Strategic Framework Deployment for Elevating Educational Governance Standards

Muhammad Ghafar[1], Jamaludin Shiddiq[2], Li Yang[3], Noor Zinatul Hamidah[4]

[1] Institut Agama Islam Negeri Ponorogo

[2] Suez Canal University, Egypt

[3] Sichuan University of Science and Engineering, China

[4] Madrasah Aliyah Negeri 1 Madiun

ABSTRACT

Strategic planning has been applied to social organizations, including in education. This study aimed to find and examine the process of preparing and implementing strategic plans and their impact on governance quality at Madrasah Aliyah Amanatullah. This research is field research with a qualitative approach—information obtained through observation, interviews with primary data sources, and documentation. Data were analyzed by data reduction, presentation, and inference using domain analysis. The validity of the data uses intensive observation and triangulation criteria. The study findings indicate that the process of developing a strategic plan involves several steps. Firstly, it involves formulating the school's vision, mission, and goals with the participation of all stakeholders. Next, a strategic planning team is formed. The process then includes analyzing strategic planning and evaluating strategic options. Secondly, the implementation process is executed by assigning tasks and collaborating to implement strategic planning, as well as evaluating its execution. Thirdly, the effect of enhancing school governance includes the implementation of guidelines to improve the quality of educators and education staff, the enhancement of service governance to students, and the establishment of practical cooperation with all stakeholders of Madrasah Aliyah Amanatullah.

INTRODUCTION

In implementing strategic planning in schools, each school carries out a process in the form of specific steps or methods so that strategic planning can be prepared effectively and efficiently (Kawinzi, 2021; Mohiuddin, 2018). Strategic planning in schools is needed as a form of anticipation of changes or problems in schools that need to be resolved (Golubovsky, 2023; Schlebusch, 2016). Anticipation requires thoughts and analysis through a specific approach to solving this problem. Implementation of strategic planning can be carried out effectively, or it needs to be seen by looking at the level of achievement of the targets and objectives of the program that have been set (Danial et al., 2021; Fullan & Watson, 2000).

In the case of Madrasah Aliyah (MA) Amanatullah, the implementation entails developing comprehensive operational policies that include achievement indicators and financing plans. The policies are integrated into the School Work Program and Budget and Cost Plan. This study seeks to investigate and clarify the implementation process, analytical methods used, efficacy, factors influencing efficacy, and the role of strategic planning.

Researchers are generally interested in understanding the importance of strategic planning for organizations, including schools, as well as the various factors that have led to the development of the mentioned problem formulations. Amstrong explained that strategic planning is crucial for educational institutions as it encompasses the formulation of a mission, vision, goals, objectives, methods, programs, and activities (Amoli & Aghashahi, 2016; Armstrong, 2019). The author stressed that strategic planning involves a broad spectrum of activities, requires a substantial amount of time to implement, and demands the allocation of appropriate resources.

Bryson, Ochieng and Sinuary emphasized that strategic planning is a systematic process that entails making important decisions and taking actions that shape and guide an organization's operations, activities, and motivations (Bryson, 2018; Ochieng et al., 2020; Sinuany-Stern & Sherman, 2021). He argues that the importance of strategic planning lies in its ability to create an organization that can successfully adjust to the rapidly changing current environment (Qahl & Sohaib, 2023). Strategic planning helps organizations utilize their strengths and take advantage of significant opportunities, while also addressing important weaknesses and threats. Strategic planning can help organizations improve their effectiveness in a highly hostile world (Ostime, 2019; Oyedele, 2016; Sykes et al., 2012).

A school will quickly attain success when strategic planning is implemented with precision and thoroughness (Ershadi & Eskandari Dehdazzi, 2019). The success of educational institutions in certain cases can be attributed to the ambitious vision of the organization and its leaders (Şen & Eren, 2012). However, the main goal can be accomplished and quantified. Organizations and leaders are advised to create a

clear vision that articulates the desired future outcome through the process of strategic planning (Prasetyo, 2021; Suryadi S., 2017).

Furthermore, the school not only develops a vision but also creates a mission statement. It carries out a thorough analysis of the environment to identify strategic issues and sets long-term goals and primary strategies (Wu et al., 2024). Additionally, it establishes annual goals and short-term strategies that align with the predetermined long-term goals and primary strategies. The school then implements the selected strategies by allocating budgeted resources and evaluates the effectiveness of the strategy process to inform future decision-making (Chen, 2018; Ramaditya et al., 2023). The stages of strategic planning implementation help schools adapt to the challenges of rapid and complex changes and achieve success in a highly competitive environment (Liedtka & Kaplan, 2019).

However, some elements of educational planning are still mainly used as complementary factors, which means that the objectives need to be optimized (Mesiono et al., 2022). Educational planners must have a thorough understanding of the process and mechanism of planning within a broader context. This is the cause. Moreover, the role of the planning sector has not yet been a decisive factor in the functioning of an educational institution at both the macro and micro levels.

The full realization of the vision, mission, and objectives of educational institutions has not been achieved due to inadequate educational planning (Bharadwaj, 2014). This article examines the use of strategic planning to enhance the quality of education governance, considering the differences between the current situation and the desired result (Mitchell & Sackney, 2016).

METHODS

This is field research in the form of case study research (John W. Creswell, 2017), which is an intensive, detailed, and in-depth research on preparing and implementing strategic plans and their impact on administrative governance at Madrasah Aliyah Amanatullah, Banyuwangi Regency. In this qualitative methodology, the researcher has the primary role as the tool for data gathering. The rationale for selecting this research location is due to the fact that MA Amanatullah holds a "*excellent*" accreditation status. Thus, it is hoped that the strategic planning in this school has been well implemented in the institution. This study employed interview approaches, observation, and documentation for data collection (time spanned 2022-2023).

Interviews were conducted in-depth in order to obtain in-depth information. They were conducted to obtain information by asking directly to the respondent. In addition, it was carried out not formally to explore the informants' views, motivations, feelings, and attitudes (MacLeod, 2019) (Greet Peersman, 2018). Researchers use non-participant observation techniques, meaning that researchers do not participate in the activities carried out, only observing, and studying

activities to understand, seek answers and seek evidence of activities and the effectiveness of implementing human resource management. The data that was successfully collected was analysed using an interactive analysis model. In this analysis model, three components of analysis, namely data reduction, data presentation, and conclusion/verification, are carried out simultaneously with the data collection process in an interactive form through a cyclic process (Figgou & Pavlopoulos, 2015). Furthermore, four criteria are used: the degree of credibility, transferability, dependability, and confirmability (Williams, 2015).

RESULT AND DISCUSSION

From various data obtained from the field, after the data analysis process was carried out, the following research findings were produced:

The Process of Preparing Strategic Planning at Madrasah Aliyah Amanatullah Banyuwangi

1. Formulate the School's Vision, Mission, and Goals Openly

In formulating the vision, mission, and objectives of Madrasah Aliyah, Amanatullah is to involve all components of the school, including the teacher council, committee board, staff, and student representatives. Madrasah Aliyah Amanatullah is to engage all members of the school, such as the teacher council, committee board, staff, and student representatives, in the development of Madrasah Aliyah Amanatullah's vision, mission, and objectives. This demonstrates that the principal, as the school's leader and manager, has recognized the significance of involvement in strategic planning, specifically in the development of the vision, mission, and objectives.

The organization/school's direction is also significantly influenced by the vision, mission, and objectives of Madrasah Aliyah Amanatullah, which are publicly stated and allow stakeholders the opportunity to provide suggestions and input without restriction. In this manner, the school's vision, mission, and objectives are inherently the outcomes of a collaborative formulation, a shared property that must be jointly developed and accomplished. Development will be prevented or hindered if the school's vision is not established as a standard (School Documentation).

According to Juran, as stated in Gasperz and Ruben, quality planning should include the involvement of everyone who will be impacted by the plan (Gaspersz, 2017; Ruben, 2018). According to Sagala, citing Broocover, the process of making a plan should include ample possibilities for brainstorming, expressing emotions and attitudes, identifying requirements and expectations, collecting information, and resolving disagreements (Sagala, 2016). According to Hodgkinson, all forms of policy formulation are inherently connected to the metapolicy component, as they

encompass the substance, perspective, attitude, and underlying and inherent conduct of the responsible party (Schlebusch, 2016).

2. *Establish a Strategic Planning Drafting Team*

The school principal's policy of establishing a strategic plan drafting task force is wise. The team, which consists of all vice principals and heads of study programs, at least covers all components or areas of work on the overall management at Madrasah Aliyah Amanatullah. More than that, the research findings stated that this team or task force carried a process down to the bottom according to their respective departments to gather input and aspirations. This gave birth to a method that is quite interesting for researchers. So, this team is given complete authority by the school principal in the formulation process; you could say it is a formation team but may not abandon democratic principles, namely by prioritizing aspirations from below.

The school principal's decision to create a task force dedicated to developing a strategic plan is prudent. The team, comprising all vice principals and heads of study programs, effectively encompasses all aspects of the overall. Furthermore, the research findings indicated that this team or task force systematically collected input and ambitions from their various departments. This has spawned a method that is highly intriguing for scholars.

> *The team has been granted full autonomy by the school principal in the process of formulating decisions. It can be described as a formation team that adheres to democratic norms, particularly by giving priority to input from lower levels (Int 01).*

According to Bryson, most strategic planning projects often require the involvement of a team of strategic planners. The team will have the capacity to collect the requisite information, and the suggested solutions will possess stronger organizational legitimacy (Smith, 2019). Similarly, strategic planning emphasizes the community by requiring the involvement of a team, which may consist of one or more task forces or commissions, and necessitates extensive community input, potentially including the engagement of consultants. The third phase in strategic planning is the process of analysis.

3. *Internal and External Environmental Analysis*

The SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) was implemented in the strategic planning process at MA Amanatullah, as evidenced by the interviews and documents examined in this study. The term utilized is strategic environmental analysis, which is further divided into two categories: internal environmental analysis and external environmental analysis. The initial step in the internal environment analysis is to evaluate the organization/school's strengths, which result in fifteen strategic strengths (Observation, 2023).

In the initial internal analysis, five key points are identified for schools: the first theme is strategic location; the second theme is high interest in the entry; the third theme is high awareness among parents; the fourth theme is the opportunity to submit proposals to the government; and the fifth theme is a symbiosis-mutualism between the school, the alumni, the community, and the industry. Secondly, there are five points that pose challenges or threats to existing schools: first, relatively rapid curriculum changes; second, the absorption of labor remains low; third, the majority of students' parents are from the lower middle class; fourth, some graduate mindsets are still seeking employment rather than entrepreneurship; and fifth, science and technology advancements that influence the requirements for abilities and skills.

Based on the SWOT analysis results conducted by MA Amanatullah Banyuwangi, the researchers observed an attempt to view the strategic environment in a balanced manner, including both internal and external factors. Nevertheless, the analysis procedure must be meticulously documented. This is evident in the absence of exposure to the strategic environment that influences institutions. For instance, the external environment can be briefly examined to determine its impact on the school.

4. Analysis of strategic options

Analysis of the choice of strategy is the stage of strategy formulation that should be carried out after analyzing the internal and external environment. This was conveyed by the head of the madrasah Amanatullah:

"After knowing the various strengths, weaknesses, opportunities, and threats of madrasah as was done in the previous stage, the next step should be to conclude the results of the environmental analysis to find out the problems related to both the weaknesses of the madrasah and the threats which could hinder the development of madrasah. However, this has not been done because we do not yet have sufficient knowledge to follow up on internal and external environmental analysis. Even so, we always try to find alternatives by deliberating with stakeholders when facing problems. (Int 2)"

This strategy analysis serves a crucial role in the regional development planning process by enhancing the acceptance of development priorities. Donnelly identified six key elements to be considered in a strategy: what, why, who, how much, how long, and what results are achieved (Gibson et al., 1996; Salusu, 2015; Syapsan, 2019; Meigaru et al., 2019; Sari, 2018). Strategic alignment involves analyzing available data to identify the key areas of focus for an organization and then converting this information into valuable insights that motivate organizations to take action. Based on the theory and research mentioned earlier, it can be inferred that the Madrasah Education Sector of the Ministry of Religion has successfully

completed the sixth step of Bryson's ten-step process. This step involves developing strategies to address the strategic issues at this point.

The Implementation of Strategic Planning at Madrasah Aliyah Amanatullah Banyuwangi

1. Allocation of work and cooperation in the execution of strategic planning

An assignment is the process of dividing work based on the responsibilities and policies of each individual. Writing and rhetoric are not the only disciplines in which the principal of the Amanatullah school has implemented the strategy by providing guidance. The principal of Amanatullah creates synergy, clarifies priorities, focuses coordination, and provides a basis for planning, organizing, motivating, and controlling activities in terms of long-term goals, which are defined as attaining more than one year (Observation, 2023).

The madrasah also develops specific systematic-quantitative forecasts, such as estimating student interest, profitability, and performance improvement, to ensure that goals and visions have clear, measurable, and reasonable indicators. The objectives of Madrasah are in harmony and serve to elucidate the institution's mission, vision, and values. Thus, it is prioritized and enables it to be developed in response to strategic issues.

The objective of Madrasah encompasses four key areas: the enhancement of madrasah management, the development of curriculum, the development of student development, and the development of infrastructure. MA Amanatullah are consistent with the theory outlined above, in which the target is a description of the object that the organization aims to achieve through its actions. The action is the primary focus, specifically activities that are specific, detailed, measurable, and realizable. Strategy is a critical element in the enhancement of madrasah progress. Strategies can assist madrasahs in the development of their existing potential by mitigating threats. The strategy will emphasize the madrasah's strengths and address all of its weaknesses.

Madrasah Amanatullah has implemented a series of work programs that have been designed to achieve long-term objectives. The implementation of numerous components of the activity has been attempted, despite the fact that these programs still require a target time for their completion. This served as the foundation for the Madrasah Principals to implement the program of activities in a conditional and adequate manner at a later date. The aforementioned discussion demonstrates that strategic management implementation has been implemented at the strategy formulation stage at Madrasah. The vision and mission have been effectively formulated and have met the criteria for a practical vision and mission. Information regarding the madrasah's strengths, weaknesses, opportunities, and threats has been obtained through an analysis of the internal and external environment. Although the

strategies and keys to success have not yet been analyzed, madrasah can establish goals and objectives.

Strategy implementation is a critical component of the strategic planning process. It is a complex process that necessitates the presence of a comprehensive set of steps that will facilitate and support the execution of the strategy.
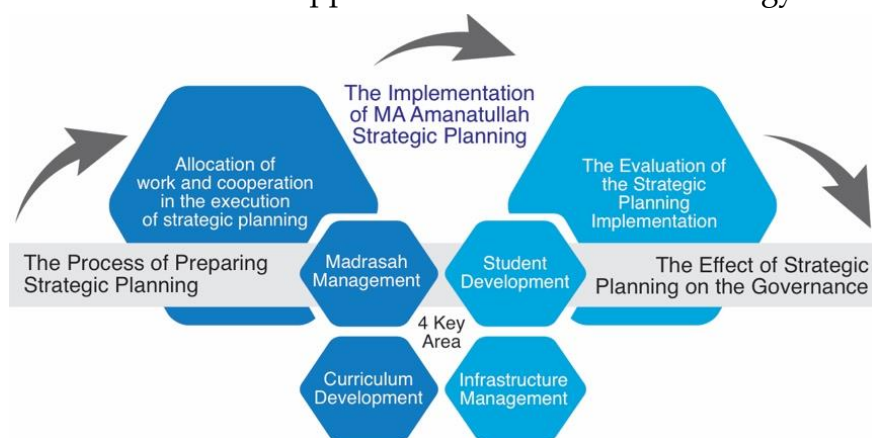

Figure 1: The Implementation of Strategic Planning

Figure 1 describes the relationship between the implementation of strategic planning practices at Madrasah Aliyah Amanatullah in Banyuwangi is grounded in empirical research data that focuses on two primary dimensions: the allocation of work and collaborative efforts in the execution of strategic planning, as well as the systematic evaluation of the implementation process. Firstly, the effective allocation of responsibilities and the facilitation of cooperation among staff members are pivotal for the successful execution of strategic planning initiatives. The institutional objectives of the Madrasah are categorized into four critical domains: enhancement of management practices, curriculum development, student development, and infrastructure improvement. These domains provide a structured framework for assessing the effectiveness of strategic planning efforts. Secondly, the evaluation of strategic planning implementation is essential for measuring the degree to which these objectives are achieved and for identifying areas necessitating further refinement. By rigorously analyzing both the distribution of tasks and the resultant outcomes of strategic planning initiatives, this research seeks to elucidate the underlying dynamics that contribute to effective governance and operational efficacy within the educational institution.

2. The Evaluation of the Strategic Planning Implementation

The purpose of evaluating the strategic planning plan is to generate activities for priority programs that are the duties and functions of the education office. These activities should be more appropriate and rational based on the selected strategy, and they should take into account the critical success factors for achieving targets. Additionally, the program design should be evaluated to ensure that it does not

conflict with laws and regulations. MA Amanatullah evaluates the school's ability to utilize a variety of strategies by leveraging its strengths to mitigate weaknesses and address challenges, and subsequently capitalizing on opportunities to further mitigate weaknesses and address challenges.

The strategic plan's systems approach offers conceptual underpinnings for educational planning, with the expectation that it will be able to aid in the resolution of educational issues. The objective of monitoring and evaluation is to assess the extent to which the objectives have been achieved, enhance performance, and enhance the capacity of employees to perform monitoring and evaluation tasks. Thus, it is imperative to comprehend that there is no single, unambiguous benchmark to determine whether the executed strategy is "good" or potentially "still not good" when assessing a strategy.

Each strategy is a team's distinct interpretation of how to address anticipated constraints. Bryson identifies four additional causes that necessitate evaluation or (periodic) revision of the strategy (Z. M. Deidhae et al., 2021). The first of these causes is that the strategy is too slow in generating the desired impacts. Secondly, the political arena or agenda may change; thirdly, the interaction between strategies may result in unwanted side effects; and fourthly, priorities and problems may change.

As Bryson explains, in many cases, every strategic planning effort usually involves a team of strategic planners. The team will be able to collect the necessary information, and the proposed solutions, organizationally, will have more legitimacy. Likewise, strategic planning focuses on the community because a team (consisting of one task force/commission or more) is needed and involves broad community participation and possibly inviting consultants. Third is the process of analysis in formulating strategic planning (Ramlal, 2020).

The Effect of Strategic Planning on the Governance

The impact of the preparation, determination, and implementation of strategic planning on the governance of Madrasah, among others:

1. *Schools Have Guidelines for Improving Teaching and Education Staff Governance*

Based on the strategic plan that has been set, the Madrasah is improving the governance of teaching staff and existing academic staff through the following stages: conducting a job analysis and the weaknesses of students, recruiting educators and education staff who are This is accomplished by selecting the most qualified candidates in the required fields in a professional (objective) manner, as well as having a minimum level of good or excellent communication skills.

The coaching at Madrasah is distinctive and varied. The coaching staff is carried out by inviting external sources to conduct discussion activities in order to improve the teaching staff's performance. In contrast, academic staff are coached by the the Ministry Banyuwangi Religion, and, thank God, dismissal of educators and

educational staff has never occurred or been carried out, with the exception of dismissal because the educators and educational staff died (Schlebusch, 2016).

The principal carried out an assessment of teaching staff at the Madrasah by looking at the report cards of the students and looking at the attendance list of educators through fingerprints, then for the assessment of academic staff by the principal saw the attendance list of educators through fingerprints, seeing their diaries and seeing the objective performance of academic staff which is monitored.

2. *How Schools Establish Guidelines to Enhance the Governance of Service Delivery.*

Madrasah follows up on the strategic plan to enhance student governance and services by enhancing teacher professionalism as the forefront of curriculum implementation. This factor is equally significant as the curriculum. Isolated. Despite the simplicity of a curriculum, a professional educator can create syllabi, methods, and learning materials, particularly if it is of high quality. Subsequently a strategic planning team is formed, consisting of a technical team responsible for drafting the strategic plan. This team is given a one-month timeframe to complete the task. Furthermore, the school principal guides the functioning of the preparation process through democratic and aspirational endeavors. In addition, the team evaluated the internal and external factors to gauge the different strengths, weaknesses, opportunities, and threats of the madrasah. This analysis was conducted to develop strategic planning and analyze strategic options.

Furthermore, the teaching staff/educators implement active and innovative learning delivery methods. In the end, students have the potential to enhance their performance (quality) in learning activities. The Snowball Throwing method is a frequently employed approach to enhance the quality of education at Madrasah Aliyah Amanatullah Banyuwangi through student governance (Chen, 2018).

3. *The Enhancement of Collaborative Efforts with Stakeholders*

The Madrasah Aliyah Amanatullah Banyuwangi Madrasah environment is supported by stakeholder participation in planning, stakeholder participation in implementation, stakeholder participation in evaluation, and stakeholder participation in the benefits program, as evidenced by a variety of data findings in the field that have been presented, analyzed, and interpreted in the past. The principal, committee, teachers, and education staff are all involved in the planning and implementation of programs at Madrasah Aliyah Amanatullah Banyuwangi, which enables effective stakeholder participation.

Stakeholder participation in the implementation process was implemented as a result of the involvement of all stakeholders, including internal parties such as school principals, committees, teachers, students, TU staff, canteen managers, cleaners, and school keepers, who each carried out their respective responsibilities. The Madrasah Education Sector of the Ministry of Religion of Banyuwangi Regency,

the Banyuwangi Regency Sanitation and Landscaping Office, and the Banyuwangi Regency Environment Agency are among the external parties. The reason for stakeholder participation in evaluations is that stakeholders have the ability to resolve issues related to program implementation (Afridoni et al., 2022; Pucciarelli & Kaplan, 2016). Stakeholder participation in the program is substantial, and there is a correlation with sustainable development that benefits all stakeholders. Madrasah Aliyah Amanatullah Banyuwangi has implemented a program that adheres to strategic planning.

> *"In developing the strategic plan at MA Amanatullah Banyuwangi, we follow a structured process. The school principal plays a crucial role in guiding the process, promoting democratic efforts and innovative thinking. Additionally, we assess the internal and external environment to identify strengths, weaknesses, opportunities, and threats, ensuring our strategic plan effectively meets the institution's needs." (int 03)*

The development of a strategic plan at MA Amanatullah Banyuwangi is a structured process that cannot be overlooked. It begins with the formation of a strategic planning team, which collaborates with a technical team to draft the plan within a tight one-month timeframe. This urgency underscores the importance of effective planning in achieving the institution's goals. The vision, mission, and objectives are crafted transparently, allowing stakeholders to actively contribute their suggestions and insights, thus fostering a sense of ownership and collaboration. Moreover, the school principal plays a crucial role by guiding the operational mechanisms, promoting democratic and aspirational efforts that are essential for a progressive educational environment. Additionally, the team conducts a thorough evaluation of both the internal and external environments to identify the madrasah's strengths, weaknesses, opportunities, and threats. This comprehensive analysis is vital for informed strategic decision-making and ensuring the institution's long-term success.

The implementation process is conducted through work assignments and collaboration in the execution of strategic planning. Assignments involve the division of work according to the respective duties and policies of each individual. Additionally, the madrasah develops systematic-quantitative forecasts, such as estimating student interest, profitability, and performance improvement, to ensure that goals and visions have clear, measurable indicators. Subsequently, by conducting an assessment of strategic planning implementation, it is fortified. The purpose of evaluating the implementation of strategic planning plans is to generate activities for priority programs that are the duties and functions of the education office. These activities should be more appropriate and rational based on the selected strategy, and they should take into account the critical success factors for achieving

targets. Additionally, the design of the program should be evaluated to ensure that it does not conflict with laws and regulations.

The impact on the improvement of school governance is as follows: schools have established guidelines for enhancing the quality of educators and education staff, which include the following stages: analysing the work and weaknesses of students in Madrasah Aliyah Amanatullah Banyuwangi, recruiting educators and education staff by selecting the appropriate candidates in the required fields, improving the governance of services to students, establishing effective collaboration with all Madrasah Aliyah Amanatullah stakeholders, and facilitating stakeholder participation in the Madrasah Aliyah Amanatullah Banyuwangi Madrasah environment through stakeholder participation in planning, stakeholder participation in implementation, stakeholder participation in evaluation, and stakeholder participation in program benefits.
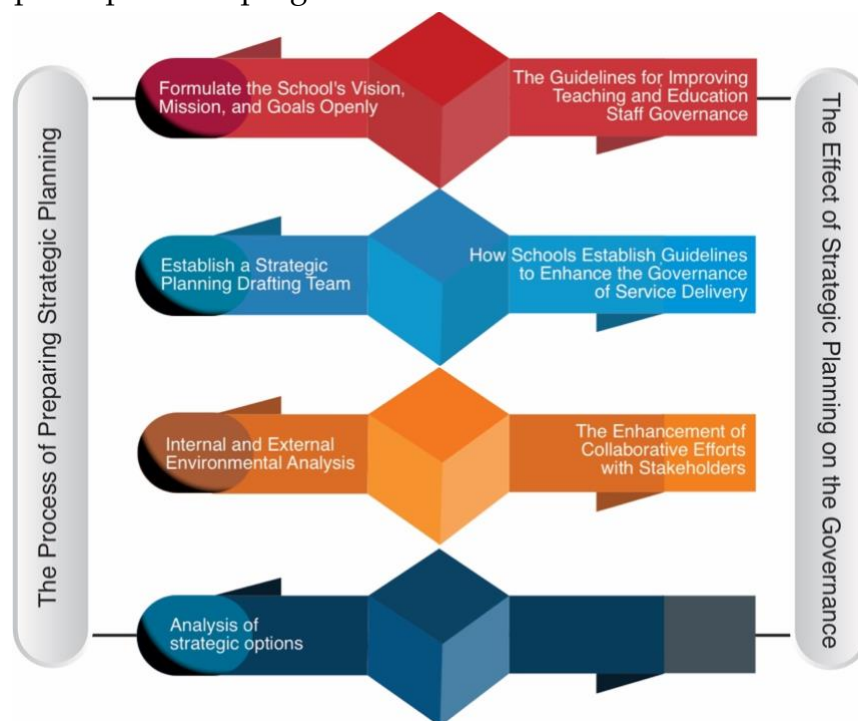

Figure 1: Strategic Plan Implementation Model - Novelty Research

Figure 1 analyzes the process of strategic planning at Madrasah Aliyah Amanatullah in Banyuwangi, highlighting key elements such as the open formulation of the school's vision, mission, and goals, the establishment of a strategic planning drafting team, and comprehensive analyses of internal and external environments. The transparent approach enhances institutional accountability and fosters stakeholder engagement, representing a significant methodological innovation that facilitates collaborative decision-making. This paradigm shift enables a more systematic and holistic strategic formulation, thereby enhancing the operational effectiveness of educational institutions.

Additionally, the research elucidates the multifaceted impacts of strategic planning formulation and implementation on governance within the educational context. It highlights the vital role of strategic planning in refining governance frameworks for teaching and administrative staff, as well as in optimizing service delivery quality. The emphasis on strengthening collaborative efforts with stakeholders underscores the educational institution's social responsibility and enhances community relations. These findings contribute to the extant literature on strategic planning in education by providing empirical evidence and actionable guidelines for the advancement of educational governance and management practices.

CONCLUSION

The process of developing a strategic plan at MA Amanatullah involves several steps. Firstly, the school formulates its vision, mission, and goals by engaging all stakeholders. This includes openly formulating the vision, mission, and objectives of Madrasah and providing opportunities for stakeholders to offer suggestions and input. Second, the implementation process is executed through the allocation of work tasks and collaboration in the execution of strategic planning. Work assignments involve dividing tasks based on duties and policies. The madrasah develops specific systematic-quantitative forecasts, such as estimating student interest, profitability, and performance improvement. These forecasts aim to establish clear and measurable indicators for goals and visions. Then it is reinforced by assessing the execution of strategic planning. Third, the evaluation of strategic planning implementation aims to generate activities for priority programs that align with the chosen strategy, are more suitable and logical, and take into account the critical success factors for achieving targets. Additionally, it involves assessing whether the program design complies with laws and regulations. The impact of improving school governance includes the implementation of guidelines to enhance the quality of educators and education staff. This involves analyzing the strengths and weaknesses of students at Madrasah Aliyah Amanatullah Banyuwangi, recruiting suitable educators and education staff, and improving the governance of services provided to students. Additionally, effective collaboration with all stakeholders of Madrasah Aliyah Amanatullah is established, and stakeholder participation is encouraged in various aspects such as planning, implementation, evaluation, and program benefits.

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