

MADRASAH DEVELOPMENT PLAN MTS AL-WASHLIYAH BUILDING

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Abstract

Madrasahs as one of the educational institutions must be able to meet the demands of the times and be able to show their existence as a controller of change. Madrasahs must continue to develop its institutions with strategies and management that can effectively produce quality education output. Then the madrasah must also have a new vision and mission, and be equipped with adequate facilities, management, and teaching staff who are better trained so that it can improve the status of the madrasah as a model school and become a model for the development standards of all other madrasahs in Indonesia

Keywords: Planing, Madrasah Development

I. INTRODUCTION

RPS is a comprehensive plan to optimize the use of all available and possible resources to achieve the desired goals in the future. RPS must be oriented forward and clearly how to bridge between current conditions and expectations to be achieved in the future. RPS is a plan that comprehensively pays attention to opportunities and threats from the external environment, pays attention to internal strengths and weaknesses, then seeks and finds strategies and programs to take advantage of opportunities and strengths owned to overcome existing challenges and weaknesses to achieve the desired vision.

1. 1. Legal Basis for RPS Compilation
 - a. UUD Negara RI pasal 5 ayat (2)
 - b. UU RI No. 20 Th. 2003 about the National education system (lembaran Negara th. 2003 no. 73, additional State sheets no. 4301)
 - c. PP RI No. 19 Th. 2005 about National Education Standards

The importance of RPS in improving school quality

RPS is important to provide direction and guidance for school actors to change or better school goals (improvement, development) with little risk and to reduce future uncertainty.

The purpose of the RPS

RPS is prepared with the aim to :

- a. Ensuring that changes or school goals that have been set can be achieved with a high degree of certainty and little risk.
- b. Support the coordination of school actors
- c. Ensure the creation of integration, synchronization, and synergy between school actors, between schools, and the District or City Education Office and between times.
- d. Ensure linkages and consistency between planning, budgeting, implementation, and supervision
- e. Optimizing the participation of school and community residents.
- f. Ensuring the achievement of efficient, effective, equitable, and sustainable use of resources.

Strategic Environmental Analysis

1. 1. External Profile

a. a. Geographical

Madrasah Tsanawiyah Private Al-Jam'iyatul Washliyah Tembung is located on Jalan Besar Tembung No. 78 Environment IV Tembung Village, Percut Sei Tuan District, Deli Serdang Regency, North Sumatra Province. This school is managed by the Al-Jam'iyatul Washliyah Organization with NPSN Number 10264228 and NSM Number 121212070005. Currently, it has obtained accreditation A. Transportation is smooth, easy to reach by students because it is located on a big road.

2. Profil Internal

a. a. School Identity

- | | |
|------------------------|------------------------------|
| 1) Nama Sekolah | : MTsS Al-Washliyah Tembung |
| 2) Alamat Sekolah | : Jalan Besar Tembung No. 78 |
| 3) Tahun didirikan | : 1980 |
| 4) Status Sekolah | : Swasta |
| 5) Nama Yayasan | : Al-Washliyah |
| 6) Luas Tanah | : 1.438 m ² |
| 7) Waktu Belajar | : Pagi |
| 8) Nama Kepala Sekolah | : Muhammad Yunus, S.Ag |

b. b. Students (Study Group)

No	Tahun 2019/2010	
	Class	Number of classes
1.	VII	11
2.	VIII	9
3.	IX	10
Jumlah		30

c. c. School Facilities

No	Room Type	total	Condition		Utilization		
			Baik	Rusak	Dipaka i	Tida k	Jaran g
1.	Ruang Kelas	30	✓		✓		
2.	Ruang Lab. IPA	1	✓		✓		
3.	Ruang Lab. Komputer	1	✓		✓		
4.	Ruang Olahraga	1	✓		✓		
5.	Ruang Perpustakaan	1	✓		✓		
6.	Ruang Kepala Sekolah	1	✓		✓		
7.	Ruang Guru	1	✓		✓		
8.	Ruang TU	1	✓		✓		
9.	Ruang BK	1	✓		✓		
10.	Musholah	1	✓		✓		
11.	Koperasi	3	✓		✓		
12.	Kamar Mandi	13	✓		✓		
13.	Lapangan	2	✓		✓		

d. Guru

NAME	POSITION
Muhammad Yunus, S.Ag	Kepala Madrasah
Rahmadsyah, S.Pd.I, M.M	WKM Kurikulum
Syafridah Lubis, S.Ag	WKM Sarana & Prasarana
Suhardi, A.Md	WKM Kesiswaan
Muhammad Yahya, S.E	WKM Humas
Elly Khairiyah	Bendahara
Irwansyah Lubis, A.Md	Kepala Tata Usaha

Parsyidi S, B.A	Tata Usaha
Muhammad Arif Al-Habib, S.Pd	GBS/Tata Usaha
Muhammad Hatta, S.Ag	Guru Bidang Studi
Indriati, S.Pd.I	Guru Bidang Studi
Zawiyah Sulaiman, S.Pd	Guru Bidang Studi
Siti Fairuzani, S.Pd	Guru Bidang Studi
Nursiah, M.A	Guru Bidang Studi
Surya Perjuangan, S.Pd	Guru Bidang Studi
Evi Hastuty Harahap, S.S	Guru Bidang Studi
Tri Hartuti, S.Pd	Guru Bidang Studi
Sri Murni, S.Pd	Guru Bidang Studi
Lysa Akhmariyani Lubis, S.Pd	Guru Bidang Studi
Lespida Utama, M.Pd	Guru Bidang Studi
Mila Rakhmadani, S.Sos.I	Guru Bidang Studi
Sri Wahyuni, S.Pd	Guru Bidang Studi
Eka Sagita Simatupang, S.E	Guru Bidang Studi
Eva Putri Anti, S.Pd.I	Guru Bidang Studi
Sumiarsih, S.Pd	Guru Bidang Studi
Alwin Ramli, S.Ag	Guru Bidang Studi
Titik Atika, S.Pd.I	Guru Bidang Studi
Nurhaida Nasution, S.Pd	Guru Bidang Studi
Dedy Dhamhudi, S.Pd.I, M.M	Guru Bidang Studi
Tri Hidayati, S.Pd.I	Guru Bidang Studi
Yusnani, S.H	Guru Bidang Studi
Dra. Nur Asliyah	Guru Bidang Studi
Khairani Siregar, S.Pd	Guru Bidang Studi
Dian Suri Ulina, S.Pd	Guru Bidang Studi
Faisal Hamzah, S.Pd	Guru Bidang Studi
Wilda Fauziah Nasution, S.Pd.I	Guru Bidang Studi
Muhammad Ridwan, S.Pd.I	Guru Bidang Studi
Mhd. Sopian, S.Pd.I	Guru Bidang Studi
Ahmad Suandira, S.Pd	Guru Bidang Studi
Ahmad Naim, S.Pd	Guru Bidang Studi
Tri Irwan Syahputra, S.Pd	Guru Bidang Studi
Kridayati, S.Pd.I	GBS / Guru BK
Ummi Kalsum Nasution, S.Pd.I	Guru Bidang Studi
Rahmad Hidayat, S.Pd.I	GBS / Guru BK
Riska Agustiya, S.Pd	Guru Bidang Studi
Riza Elytardi, S.Pd	Guru Bidang Studi
Elsya Fazira, S.Pd	Guru BK

Fariza Masyita, S.Pd	Guru BK
M. Nanda Rezki, S.Pd	Guru Bidang Studi
Yuliani Aruan, S.Pd.I	Guru Bidang Studi
Kamila Sari Lubis, S.Pd.I	Guru Bidang Studi
Vredy Syahputra, S.Pd	Guru Bidang Studi
Rofiatul Khoiriyah Nasution, S.Ag	Guru Bidang Studi
Dini Wijayati, S.Pd	Guru Bidang Studi
Anisa Tiarahmi, S.Pd	Guru Bidang Studi
Riska Nindia, S.Pd	Guru Bidang Studi
Akublan Siregar, S.Pd	Guru Bidang Studi
Ratih Angis Tiya, S.Pd	Guru BK
Intan Khairiyati Manullang, S.Pd	Guru Bidang Studi
Ramadansyah Putra, S.Pd	Guru BK
Nurfadhlah Azmi, S.Pd	Guru Bidang Studi
Abdul Rahman Jambak, S.Pd	Guru Bidang Studi
Rahma Itsna Hayati, S.Pd	Guru Bidang Studi
Abdurrozak Ismail	Guru Bidang Studi
Suhailah Mumtaza, S.Pd	Guru Bidang Studi

II. DISCUSSION

Ahmad Zayadi mentioned that the Philosophical-Normative Framework which underlies the development of madrasa education, begins with the assumption that humans (students) are creatures of Allah SWT created in perfect form (ahsan al-taqwim), to serve Him ('abdullah) and become a representative / leader (caliph) on earth. Improving the quality of education in schools needs to be supported by the managerial ability of principals. Good relationships between teachers need to be created so that the climate and work atmosphere are conducive and pleasant. Zayadi, (2005; 11)

Likewise the structuring of physical appearance and school management needs to be fostered so that the school becomes an educational environment that can foster creativity, discipline and enthusiasm for students' learning. In this framework the perceived need to implement School Based Management. Mulyasa, (2014: 57)

Management comes from the word to manage which means to manage. Management is done through a process and managed according to the order and functions of management itself. Rohiat defines management as an effort to manage the resources owned by schools / organizations

which include humans, money, methods, materials, machines and marketing which are carried out systematically in a process. Rohiat, (2010: 14)

According to E. Mulyasa, (2014: 11) School Based Management (SBM) is one of the government's efforts to achieve the excellence of the nation's people in the mastery of science and technology, which is indicated by political statements in the Broad Guidelines of State Policy (GBHN).

Nurkolis, (2003: 21) states that SBM in Indonesia arises for several reasons, among others, first, schools are more aware of their strengths, weaknesses, opportunities and threats so that schools can optimize the use of available resources to advance their schools. Second, schools know more about their needs. Third, the involvement of school and community members in decision making can create transparency and healthy democracy. The Ministry of National Education of the Republic of Indonesia calls SBM with School-Based Quality Improvement Management (MPMBS). In general, MPMBS is defined as a management model that gives more autonomy to schools and encourages participatory decision making that directly involves all school members to improve school quality based on national education policies.

The characteristics of MPMBS / M are as well as the characteristics in effective schools which include Outputs in the form of academic and non-academic achievements. The process of teaching and learning processes that have high effectiveness, strong school leadership, a safe and orderly school environment, effective management of the teaching staff, schools have a quality culture, schools have compact, intelligent and dynamic teamwork, schools have authority (independence), high participation from citizens and the community, schools have openness (transparency) management, schools have a willingness to change (psychological and physical), schools carry out evaluation and improvement on an ongoing basis, schools are responsive and anticipatory to needs, have good communication, schools have accountability, and schools have sustainability management capabilities. Whereas educational input includes having clear policies, goals and quality objectives, resources available and ready, highly competent and dedicated staff, having high expectations of achievement, focusing on customers (especially students) and management input. Hidayat (2012: 281)

Nurkolis, (2003: 79) states the way to improve the quality of education is to implement Total Quality Management (TQM). TQM in education is a philosophy of continuous improvement in which educational institutions provide a set of tools or tools to meet or even exceed the needs,

desires and expectations of current and future customers. The way to improve the quality of education that is now affecting all corners of the world is through SBM. SBM is considered successful in the context of its influence on students. The problem is that SBM is not a teaching program or learning strategy so that the effect on students is not immediate.

Wohlstetter and Watson in Nurkolis, (2003: 82) provide comprehensive guidance as a key element of SBM reform consisting of firstly, clearly defining the vision and expected results. Second, it creates a focus on national goals that require improvement. Third, there is a policy guide from the center that contains standards for schools. Fourth, a strong level of leadership and political support and leadership support from above. Fifth, institutional development through training and support to school principals, teachers, and school board members. Sixth, there is justice in funding and financing education.

Meanwhile, E. Mulyasa, (2014: 39) mentions that there are at least seven school components that must be managed properly in the context of SBM. Namely curriculum and teaching programs, education personnel, students, finance, educational facilities and infrastructure, management of school relations with the community, as well as management of special services of educational institutions.

Strategic Plan

1. Visi

The vision of this school is the formation of Kamil who have faith, berakhlakul Karimah, knowledgeable, friendly and care for the environment in achieving happiness in the world and the hereafter..

To realize the vision of the madrasa, there are several indicators adopted including:

1. Having a solid faith and being able to practice the teachings of Islam wholeheartedly
2. Having a noble character by instilling a solid faith
3. Able to think actively and creatively in solving problems
4. Having Islamic skills and lifestyle
5. Able to be a role model in family and community life
6. Having creativity in participating in preserving the environment

2. Mission

1. Forming madrasa citizens who have faith, piety, noble character and high character by developing religious attitudes and behavior both inside and outside the madrasa

2. Develop a culture of fond of reading, curiosity, tolerance, cooperation, mutual respect, discipline, honesty, hard work, creative and innovative.
3. Increase the value of intelligence, love of knowledge and curiosity of students in the field of religious and general education
 4. Creating a learning atmosphere that is challenging, fun, communicative, without fear of being wrong, and democratic.
 5. Striving for the use of learning time, physical and human resources, in order to provide the best results for the development of students.
 6. Instill social and environmental care, love for peace, love for the motherland, nationalism, and democratic life.

3. School Objectives

Referring to the vision and mission of the school, as well as the general objectives of basic education, the objectives of madrasa education in developing education are as follows,

- 1) Facilitating learning tools for all subjects by considering the development of high religious values and character.
- 2) Realizing a culture of fond of reading, cooperation, mutual respect, discipline, honesty, hard work, creative and innovative.
- 3) Achieve improvement in academic and non-academic achievements
- 4) Creating a learning atmosphere that is challenging, fun, communicative, without fear of being wrong, and democratic.
- 5) Realizing the efficiency of learning time, optimizing the use of learning resources in the environment to produce maximum work and achievement.
- 6) Creating a madrasa environment that has social and environmental care, peace-loving, homeland love, national spirit, and democratic life.

4. Strategic Programs to Achieve Objectives

- a. Improving the quality of worship and noble morals
- b. Improve effective teaching and learning
- c. Guidance and training in a continuous and comprehensive manner

5. Program Implementation Strategy

- a. Performing the midday prayer
- b. Familiarize greetings, smiles, and courtesy towards fellow students and teachers
- c. Held extracurricular activities
- d. Read the Koran every morning
- e. Get in the habit of praying before and after studying
- f. Carry out activities to commemorate the Islamic holidays

- g. The teacher is disciplined and on time
- h. The teacher must be prepared and master the material
- i. Complete media and learning infrastructure

III. CONCLUSION

Madrasahs as one of the educational institutions must be able to meet the demands of the times and be able to show their existence as a controller of change. Madrasahs must continue to develop their institutions with strategies and management that can effectively produce quality education output. Then the madrasah must also have a new vision and mission, and be equipped with adequate facilities, management and teaching staff who are better trained so that it can improve the status of the madrasah as a model school and become a model for the development standards of all other madrasahs in Indonesia. With all the advantages possessed by madrasahs, it is not difficult to understand the popularity of madrasahs and Islamic elite schools that continue to climb, because of the content of moral values, democracy, and social care. With a sense of pride and sympathy, madrasah is now not only an icon of pride, but also one of the most important vehicles for growing, developing, and maintaining pride in young Muslims..

IV. REFERENCES

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