). The data in this study used data obtained from books, journals, articles, tabloids, newspapers and government-owned data. Data analysis was carried out using content analysis (analyzing data, facts) from the data used in the study. The results of the study found that the CIPP strategy, input-process-output and outcome in the implementation of madrasa-based management carried out by madrasahs during the covid 19 period by internalizing the situation and environment of the madrasa condition as well as assessing the strength of the organization's resources (vision, mission, goals, human resources, students, curriculum, infrastructure, financing).

Keywords: Covid-19 Era, Madrasah-Based Management, Strategy.

ABSTRAK

Wabah virus covid 19 menjadi isu mendunia yang melanda seluruh aspek tatanan kehidupan dan pemerintah, pendidikan menjadi dua hal terkait dengan kehidupan masyarakat dan pemerintah. Pendidikan menjadi tempat bergantung manusia untuk membentuk peradaban dan kemajuan, sementara pemerintah bertanggungjawab penuh atas penyelenggaraan atas perintah dan amanat konstitusi. Tujuan penelitian ini adalah untuk mengetahui strategi implemmentasi manajemen berbasis Madrasah Aliyah Negeri Kota Medan pada masa pandemi covid-19. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kepustakaan (*library research*). Data dalam penelitian ini menggunakan data yang diperoleh dari buku, jurnal, artikel, tabloid, koran dan data milik pemerintah. Analisis data dilakukan dengan menggunakan konten analisis (menganalisis data, fakta) dari data yang digunakan dalam penelitian. Hasil penelitian yang ditemukan bahwa strategi CIPP, input-proses-otput dan outcome dalam implementasi manajemen berbasis madrasah yang dilakukan madrasah pada masa covid 19 dengan cara menginternalisasi situasi dan lingkungan kondisi madrasah sekaligus menilai kekuatan sumber daya organisasi (visi, misi, tujuan, SDM, siswa, kurikulum, Sarana prasarana, pembiayaan).

Keywords: Era Covid-19, Manajemen Berbasis Madrasah, Strategi.

A. INTRODUCTION

The COVID-19 pandemic period is a term that is not foreign to hear in the midst of people's lives today. So that starting from children, teenagers and adults, it is fun to tell this term as a virus that is very threatening to human life. The presence of COVID-19 has made the order of human life undergo a very drastic change from personal, social, religious, learning, and so on (Ira, Daulay, Syarqawi, Hasibuan, & Harahap., 2020: 7).

Data released by (UNESCO, 2020) that 290.5 million students worldwide whose learning activities have been disrupted due to school closures (including Indonesia). This activity is a routine activity that will never disappear and continue to exist in human life. This is in accordance with the statement submitted by UNIESCO (United Nations Educational, Scientific and Cultural Organization) "long life education", education is a lifelong activity.

One of the changes that are happening right now is the presence of the corona virus or known as COVID-19. Pneumonia-like illness caused by a new virus named novel coronavirus (2019-nCov) was first discovered in Wuhan, China in December 2019(WHO, 2020). This virus has symptoms like the common cold, but is able to attack the human respiratory tract quickly (Li, et al., 2020).

During a pandemic, strategic management plays a very important role. The strategy taken must be able to adapt very quickly, both at the organizational/company level, corporate, business unit, or operational level (Siregar, Wibowo, & Lili, 2020: 42). Khorl (2018) explained that efforts to increase competitiveness and the demands of change due to the swift current of globalization, then the implementation of strategic management became a necessity, especially in educational institutions. With the implementation of strategic management, educational institutions will be able to compete and improve the quality of educational services and be able to anticipate the dynamics of change

As stated in the Minister of Education and Culture Regulation of the Minister of Education and Culture Number 33 of 2019 concerning the Implementation of the Disaster Safe Education Unit Program (SPAB), in an emergency situation, education must continue to take place through access to and education services according to conditions and centered on fulfilling the educational rights of students. For this reason, SBM actually has the opportunity to be applied by each school with some adjustments.

According to the technical team of BAPENAS School-Based Management (SBM) Is an alternative form of school/madrasah in the decentralization program in the education sector, which is characterized by wide autonomy at the school level, high community participation (Irianto, 2011: 158).

Furthermore Fattah (2000) mentions SBM As a manifestation of education reform that wants a change from unfavorable conditions to better conditions by giving school principals the authority (authority) to empower themselves, school-based management in principle places authority that relies on schools and the community, eliminating the centralized format which can lead to loss of management function.

School-based management (SBM) can be interpreted as a management model that provides greater autonomy (authority and responsibility) to schools, provides flexibility/flexibility to schools, and encourages direct participation of school residents (teachers, students, principals, employees) and the community. (parents, community leaders, scientists, entrepreneurs).

School-Based Management is also a concept that offers schools autonomy in order to improve the quality, efficiency and equity of education in order to accommodate the interests of the local community and establish close cooperation between schools, the community and the government. With this School-Based Management, Principals, Teachers and students get the opportunity to innovate and improvise in schools related to curriculum, learning, managerial and other issues. So, educational autonomy is an essential thing for the creation of academic freedom (Paul, 1980: 2). Thus, School-Based Management is said to be a form of operationalization of decentralization or educational autonomy in relation to regional autonomy (Mulyasa, 2004: 11).

During the covid 19 period, school management practices were almost not running optimally, obstacles, hands, as well as threats that emerged from various directions made all madrasah internal stakeholders not optimal in structuring madrasa management, in the pandemic situation of the covid 19 period madrasahs as Islamic educational institutions that carry out education and learning will continue its activities by doing it by working from home, learning online (online), distance learning, learning from home with this situation, it demands a new attitude from all internal and external stakeholders of the madrasa to actively participate in sharing activities. innovation in the madrasa empowerment process, both in empowering human resources, learning resources, facility resources and funds.MBM Demands the potential to increase community participation, equity, efficiency, and management that relies on the madrasah level in the COVID-19 pandemic situation, MMB As a concept of empowerment has a great opportunity in improving madrasa management in achieving madrasa goals.

The context of school-based management is the same as madrasa-based management. The use of school-based management is adopted into madrasa-based management, so it

should be understood that Madrasah-Based Management (MBM) is an analogy of the term MBS. The designation of the term MBM because it is adapted to the context of the educational environment. So MBS in Madrasah education is called Madrasah-Based Management (MBM).

MBM According to Mulyasa (2013) is an idea about educational decision making that is placed in the position closest to learning, namely madrasahs. Raharjo (2003) argues that MBM is “a management model that gives madrasah greater autonomy and encourages joint decision-making through the participation of all madrasah citizens and the community to manage madrasahs in order to improve the quality of education based on national education policies”.

With the presence of the COVID-19 pandemic, it demands the implementation of a new management paradigm whose substance is to carry out educational reforms that can be done by revamping the management system. Madrasahs must be able to appear academically and vocationally in implementing Madrasah-Based Management (MBM) effectively.

The implementation of MBM that is applied consistently, in accordance with the principles stated in the characteristics of MBM mentioned above, will have broad implications for the accountability of education in every madrasah.

according to Fattah (2000) that the implication of implementing a madrasah-based management strategy (MBM) is to create conditions including changes in management by delegating the power of madrasah principals and teachers. For this reason, the accountability system, especially for stakeholders, needs attention. In this regard, madrasahs should always be careful in managing education and budgets, although carrying out good supervision is not easy.

The MBM that took place in the Medan City Madrasah Aliyah during the covid 19 period, shows that the implementation of MBM is still low. This is indicated by the low level of: 1. the effectiveness of the learning process, for example a) Less effective using methods that can activate and make students independent in learning, b) lack of utilizing environmental resources as a medium in learning, c) inappropriate assessments made. 2. The low leadership of the madrasa is indicated by a lack of managerial ability, such as a lack of planning, organizing, reporting. Lack of entrepreneurial skills, lack of ability to motivate work teams and lack of innovation ideas. 3 The low quality culture developed, this can be seen from the lack of appropriate rewards and punishments, the lack of cooperation and mutual benefit, the lack of growing sense of belonging to madrasa residents. 4. Lack of Independence, this is indicated by the weakness of Madrasahs in making decisions, the

existence of government intervention, lack of adequate resources, lack of courage to take risks against all consequences of decisions and implementation of activities undertaken. 5. The low participation of madrasa residents and the community. This can be seen from the lack of realization of participation forums that can accommodate and channel ideas, ideas, aspirations, funds, personnel, facilities from madrasa residents and the community, lack of implementation of participation activities through meetings, discussions, dialogues, and other activities, lack of realization of openness/ transparency in madrasa management.

The empirical facts above, cannot be ignored, requires serious attention and improvement efforts from the government through inservice education such as various training and education on MBM, increasing the competence of principals and teachers, procurement and improvement of educational infrastructure. However, various indicators show that MBM has not increased significantly. Only a small number of madrasas can implement MBM which is quite encouraging, but most of the others are still apprehensive. This is supported by the results of trials in 11 districts in 110 Madrasah MIS/MTsS/MA. What is done by the Balitbang Religion and Religious Education and Training.

From temporary observations, it was still found that the ability of the Head of Madrasah Aliyah in Medan City was not as expected. Madrasah principals as school leaders should have technical, human and conceptual abilities or skills, but in fact the madrasah principals are still low or lack these abilities. An indication of the low technical, conceptual and human capacity as the Head of Madrasah in implementing MBM, is the low technical ability of the Madrasah principal, which is indicated by his incompetence. empowering teachers to carry out the learning process well, smoothly and productively. The low level can be seen from the level of teacher activity in madrasa activities (teachers who are involved statically/permanently), the occurrence of learning routines without active, innovative, creative, effective and fun learning dynamics (Paikem), dry Learning Implementation Plans (RPP) with learning strategies, because it does not pay attention to the needs and situation of the classroom, and also the lack of teachers who guide the lesson plans in learning and student portfolios are only partially available yet universally.

The low conceptual ability is indicated by the incompatibility of completing the tasks and work of the headmaster of the madrasa with a predetermined time, for example, the Annual Program and semesters are late for completion, the teacher learning roster has not been systematized according to the learning time, the academic calendar has not been detailed in accordance with Government regulation no. 19 of 2005.

The low social/human capacity of the Madrasah Principal, this is evidenced by the lack of ability of the madrasah principal in establishing harmonious relationships with teachers and the community so that they are less able to actively involve them. This can be seen from the work climate and the meeting schedule with the Madrasah Committee is tentative, the madrasah development program is less productive and less socialized to the community, does not take advantage of existing learning resources in the community, for example the lack of inviting guest teachers as informants in learning and less empowering community potential. The lack of madrasa principals applying leadership principles that are in accordance with the maturity level of teachers and other employees at the madrasa, this can be seen from the lack of openness to imposing their will, less working with the management team,

B. THEORITICAL REVIEW

1. Madrasah School Based Management

School-based management is an idea that places the authority of school management in a single entity system. According to Finn that effective school and school-based management can be observed as follows: "The Improvements in Students achievement are most likely to be gained in Schools which are relatively autonomous, a capacity process to resolve their problems, and in which strong leadership, particularly by the principal, is a Characteristic." (Finn, 1993).

In addition to the definitions above, there are still several definitions of School-Based Management that can be used as references, including: "School based Management can be viewed conceptually as a formal alternation of government structures, as a form of decentralization that identifies the individual school as the primary unit of a improvement and on the redistribution of decision-making authority as the primary means through which improvement might be stimulated and sustained (Finn, 1993).

Candoli who said: "Scholl based Management is the way for forcing individual school to take responsibility for what happens to Children under their jurisdiction and attending their school. The concept suggest that, when individual schools are changed with the total developnt of educational programs at serving the needs of the Children in attendance at the particular school, the school personal will develop more cogent programs because they know yhe students and their needs." (Malen, B, & J, 1990).

Mulyasa (2017) formulating 6 (targets) for achieving SBM, namely: (a) program planning; (b) implementation of the work plan; (c) monitoring and evaluation; (d)

school/madrasah leadership; (e) management information system; and (f) special assessment. Each of these targets is further elaborated into target items, for example, the program planning component is divided into 4 items, namely the vision, mission, goals and school work plans. In summary, the MBS targets are described as follows:

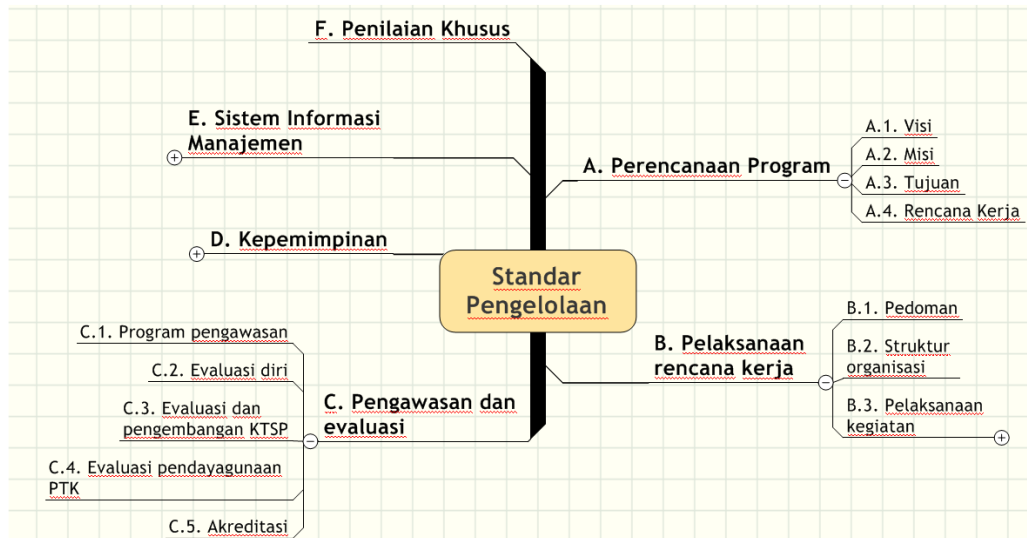


Figure 1: MBS Target Concept Map

Components of Madrasah-Based ManagementThe most important thing in the implementation of School Based Management (SBM) is the management of the components of the school itself. There are at least seven school components that must be managed properly in the context of SBM, namely: 1) Curriculum and teaching program management, 2) Education staff management, 3) Student management, 4) Finance and financing management, 5) Educational facilities and infrastructure management, 6) Management of school relations with the community, 7) Management of special services (Mulyasa, 2004).

The above is also in line with Bafadal which states that "school management is grouped into seven substantive ideas, namely a cluster of curriculum or learning substances, students, staffing, facilities and infrastructure, finance, community environment and technical services" (Bafadal, 2013).

2. Implementation of Madarasa-Based Strategic Management

Strategic management is a series of managerial decisions and actions that determine the company's performance in the long term. Strategic management includes environmental monitoring, strategy formulation (strategic planning or long-term planning), strategy implementation and evaluation and control. Strategic management emphasizes observing and

evaluating environmental opportunities and threats by looking at the company's strengths and weaknesses (David & Wheelen, 2001).

Robson (1997: 3) illustrates that strategic management is not like an exact science. No organization can apply rules that come immediately, the best strategies don't come from books like recipes, therefore there is no definite formula for the "calculation" of that strategy. Strategic management is more about how to "read" future signs and stops and interpret them in order to choose a proper direction for the future development of the organization.

Judson (1996) describes the five important steps for implementing strategic management, namely: 1. Analyzing and planning for change; 2. Communicating changes; 3. Encouraging change; 4. Develop the initiation of the transition period; 5. Consolidating new conditions and follow-up. Next Rowe (1989: 229) emphasized the requirements in the implementation of strategic management are: 1. Preparing and communication strategic plan; 2. The strategic budget; 3. Understanding the internal environment.

Lubis (1992: 2) making a strategic management process model is not much different in principle from other strategic management process models which include environmental analysis steps, setting the direction of organizational development, strategy formulation, strategy implementation, and strategy control. These steps are at the same time elements of strategic management that interact with each other.

C. METHOD

The method and type of data collection in this research is library research by collecting books, journals, and previous research results that support the research theme, including literature on education management during the covid 19 pandemic, Implementation of Madrasa-Based Management, Management of future education strategies. the covid 19 pandemic, school-based management policies during the covid 19 period, analysis of school/madrasah-based management. This research process begins with the stages, namely: identifying and obtaining knowledge and information relevant to the theme of education management during the covid 19 outbreak, school education management strategies during the covid 19 outbreak, then analyzing the findings of the problem, comparing the theoretical studies used (Masrukhin, 2015).

D. DISCUSSION RESULT

1. Implementation of Madrasah-Based Management (SBM) strategy

School based management is an alternative form of school in the decentralization program in the field of education, which is characterized by wide autonomy at the school level, high community participation, as well as within the framework of national education policies. Autonomy is given so that schools can freely manage resources by allocating them according to priority needs and so that schools are more responsive to local needs.

Communities are required to participate so that they better understand education. Meanwhile, national policies that are government priorities must also be carried out by schools. In this management, schools are required to have accountability both to the community and the government.

MBS offers principals to provide a more adequate education for students. The existence of autonomy in management is the potential for schools to improve staff performance, offer direct participation of relevant groups, and increase community understanding of education. School autonomy also plays a role in embracing the general consensus that, wherever possible, decisions should be made by those who have the best access to local information, those who are responsible for implementing the policy, and those who are affected by the consequences of the policy.

In implementing the SBM concept, schools have the responsibility to manage themselves related to administrative, financial and function issues of each personnel within the framework of directions and policies that have been formulated by the government. Together with parents and the community, schools must make decisions, set priorities in addition to providing a more professional work environment for teachers, and increasing knowledge and abilities and community beliefs about schools or education.

The principal must appear as the coordinator of a number of people who represent different groups in the school community and must be professionally involved in every process of change in the school through the application of the principles of total quality management by creating competition and rewards within the school to continuously improve themselves. While the award will be able to motivate and increase the confidence of every school personnel, especially students. So schools must control all these resources for things that are useful for quality improvement in particular. Meanwhile, macro policies formulated by the government or other education authorities are still needed in order to ensure national goals and national accountability.

School-based management refers to a school management system that is oriented towards achieving the quality and effectiveness of education through the delegation of authority and responsibility to schools to establish their own policies and program priorities

in accordance with local conditions and needs, but within the framework of national education policies.

With a school-based management system, schools no longer only act as operational technical implementers of central policies, but instead hold the main control in making various school strategic decisions as long as they are in line with the corridors of central policies.

In a real sense, it is actually difficult to give an example of school-based management that is “uniform” and “conformist” at the same time, because in reality it is also not easy to find a school with the same “environment” or “paced” characteristics. The following school-based management model is a model that generally has universal characteristics, so that each school that will adopt this model needs to adapt it to the characteristics of the scene in their respective schools. The following school-based management model is basically presented according to a systems approach (systems thinking), namely output-process-input. This sequence was chosen on the grounds that every school activity will be carried out, including the activity of conducting a SWOT (Strength, Weakness, Opportunity, and Threat) analysis, should start from the "output" to be achieved, then to the “process”, and then to the “input” needed for the process to take place. However, the problem-solving steps are taken by following the opposite order of the SWOT analysis.

School-based management is the soul and spirit of the school, so each of these explanations has included autonomy in participation. That is, every discussion of the following points is always imbued with autonomy and participation in school decision-making. In summary, school-based management can be described as follows:

a. Output

Output school is measured by school performance. School performance is the achievement/achievement produced by the school process/behavior. School performance can be measured by its effectiveness, quality, productivity, efficiency, innovation, quality of work life, and work morale, with the necessary information as follows. Effectiveness is a measure that states how far the target (quality, quantity, time) has been achieved. In the form of an equation, effectiveness is equal to the real result divided by the expected result. Quality is the overall description and characteristics of a product or service, indicating its ability to satisfy specified or implied needs. The quality of goods or services is influenced by many stages of interrelated activities such as the design, operation of the product or service and its maintenance. Productivity is the result of the comparison between the output divided by the input. Both the output and the input are in the form of a

quantity. The quantity of inputs can be in the form of labor, capital, materials, and energy. The quantity of output can be the number of goods or services, depending on the type of work.

Innovation is a creative process in changing inputs, processes, and outputs in order to be successful in responding to and anticipating changes in internal and external schools. Innovation always adds value to existing inputs, processes, and outputs.

Quality of work life School performance is a measure of how school members feel about things such as their work, benefits, working conditions, impressions from subordinates on their father/mother, their friends/colleagues, opportunities for advancement, development, certainty, safety and security, and fees.

Work morale is the level of good or bad school residents towards their work, honesty, craftsmanship, commitment, responsibility, work motivation, and entrepreneurial spirit (behaving and thinking independently, having the courage to take risks, not looking for scapegoats, always trying to create and increase the value of resources, open to feedback, always looking for changes for the better, never feeling satisfied and constantly innovating and improvising for further improvement, and having good moral responsibility).

b. Process

Process is the changing of "something" into "something else". Something that affects the ongoing process is called "input", while something from the process is called output. In micro-scale education (schools), the processes referred to are decision-making processes, institutional management processes, program management processes, and teaching and learning processes.

1) Decision making process

The participatory decision-making process is one of the "cores" of school-based management. The essence of the participatory decision-making process is to look for "areas of commonality" between interest groups related to the school (stakeholders) namely principals, teachers, students, parents, and government/foundations). It is this area of commonality that becomes the basic capital for fostering "a sense of belonging" to all interest groups related to the school and this can be done effectively through involving all interest groups in the decision-making process. The involvement of interest groups in the decision-making process should take into account their expertise, jurisdiction and relevance to the decision-making objectives.

Of course, not all decision-making areas (zones) must involve all interest groups. There are areas that are indeed the leadership's prerogative to be decided alone and subordinates must accept it unconditionally. Even if the leader involves interest groups, then this must be considered in depth and its implementation controlled.

2) *Institutional Management Process*

Schools, as educational institutions, must be managed professionally in order to become "learning schools" that are able to ensure their survival and development. To become learning schools, schools must: (a) Empower their human resources as optimally as possible. (b) Facilitating the school community to learn continuously and learn again. (c) Encouraging the independence (autonomy) of every citizen. (d) Giving responsibility to its citizens. (e) Encouraging every citizen to "accountability" for the results of their work. (f) Encouraging compact and intelligent teamwork and shared values for each of its citizens. (g) Respond quickly to the market (customers). (h) Inviting citizens to make their schools customer focused. (i) Inviting its citizens to be happy/ready for change. (j) Encouraging citizens to think systems, both in ways of thinking, how to manage, and how to analyze their school. (k) Inviting its citizens to a commitment to "quality excellence. (l) Inviting its citizens to make continuous improvements.

3) *Program Management Process*

Program management is the coordination and harmonization of school programs, which include (a) planning, developing, and evaluating school programs, (b) curriculum development, (c) teaching and learning process development, (d) human resource management (teachers, employees, counselors, etc.), (e) student services, (f) facility management, (g) financial management, (h) program improvement, and (i) fostering relations between schools and the community.

4) *Teaching and learning process*

While the teaching and learning process is an empowerment that is carried out through the interaction of teacher behavior, both in the room and outside the classroom. Because the teaching and learning process is the empowerment of students, the emphasis is not only on mastering knowledge about what is being taught (logos), but on internalizing what is being taught so that it is embedded and functions as a conscience and life and is practiced by students (ethos).

In addition, the teaching and learning process should be more concerned with the learning process of finding answers than having answers. Therefore, the teaching and learning process that is more concerned with standard answers that are considered correct by the teacher is less effective. An effective teaching and learning process should foster creative power, reasoning power, curiosity, and experiments to discover new possibilities, foster democracy, and provide tolerance for mistakes caused by creative thinking.

c. Input

Input is everything that must be available because it is needed for the process to take place. Something that is meant does not have to be in the form of goods, but can also be in the form of tools and expectations as a guide for the ongoing process. In the following, a number of inputs are presented with descriptions as necessary.

1) Vision

Every school that will implement school-based management must have a vision. Vision is an insight that becomes a source of direction for the school and is used to guide the formulation of the school's mission. In other words, vision is a foresight of where the school will be taken or a picture of the future desired by the school, so that the school concerned can be guaranteed its survival and development.

2) Mission

Mission is action to realize the vision. Since the vision must accommodate all interest groups related to the school, the mission can also be interpreted as action to fulfill each of all the interest groups associated with the school. In formulating the mission, one must consider the main tasks of the school and the interest groups associated with the school.

3) Aim

Goals are a description of the mission. The goal is "what" will be achieved / produced by the school concerned and "when" the goal will be achieved. Goals are formulated for a period of 1-3 years.

4) Target

The target is the description of the goal, which is something that will be produced/achieved by the school within a period of 1 year, one quarter, or one month. In order for the targets to be achieved effectively, the targets must be specific, measurable, have clear criteria, and be accompanied by detailed indicators.

5) Organizational structure

Given the change in the basic functions of schools, from subordination to autonomy, from single decision making to participatory decision making, of course this change has an impact on the existing organizational structure, as well as the role of interest groups associated with schools.

6) *Input Management*

The principal manages and manages the school through a number of management inputs. Completeness and clarity of management input will help principals manage their schools well. The following are a number of management inputs, information as necessary:

a) Task

The principal must clearly assign tasks to his subordinates, which are equipped with provisions regarding the functions, authorities, responsibilities, obligations and rights of children.

b) Plan

The plan/design-build is a product description for the purpose of manufacture/development (the description is qualification for human resources, specifications for resources other than human resources). The plan also contains activities for the purpose of implementation, in the sense that it is complete enough to take place. In education, the intended plan is a school plan/development.

c) Program

Program is the allocation of resources into activities, according to a time-schedule and showing synchronous management. In other words, the program is a form of document to describe the steps to achieve synchronization in management, as one of the consequences of coordination.

d) Limitations/Conditions

Input management related to limitations, namely those that appear in various forms of provisions, such as those concerning qualifications, specifications and methods or procedures, manuals and regulations. Management input in the form of this limitation is basically a rule or rule of the game that needs to be followed by all citizens so that school development runs smoothly to achieve its goals.

e) Control

Input management related to control and supervision, namely those that appear in the form of Intervening Actions (T3), to ensure that the school goals/targets that have been set can be achieved effectively and efficiently.

7) Resource

Resources are an important type of input needed for the ongoing process of education in schools. Without resources, the educational process in schools will not take place, and in turn the school's goals will not be achieved. Resources can be grouped into two, namely human resources and remaining resources, with the assertion that the remaining resources have no meaning whatsoever for the realization of school goals, without the intervention of human resources.

a) Human Resources

Human resources are the result of His most perfect creation and therefore must be placed in the highest position in every organizational life, including an organization called a school. Therefore, human resources (principals, teachers, staff, students, etc.) are the soul of the school and are the only active resources, and the rest are passive resources. Basically, in order for schools to run effectively and efficiently, the readiness of human resources is needed. Readiness of human resources = readiness of ability + readiness of ability. Ability readiness concerns qualification requirements and readiness concerns the fulfillment of the interests of human resources.

b) More Resources

The remaining resources can be grouped into equipment, supplies, supplies, materials/materials/natural resources, money and other tools, which are needed for the ongoing education process in schools.

2. Madrasa-Based Management Implementation Strategy During the Covid 19 Period

In order to implement the concept of school-based quality improvement management, through the active and dynamic participation of parents, students, teachers and other staff, including institutions that have a concern for school education, they must carry out the following activities (Ministry of National Education, 2001: 19).

First, preparation of databases and as a presentative, accurate, valid and systematic school profile regarding various academic, administrative (students, teachers, staff) and financial aspects. *Second*, conduct a self-assessment to analyze strengths and weaknesses

regarding school resources, school personnel, performance in developing and achieving curriculum targets and student outcomes.

Third, Based on this analysis, schools must identify school needs and formulate vision, mission and goals in order to provide quality education for their students in accordance with the concept of national education development to be achieved. The important thing that needs to be considered in connection with the identification of needs and the formulation of vision, mission and goals is how students learn, provide resources and manage curriculum including indicators of achieving the quality improvement.

Fourth, departing from the vision, mission and goals of quality improvement, the school together with the community plans and prepares long-term or short-term (annual) programs including the budget. The program contains a number of program activities that will be carried out in accordance with the national policies that have been determined and must take into account the key elements of the annual planning strategy for the years to come. Planning this school program must include indicators or quality targets to be achieved in the year as a process of improving the quality of education (eg increase in average NEM in a certain percentage, achievement in skills, sports, etc.). School programs compiled jointly between schools, parents and the community are unique and may differ from one school to another in accordance with their services to meet the needs of the local community. Because our focus in implementing this management concept is the quality of students, the program that is prepared must support the development of the national curriculum that has been determined, the steps to deliver it in the spending process and who will deliver it.

Fifth, Two important aspects that must be considered in this activity are the natural condition of the total available resources and priorities for implementing the program. Therefore, due to limited resources, it is possible that certain programs are more important than others in meeting students' learning needs. This condition encourages schools to determine the priority scale in implementing the program. Often this priority is linked to equipment procurement rather than learning outputs. Therefore, in the context of implementing the management concept, schools must make a priority scale that refers to learning programs for students. While the approval of the funding process must not be based solely on financial considerations but must reflect these policies and priorities. The budget must be clearly related to the program containing the achievement of quality targets. This allows changes to planning before a number of programs changes to plans before programs and funding are approved or assigned.

Sixth, priorities often cannot be achieved within one year of the school program, therefore schools must develop long-term planning and development strategies through the identification of key policies and priorities. This long-term planning can be expressed as a planning implementation strategy that must fulfill its essential objectives, namely (i) being able to identify the main changes in the school as a result of the contribution of various school programs in a one year period, and (ii) the existence and natural condition of the planning strategy. must convince teachers and other interested staff (who often feel pressured because the change is felt to be implemented totally and immediately) that even though student learning changes, they are provided with time for representatives to implement it, while the development sequence and logic have also been adjusted. An important aspect of this planning strategy is that the program can be reviewed for any given period and changes may be made to fit the program within the planning frame of reference and timing.

Seventh, conduct monitoring and evaluation to ensure whether the planned program can be implemented in accordance with the objectives, whether the objectives have been achieved, and the extent to which they have been achieved. Because our focus is quality, researching the effectiveness and efficiency of school programs and related policies in order to achieve quality education. Often evaluations are not always useful in certain cases, because in addition to the results of the evaluation, other information is also needed that will be used for further decision making in the planning and implementation of future programs. Thus the activity is continuously carried out so that it is a continuous quality improvement process.

E. CONCLUSION

Based on the results and discussion of the research, it was concluded that the CIPP strategy, input-process-output and outcome in the implementation of madrasa-based management carried out by madrasahs during the covid 19 period by internalizing the situation and environment of the madrasa condition as well as assessing the strength of organizational resources (vision, mission, objectives, human resources, students, curriculum, infrastructure, financing).

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