



The Foundation's Leadership Strategy for Developing Nurul Mannan Elementary School in West Banjar Gapura Sumenep

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Receive: 19/08/2022

Accepted: 24/09/2022

Published: 01/10/2022

Abstract

The research aims to illustrate the role of the Nurul Mannan Foundation to develop schools in Ma'arif Nurul Mannan Elementary School and Describe and analyze the leadership strategy of the Nurul Mannan Foundation for School Development in Ma'arif Nurul Mannan Elementary School. This research uses a qualitative approach with a multi-case study, with naturalist phenomenological methods. The presence of researchers since 2021 is carried out intensively. Human and nonhuman data sources are unearthed with field observations, in-depth interviews and dukumentation. Data analysis uses Mile Huberman saldana theory through three stages, namely Data Condensation (Condensation), Data Offering, and Conclusion/verification withdrawal. Checking the validity of the data obtained is done by showing the degree of trust (credibility), transferability, dependency (dependability), and certainty (confirmability). The leadership role of nurul manann foundation in developing schools in Ma'arif Nurul Mannan elementary school is as a communicator between stake holder networks, as well as a strategic policy maker in the development of education in the auspices of the Nurul Mannan Banjar Barat foundation. In addition, the leadership strategy of the Nurul Mannan Foundation in developing the School at Ma'arif Nurul Mannan Elementary School by using strategic and tactical steps. Where these measures have logical consequences for the development of Ma'arif Nurul Mannan elementary school with measurable and can be evaluated properly.

Keywords: *Integration of Religion and Science, Leadership Strategy School development.*

Introduction

Basic education is an educational unit at the level of Elementary Schools, Madrasah Ibtidaiyah, Junior High Schools, and Madrasah Tsanawiyah; this is stated in Law no. 20 of 2003 concerning the education system. The number of basic educational institutions in elementary schools reached 148,244; in junior high schools, there were 38,960. While Madrasah Ibtidaiyah numbered 24,560 and Madrasah Tsanawiyah numbered 16,934. Many education units have so far left many educational problems, especially in improving the quality of basic education units. Quantity without quality Schools will be abandoned by consumers/stakeholders, graduate

users, and only a pseudo-development (Hardiansyah et al., 2021). According to (Hardiansyah & Mulyadi, 2022), two things are problems with education in Indonesia: the need for more funds and infrastructure and the issue of non-material factors. Even when the education budget is increased to 20% of the total Indonesian state budget, as mandated by law, there needs to be a solution (answer) to the education problems in Indonesia (Hardiansyah et al., 2022). Even today, Beeby's findings regarding the problem of basic education in Indonesia are still relevant as a reference given the increasingly complex problem, including the lack of welfare for honorary teachers, the low level of teacher human

resources, the lack of quality of students, the lack of religious, moral and ethical education, the high level of competition between schools, high demands for teachers (Hardiansyah & Zainuddin, 2022). The education curriculum in Indonesia is changing, and the teacher's professionalism in teaching is low. More broadly, the description of Africa Angrayni's article states that various educational problems can be seen in four aspects (1) low education services in Indonesia, (2) low quality of education in Indonesia, (3) low quality of higher education in Indonesia, (4) low ability Indonesian children's literacy (Hardiansyah, 2022b).

Views on education issues also strengthen the views above: First, access to education is an obstacle to accessing education by remote children, and the gap between rural and urban children towards quality education experiences a very striking disparity. Second, the quality and relevance of education are a challenge for our world of education; this can be seen from student achievements and international studies by PISA and TIMSS, which show less encouraging results using academic and non-academic indicators. Meanwhile, the relevance can be seen from the high unemployment indicator (Hardiansyah, n.d.). Third, governance and accountability are due to the need for creative initiatives to improve the quality of education and accountability in the educational process and financing. Ma'arif Nurul Mannan Elementary School The Basic education unit under the auspices of the Nurul Mannan Foundation, which commits to carry out the development process for educational unit institutions leading to pioneering Indonesian national standard, superior elementary schools. This can be seen from the anxiety of the foundation's chairman regarding the quality of the educational institutions under his guidance that does not show signs of significant development, both academic and non-academic. This affects the input of new students to SD Nurul Mannan, which has decreased yearly. As seen from the data on the number of students at each level (Hardiansyah, 2020).

Besides that, competition for students in basic education units cannot be avoided. This happened because there were 35 public and private institutions in the basic education unit in

Gapura District, evenly distributed in each village under the auspices of the Ministry of Education and Culture and the Ministry of Religion. However, the increase is needed to match the quality of human resources for teaching staff and education. Finally, the competition for students leads to unhealthy in the world of education (Hardiansyah & AR, 2022a). Related to the competitive climate in the field, especially in educational institutions, is very visible during the acceptance of new students. Each institution tries in various ways to get or gain sympathy from prospective students, starting with conventional methods, namely placing banners or brochures, and with online media such as the internet. A view that is sometimes a cause for concern; every competitor is fearless in selling out various facilities prospective students will obtain for free if they join the institution in question (Hardiansyah, 2022a).

To unravel the problem of educational unit institutions requires specific policy strategies by the highest leadership in a private educational institution. Because, as in other private educational institutions, the strategic policy is not the leadership of the school, in this case, the principal, but the foundation that oversees it. For this reason, researchers will research the Strategy of Foundation Leadership in the Development of Educational Institutions (Basic Education Development Study at Ma'arif Nurul Mannan Elementary School, West Banjar Village, Gapura Kabuapaten District, Sumenep). This is interesting because, so far, the topic of research on Basic Education Development, both Elementary Schools and Madrasah Ibtidaiyah, has become the main variable, namely the school principal's leadership (Hardiansyah & Mas'odi, 2022). So that researchers feel interested in exploring to add to the knowledge related to school development by foundations. The research will answer the question: What is the foundation's leadership role in developing schools at Ma'arif Nurul Mannan Elementary School? What is the foundation's leadership strategy in developing the School at Ma'arif Nurul Mannan Elementary School? The development of education is a necessity of an educational institution with a vision, mission, and goals that are used as a reference in implementing education in schools. The development of school

programs should be carried out through systematic steps that can be accounted for. Therefore in the development of education, several things must be considered (Rohiat, 2008: 84), namely: (1) Ideally, RPS has two types, namely RPS for the long term (over five years) is called a strategic plan and short term RPS which known as operational detail. (2) The procedure for making RPS refers to the steps used in the making RPS and the process of making it. (3) In substance, the contents of the program planning developed in the RPS are adapted to the conditions and needs of each school but still refer to SNP aspects (Hardiansyah & AR, 2022b).

Educational development should be directed towards several aspects 1. School Program Development. 2. Development of education unit-level curriculum. 3. Development of teaching and learning process (PBM). 4. Development of educational facilities. 5. Development of education management. 6. Human resource development and education funding. 7. Development of a monitoring system. 8. Development of the school environment. 9. Development of school culture. 10. Development of student activities. 11. Development of basic technology education (PTD). 12. Development of Life Skills Education (Life Skills Education). Furthermore, developing school education can be directed at three aspects, namely. Aspects of developing spirituality and values; Aspects of technical and physical development; Aspects of social development and community participation (Widhiastuti, 2020). In this case, the transformation of educational development requires a transition to education policy, starting from the development of quality principles at the central, regional, and educational unit levels. In school-based management, educational services and organizational culture principles can be applied (Audia et al., 2021). They are strengthening educative participation through achievement motives owned by each individual in the education unit (Pratiwi et al., 2020). Preparing a School Development Plan can be carried out with principles, namely changing real conditions into desired (ideal) conditions, achieving student achievement, and bringing about better changes. Systematically directed, integrated, comprehensive, responsive to change, demand-

driven (based on needs), participatory, representative, data-driven, realistic according to the results of SWOT analysis, and based on the results of reviews and evaluations (Warnaby & Shi, 2018).

Method

This study uses a qualitative approach with a multi-case study design, using a naturalist phenomenological method. The presence of researchers from 2017-2019 was carried out intensively. Field observations, in-depth interviews, and documentation explored human and non-human data sources. Data analysis uses Mile Huberman's theory of saldana through three stages: data condensation (condensation), data presentation, and conclusion/verification. Checking the validity of the data obtained is done by showing the degree of trust (credibility), transferability (transferability), dependability (dependability), and certainty (confirmability).

Result and Discussion

The strategic role played by the foundation is by taking a position as a communicator between stakeholder networks. This can be seen from the communication and coordination with LP Ma'arif Gapura to strengthen the elementary school development program, which was warmly welcomed by the foundation and opened arms. The communication factor is very important in determining and supporting the implementation of leadership as an effort to realize the quality of education in private educational institutions/SD (Hardiansyah & Mulyadi, 2022). Providing guidance and supervision to teachers, involving all elements of the school's academic community including teachers in making foundation work plans (Mustika & Ain, 2020). By carrying out internal and external meetings with related parties to optimize the improvement of the quality of elementary schools and the resources of educators and education staff. The role of policymakers by foundations as protectors of elementary schools and institutions under their auspices. Decision-making roles. This means that a leader must try to improve and develop the work unit he leads, must be able to overcome all obstacles encountered, manage all resources (human, cost, etc.), and play a role in representing every working relationship

with other work units. The role of the leader in decision-making is usually together with subordinates selecting several existing alternatives to determine the goals to be achieved. The decision-making process must consider all aspects as needed. The information is good enough, and the decisions' accuracy is guaranteed (Sari & Suryana, 2019).

Every leader must consider whether the decision he is about to make is programmed, whether it is according to customers based on procedural rules that are always repeated and made in a programmed manner or with an unprogrammed model. In complicated/new/critical situations, the leader must immediately make decisions to solve the problems. In a state of certainty, the method of making decisions will be different from making decisions in conditions of risk and uncertainty, which sometimes causes decisions to be inappropriate and unstable, which risks failure in solving the problems faced (Permana & Sari, 2018). Manager of financial and economic resources for the development of the Ma'arif Nurul Mannan Elementary School (SD). The foundation actively explores financial resources by developing assets and economic resources in the form of waqf lands, such as salt and shrimp ponds, so that it can supply the financial needs of SD Ma'arif Nurul Mannan. Taking strategic steps, namely first, restructuring the foundation's management to accelerate the movement of steps by taking more energetic and younger management. This is taken to equate the frequency of vision, mission, and goals with the same spirit. Second, building friendly relations and communication with external parties, LP Ma'arif MWC NU Gapura, PC LP Ma'arif Sumenep, and PW LP Ma'arif East, Java also visited MINU Trade in the context of developing the Ma'arif Nurul Mannan Banjar elementary school West. Third, Strengthen education management at the education unit level by strengthening coordination and evaluation in each higher education institution unit and carrying out technical steps, including increasing the professionalism of teaching and education staff through training and visits to featured schools. Second, recruiting teaching staff, such as appointing tutors or mentors for MIPA Olympiads and appointing Tahfidzul Qur'an teachers/ustad.

These strategic and tactical steps are efforts to develop elementary schools under the auspices of the Nurul Mannan Banjar Barat Foundation. Moreover, it can be evaluated with clear and measurable indicators.

Conclusion

The leadership role of the Nurul Manann foundation in developing schools at Ma'arif Nurul Mannan Elementary School, namely as a communicator between stakeholder networks and strategic policymakers in the development of education under the auspices of the West Banjar Nurul Mannan foundation. Besides that, the leadership strategy of the Nurul Mannan Foundation in developing schools at Ma'arif Nurul Mannan Elementary School uses strategic and tactical steps; these steps have logical consequences for the development of the Ma'arif Nurul Mannan elementary school in a measurable and well-evaluated manner.

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