



## Implementation of Strategic Management to Achieve Curriculum Goals and Targets at Min 1 Jembrana

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### ARTICLE INFO

*Keywords:* Strategic Management, Madrasah, Curriculum, MIN 1 Jembrana

*Received :* 25 , February

*Revised :* 20, March

*Accepted:* 24, April

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### ABSTRACT

This study aims to analyze the implementation of strategic management at MIN 1 Jembrana and evaluate its impact on the quality of education. As an Islamic educational institution, the madrasah plays a strategic role in shaping outstanding generations who integrate religious and general knowledge. The success of the madrasah in achieving its educational goals heavily depends on the effective application of strategic management. This research uses a descriptive qualitative method with data collection techniques including observation, interviews, and documentation. Data analysis was carried out using Miles & Huberman's interactive model, which includes data collection, reduction, presentation, and conclusion drawing. The results show that MIN 1 Jembrana implements six main stages in its strategic management: formulating vision and mission, analyzing internal and external environments, setting goals and strategies, implementing strategic policies, and regularly evaluating the achievement of the madrasah's goals and the curriculum targets set at the beginning of the academic year. The implementation of these strategies has contributed to increased student academic achievement, strengthening character based on Islamic values, and enhancing the madrasah's competitiveness in the formal education system. This study concludes that effective strategic management plays a crucial role in improving the quality of madrasah education. Recommendations from this study include the need to improve technology-based infrastructure, strengthen extracurricular programs, and conduct continuous evaluations to ensure the applied strategies remain relevant to current developments. In the context of the curriculum, strategic management enables the madrasah to proactively design, implement, and evaluate learning programs oriented toward learning outcomes, character building, and overall education quality improvement.

## **INTRODUCTION**

Madrasah, derived from Arabic, means a place of learning, and in the context of Indonesian education, refers to schools based on Islamic religious principles. As formal Islamic educational institutions, madrasahs play a vital role in shaping quality generations through an educational approach that integrates religious and general knowledge. According to Duly (2022), madrasahs are institutions where Islamic sciences are taught, and over time, they have played a strategic role in improving the quality of national education.

The importance of madrasahs in the national education system has been recognized through various policies that affirm their position as schools with Islamic characteristics. Maksun (1999) explains that the integration of Islamic education within the national education system includes several aspects, such as mandatory religious education at all levels, and the recognition of madrasahs as part of the formal education pathway, while still allowing space for religious development. Therefore, madrasahs are expected not only to produce graduates with strong academic competence but also to be firmly rooted in Islamic values.

The success of madrasahs in fulfilling their role greatly depends on the educational management applied. Strategic management is one approach that can be utilized to improve the effectiveness and efficiency of madrasahs in achieving their goals and curriculum targets. As stated by Pearce and Robinson (2003) in Jamaludin et al. (2023), strategic management is a long-term planning process that enables organizations to interact effectively in order to achieve strategic goals and curriculum targets. Nawawi also asserts that strategic management is a future-oriented planning process that allows organizations to produce optimal quality outcomes in achieving their objectives.

Quality education cannot be separated from the application of effective strategic management in a school. Previous research has shown that structured strategic management can foster the development of excellent schools. Adawiyah et al. (2024) found that MIN 5 Sragen implemented strategic management through six key stages: 1) formulating the school's vision and mission; 2) analyzing internal factors; 3) analyzing external factors; 4) determining goals, objectives, and planning strategies; 5) implementing the designed strategies; and 6) evaluating the implementation of those strategies. Optimal implementation in each stage has had a positive impact on MIN 1 Jembrana, allowing the school to realize tangible benefits from strategic management.

In the context of madrasah, specifically MIN 1 Jembrana, the implementation of strategic management aims to improve competitiveness, create new opportunities, and ensure the sustainability and development of the educational institution. Ahmad and Yusron (2020) in Jusniati et al. (2022) explain that strategic management in educational institutions includes strategic decision-making by leadership, development of teaching staff, and the formulation and implementation of consistent strategic plans. The implementation of strategic management contributes to achieving the madrasah's goals and curriculum targets to improve the quality of education, both in terms of academics and institutional governance.

One of the main aspects of madrasah strategic management is the management of human resources, particularly teachers, who play a central role in the success of education. Law No. 14 of 2005 on Teachers and Lecturers states that teachers must possess four core competencies: pedagogical, personal, social, and professional. These competencies are obtained through structured professional education and must be continually updated to align with current developments (Rahmad & Tinus, 2019). Therefore, improving teacher quality is a key part of strategies for managing a quality madrasah.

MIN 1 Jembrana is one of the schools located in Mendoyo District, Jembrana Regency, Bali Province, known for its effective strategic management. The school's success is reflected in the high quality of its education at both the district and regency levels. High academic achievements of students and strong moral character demonstrate the effectiveness of the educational system in place. This is further reinforced by the school's accomplishments in various competitions and the success of its alumni in continuing their education at top-tier schools. To continuously adapt to modern developments, MIN 1 Jembrana consistently develops innovative programs that support the enhancement of educational quality.

Therefore, this study aims to analyze the implementation of strategic management at MIN 1 Jembrana and evaluate its impact on the achievement of educational goals and curriculum targets. It is expected that this research will provide deeper insights into how madrasahs can improve their quality through effective strategic implementation, and serve as a reference for madrasah administrators in their efforts to achieve educational excellence.

## **THEORETICAL FRAMEWORK**

Etymologically, the term "management" comes from the English word *to manage*, which means to organize, govern, or oversee. In an academic context, management is understood as a discipline, a set of skills, and a profession. Luther Gulick, as quoted by Nanang Fattah (2016), explains that management as a science refers to a field of knowledge that systematically seeks to understand how and why people work. As a skill, management functions to achieve goals through methods that involve organizing and directing human resources. Meanwhile, as a profession, management requires specific expertise and an ethical code that guides managerial behavior.

Strategic management is viewed as an evolution of conventional managerial practices for two main reasons. First, strategy serves as an organization's comprehensive plan to address current challenges while achieving its long-term vision and mission. Second, strategy is needed as a response to global environmental dynamics and changes that require organizations – including educational institutions – to continually improve their competitiveness for future success (Naution, 2018).

In practice, the implementation of strategic management is not static but must be dynamic and continuous. Schools must be able to evaluate and adjust the strategies they have established according to the conditions and challenges they face. Siagian (2012) emphasizes that strategic management needs to be

applied when necessary, especially when an institution faces problems, to ensure that the quality of education is maintained and can adapt to the changing times.

Thus, strategic management in education plays a role not only in formulating long-term plans but also as an adaptive tool to respond to external environmental changes and enhance overall educational quality. In the context of education, strategic management becomes an essential approach to improve the effectiveness and efficiency of educational institutions in achieving their goals. Strategic management is a long-term planning process focused on how organizations - in this case, schools - respond to external and internal environmental changes to achieve competitive advantage. Siagian (2012) defines strategic management as a continuous effort made by schools to make strategic decisions to achieve the institution's educational objectives.

## **METHODS**

Explain This study uses a descriptive qualitative method to deeply explore the implementation of strategic management at MIN 1 Jembrana. Creswell (2014) explains that qualitative research is a scientific approach aimed at understanding human problems in a social context by creating a holistic and complex picture. This method presents detailed reports from informants and is conducted in natural conditions without intervention from the researcher. In the context of this research, the main focus is to describe the various management strategies implemented at MIN 1 Jembrana to improve the quality of education.

According to Suharsimi Arikunto (2010, p. 134), data collection is the method used by researchers to obtain abstract data that is not directly observable but can be proven through its usage. In this process, the researcher is directly involved with the research object to ensure data validity. The data is then collected through observation, interviews, and documentation methods.

In this study, the researcher serves as the primary instrument responsible for the entire research process, from the planning stage to data analysis. Referring to Miles & Huberman (2014), data analysis in this study uses an interactive model consisting of four main stages: data collection, data reduction to filter relevant information, presentation of data in a systematic form, and drawing conclusions based on research findings. This approach allows for a deeper analysis of the effectiveness of the management strategies implemented by MIN 1 Jembrana in improving the quality of education.

## **RESULTS**

MIN 1 Jembrana is a work unit under the Regional Office of the Ministry of Religious Affairs of Bali Province, tasked with implementing the vision and mission of the institution it operates under. One of the main missions of the Regional Office of the Ministry of Religious Affairs of Bali Province is to improve the quality of religious and spiritual education. In line with this mission, MIN 1 Jembrana strives to make religion a moral foundation in community life, especially within the madrasah environment.

In achieving this goal, strategic management plays a crucial role not only in managing the educational institution but also in improving the quality of educators. The principal acts as a driving force, policy direction setter, and holds

full responsibility for the professional development of teachers (Novianty in Fallakh, 2020; Supriadi, 2011).

Strategic management at MIN 1 Jembrana is implemented through various decisions and strategies formulated to address societal changes. The challenges faced may come from competition with other institutions or from the dynamics of changing times. Therefore, MIN 1 Jembrana continuously makes improvements to provide the best educational services for its students. Based on interviews and observations, it is evident that the implementation of strategic management has been carried out systematically to support the improvement of education quality at this madrasah.

The stages of strategic management implementation at MIN 1 Jembrana are aligned with the concept proposed by Fred R. David (David, 2009) as cited in Adawiyah et al. (2024). These stages can be explained as follows:

### **1. Formulation of the Madrasah's Vision and Mission**

The vision of MIN 1 Jembrana illustrates how students become the subjects of the Madrasah's long-term goals and the values it upholds. Furthermore, the vision embodies the values that underlie the learning process so that students may achieve the ideal profile of *Pelajar Pancasila* and *Rahmatan lil-Alamin*.

All programs and activities of the Madrasah must refer to the established vision. The vision is not merely a written statement without meaning. In order to implement the vision among all members of the Madrasah community, it must be regularly socialized. Without a proper understanding of the vision, all activities conducted would lack direction.

The vision of MIN 1 Jembrana is: "*Excel in Achievement, Courteous in Attitude, Based on Faith and Devotion.*" To realize this vision, the Madrasah has formulated the following strategic steps outlined in its mission:

1. To carry out effective teaching and guidance so that each student can develop optimally according to their potential.
2. To strive for the provision of complete facilities and infrastructure.
3. To cultivate a strong spirit of excellence among all members of the Madrasah.
4. To enhance the professionalism and knowledge of educational staff in accordance with the needs of the education sector and the dynamics of life.
5. To foster the internalization of religious teachings and national culture as a source of wisdom in behavior.
6. To prepare students capable of applying religious values in their daily lives.
7. To promote a spirit of worship and proficiency in reading and writing the Qur'an.

The vision and mission of MIN 1 Jembrana reflect the Madrasah's long-term goals of developing students who excel not only academically but also possess strong character rooted in Islamic and national values. With the vision "*Excel in Achievement, Courteous in Attitude, Based on Faith and Devotion,*" the Madrasah emphasizes a balance between intellectual intelligence, morality, and spirituality.

The mission presents concrete strategies to achieve this vision. Several points highlight academic aspects, such as effective learning and improving the professionalism of educators, aimed at ensuring optimal student development according to their potential. Additionally, the mission also stresses character building through the internalization of religious values, cultural identity, as well as regular worship and Qur'an literacy practices.

Implementing this vision and mission requires synergy between institutional policies, the involvement of educators, and the support of adequate facilities and infrastructure. Periodic socialization of the vision is a crucial factor to ensure that all members of the Madrasah understand and embody the intended values. Without a strong understanding of the vision, the Madrasah's programs and activities risk losing direction, thereby hindering the achievement of educational objectives. Through its defined strategy, MIN 1 Jembrana aims not only to become an academically achievement-oriented institution but also to shape students with high moral standards who can practice religious teachings in their daily lives.

## **2. Curriculum Targets at MIN 1 Jembrana**

Curriculum targets describe the learning objectives to be achieved by students within a certain educational level or time frame, in alignment with the institution's vision and the direction of national education. In the context of the *Merdeka Curriculum*, the curriculum targets focus on learning outcomes that emphasize the mastery of students' core competencies—covering attitudes, knowledge, and skills.

These targets are formulated based on the *Learning Outcomes (Capaian Pembelajaran)* established by the government, and further adjusted to suit the characteristics of the educational institution, the needs of students, and the local socio-cultural context. Curriculum targets serve as a guide for teachers and schools in designing meaningful, goal-oriented learning processes that align with the principles of the *Merdeka Curriculum*.

As an Islamic elementary school (*Madrasah Ibtidaiyah*), MIN 1 Jembrana has defined curriculum targets that refer to national education standards, while also considering both local and global needs. These targets include:

### **1. Achievement of Learning Outcomes**

Students are expected to achieve all learning outcomes, which are further broken down into specific learning objectives as outlined in the *Merdeka Curriculum*, encompassing spiritual and social attitudes, knowledge, and practical skills.

### **2. Strengthening the Profile of Pancasila Students and Rahmatan Lil Alamin Values**

The character development of students is a central focus, particularly in instilling values from the dimensions of the *Pancasila Student Profile* and *Rahmatan Lil Alamin*, including: faith and piety, noble character, independence, cooperation, global diversity, critical thinking, and creativity.

### **3. Improvement of Literacy and Numeracy**

MIN 1 Jembrana targets the enhancement of students' reading-writing literacy and numeracy skills as fundamental competencies to support lifelong learning.

4. Integration of Information Technology in Learning  
In response to digital advancements, the Madrasah aims to integrate technology into the learning process through the use of digital media, e-learning platforms, and the development of ICT-based classrooms.
5. Achievement in Academic and Non-Academic Fields  
The Madrasah sets targets for student achievements at local, provincial, and national levels in academic, artistic, sports, and religious activities.
6. Improvement of Teacher Competence  
Teachers are expected to possess pedagogical, professional, personal, and social competencies in accordance with the *National Standards for Teacher Education*.
7. Strengthening a Child-Friendly and Inclusive Madrasah Environment  
MIN 1 Jembrana aims to create an educational environment that is child-friendly, safe, healthy, and inclusive, with attention to the needs of all students.

### 3. Internal Environment Analysis

MIN 1 Jembrana conducts its teaching and learning activities over a five-day workweek (Monday–Friday) with operational hours from 07.00 to 14.00 Central Indonesia Time (WITA). The curriculum implemented is the *Merdeka Curriculum* for all grade levels (grades I–VI), especially for general and religious subjects. In addition to classroom instruction, the school offers a variety of extracurricular programs designed to develop students' potential, interests, and creativity.

Based on the Decree of the National Accreditation Board for Madrasahs/Schools (Decree No. 969/BAN-SM/SK/2019), MIN 1 Jembrana received an "A" (Excellent) accreditation rating with an average score of 95. This reflects the school's strong educational system and its compliance with national accreditation standards.

The school occupies a land area of 5,500 m<sup>2</sup> and is equipped with infrastructure that meets educational facility standards. Key facilities include:

- 18 classrooms (4 in good condition).
- 1 office room and 1 library in good condition.
- 2 storage rooms, 2 sports/playgrounds, and 1 prayer room (*musholla*).
- 13 toilets in good condition.
- Learning support facilities: 2 desktop computers, 1 laptop, 1 LCD projector, 2 projection screens, 6 printers, 1 Wi-Fi network, as well as various sports and art equipment.
- Shortcomings: The school currently lacks an ICT Room, a Health Unit Room (UKS), and televisions for learning media.

MIN 1 Jembrana is located in a rural area with a homogeneous socio-cultural background in terms of customs, livelihoods, and community life. This presents an opportunity for the school to preserve local culture while also educating students on the importance of diversity and social values.

The school employs 31 teaching and non-teaching staff, consisting of civil servants (PNS), government-contracted personnel (PPPK), and non-permanent staff, most of whom already hold teaching certification. In terms of academic qualifications, the majority of educators possess Bachelor's or Master's degrees, demonstrating sufficient competence to support the learning process.

#### **4. External Environment Analysis**

MIN 1 Jembrana operates in a competitive environment alongside other public elementary schools within the same region, including SDN 2 Yehsumbul and SDN 3 Yehsumbul, located in Mendoyo District. The presence of these schools poses a challenge for MIN 1 Jembrana in attracting new students and maintaining educational quality. To address this competition, the school must identify the strengths and weaknesses of its competitors in order to develop superior strategic plans.

In terms of curriculum, MIN 1 Jembrana has a competitive edge through its Islamic value-based education, which is not offered in public elementary schools. Additionally, its "A" (Excellent) accreditation reflects a high educational standard. However, in terms of facilities, some public elementary schools may possess more advanced resources, especially related to educational technology. Therefore, MIN 1 Jembrana can enhance its competitiveness by innovating in digital-based learning, expanding extracurricular activities, and improving the quality of its facilities and educational services.

To maintain its position as a preferred educational institution in the local community, MIN 1 Jembrana can leverage its available land to build new facilities, promote the school's strengths more effectively, and strengthen partnerships with the community and parents. With the right strategies, the school can remain competitive and continue to attract strong interest from the public.

#### **5. Implementation of Strategic Management**

The implementation of Strategic Management is carried out through various school programs as follows:

##### **a. Short-Term Program**

The Short-Term Program is the work plan of MIN 1 Jembrana for a certain period, typically one semester to one year, designed to meet various institutional needs during that time.

The document for the Short-Term Program of MIN 1 Jembrana can be accessed via the following link: [https://bit.ly/RKTM\\_MIN1Jembrana](https://bit.ly/RKTM_MIN1Jembrana)

##### **b. Long-Term Program**

The Long-Term Program consists of ongoing or recurring programs over a long period. It is a plan for achieving objectives within four to five years, designed to meet the institution's needs during that timeframe.

The document for the Long-Term Program of MIN 1 Jembrana can be accessed via the following link: [https://bit.ly/RKJM\\_MIN1Jembrana](https://bit.ly/RKJM_MIN1Jembrana)

##### **c. Curriculum Targets Learning Outcomes (CP)**

###### **1. Islamic Religious Education and Character Development**

- Reciting the Qur'an with *tartil*.
- Explaining the values of Islamic teachings (faith, piety, noble character).

- Practicing Islamic worship and behavior in daily life.
- 2. Indonesian Language
  - Developing literacy skills in reading and writing.
  - Expressing ideas verbally and in writing.
- 3. Mathematics
  - Applying concepts of numbers, measurement, and geometry in daily life.
- 4. Natural and Social Sciences (IPAS)
  - Observing, investigating, and understanding natural and social phenomena in a simple way.
- 5. Pancasila Education
  - Practicing the values of Pancasila in daily life.
- 6. Arabic Language (Local Content)
  - Learning basic Arabic vocabulary and using it in simple communication.
- 7. Arts, Culture, and Crafts (SBdP)
  - Expressing creative ideas through artistic works and local culture.
- 8. Physical Education, Sports, and Health (PJOK)
  - Practicing basic movement patterns and maintaining personal health.
- 9. Project to Strengthen Pancasila Student Profiles (P5)  
Project Themes:
  - *Sustainable Lifestyle*: Creating a mini garden at school based on local Balinese culture.
  - *Local Wisdom*: Introducing the culture of Jembrana (such as Makepung and Jegog).
  - *Unity in Diversity*: Organizing a cultural exhibition of various regions and religions.
 Final Targets of P5:
  - Ability to collaborate, be creative, independent, and courageous in expressing ideas.
  - Understanding and appreciating diversity.
- 10. General Targets per Academic Year

Subject Area	Target Achievement
Islamic Religious Education	Memorize at least 10 short surahs, understand the pillars of faith (rukun iman) and Islam (rukun Islam).
Indonesian Language	Read fluently and write simple narratives.
Mathematics	Master basic arithmetic operations, length and weight measurements.
Natural and Social Sciences	Understand simple ecosystems, weather, and human activities.
Arabic Language	Use 50 basic vocabulary words in simple conversations.
Arts, Culture, and Crafts	Create art projects with Islamic and local cultural themes.

Physical Education	Perform combinations of basic movements in traditional games.
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### 11. Implementation Strategies

- Differentiated Learning: Adapting to students' learning styles (visual, auditory, kinesthetic).
- Project-Based Learning: Real-world projects based on local needs.
- Formative and Summative Assessments: Assessments based on portfolios, observations, and performance tasks.

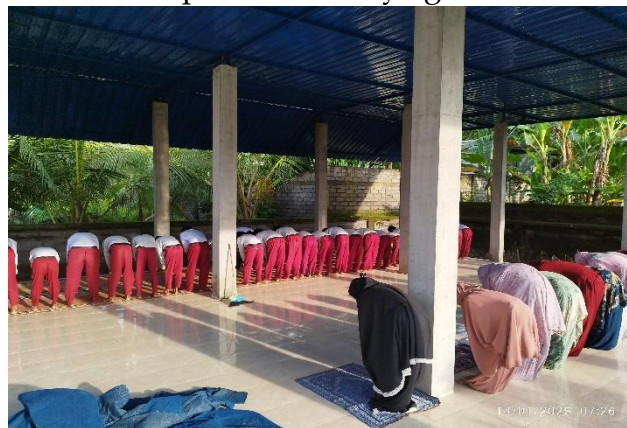
#### d. Robotics Class

The Robotics Class is one of the programs at MIN 1 Jembrana aimed at developing students' creativity and skills in the field of technology. Through this class, students are taught the basics of programming, mechanics, and electronics to assemble and operate simple robots.



#### e. Zuhur Prayer in Congregation

Students perform the *Zuhur* prayer in congregation at school because learning activities continue until 12:30 PM Central Indonesia Time (WITA). This routine aims to instill discipline in performing obligatory prayers and to build the habit of communal worship from an early age.



#### f. Extracurricular Activities

Among the extracurricular activities available at MIN 1 Jembrana are Scouting, Drum Band, Futsal, and Athletics. These activities aim to develop students' talents and shape their character in various fields.

### 6. Strategic Management Evaluation

The strategic management evaluation at MIN 1 Jembrana is carried out by reviewing the school's internal and external environment. Internally, MIN 1

Jembrana excels in instilling religious values, such as performing *Zuhur* prayers in congregation, as well as offering various extracurricular activities like Scouting, Drum Band, Futsal, and Athletics. In addition, the school strives to develop innovations in learning, including through the robotics class. These factors serve as strengths in enhancing the school's competitiveness, shaping students' character, and creating a more engaging and high-quality learning environment.

Externally, MIN 1 Jembrana faces competition from other schools in the same area, such as SDN 2 Yehsumbul and SDN 3 Yehsumbul. Therefore, competitor analysis is a crucial step in the school's strategy to continuously improve its quality. By understanding the strengths and weaknesses of other schools, MIN 1 Jembrana can adapt by highlighting unique strengths not found in competitors, such as the emphasis on religious values, innovative learning approaches, and more diverse extracurricular activities. This evaluation serves as the foundation for designing the school's development strategies to remain competitive and attractive to the community.

## DISCUSSION

Strategic management at MIN 1 Jembrana serves as the fundamental basis in formulating its vision and mission, which are not only oriented toward academic achievement but also toward character building grounded in Islamic and national values. As stated by Naution (2018), organizational strategy must address current challenges while simultaneously aiming for long-term goals, which in this case are embodied in the vision: *"Excellence in Achievement, Politeness in Attitude, Based on Faith and Piety."* This approach aligns with the view of Fred R. David, who emphasizes that vision and mission are fundamental elements of strategic management that must be carefully formulated and involve all stakeholders.

Accordingly, the mission of MIN 1 Jembrana focuses on effective learning, improving teacher professionalism, and strengthening student character through the internalization of religious and cultural values—representing a comprehensive strategy for sustainably achieving the madrasah's vision. The development strategy of MIN 1 Jembrana can be formulated based on internal and external environmental analysis. According to the strategic model developed by David (2006), the madrasah needs to identify its strengths, weaknesses, opportunities, and threats within the educational system. Among its strengths are its "A" (Excellent) accreditation, qualified teaching staff, and a curriculum grounded in Islamic values that distinguishes it from surrounding schools. However, there are weaknesses that need to be addressed, such as limited technological facilities and the absence of a dedicated ICT room and health unit (UKS). On the other hand, available opportunities include the vast land area for additional facilities and a culturally homogeneous community that can reinforce the madrasah's identity. Meanwhile, external challenges such as competition with neighboring public elementary schools require the madrasah to continuously innovate in both learning systems and educational services.

In executing strategies, MIN 1 Jembrana must ensure that its planning is optimally implemented. High-quality school management, as stated by Nahrowi (2021), is crucial for producing excellent graduates who contribute to national development. Therefore, the madrasah must design a comprehensive strategic plan and implement it consistently to achieve the intended educational goals (Maria & Hadiyanto, 2021). Several steps can be taken, such as improving digital learning infrastructure, strengthening extracurricular programs that meet students' needs, and fostering stronger collaboration with parents and the community. With the right strategy and focused management, MIN 1 Jembrana can continue to compete and grow as a leading educational institution in the region.

The educational strategy development at MIN 1 Jembrana is in line with Nawawi's (2005) strategic stages, which include the formulation of a strategic vision, goal setting, and evaluation of implementation effectiveness. In the context of curriculum implementation, the madrasah has established general objectives aimed at the holistic development of students' potential, encompassing aspects of faith, knowledge, and national character. Furthermore, its specific goals reflect the madrasah's commitment to producing academically excellent graduates with noble character and readiness to pursue higher education and adapt to new environments. Additionally, environmental awareness has been integrated as part of the educational strategy, aiming to shape individuals who are responsible for environmental sustainability. With this approach, MIN 1 Jembrana is not only focused on academic success but also on sustainable character and social development.

The implementation of strategic management at MIN 1 Jembrana is carried out through systematic planning, including both short-term and long-term programs. Short-term programs target goals within one semester to a year, while long-term programs are designed to meet the madrasah's needs over four to five years. This strategic planning aligns with the concept proposed by Hanif and Hidayah (2024), which stresses the importance of SWOT analysis in understanding internal and external factors before determining a superior strategy. Accordingly, MIN 1 Jembrana has designed several flagship programs such as robotics classes, congregational *Zuhur* prayers, and extracurricular activities like scouting and futsal, aiming to build character and develop students' skills in various fields.

The success of strategy implementation also depends on the effectiveness of the planning process. According to Nur Zazin (2013), good planning includes actions and decisions taken to achieve specific goals within a set timeframe. MIN 1 Jembrana can optimize its short-term strategies as benchmarks for regular evaluations while using long-term strategies to ensure the continuity of its programs. Through this structured approach, the madrasah can enhance its competitiveness in delivering quality education and contributing to both academic and character development in a sustainable manner.

Based on the perspectives of Robinson (1997) and Dirgantoro (2001) as cited in Putra et al. (2023), the application of strategic management in educational administration—including curriculum target formulation at MIN 1 Jembrana—

plays a vital role in shaping the development direction of educational institutions in a systematic, logical, and rational way. Strategic management encourages collective commitment from all madrasah elements to the vision and mission of education and facilitates adaptive decision-making in response to global dynamics. Furthermore, as emphasized by Dirgantoro, empowering individuals enables teachers and education personnel to actively participate in strategic decision-making, fostering a collaborative and innovative work environment. In the context of the *Merdeka Curriculum*, this strategic approach allows the madrasah not only to respond reactively to change but also to proactively design, implement, and evaluate learning programs focused on learning outcomes, character building, and overall quality improvement in education.

Strategy evaluation at MIN 1 Jembrana is carried out by reviewing internal and external factors to ensure the effectiveness of the programs implemented. Internally, the madrasah excels in building students' religious character through the habit of congregational *Zuhur* prayers, and in developing skills through various extracurriculars and learning innovations such as robotics classes. However, externally, competition with other schools poses a challenge that must be addressed with adaptive and innovative strategies. According to Hariadi (2003), strategy evaluation must be conducted regularly to ensure all programs align with the objectives set. Therefore, MIN 1 Jembrana must continuously conduct competitor analysis and optimize its strengths in religious-based education and innovative learning to maintain its competitiveness amid the increasingly dynamic educational landscape.

## CONCLUSIONS AND RECOMMENDATIONS

Based on the strategic management analysis at MIN 1 Jembrana, it can be concluded that the success of the madrasah in achieving its vision and mission depends on systematic planning, innovative strategy implementation, and continuous evaluation. By optimizing internal strengths, such as the habituation of religious values, learning innovations, and a variety of extracurricular activities, the madrasah is able to enhance its competitiveness amid the educational landscape. In addition, adaptive strategies in response to external challenges, such as competition with other schools, are key factors in maintaining the institution's existence and the quality of education it offers. Therefore, a strategic approach that includes SWOT analysis, short- and long-term planning, and regular evaluation must continue to be applied so that MIN 1 Jembrana can grow as an excellent, character-driven educational institution that contributes to national progress. Within the context of the *Merdeka Curriculum*, the implementation of strategic management enables the madrasah to proactively design, implement, and evaluate learning programs that focus on learning outcomes, character development, and overall improvement of educational quality.

### **FURTHER STUDY**

This research is limited to the analysis of strategic management implementation within the context of MIN 1 Jembrana, focusing mainly on internal planning, implementation, and evaluation strategies. Further studies may explore comparative analyses involving multiple madrasahs to provide broader insights into best practices in strategic educational management. Additionally, future research can integrate quantitative data, such as student achievement indicators or teacher performance metrics, to support qualitative findings and offer a more comprehensive evaluation of strategic impact. Investigations into the role of digital transformation and community-based collaboration in enhancing madrasah competitiveness are also recommended.

### **ACKNOWLEDGMENT**

The author expresses sincere gratitude to the leadership and teaching staff of MIN 1 Jembrana for their support and valuable insights during the research process. Special thanks are also extended to academic colleagues who provided constructive feedback that helped improve the quality of this paper. Furthermore, the author acknowledges the financial support provided by the Ministry of Religious Affairs (Kementerian Agama) and local education authorities, whose contributions have been instrumental in the completion of this research.

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