

The Influence of Planning towards Educational Management in Realizing *Madrasah* Educational Governance

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ABSTRACT

This study aims at discussing the influence of planning towards educational management in realizing *madrasah* educational governance at *Madrasah* PUI Ciamis. In the present study, the researchers employed quantitative methodology under survey technique through reviewing rational relationships among planning, educational management, and *madrasah* educational governance. The research site of the present study was conducted at *Madrasah* Aliyah (Islamic High School) PUI Ciamis Regency with the total population of 30 respondents. The results of the study showed that based on statistical calculations, testing the main hypothesis (variable X → variable Y → variable Z) obtained F_{count} score of 13.8256 that is higher than F_{table} score of 3.3690. Based on these scores, it can be concluded that H_0 is rejected, meaning that there is a significant influence on planning towards educational management in realizing *madrasah* educational governance. The conclusion is to realize *madrasah* educational governance, it can be reached by optimizing planning and educational management.

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1. INTRODUCTION

In line with the Act Number 20 of 2003 concerning the National Education System, the national policy of education has changed. The Act Number 20 of 2003 has automatically endorsed new rule within the government's function, objective, and responsibility to realize quality of education in Indonesian. Based on the Act Number 20 of 2003, the government has endorsed three main policies in the field of education, namely:

1. Expanding and equalizing the educational access;
2. Improving quality, relevance, and competitiveness;
3. Strengthening governance, accountability, and public image.

At the level of expanding and equalizing the educational access, as stated by the Act Number 20 of 2003, Chapter IV, article 5 paragraphs (1) and (5) stated that every citizen has the same right to obtain quality education (paragraph 1); Every citizen has the right on the opportunity to promote lifelong education (paragraph 5) [1, p. iv].

Meanwhile at the level of improving quality, relevance, and competitiveness, the government then established the Government Regulation Number 74 of 2008 concerning Teachers as the description of the Act Number 14 of 2005 concerning Teachers and Lecturers. Based on Government Regulation Number 74 of 2008, the government mandates that teachers must have academic qualifications of at least S1 (strata 1) or D-IV, which are then supported by adequate competence and supported by educator certificates. To support this rule, teachers are required to keep improving their competences according to the sustainable development of science. Regarding the aforementioned mandate, it is needed the independent and professional forum functions to develop teacher competences and professionalism [2], [3].

Furthermore, at the level of strengthening governance, accountability, and public image within schools or madrasah, the government endorsed the Government Regulation Number 66 of 2010 concerning Amendments to Government Regulation Number 17 of 2010 concerning Management and Implementation of Education at which in article 49 paragraph (2) stated that the management of education units is based on the principles of non-profit, accountability, quality assurance, transparency, and access to justice. By applying 5 principles in the management of education units, especially in Madrasah Aliyah education units, it is hoped that the governance in Madrasah Aliyah will be better [4, p. 6279], [5, p. 136].

However, in the reality, the governance of madrasah, especially Madrasah Aliyah, is still not effective. This is because it is constrained by various factors, including: the interaction process, the distribution of tasks, discipline, cooperative relations, as well as communication systems and incentive systems [5, pp. 136–137]. Besides the aforementioned factors, aspects of educational management including planning, organizing, actuating, and controlling factors are also still having the problems [3, pp. 281–282]. In addition, aspects of education planning also become the decider in the successful of the implementation on madrasah educational governance [6, p. 20].

In general, based on the background description aforementioned, there are 3 (three) problems within the present study. The three problem are as follows.

1. The implementation of planning has not been implemented optimally. This can be seen from the planning that has not been adjusted to the vision and mission, the planning has not been agreed by all parties, and the program has not been supported by an adequate budget.
2. Education management has not been implemented optimally. This is because it is constrained by factors such as planning, organizing, actuating, and controlling that have not run optimally.
3. Madrasah educational governance has not been realized according to government regulation. This is because it is constrained by factors such as the interaction process, division of tasks, discipline, cooperative relations, as well as communication and incentive systems.

The present study is supported by various previous studies. The previous studies were conducted by [7]–[14]. These previous studies concern on the educational management, management strategy, management system, management effective, school management, infrastructure management, principle management, and educational management in the context of Madrasah Aliyah. Those previous studies have the similarity focus on school or Islamic high school management. Meanwhile the difference is in the context of educational planning and Madrasah educational governance as also the focus variables of the present study.

Afterwards, the research problems of the present study are formulated: (1) Is there any influence of planning towards educational management in realizing *madrasah* educational governance at *Madrasah Aliyah* PUI Ciamis? (2) Is there not influence of planning towards educational management in realizing *madrasah* educational governance at *Madrasah Aliyah* PUI Ciamis? Based on those research problems, the hypothesis of of the present study are formulated: (1) There is influence of planning towards educational management in realizing *madrasah* educational governance at *Madrasah Aliyah* PUI Ciamis. (2) There is not influence of planning towards educational management in realizing *madrasah* educational governance at *Madrasah Aliyah* PUI Ciamis. Based on the hypothesis aforementioned, the aim of the study is to discuss the influence of planning towards educational management in realizing *madrasah* educational governance at *Madrasah Aliyah* PUI Ciamis.

Based on the background of study explained aforementioned, the problems affected the ineffectiveness of *madrasah* educational governance were from the aspects of planning and

educational management. These aspects have a causal effectual that requires further study. Based on this statement, the researchers determine the present study with the title: “**The Influence of Planning towards Educational Management in Realizing *Madrasah* Educational Governance**”.

2. METHOD

The method used in the present study is quantitative methodology under survey technique. The quantitative research method is understood as the research method that uses research data in the form of numbers and data analysis using statistics [15, p. 174]. Meanwhile the survey technique used in this study as the technique of research which took the population by census using the questionnaire as a data collection instrument to examine the observed symptoms of phenomena [16, p. 393], [17, p. 18], [18, p. 71]. The research method and technique used in the present study are expected to provide answers towards the phenomena examined. The examined phenomena are operationalized into the variables of planning, educational management, and *madrasah* educational governance.

Then, to see the objective conditions within the object of research, the researchers determine the operationalization of research variables, which are arranged to facilitate steps in gathering the data obtained from respondents in accordance with the theories, concepts, propositions, and assumptions of the research variables [15, p. 175]. The respondents of the present study were all teachers and staff at *Madrasah Aliyah* (Islamic High School) PUI Ciamis Regency with the total population of 30 respondents. Afterwards, the discussion was carried out on planning as an effort to enhance educational management in realizing *madrasah* educational governance.

3. RESULTS AND DISCUSSION

The present study examines the empirical facts dealing with planning on educational management in realizing *madrasah* educational governance. The analyzed research paradigm is presented in the figure below:

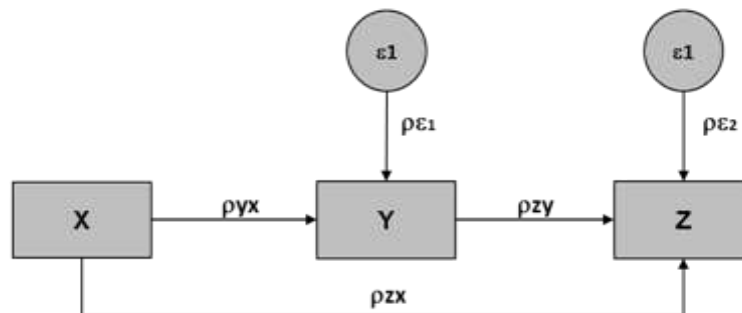


Figure 1. Research paradigm model

After highlighting the research paradigm model, the researchers then highlight the research results. The results of the study present the results of statistical calculations, which can be represented in the following table:

Table 1. The Results of Statistical Calculation

The Main hypotheses	Path Coefficient	F _{count}	F _{table}	Determinant	Meaning of Relationship
X→ Y→ Z The influence of planning (X) towards educational management (Y) in realizing <i>madrasah</i> educational governance (Z)	0,7840	13,8256	3,3690	0,7840	Significant
Sub Hypothesis	Path Coefficient	t _{count}	t _{table}	Determinant	Meaning of Relationship
X→ Y The influence of planning (X) towards educational management (Y)	0,4761	2,8648	2,0555	0,2267	Significant
X → Z The influence of planning (X) towards <i>madrasah</i> educational governance (Z)	0,4773	3,4480	2,0555	0,3267	Significant
Y → Z The influence of educational management (Y) towards <i>madrasah</i> educational governance (Z)	0,4349	2,6772	2,0555	0,2880	Significant

3.1. Testing the main hypothesis (X→ Y→ Z)

Based on the results of statistical calculations, testing the main hypothesis (variable X→ variable Y→ variable Z) obtained F_{count} score of 13.8256 that is higher than F_{table} score of 3.3690. Based on these scores, it can be concluded that H₀ is rejected, meaning that there is a significant influence on planning towards educational management in realizing *madrasah* educational governance. The significance of the score from the test results aforementioned is also supported by the score of the Total Coefficient of Determination (R²ZXY) of 0.7840, while the remaining 0.2160 or 21.60% (Epsilon) is influenced by other variables outside the planning variable that are not included within the model.

Based on the results of the test, it can be explained that planning has a significant effect towards educational management in realizing *madrasah* educational governance. Thus, from these calculations, it is known that planning also significantly effect towards educational management which would realize the *madrasah* educational governance. The results are in line with the research conducted by [3], [6] which stated that every planning has to be well supported by the dimensions of: (1) planning which is adjusted to the vision and mission, (2) planning which is agreed by all parties, and (3) program activities which are supported by the budget.

3.2. Testing sub hypothesis 1 (X→ Y)

Based on the results of statistical calculation, testing sub-hypothesis 1 (variable X→ variable Y) obtained t_{count} score of 2.8648 that is higher than t_{table} score of 2.0555. Based on these

scores, it can be concluded that H_0 is rejected, meaning that there is a significant influence in planning towards education management. The significance of the score aforementioned is also supported by the score of the Coefficient of Determination of 0.2267, while the remaining of 0.7733 or 77.33% (Epsilon) is influenced by other variables outside the planning variable that are not included within the model. The results aforementioned are in line with the research conducted by [3].

3.3. Testing sub hypothesis 2 ($X \rightarrow Z$)

Based on the results of statistical calculation, testing sub-hypothesis 2 (variable $X \rightarrow$ variable Z) obtained t_{count} score of 3.4480 that is higher than t_{table} score of 2.0555. Based on these scores, it can be concluded that H_0 is rejected, meaning that there is a significant influence in planning towards the *madrasah* educational governance. The significance of the score aforementioned is also supported by the score of the Coefficient of Determination of 0.3267, while the remaining 0.6733 or 67.33% (Epsilon) is influenced by other variables outside the educational variable that are not included within the model. The results aforementioned are in line with the research conducted by [3].

3.4. Testing sub hypothesis 3 ($Y \rightarrow Z$)

Based on the results of statistical calculations, testing sub-hypothesis 3 (variable $Y \rightarrow$ variable Z) obtained t_{count} score of 2.6772 that is higher than t_{table} score of 2.0555. Based on these scores, it can be concluded that H_0 is rejected, meaning that there is a significant influence in educational management towards the *madrasah* educational governance. The significance of the score aforementioned is also supported by the score of the Coefficient of Determination of 0.2880, while the remaining 0.7120 or 71.20% (Epsilon) is influenced by other variables outside the educational management variable that are not included within the model. The results aforementioned are in line with the research conducted by [3].

After highlighting the testing main hypothesis and the first, second, and third sub hypothesis, the researchers then answer the research questions such as proposed in the preceding point. The research questions are: (1) Is there any influence of planning towards educational management in realizing *madrasah* educational governance at Madrasah PUI Ciamis? (2) Is there not influence of planning towards educational management in realizing *madrasah* educational governance at Madrasah PUI Ciamis? Based on the results of statistical calculations, testing the main hypothesis (variable $X \rightarrow$ variable $Y \rightarrow$ variable Z) obtained F_{count} score of 13.8256 that is higher than F_{table} score of 3.3690. Based on these scores, it can be concluded that H_0 is rejected, meaning that there is a significant influence on planning towards educational management in realizing *madrasah* educational governance. The results of the present study are in accordance with the results of the previous studies conducted by [3], [7]–[10], [12], [14]. Meanwhile, the difference between the results of the present study and the results of the previous studies are in the variable Z , that is: optimizing *madrasah* educational governance at which there is a significant influence in optimizing *madrasah* educational governance caused by the educational management and planning. The difference becomes the novelty of the present study. This novelty is in line with the research conducted by [3].

4. CONCLUSION

Based on the results and discussion of research, it is stated that there is a significant influence on planning towards educational management in realizing *madrasah* educational governance. The aforementioned results of the study are supported by testing the main hypothesis at which variable $X \rightarrow$ variable $Y \rightarrow$ variable Z obtained F_{count} score of 13.8256 that is higher than F_{table} score of 3.3690. Based on these scores, it can be concluded that H_0 is rejected, meaning that there is a significant influence on planning towards educational management in realizing *madrasah* educational governance. The significance of the score aforementioned is also supported by the score of the Total Coefficient of Determination (R^2_{ZXY}) of 0.7840, while the remaining 0.2160 or

21.60% (Epsilon) is influenced by other variables outside the planning variable that are not included within the model.

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