

Islamic Education Planning: The Concept of Educational Management in Madrasah

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Abstract:

This study aims to understand the important role of educational management planning in Madrasah in achieving national education goals. The methodology used is a literature study with a qualitative approach, collecting data from references to books, journals, archives, and related documents. The results of the study indicate that educational management planning has a significant influence on the effectiveness of other management functions, such as organizing, motivating, and supervising. In conclusion, good planning allows educational institutions to direct strategic steps towards achieving long-term visions effectively and efficiently. The novelty of this study lies in the in-depth analysis of the application of educational philosophy in educational management planning in Madrasah, as well as its influence on the national education system. The recommendation from this study is the need to increase awareness among education stakeholders to adopt a more responsive and innovative planning model to face future educational challenges.

Keywords:

Planning, Educational Management, Madrasah, Philosophy, Innovation.



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INTRODUCTION

Management comes from English, namely from the word to manage which means to organize or arrange, while according to the term management is a process or series of activities that are interconnected with each other, although not following a systematic series. The series contains activities to move, guide, and direct, and supervise others in doing something, both individually and together (Haidar, 2016).

Management also places an activity in guiding a group so that a common goal is achieved in an organization that is universally applicable and exists in leadership in various fields of activity or human life. In the process of its implementation, management has special tasks that must be carried out. These special tasks can be called management functions so that in the direction of the organization it starts from determining the direction of the organization in the future, creating organizational activities, encouraging cooperation between fellow members of the organization and supervising activities in achieving goals effectively and efficiently (Kaya & Ceylan, 2014).

In order to achieve organizational goals effectively and efficiently, management must be fully utilized in every organization, industry, banking, and education. According to Fatahilah, management functions consist of planning, organizing, directing (actuating), and controlling, while Fatahilah

states that management functions include planning, organizing, motivating, supervising and evaluating (Fatahilah, 2024). This article discusses in depth the function of planning which is basically the first step in and greatly influences other management functions at Madrasah. Furthermore, this article aims to understand the meaning and scope of educational management planning, to understand the philosophy or basis and process of educational management planning and to understand the model and educational planning in the National Education System.

Management is the key to moving an organization effectively and efficiently, whether in the industrial world, education, or other sectors (Tiniyyah et al., 2023). In practice, management is not only about organizing, but also involves a series of interrelated steps, such as moving, guiding, and directing each individual or group to achieve common goals (Abidin, 2020). This article focuses on the crucial role of planning in educational management in Madrasah, which is the foundation of all other management functions. With good planning, an educational institution can direct strategic steps in achieving its long-term vision.

Furthermore, this study will examine in depth the meaning and scope of educational management planning, the underlying philosophy, and the planning process in the National Education System. Understanding the essence of proper planning can help stakeholders in the world of education to manage resources, motivate teamwork, and oversee the implementation of activities more effectively. This study is expected to provide new insights for education practitioners in designing innovative and responsive strategies to the challenges of modern education.

METHOD

This study is Islamic education planning Concept of Educational Management in Masdarasah uses literature studies in the form of reference books, journals, archives, documents and other writings that are relevant to the title being studied (Morris & Cahill, 2017). Judging from the nature of the research, it is research of historical and its object is an effort to improve the quality of education through a management information system that has grown and developed in Indonesia from the aspects of history and education. Data was found through a search for references related to the research. Then the data is presented descriptively analytically. This research uses a qualitative research method by searching for and exploring references (Rzheuskyi et al., 2018).

RESULT AND DISCUSSION

Definition and Scope of Planning in Educational Management

Planning is the process of setting objectives and determining what should be done to accomplishment (the process of setting goals and what should be done to achieve those goals). Planning is basically the process of determining activities to be carried out in the future (Rimarioczy et al., 2017). This activity aims to organize various resources so that the results achieved are in accordance with what is expected. This means that in the planning process there are efforts to use human resources, natural resources, and other resources to achieve goals. According to Roger A. Kauffman, planning is the process of determining goals or targets to be achieved or targets to be

achieved and determining the path and resources needed to achieve goals effectively and efficiently (the process of setting goals or targets to be achieved or targets to be achieved and specify the path and resources needed to achieve goals effectively and efficiently). Munastiwi state that planning is specifying the goals to be achieved and deciding in advance the appropriate actions needed to achieve those goals, Planning is determining the goals to be achieved and deciding on the priority actions needed to achieve those goals (Munastiwi, 2019). Ahmed submits planning as an intellectual process that consciously determines the actions to be taken and bases decisions on the goals to be achieved, timely and reliable information, and takes into account estimates of future conditions (Ahmed et al., 2023).

Table 1. Planning in Educational Management

Category	Key Findings
Definition of Planning	- The process of determining goals and the activities to achieve them. - Utilizes human, natural, and other resources effectively and efficiently. - Based on accurate facts and analysis, answering 5W1H (What, Why, Who, Where, When, How). - Provides direction, reduces negative influence, and facilitates managerial functions.
Benefits of Planning	- Protective: Reduces decision-making risks by ensuring relevance to future demands. - Positive: Increases productivity through comprehensive and appropriate planning.
Relationship with Decision Making	- Decision-making is an inseparable part of planning. - Decisions determine alternative actions and directions to solve problems.
Scope of Educational Planning	- Time Dimension: Long-term (≥ 10 years), Medium-term (3–8 years), Short-term (≤ 1 year). - Spatial Dimension: National, Regional, Spatial, Project-based.
Philosophical and Legal Basis	- Philosophical: Refers to beliefs about human nature, sources of knowledge, values, and better life. - Three aspects of educational philosophy: • Ontology (What): Object and reality of study. • Epistemology (How): Methods for acquiring and organizing knowledge. • Axiology (For What): Practical and theoretical value of educational knowledge. - Legal: Serves as guidance and standard for implementation (e.g., Pancasila, Constitution).
Stages of Planning	1. Setting goals. 2. Assessing current situation. 3. Identifying advantages and obstacles. 4. Developing plan and alternative activities. - Additional stages (Banghart & Trull): problem identification, analysis, concept/design, evaluation, specification, implementation, and feedback.
Educational Planning Models	1. Comprehensive Planning: Analyzes changes in the entire education system, benchmarks specific plans. 2. Target Setting Model: Projections for demographics, enrollment, and workforce needs. 3. Costing & Cost Effectiveness: Project efficiency and optimal cost utilization. 4. PPBS (Planning, Programming, Budgeting System): Systematic approach for goals, programs, costs, and alternatives.
Position in National Education System	- Planning as a government policy interrelated with other public policies. - Types: Macro (national), Meso (provincial/region), Micro (institutional). - Focused on relevance, efficiency, effectiveness, and achieving educational objectives.
Planning in School-Based Management (SBM)	- Grants autonomy to schools for planning, implementation, supervision, and resource management. - Goals: improve efficiency, quality, and equity of education. - Must align with student needs and interests.
Examples of Educational Planning	- Operational Planning: • Single-use plans: programs/projects for one-time actions. • Fixed plans: policies, SOPs, recurring regulations. - Time-based Planning: • Short-term: several months to 1 year. • Medium-term: 1–5 years. • Long-term: decades or more.

So, it's can be concluded that planning is the process of determining activities to be carried out within a certain period of time by utilizing existing resources to achieve the expected goals. In addition, activities to be carried out to achieve goals should be based on accurate facts that have been collected and analyzed properly so that they can answer questions related to the planning process. The questions in question are 5W1H, namely: 1) What will be done, 2) Why is it done, 3) Who does it, 4) Where does it, 5) When is it implemented, 6) How is it done

In this planning process, initial actions are formulated before carrying out activities in an organization, this planning is a determinant of the difference in performance between one organization and another in implementing plans to achieve goals and stating who makes the planning because in fact the planning provides direction, reduces influence, changes, fosters contributions and compiles measurements to facilitate other managerial processes, especially the supervisory function (Hidayat et al., 2019). In addition, good planning is carried out to achieve:

- 1) Protective benefits, namely ensuring that goals, sources and techniques/methods have high relevance to future demands so as to reduce the risk of decisions.
- 2) Positive benefits, namely productivity can increase in line with the formulation of a comprehensive and appropriate plan.

However, it should be understood that the planning function has a very close relationship with decision making. This is because basically a decision is a resolution of possible alternatives. A decision is not a plan if it does not involve both actions and the future. Decisions are very necessary in the hierarchy of the planning process (Bahrowi, 2022). Therefore, it is very difficult to separate the planning process from decision making. Decision making is an important aspect of planning, namely the process of developing and restoring direction to solve certain problems. Decisions must be taken at every point in the planning process. The scope of planning in education includes:

- 1) Planning from the time dimension,
- 2) Long-term planning or in a period of 10 years and above,
- 3) Medium-term planning: In a period of 3-8 years,
- 4) Short-term planning: In a maximum period of 1 year,
- 5) Planning from the spatial dimension,
- 6) National planning,
- 7) Regional planning,
- 8) Spatial planning,
- 9) Project planning.

Basic Philosophy of Educational Planning

Basically, educational planning/educational management can be implemented in a way that is clear in direction and purpose and effective and efficient for the relevance of the curriculum content, if implemented with reference to a certain basis. Namely a solid basis, because the existence of a solid basis can develop and provide changes to education to reach or achieve a clear goal and direction maximally (Semmann et al., 2023). And with a solid basis in the planning, it is the main pillar for development in professional education. On a basis for this planning, namely that which is based on philosophy. Because this philosophical/philosophical basis is very triggering for educational planning (Hanefar et al., 2016). The term basis in the big Indonesian dictionary is the basis or base, which is also known as the foundation, which is a strengthener in educational planning, up to the evaluation of education (beginning to end). So, the philosophical basis is a foundation that is sourced from the philosophy of education which concerns all aspects of the belief in the nature of humans, the nature of knowledge, sources of values and a better life is carried out. This is because the philosophical understanding comes from Greek which consists of the syllables *philein* / *philos* which means love and *sophos* / *sophia* which means wisdom, and in meaning philosophy is a science that tries to understand the nature of everything.

Where the philosophical basis in educational planning is very important in life, namely in the outlook on life of a person or society which is a basic concept, regarding what is desired and aspired to in his life. Which is a conscious and mature attitude in thinking to develop potential, both physically and creatively and willfully as a real manifestation of that development and can function

for the journey of life until the future. Because the basis of planning is a universal human ideal (Tsoukas & Chia, 2021).

The basis or philosophical foundation of educational planning also developed in the previous period, namely in the 18th - 25th centuries, where the philosophical basis of educational planning is based on the philosophy of education, namely that which concerns all aspects (beliefs, nature, sources of knowledge) and tends to lead to the future to come (Guzey, 2020). However, in today's era it is very different from the past or before. Because education has now developed much more sophisticatedly with the existence of science and technology and the influence of world globality, the development of education is growing rapidly.



Figure 1. The cycle of Educational Management

From the thoughts of planning on a philosophical basis that is effective and efficient and the right direction and is based on a concept of interaction / reciprocity between one and another, both in the school environment and society, it can also be a factor in developing a better education. On the philosophical basis of educational planning, it is also included in the legal basis. And the legal basis has the meaning of a standard regulation, namely as a foothold/ starting point in carrying out certain activities. The same is true with the philosophical basis of planning which also refers to the understanding of the foundation, namely the foothold of something, the starting point of something as the foundation of educational planning. Because if there is no or no foundation or basis for educational planning. Especially on this philosophical basis, there will be damage or the purpose of the planning will definitely be unsuccessful. Which is very important philosophical basis in educational planning (Hanefar et al., 2016). So, it seems that the philosophical basis in educational planning cannot be disturbed, it has become a formulation, as well as the basic legal law which is seen as a standard rule and must be obeyed. With the philosophical basis and the legal basis, it can be exemplified, because it has a material nature, namely as a foundation. Where the foundation is as a strengthener of something, namely in educational planning in particular. For example, Pancasila and

the Constitution which are conceptual as the basis of the Indonesian State.

This philosophical basis is the same as the object in the philosophy of science (Tsoukas & Chia, 2021). That is, there are several types by looking at the level of truth in a rational / logical / rational way. And on the philosophical basis it is divided into 3 types of parts, including:

1) Ontology (What)

That is the principle in determining the scope, the form that becomes the object of study / formal object and interpretation of the nature of the reality of the object.

2) Epistemology (How)

That is the principle regarding the method, how material knowledge is obtained and arranged into a body of knowledge (formal and material objects of educational science).

3) Axiology (For What)

That is the principle that uses the knowledge that has been obtained and arranged in the body of knowledge (about the nature of the theoretical and practical utility value of educational science). Those are the various types of philosophical foundations and as objects of the philosophy of educational science. Where education is faced with the formulation of very basic and deep goals, so that philosophical analysis and thinking are treated.

In addition, all formulations of goals, all aspects of education from concepts, planning, implementation to evaluation require philosophical thinking. Because the philosophical basis states a truth, meaning that which is appropriate and understandable. With the disclosure of that truth, a philosophical basis arises with its various types as 3 basic questions (What, How, For What). Questions from this philosophical basis are very important as a reference as a concept for the development of planning in education. Philosophical or philosophy contains more study content about questions than answers. Where this philosophy covers many aspects of life from education, human personality, society, cosmic problems, and so on. For a truth until the future to come.

Stages in Planning

Basically, all (Feintuck & Stevens, 2023) go through four basic stages as follows:

- 1) The first stage is to set goals or a series of goals. Planning begins with decisions about the desires or needs of the organization or work group. Without a clear formulation of goals, the organization will use resources ineffectively.
- 2) The second stage is to formulate the current situation. Understanding the current position of the organization from the goals to be achieved or the various resources available to achieve goals is very important because goals and plans concern the future.
- 3) The third stage is to identify all conveniences and obstacles. All strengths and weaknesses as well as conveniences and obstacles need to be identified to measure the organization's ability to achieve goals.
- 4) The fourth stage is to develop a plan or series of activities to achieve goals. The last stage in this planning process includes developing various alternative activities to achieve goals.

Meanwhile, according to Banghart and Trull, the stages of planning include:

- 1) Determining the planning problem, including:
 - a) Description of the scope of the problem
 - b) Studying various things that have happened
 - c) Determining what is and what should be or reality and expectations
 - d) Resources and limitations
 - e) Developing planning sections and priorities
- 2) Analysis of planning problems, including:
 - a. Reviewing problems and sub-problems
 - b. Data collection and data tabulation
 - c. Forecasting and projecting
- f) Planning concepts and designs, including:
 - a. Identifying existing trends
 - b. Formulating general and specific objectives
 - c. Preparing a plan
- g) Plan evaluation, including:
 - a. Plan simulation
 - b. Plan evaluation
 - c. Choosing a plan
- 2) Specification or formulating a plan, including:
 - a) Formulating problems
 - b) Preparing the results of the formulation in the form of a final plan draft or final plan
- 6) Implementation of the plan, including:
 - a. Preparation of operational plans
 - b. Approval and ratification of the plan
 - c. Arranging organizational apparatus
- 3) Feedback on plan implementation, including:
 - a. Plan monitoring
 - b. Evaluation of plan implementation
 - c. Make adjustments, changes or designs that need to be designed again, how they are designed and by whom.

Educational Models and Planning in the National Education System

In the Indonesian Dictionary, Hoetomo translates the model as an example, a reference pattern of a variety, type, or small and exact imitation of goods as imitated. Planning according to Newman in Manullang, "Planning is deciding in advance what is to be done". (Potts et al., 2023) So planning is determining in advance what will be done. While Louis Allen said "Planning is the determination of a course of action to achieve a desired result", planning is determining a series of actions to achieve the desired results.

Thus, the planning model can be interpreted as a pattern or example or reference used in preparing a plan. The planning model in the scope of education is interpreted as a pattern or reference, and the method taken in preparing a general education plan. But the education planning

model is certainly different from the teaching planning model, education planning has a broader and more general scope concerning plans and policies issued by the highest policy makers in educational institutions (Haines, 2020). While the teaching planning model as carried out by Lukman Hakim that the teaching planning model contains components of the learning system and elements of activities carried out, both by teachers and students in the learning process. Planning is related to the methods, strategies, or activities carried out so that students gain learning experiences to achieve goals (Semmann et al., 2023).

Various Models of Educational Planning

Planning is a guideline on what will be done, but if the planning is arranged so densely, tightly, rigidly, and inhumanely, it can cause confusion and uncertainty, therefore planning to be a useful tool according to Harjanto also needs to be used in a harmonious combination with other tools such as supervision and evaluation. He further said, a good plan always becomes a tool for direction and at the same time is a flexible and flexible strategy (James & Hauli, 2017).

There is several educational planning models put forward by education experts, including James & Hauli put forward four educational planning models, namely:

1. Comprehensive Planning Model

This model is mainly used to analyze changes in the education system as a whole. In addition, it functions as a benchmark in describing more specific plans towards broader goals.

2. Target Setting Model

- a) This model is needed in an effort to carry out projections or estimate the level of development within a certain period of time. In its preparation, it is known: a. Model for analyzing demographics and population projections.

- b) Model for projecting school enrollment (number of registered students).

- d. Model for projecting workforce needs.

3. Costing and cost effectiveness model

This model is often used to analyze projects in terms of efficiency and economic effectiveness. With this model, the most flexible project can be identified and provides the best comparison between projects that are alternative solutions to the problems faced. The use of this model in education is based on the consideration that education is inseparable from the problem of financing. And, with a number of costs incurred during the education process, it is expected that within a certain period of time it can provide certain benefits.

4. PPBS Models

PPBS (planning, programming, budgeting system) means that planning, programming and budgeting are seen as a system that is inseparable from each other. PPBS is a comprehensive process for more effective decision making. Several experts provide understandings, including: (Gräßler et al., 2016) stated that PPBS is a systematic approach that seeks to set goals, develop programs, to be achieved, find the amount of costs, alternatives and use a budgeting process that reflects long-term program activities. Meanwhile, (Rosyadi et al., 2023) stated that PPBS is a comprehensive planning process that includes a budget program

as its main component. Based on the two definitions above, it can be concluded that: PPBS is a systematic approach. Therefore, to apply PPBS, an understanding of the concept and theory of the system is required. And PPBS is a comprehensive planning process. Its application is only possible for complex problems and in organizations that are faced with complex and comprehensive problems.

To understand PPBS well, we need to pay attention to the essential properties of this system.

The essence of PPBS is as follows:

- 1) Detailing carefully and analyzing systematically the objectives to be achieved.
- 2) Looking for relevant alternatives, different ways to achieve goals.
- 3) Describing the total cost of each alternative, both direct and indirect, past costs or future costs, both costs in the form of money and costs that are not in the form of money.
- 4) Providing an overview of the effectiveness of each alternative and how the alternative achieves its goals.
- 5) Compare and analyze the alternatives, namely looking for a combination that provides the greatest effectiveness of existing resources in achieving goals.

The Importance of Planning Position for National Education System

There is no simple formula for making a plan. First of all, a plan is basically a collection of guesses about the future, because setting priorities requires uncertain estimates of possible outcomes, benefits and costs, the best that can be done is to compare the past with the present in search of clues for the future. So, a plan is made based on a general philosophy of how development occurs. This philosophy is the basis for the guesses that must be made in determining a plan. Educational planning is one of the government policies that is interdependent with other (Link, 2016). The function of each public decision is also integrated with other decisions that have been going on since Indonesia's independence. Politically, every decision at a certain level will go through the constitutional mechanism. In this case, the legislative function of the DPR or MPR is very important for decisions regarding education as a whole, both at the macro and micro levels, because policies at lower levels must be based on policies at higher levels.

According to Ikbal, there are two types of strategies used in planning, namely in strategic planning and in the analysis of methods and tools. The strategy here is intended to complete the activities developed in the system analysis, namely by looking for alternative solutions to problems (Alam Muhamad Ikbal, 2018). Ikbal states, Indonesian national education planning can be divided into three types, namely macro, meso, and micro planning. Macro planning is planning that covers the education of the entire nation. Generally handled by the central government. Or it can also be handled by certain groups but they are appointed by the central government and are also responsible for their duties to the central government.

Meanwhile, meso planning is planning whose scope covers a certain educational area, for example one province. The basis for meso planning is the result of the different conditions and situations of each region. Education planning for regions cannot be made the same, but rather adjusted to the situation, conditions and needs of each. The task of central planning is only as a

protector, consultant and assessor. Micro education planning is initiated by the manager or team of managers in each educational institution. In developing an institution or improving an institution, each manager in the educational institution has an obligation to conduct micro planning. This planning covers all kinds of activities in the institution. The basis of the authority to conduct micro planning is the right of an educational manager to control his institution and the flexibility of regulations from the central government. The flexibility of these rules is also based on the fact that educational institutions are not exactly the same in terms of conditions and situations.

Comprehensive education planning contains an overall concept that is systematically and systematically arranged. All important aspects of education must be covered and arranged regularly and rationally so as to form a complete and perfect whole. Completeness and regularity in this systemic basic pattern are the main characteristics of comprehensive planning. The education planning process in Indonesia is directed at the relevance, efficiency and effectiveness of education. So that educational targets will be achieved in accordance with the objectives outlined. The goals of national education as stated in the 1945 Constitution can be described in five sets of educational targets, namely attitudes and values, knowledge, intelligence, skills, ecological awareness, and communication skills. The objectives of the five sets of educational targets are still universal and still need to be introduced into the national education system to be in accordance with the problems of the Indonesian state and nation. Therefore, the objectives of the five sets of educational targets, each and as a whole, must be oriented to the following national aspects:

- 1) In terms of the national mission, Indonesian education contains the following functions: moral development; development of national unity and unity; development of national resilience.
- 2) In terms of socio-cultural aspects, Indonesian education develops the function of cultural development; development of human rights; fostering democratic life; fostering awareness of law enforcement.
- 3) In the aspect of development and modernization of education, Indonesia develops the function of fostering national attitudes; fostering science and technology

The three national aspects of education above are one with another, an inseparable device. Based on the basic ideas and national aspects of education, the objectives of Indonesian national education are formulated in Law No. 20 of 2003 concerning the national education system so that the formulation is as National education functions to develop abilities and form the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Position of Planning in the National Education System

The applicable education system is an institutionalized effort and acts as an asset in educational development activities. It is through this education system that all planning activities should be implemented and initiated. It is also through this system that all educational development efforts are realized. The position of the system as a planning mechanism and planning basis has

another meaning when viewed from a methodological perspective (Fauzi et al., 2019).

One of the government policy tools that is independent of other public policies is educational planning. The process of implementing education in Indonesia is directed at relevance, efficiency, and effectiveness. It is hoped that the optimization of educational management work will run well. One form of implementation of educational planning in Indonesia is related to the implementation of educational decentralization, namely school-based management (SBM). Through the implementation of SBM, it will have implications for changes in the educational planning system in Indonesia (Uyun, 2022). Management is an integral component and cannot be separated from the overall educational process. Within this framework, awareness grows of the importance of SBM which gives full authority to schools and teachers in organizing and planning education and learning as well as organizing, planning, organizing, supervising, being responsible for and leading human resources and other facilities in order to assist the learning process in accordance with school goals (Ismail et al., 2022).

The main objective of MBS is to improve the efficiency, quality, and equity of education. Increased efficiency is obtained through the flexibility to manage existing resources, community participation, and bureaucratic simplification. Improved quality is obtained through parental participation, flexibility in school management, increased teacher professionalism, and other things that can foster a conducive atmosphere. Equity in education is seen in the growth of community and parent participation, flexibility in school management, increased teacher professionalism, and other things that can foster a conducive atmosphere. Equity in education is seen in the growth of community participation (stakeholders), especially those who are capable and care about education issues (Semmann et al., 2023).

MBS, which includes a planning process, needs to be adjusted to the needs and interests of students. For this reason, it is necessary to understand the main functions of management, namely planning, implementation, supervision, and guidance. The implications of decentralization of education management are the granting of greater authority to districts and cities to manage schools or education according to the potential and needs of their regions. Institutional changes to meet and improve efficiency and effectiveness in planning and implementation and empower human resources that emphasize professionalism. The implementation of MBS requires alignment efforts, so that the implementation of various school components does not overlap, throwing tasks and responsibilities at each other. Thus, the goals that have been set can be achieved effectively, efficiently and relevant to their needs.

Example of Planning in Educational Management

In an educational institution, various types of planning are needed in educational management (Abidin, 2020; Arar et al., 2023; Khotimah et al., 2024; Puspita et al., 2022; Winarsih & Purnomo, 2023). Below are examples of planning in educational institutions:

1) Operational Planning:

- a. Single-use plan: developed to carry out a series of actions that may not be repeated in the

future. For example: Program, which is a single-use plan for a series of large activities; Project, which is a single-use plan for a narrower and less complex scope than a program.

- b. Fixed plan: developed for activities that are repeated regularly over a certain period of time. For example: Policy, a fixed plan that details the organization's general response to a particular problem or situation; Standard operating procedures, fixed plans that outline the steps to be followed in a particular problem or situation; Rules and regulations, fixed plans that describe exactly how certain activities are carried out.

2) Planning according to time

a. Short-term program

When a car factory is ready to replace its technology, managers focus their attention on replacing existing equipment with new equipment as quickly and efficiently as possible to minimize the loss of production time. In many cases, this can be done in a few months, and production is only stopped for a few weeks. Thus, an action plan coordinates actual changes in a particular plant. In contrast, a reaction plan is a plan designed to enable a company to react to unexpected situations. At one Nissan plant, new equipment arrived earlier than expected and plant managers had to shut down production sooner than they had anticipated. Therefore, the managers had to react to events beyond their control in a way that still allowed for the achievement of objectives.

b. Medium-range plan

A plan that is somewhat temporary and more subject to change than a long-range plan. Medium-range plans typically cover a period of one to five years and are especially important to middle and line managers.

c. Long-range plan

A long-range plan covers many years, perhaps even decades.

CONCLUSION

Planning is needed and occurs in various forms of organizations, because this planning is a basic management process in making decisions and actions. Planning is needed in all types of activities, be it organizational activities, companies or activities in society, and planning is in every management function, because these functions can only implement decisions that have been set in planning. In management, planning is the process of defining organizational goals, creating strategies to achieve those goals, and developing organizational work activity plans. Planning is the most important process of all management functions because without planning other functions of organizing, directing, and controlling will not be able to run. Good planning will produce good management. It is better to use the basic management process in the form of planning in making decisions and actions in various forms of organizations. In planning, it is necessary to pay attention to the nature of a good plan to achieve the desired results.

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