

Madrasah Head Leadership Strategy in Post Coronavirus Disease Pandemic (Covid-19)

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ABSTRACT

This study aims to determine the strategy of the Head of the Madrasa after the Covid-19 pandemic. The research method uses a phenomenological qualitative research approach and information data collection techniques research is carried out using interview techniques, observation (observation), and documentation. The instrument used is in the form of a list of interview questions, furthermore, in this research, guaranteeing the reliability of the data obtained is checking the validity of the data, which is carried out based on certain criteria. These criteria are the degree of trust/credibility, transferability, dependency/dependability, and certainty/confirmability. Data analysis in the Miles and Huberman model can go through three main processes, data reduction, data presentation, and conclusion. The research results show a). Environmental Analysis in managing East Lampung MIN after the Covid-19 pandemic, East Lampung MIN analyzed the madrasa's internal and external environment using Swot analysis. Then, madrasas used power strategy, persuasive strategy and normative re-education strategy by involving stakeholders, including the Ministry of Religion, supervisors, madrasa heads, teachers and parents and guardians of students to determine the next work program. b). The formulation of a post-pandemic strategy for East Lampung MIN was formulated or developed a strategy based on the policies of the Ministry of Religion and Permendiknas No. 19 of 2007. It was adjusted to the school's vision, mission and goals that had been prepared according to the East Lampung MIN work plan. c). The implementation of the MIN management strategy after the Covid-19 pandemic, based on the formulation of a strategy prepared according to the East Lampung MIN work plan, was divided into each short, medium and long-term programs. d). Evaluation of the East Lampung MIN management strategy after the Covid-19 pandemic, including direct observation and supervision, e). Strategy-based Management Development. Model character education can be applied to madrasas after the Covid-19 pandemic because it focuses on restoring teacher character and building student character through habituation from the components in the management strategy itself.

Keywords: *Madrasa Principal Strategy, Post-Covid-19 Pandemic, MIN, East Lampung Regency*

A. INTRODUCTION

The Covid-19 pandemic has impacted changing interaction patterns that are used to interacting physically by being forced to change their interaction patterns through virtual. Changes in people's mindsets and lifestyles during the Covid-19 pandemic made it possible for educational targets in great demand by the public, namely education that teaches faith and moral values. Madrasah Ibtidaiyah is a choice that is in great demand by the community after the Covid-19 pandemic, which not only teaches general science but is equipped with religious knowledge. One of the elements in madrasa management is an important factor in becoming a superior madrasa.

Distance learning with online media that utilizes technological advances is ineffective because various problems arise. One of the negative problems of using social media is a decrease in students' social sense and a decrease in the quality of education. Due to the pandemic, face-to-face learning cannot be carried out. Of course, the results of online learning are unsatisfactory and not conducive and school management is not well-directed.

However, after some time had passed and the government began to vaccinate the public to prevent transmission of the Covid-19 pandemic. The Indonesian government, based on a joint decision of the Minister of Education and Culture (*Mendikbud*), Minister of Religion, and Minister of Home Affairs of the Republic of Indonesia, has issued Circular Letter (SE) Number 4 Year 2021 Concerning the Implementation of Face-to-Face Learning for the 2021/2022 academic year. The issuance of this Circular Letter is a form of action that the government cares about in education and school management. One of the contents of the circular letter states that learning activities starting in the odd semester of the 2021/2022 academic year will be held with limited face-to-face learning while still implementing health protocols and/or online learning.

In the post-covid-19 pandemic, educational actors, especially madrasah heads, face an extremely difficult situation. There is a lack of management and strategies for monitoring the quality of learning after the pandemic, especially in improving school management and determining strategic plans for developing schools.

Madrasah Ibtidaiyah Negeri or MIN is an educational institution equivalent to a public elementary school under the auspices of the Ministry of Education and Culture of the Republic of Indonesia. The curriculum of State Madrasah Ibtidaiyah contains contents of faith and religious basis to prepare students with good morals. So it is hoped that parents of children who are sent to school in State Madrasah Ibtidaiyah have abilities in science and technology and of course equipped with knowledge of faith and purity, and can continue to the level of public high school or Madrasah Tsanawiyah. State Madrasah Ibtidaiyah aims to develop students' personalities and attitudes; according to religious guidance, it is a feature of Islam. In the post-covid-19 pandemic situation, it is necessary to make changes to the management strategy carried out by the head of the madrasa.

In line with this, of course, a precise method or method is needed in management, or what is known as strategic management, such as environmental analysis/observation (Environmental Scanning), formulation strategic, implementation strategic, and Evaluation strategies. It can be implemented to meet people's expectations in the post-covid-19 pandemic as customers who use educational services. The head of the madrasah is responsible for managing the educational institution. He leads to creation of quality educational activities by mobilizing all components so that they want to achieve educational goals jointly.

Related to this, there are major problems that occur in Madrasah Ibtidaiyah, namely the lack of implementation and not yet optimal management of the strategy carried out by the head of the Madrasah during the post-covid-19 pandemic. The current management of schools or madrasas, through the strategic management of madrasa heads in a madrasa, especially educational organizations, must be able to formulate and determine organizational

strategies appropriate to the circumstances so that the organizations they lead can recover after the Covid-19 pandemic. It can show its advantages, but it becomes a flexible adjustment and change needed to increase the efficiency and productivity of educational organizations in the post-covid-19 pandemic.

The pre-survey results at East Lampung State Madrasah Ibtidaiyah have not shown optimal strategic management. Madrasahs have not been optimal in carrying out post-covid-19 pandemic management strategies, where the co-19 pandemic itself has been going on for the last two years. In this sense, strategy is considered a means to an end, and the concept of strategy has grown rapidly in its development. The use of this strategy in education must be following the needs and relevance of the times, especially during the post-covid-19 pandemic. Strategic management can be successful if it is supported by all components and members in the organization to carry out work programs. Environmental Analysis includes an analysis of the external environment of the opportunity scope and threats.

As for the planning/formulation of strategies and program plans in achieving the vision, mission and objectives at the State Madrasah Ibtidaiyah in East Lampung. They can compile as contained in the Medium Term Development Plan (*RPJM*) and Strategic Plan (*Renstra*) sections that will be implemented post-pandemic covid-19. "The existence of the *RPJM* and Strategic Plan is an effort to ensure that all efforts are made as sustainable." The power of State Islamic Elementary Schools to bring about change and revival is existence of State Islamic Elementary Schools. East Lampung State Madrasah Ibtidaiyah has not fully applied true governance. Strategic management is an ongoing process, along with creating and implementing strategic plans, which are carried out to make plans, actions and policies aimed at achieving the vision, mission and objectives that have been set, especially in the post-covid-19 pandemic.

Table 1.1 Madrasah Principal Strategy Management Pre-survey Sheet

No	Schools/ Madrasahs	MANAGEMENT STRATEGY															
		Strategy Analysis				Strategy Formulation				Strategy Implementation				Strategy Evaluation			
		SB	B	C	K	SB	B	C	K	SB	B	C	K	SB	B	C	K
1	MIN 1 Lampung Timur			√				√				√				√	
2	MIN 2 Lampung Timur				√		√				√					√	
3	MIN 3 Lampung Timur			√			√					√				√	

Data Source: MIN East Lampung Academic Year 2021/2022

From the results of the pre-survey of the four stages of strategic management, it has not been implemented in all aspects related to the implementation of education in the post-covid-19 pandemic, which can be used as an evaluation of the institution whether it is appropriate or there are deficiencies in post-covid-19 pandemic management strategies at MIN District East Lampung, namely in several ways (1) analyzing the environment both internally and externally, (2) planning and formulating strategies to be carried out, (3) implementing strategies that have been designed and determined previously, and (4) evaluating strategies which have been implemented in the post-covid-19 pandemic period which has a great opportunity to change the previous pattern of strategic management.

These strategic steps are referred to as strategic management, which can be in the form of a policy taken by the head of the madrasa as a response to the post-pandemic situation that occurred, and based on the number of students at MIN East Lampung, the problems in strategic management will also increase. Based on these problems, this research's

general purpose is to manage the strategy of Madrasah Heads after the Covid-19 pandemic case study at MIN, East Lampung Regency. In particular, this research describes the Analysis of the management environment, the formulation of management strategies, the implementation of management strategies, the evaluation of management strategies, and the application of strategic management development models to MIN after the Covid-19 pandemic.

B. METHOD

This research is qualitative, namely by trying to describe social conditions or phenomena. This study seeks and uses qualitative data, namely in the form of words or expressions, and opinions from research subjects, both spoken and written words. According to Lexy J Moleong, citing the opinion of Bogdan and Taylor, it is stated that: "A qualitative method is a procedure that produces descriptive data in the form of written or spoken words from people and observable behavior."

This study uses a phenomenological qualitative research approach. In the process of determining informants, researchers prefer people who understand and understand the problem being studied, namely by using purposive sampling naturalistic orientation. Purposive sampling is relevant to qualitative research. The sample in this qualitative research is used not to make generalizations but to explore information that forms the basis of the emerging theoretical designs. The phenomenological qualitative approach was chosen because the object of this research was a process or activity or action of several people played by the head of the madrasa and selected informants regarding the strategy of the head of the madrasa.

Research information data collection techniques were carried out using interviews, observations, and documentation techniques, as well as direct assessments monitoring and recording data in the strategic management process from environmental analysis/observation, strategy planning/formulation, strategy implementation to evaluation which functions as a mirror big eyes to fix all the deficiencies in the quality of the management strategy for madrasa heads after the Covid-19 pandemic. This research was conducted at MIN 1 East Lampung, MIN 2 East Lampung, and MIN 3 East Lampung which was carried out from January 2022 to December 2022.

The data in the study were obtained from subjects called data sources. The data in this study are information, actions, and activities that can be used as studies related to the focus of research on the strategy of madrasa heads after the Covid-19 pandemic at MIN 1 East Lampung, MIN 2 East Lampung, and MIN 3 East Lampung. In qualitative research, a lot of data collection uses interview techniques, so the data source is called an informant. Data collection techniques in this qualitative research can be done through techniques; (1) observation or observation (2) interviews (3) documentation (4) combination or triangulation. Data collection techniques used in this study were observation, interviews, data recording, and documentation studies.

The instrument used was in the form of a list of interview questions, then confirmed by a questionnaire/questionnaire, which was used as a tool to obtain data from respondents, namely the questions were arranged in the form of questions that had to be answered by the respondents. The instruments in this study were the management of madrasa heads and the performance of madrasa teachers. The data analysis process begins by examining available data from various sources, from field observations, interviews and document analysis. The interviews with informants were analyzed qualitatively to reveal the strategic management of madrasa heads after the Covid-19 pandemic. Data analysis in the Miles and Hubberman model can go through three main processes, data reduction, data presentation, and concluding.

This study guarantees the data's reliability by checking the data's validity based on certain criteria. These criteria are (1) the degree of trust/credibility, (2) transferability, (3) dependency/dependability, (4) certainty/confirmability. Triangulation is a data validity checking technique that utilizes something else. Something else is for checking purposes or as a comparison to that data. The triangulation technique I use is interview guidelines and observation methods in the form of documents (documented data).

C. RESULTS AND DISCUSSION

Environmental Analysis in Managing MIN Institutions after Pandemi Covid-19.

The purpose of conducting an environmental analysis is to anticipate the madrasah environment so that it can react quickly and appropriately for the success of madrasah management. This environmental Analysis is also a process used in making strategic plans to monitor the environment in determining opportunities or threats. The identified environmental Analysis includes an analysis of the internal and external environment. Besides, Sondang. P. Siagian stated that the internal environment includes strengths and weaknesses, including structure, culture, and organizational resources. By this, what researchers found in the field related to internal environmental Analysis can be explained in the following table:

Table. Results of the Internal Environment Analysis of East Lampung MIN.

No	School	Environmental Analysis	
		Internal Environment Analysis	
		Strength	Weakness
1	MIN 1 Lampung Timur	<ol style="list-style-type: none"> 1) Adequate means of handling the Covid-19 pandemic. 2) Implementation of strict health protocols. 3) Strict Education implementation rules. 4) Maximum distribution of teacher work structures 5) The madrasa culture is quite strong 6) Teacher resources according to the field of work 	<ol style="list-style-type: none"> 1) Teachers are less responsive in implementing health protocols 2) Limited time in madrasas at the start of the post-pandemic period 3) Utilization of time that is less than the maximum 4) Discipline culture is reduced 5) Teacher resources are less than optimal in the use of time and use of technology.
2	MIN 2 Lampung Timur	<ol style="list-style-type: none"> 1) Adequate means of handling the Covid-19 pandemic. 2) Implementation of strict health protocols. 3) Strict Education implementation rules. 4) Maximum distribution of teacher work structures. 5) The madrasa culture is quite strong 6) Teacher resources according to the field of work 	<ol style="list-style-type: none"> 1) Teachers are less responsive in implementing health protocols 2) Limited time in madrasah 3) Utilization of time that is less than the maximum 4) Discipline culture is reduced 5) Teacher resources are less than optimal in the use of time and use of technology.

3	MIN 3 Lampung Timur	<ol style="list-style-type: none"> 1) Adequate means of handling the Covid-19 pandemic. 2) Implementation of strict health protocols. 3) Strict Education implementation rules. 4) Maximum distribution of teacher work structures. 5) The madrasa culture is quite strong 6) Teacher resources according to the field of work 	<ol style="list-style-type: none"> 1) Teachers are less responsive in implementing health protocols 2) Limited time in madrasah 3) Utilization of time that is less than the maximum 4) Discipline culture is reduced 5) Teacher resources are less than optimal in the use of time and use of technology
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Data source: processed from the results of an interview survey for MIN 1,2,3 East Lampung for the 2021/2022 academic year.

Meanwhile, the external environment analysis has two variables, namely opportunities and threats, and consists of two parts: the task environment and the social environment.

Table of results of the East Lampung MIN External Environment Analysis.

No	School	Environmental Analysis	
		External Environment Analysis	
		Opportunity	Threat
1	MIN 1 Lampung Timur	<ol style="list-style-type: none"> 1) Madrasah demographics are quite good 2) Community trust with high madrasahs 3) Shows the characteristics of the madrasah 4) Public interest in sending their children to MIN in the post-pandemic period which continues to increase 	<ol style="list-style-type: none"> 1) The impact of using gaged during the pandemic 2) High work pressure from the community due to changes from the pandemic to the post-pandemic period 3) the community's unpreparedness in supporting their children's health protocols. 4) Parents who are busy working 5) Student discipline is fading and less focused on religious activities
2	MIN 2 Lampung Timur	<ol style="list-style-type: none"> 1) Madrasah demographics are quite good 2) Community trust with high madrasahs 3) Shows the characteristics of the madrasah 4) Public interest in sending their children to MIN in the post-pandemic period which continues to increase 	<ol style="list-style-type: none"> 1) The impact of using gaged during the pandemic 2) High work pressure from the community due to changes from the pandemic to the post-pandemic period 3) The community's unpreparedness in supporting their children's health protocols. 4) Parents who are busy working 5) Student discipline is fading and less focused on religious activities

3	MIN 3 Lampung Timur	<ol style="list-style-type: none"> 1) Madrasah demographics are quite good 2) Community trust with high madrasahs 3) Shows the characteristics of the madrasah 4) Public interest in sending their children to MIN in the post-pandemic period which continues to increase 	<ol style="list-style-type: none"> 1) The impact of using gaged during the pandemic 2) High work pressure from the community due to changes from the pandemic to the post-pandemic period 3) The community's unpreparedness in supporting their children's health protocols 4) Parents who are busy working 5) Student discipline is fading and less focused on religious activities
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Data source: processed from the results of an interview survey for MIN 1,2,3 East Lampung for the 2021/2022 academic year.

Based on the internal and external environmental analysis data above, the madrasah head determines the right steps in forming a madrasah development team to compile an internal and external environmental analysis, namely Strengths, Weaknesses, Opportunities (chance), and Threats or SWOT analysis to be able to develop a suitable strategy. The results of the SWOT analysis of the development team found that madrasahs had not used specific strategies or competencies that were appropriate for managing institutions during the post-covid-19 pandemic.

From the strategic environmental analysis matrix above and observations at East Lampung MIN, researchers found that: 1) Madrasah principals use Power strategy, persuasive strategy and normative re-educative strategy to form the opinions and views of the school community, as well as change and instill the way of thinking of the community from the old school to the new one, 2) The madrasah head forms a madrasah development team to compile an analysis of the internal and external environment, namely Strengths, Weaknesses, Opportunities, and Threats or SWOT analysis. In the environmental Analysis chosen by the madrasah, the head of the madrasah uses power, persuasive and normative re-educative strategies in developing programs or areas of activity in madrasahs, include: curriculum, student affairs, public relations, infrastructure, and teaching staff development. As explained in the results of the data analysis, which stated the findings of the environmental analysis strategy in managing institutions in madrasahs during the post-covid-19 pandemic, based on the results of internal and external environmental Analysis, it can be seen that there are strengths and weaknesses in the madrasah environment, as well as opportunities and threats that come from outside the madrasah environment, in line with or in accordance with what was stated by Freed R. David, environmental Analysis namely monitoring, evaluating, and disseminating information from the external and internal environment to people from within the company.

Formulation of Strategy in Strengthening Decisions to Manage MIN after the Covid-19 pandemic

The formulation of this strategy was to describe or analyze the informants' answers to the question, how did you formulate the strategy in strengthening decisions to manage MIN after the Covid-19 pandemic? Strategy is a way or method to achieve the goals of a plan, and the next step is to formulate or develop a strategy. In formulating the East Lampung MIN strategy with the entire madrasah teacher council. In the formulation of strategy in strategic management refers to the opinion of Wheelen and Hunger, the formulation of strategy includes vision, mission and strategic objectives. In accordance with this opinion, it is known that based on an analysis of the internal and external environment, the madrasah's vision, mission and objectives can be formulated.

Vision can be interpreted as a view that is the crystallization and essence of an ability (competence), abilities, and habits (self-efficacy) in viewing, analyzing and interpreting. In accordance with what has been mentioned above, the madrasa decided to unify the vision of the madrasa, namely to restore the characteristics of the madrasa, which was followed by compiling the mission of the madrasa based on swot analysis. So the formulation of madrasa missions can run effectively and in balance. In the formulation of madrasah missions based on swot analysis and based on Permendiknas No. 19 of 2007 concerning standards for the management of education by primary and secondary education units, school work plans are determined by programs: 1) curriculum and learning activities, 2) student affairs 3) facilities and infrastructure, 4) the field of public relations, 5) the field of educators and educational staff and their development.

Based on some of the analyzes obtained from the informants, it can be concluded that in the formulation of the strategy obtained from the formulation of the vision, mission and objectives of the East Lampung MIN produced excellent programs, including curriculum programs, student affairs, facilities and infrastructure, public relations and in the field of improving the quality of teaching and educational staff which will be adjusted to short, medium and long term programs in the context of implementing the next stage, namely strategy implementation.

The Analysis of strengths, weaknesses, threats and opportunities carried out by the school is ultimate to determine the formulation of strategies to improve the quality of education in accordance with the school's vision, mission and goals. Previously, the school's vision, mission and goals compiled by MIN Lampung Timur were the results of a revision of the school's vision, mission and goals formulated by the previous leadership, taking into account the environmental analysis results that had been carried out.

Implementation of the MIN Management Strategy after the Covid-19 pandemic.

In carrying out this strategy implementation is to describe or analyze the informants' answers to the question of how did you implement the MIN management strategy after the Covid-19 pandemic? Based on the opinions and results of the answers or explanations of each informant to this explanation, it can be concluded that the way to implement the MIN management strategy after the Covid-19 pandemic is by carrying out school programs including murojaah activities before studying, dhuha prayers, tahfiz and midday prayers in congregation, with the aim restore the morals of students, but do not necessarily force students to remember that they are just entering the post-pandemic period where all students are not used to it after so long undergoing activities through electronic media, and make habituation so that their hearts and minds are at school first to be able to take part in murojaah activities before learning, dhuha prayers, tahfiz and midday prayers in congregation, scouts and dance, tambourine and hadroh with the aim of restoring the morals and characteristics of madrasah students affected by the co-19 pandemic which are implemented in short-term programs, medium-term programs and long term programme.

Strategy implementation is the process by which management puts strategies and policies into action by developing programs, budgets and procedures. In this stage, things formulated in planning need to be translated properly so that all elements of the organization can understand it, because implementing a strategy requires coordination among many individuals. At this stage, expertise in leading the organization is needed to motivate the program that has been formulated.

Evaluation of MIN Management Strategy after the Covid-19 pandemic.

In evaluating this strategy, it was to describe or analyze the informants' answers to the question, how did you evaluate the management strategy for MIN after the Covid-19 pandemic? Based on the results of the answers or explanations of each informant to this explanation. It can be concluded that the way to evaluate the management strategy for post-covid-19 MIN management is by carrying out regular coordination meetings with teachers, committees, student guardians and distributing questionnaires based on SOPs that have been set in the implementation programs to be able to carry out internal and external evaluations carried out by the head of the madrasah, so that achievements can be seen and those that have not been achieved and receipt of activity reports.

Akdon maps strategy evaluation into three stages, and the first stage is performance measurement, the second stage is performance analysis and evaluation, the third stage is reporting. In this case the evaluation carried out by MIN East Lampung is inseparable from its planning in realizing the quality of education after the covid pandemic. This evaluation focuses on programs that have been implemented, including short-term programs, medium-term programs and long-term programs in preparing to improve the quality of education. The evaluations carried out included:

- 1) Conduct Direct Supervision of the Implementation of Programs or Activities
- 2) Implementation of Routine Evaluation of the Learning Process
- 3) Preparation of Activity Reports and Evaluation Meetings
- 4) Evaluation of activity results

Findings in the field of evaluating the management strategy for madrasah ibtidaiyah after the Covid-19 pandemic include:

- 1) Evaluating extracurricular activities regularly to prepare students' abilities to take part in inter-madrasah competitions, including tahfizd al-qur'an, Hadrah and madrasa olympiad competitions.
- 2) Carry out PKG supervision (Teacher Activity Program), including academic supervision, student supervision, extracurricular supervision, and facility and infrastructure supervision.
- 3) Each coordinator or person in charge of the program makes an activity report
- 4) Conduct routine evaluations of the learning process through daily test activities, UTS (Mid Semester Examination), UAS (Final Examination), and School Examination.

The final step in the strategic management process is evaluating results. In accordance with David Hunger's opinion, evaluation is a process through which organizational activities and desired performance results are achieved. Managers at all levels use performance results to take corrective action and solve problems.

Implementation of the Post-Covid-19 Pandemic Management Strategy Development Model

In carrying out the development of this management strategy, it was to describe or analyze the informants' answers through the question how did you carry out the model for developing the management strategy for managing MIN after the Covid-19 pandemic?

Based on the results of each informant's answers or explanations for explanations which were on average almost the same in providing explanations, from the informants' answers it could be concluded that how to carry out a post-covid-19 MIN management strategy development model they carried out development of strategic management, held meetings routinely carried out once a month, and inviting supervisors and East Lampung Ministry of Religion to conduct workshops, deliberations, exchange ideas, equalize perceptions and discuss things that need to be done in the post-pandemic period to be able to show superior, quality and better madrasa characteristics in the post-pandemic period.

Application of a strategy-based management development model character education can be applied to post-pandemic madrasas because it focuses on restoring teacher character and building student character through strategic management, especially during the post-covid-19 pandemic. Character education in madrasas can be integrated in intra-curricular, co-curricular and extra-curricular activities and is carried out through class-based, school-culture-based and community-based implementations. There are five main values of character, which are the movement's priorities to strengthen character education in madrasas. The five character values are a unified whole that cannot be separated, influence each other and mutually determine and are determined, namely religious, nationalist, independent, mutual cooperation and integrity. So it will be clear that the development of a model based on the opinions of Thomas L. Wheelen and J. David Hunger regarding environmental Analysis (swot), strategy formulation, strategy implementation, and strategy evaluation.

From the description above, it can be concluded that the application of a strategy-based management development model character education is a system centered on the habituation of the existing components of strategic management itself. The first component is an environmental analysis which consists of the internal and external environment (swot analysis), the second component is strategic planning which consists of vision, mission, and goals, the third component is strategy implementation which consists of existing programs in MIN based on annual work plans, and the fourth component is strategy evaluation, which will result in a strategy-based management development model character education. In the end, the end result is an increase in quality after the Covid-19 pandemic. So that. It can be concluded that in the application of the strategic management development model, it must include the above matters and if you look at development based on media that are used to exist in MIN it can be taken from a mathematical formula, namely the formula for the volume of a rectangular pyramid, namely:

$$V = 1/3 \times P \times L \times T$$

Information:

V = Development style

1/3 = Environmental Analysis (External, Internal, Swot)

P = Strategy Formulation

L = Strategy implementation

T = Strategy Evaluation

Findings in the field of implementing the management strategy development model for managing Madrasah Ibtidaiyah after the Covid-19 pandemic include:

- 1) Invite parties from supervisors and the Ministry of Religion for the East Lampung region regularly for workshops, training, and seminars on the development of strategic models in the post-pandemic period.
- 2) MIN Lampung Timur collaborates with the best teachers at madrasas to determine model development based on environmental Analysis, strategy formulation, strategy implementation, and strategy evaluation.
- 3) Implementation of a character education-based strategic management development model

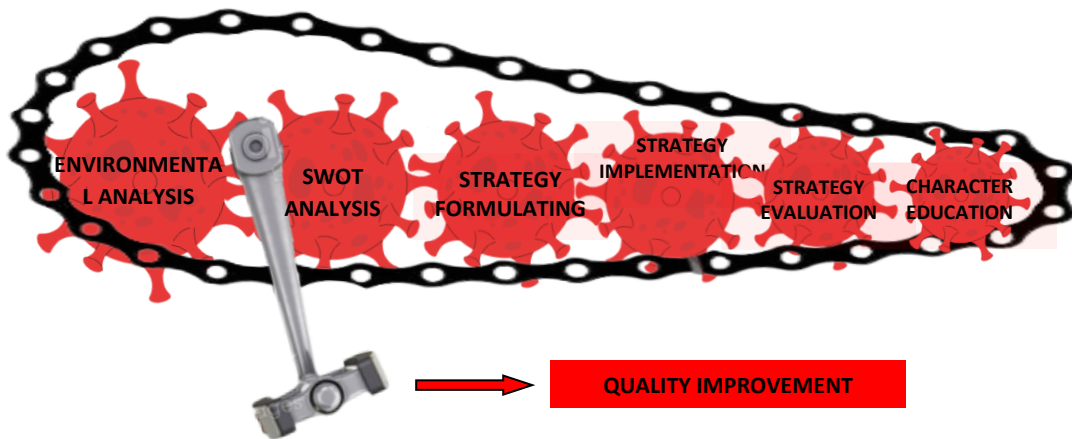


Figure 4.1 Strategy-based Management Development Model Character Education.

Thus, the application of a strategy-based management development model character education post-covid-19 pandemic is a system centered on the habituation of character education (religious, nationalist, independent, cooperation and integrity) which results in a formulation improvement of the quality of education in madrasas by taking into account the basic components of the strategic environment of madrasas including internal, institutional and external settings that continued in the swot analysis which will get the root of the problem that actually exists in the madrasa but has not been used optimally, it can be concluded from the swot analysis that the madrasa head needs to use power strategy, persuasive strategy and normative re-education strategy to be clear in the formulation of the madrasah vision. In formulating strategies for managing madrasas, the formulation of vision, mission and goals will be implemented in developing educational activity programs based on school work plans. Policies issued by madrasah management institutions need to be directed into one unified force between the Ministry of National Education and the Ministry of Religion. The results of the madrasah activity programs will eventually be evaluated for implementing the madrasah head-based strategic management development model character education in improving the quality of education in madrasas.

D. CONCLUSION

Environmental Analysis in managing East Lampung MIN after the Covid-19 pandemic, East Lampung MIN analyzed the madrasa's internal and external environment using Swot analysis then madrasas used power strategy, persuasive strategy and normative re-educative strategy by involving stakeholders, including the Ministry of Religion, supervisors, madrasa heads, teachers and parents and guardians of students to determine the next work program.

The formulation of a post-pandemic strategy for East Lampung MIN was formulated or developed a system based on the policies of the Ministry of Religion and Permendiknas No. 19 of 2007, which were adjusted to the vision, mission and goals of the school that had been prepared according to the East Lampung MIN work plan, including a) areas curriculum, b) the field of student affairs, c) the field of infrastructure, d) the field of public relations, and e) the field of improving the quality of educators and education staff.

The implementation of the MIN management strategy after the Covid-19 pandemic, based on the formulation of a strategy prepared according to the East Lampung MIN work plan, was divided into each short, medium and long-term program. These programs include: 1).

Implementation of the curriculum program includes: a) teacher work program arrangements, b) learning activity programs c) implementation of learning activities and d) educational reports. 2) Implementation of student programs through a) Admission of new students, b) Student development, c). Extracurricular programs (scout, hadrah, english and calligraphy). 3) Implementation of facilities and infrastructure programs. In order for the facilities to have maximum function in the learning process, a facilities and infrastructure program is prepared as follows: a) submission and procurement of materials, b). data collection needs, c) maintenance, d). until charred (4). Community relations program by recruiting activity supervisors from the community. 5) Implementation of programs to improve the quality of education and education personnel is by holding training, especially in computers and their use. Implementation of KKG (Teacher Working Group) is also carried out in the context of developing the quality of educators.

Evaluation of the East Lampung MIN management strategy after the Covid-19 pandemic includes direct observation and supervision of the process of ongoing activities. Especially in extracurricular activity programs, carrying out routine evaluations of the learning process, preparing activity reports and evaluation meetings, conducting routine evaluations of the learning process through activities daily tests, UTS (Middle Semester Examination), UAS (Final Examination), and tryout.

Strategy-based Management Development Model character education can be applied to post-covid-19 pandemic madrasas. Because it focuses on restoring teachers' character and building students' character through habituation from the existing components of the strategy management itself, which aims to restore the characteristics of Islamic madrasas and improve the quality of post-covid-pandemic madrasas 19. Development of program coordination and consultation patterns at the management level, namely the Ministry of Religion and the Ministry of National Education of cities/districts. Develop existing theory to be more perfect and function optimally at MIN Lampung Timur. Bridging the selection of strategic alternatives in the management of education at the madrasah level toward improving the quality of education. Development of strategy-based management character education is a system that is centered on educational habituation, especially the components that exist in strategic management itself. The first component is environmental Analysis which consists of the internal and external environment (swot analysis), the second component is strategic planning which consists of vision, mission, and goals, the third component is strategy implementation which consists of existing programs in MIN based on annual work plans, and the fourth component is strategy evaluation, which will result in a strategy-based management development model character education In the end, the end result is an increase in quality after the Covid-19 pandemic. At the stage of implementing the strategy-based management development model, character education is centered on returning the teacher's character and the students' character, the habituation of character education including religious, nationalist, independent, mutual cooperation and integrity.

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