Strategic Policy to Improve Professional Madrasah-Based Management Practices

by Sulistyorini `

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Abstract

Strategic choices are critical and are essential to the future success of any organization. Strategic decisions made by the leaders are significant because they contribute to the implementation of the programs of the madrasah. This study examines school-based management strategies related to decision-making policy, decision-making model, participatory decision-making practice, and decision-making policy implementation. This study recruited 32 participants to participate in this study. Using record analysis, observation and interview data were obtained. The results show (1) that the principal needs a school-based approach that emphasizes aspects of spirituality and religion and maintains the importance of peace to enhance the performance of the madrasah, (2) that the principal frequently monitors teaching staff in their daily work, and (3) that the principal should make decisions on the basis of the mutual decision-making process. Participatory democracy is emphasized by the strategic decision-making process, such that all members of society have a say in what decisions are made and how they are enforced.

Keywords: Strategic Policy, Madrasah Development

Introduction

Strategic choices are critical determinants of organizational success. Such decisions are also decisive factors that distinguish between an organization's success or failure. Given the significance of these decisions, it is assumed that optimal decisions would be made by decision-makers, who are always key in simple decision-making processes (Aronson al., 2020; Weiterbildung, 2018). Due to the limited ability of the organizational information-processing capacity, decision-makers adopt simplistic approaches using mental methods or heuristics to solve the complex problems that arise (Effendi et al., 2020). This study is intended to assess the strategic decision policy process at the Public Senior Islamic School (henceforth, MAN). Formally, the

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organization is considered a madrasah but for practical reasons, the researcher will refer to the madrasah as a school.

This phenomenon also occurs during strategic decision-making. Strategic decision-making is one of the main responsibilities of every school principal. Such decisions must be made by the head of the madrasa. The quality of decisions made by a madrasa principal plays a key role in the institution in two ways: first, the quality of the principal's decisions directly affects career opportunities, rewards, and job satisfaction; and second, managerial decisions contribute to the success (Ghasemy et al., 2020) or failure of an organization. Because IT use is now broadly applicable to almost all aspects of system management, managers must always be ready to face evaluation and criticism of any decisions they make (Adriana, 2020; Salinas-Vasquez et al., 2020).

The quality of leaders is directly correlated with producing quality educational institutions because in the context of this rapid transformation, the quality of human resources is vital (Cassoni et al., 2021). Indeed, human resources require good management to reach their long-term goals. Developing human resources in the educational sphere will give universities a competitive advantage over peer institutions (Kumar et al., 2021). To be competitive, higher education institutions must recruit at least the same quality of human resources as their competitors (Cassoni et al., 2021).

This definition of modern management of education underscores that the effectiveness of school management is primarily dependent on a manager's capacity to make strategic decisions by structural measures (Gabriella et al., 2021). According to modern education management, strategic policies must be developed, thoroughly researched, clearly communicated, and efficiently and effectively enforced. The most appropriate teacher to cooperate in decision-making at the organization level is the head of the school, while teachers and members of school committees are the most worthy of collaborating in decision-making at the organization level. It is necessary to ensure that the decision-making process is not carried out in isolation but that all relevant parties are critically involved (Polat, 2020).

The results of the research on 150 cases of strategic decisions (i.e., one decision per patient observed for three years) show that, on average, one strategic decision is made every 12 months (i.e., the year from when there is an urge to act to the year when the decision is passed). Strategic decisions present both a high risk of failure and an equally high chance of being rewarded with positive results (Effendi et al., 2020). Once a decision is made, it will have far-reaching

implications, some for the organization itself. A study conducted by the American Association of Higher Education Research Center found that the main source of lecturers' dissatisfaction was the desire to determine policies that affect their professional status and the desire to determine the national education system. In this example, researchers have presented a model of who has ultimate decision-making authority. Considering the importance of strategic decision-making by madrasah principals, this research was conducted with the objective of analyzing the influence of strategic policies on the development of superior madrasas in East Java.

Research Questions

Based on the background information, the research questions are as follows:

RQ1: What strategic policies are used by the leading madrasas in East Java to improve school performance?

RQ2: How are decision-making models developed by leading madrasas in East Java?

RQ3: How do members of the leading madrasas in East Java develop participatory decision-making in the schools?

RQ4: How are strategic decisions implemented in leading madrasas in East Java to achieve high-quality schools?

Literature Review

Strategic Decision-Making

Decision-making is a management practice that decides between various courses of action to solve problems, conflicts, and doubts arising through cooperation (Murad, 2020). Decision-making is the process of prioritizing competing options (Srikanth & Jomon, 2020). Three opinions illustrate that strategic decision-making is the process of selecting the best alternative from several of the best alternatives for the purpose of solving a problem. Communication and participation are essential components of decision-making in an organization. Conclusions are sought to meet certain objectives or to accomplish certain tasks. Strategic decision-making has been integral for optimal improvement of academic institutions (Budiharso & Tarman, 2020; Effendi et al., 2020). There are four key components to decision-making. First, decisions is not random; second, a decision cannot be made without carefully thinking about the decision; third, to make a good decision, it must be based on the facts that are collected systematically, are well obtained and

stored regularly so that the facts or data are reliable and up to date; and fourth, a good decision is one that has been chosen from various alternatives that exist after the alternative, and the alternative was carefully analyzed (Oruh et al., 2020).

It is a strategic choice of options from several strategic alternatives. The choice is between a realistic strategic aspiration and a desire that is not realistic. Strategic decisions are major decisions that can determine the future of an organization, especially in the face of an ever-changing environment (Shulhan, 2018). However, some researchers are more likely to focus on routine decisions, not strategic decisions. Because strategic decisions are always related to the main problems or issues of the organization, top management should be able to decide them. Strategic decisions are different from routine decisions. Many decision indicators are included in the strategic decision area. As a strategic decision, the central goal is to consider the mission of the target group. Important decisions are made by top management to achieve certain goals and objectives. Also, choices are based on several choices and have high competitiveness (Budiharso & Tarman, 2020).

Models of Decision-Making in Schools

We need to take into consideration strategic decision-making. There are some basic guidelines that need to be followed in making critical strategic decisions. Three leading models of decision-making are behavior, information, and norm models (Phinaitrup, 2020). This course consists of four stages, which include initial ideation, designing, implementing, and evaluating. An organization needs to diagnose, identify, plan, choose, implement, and evaluate different strategies (Oruh et al., 2020; Yoon & Scopelliti, 2021).

The decision-making model can be developed into three stages, namely (1) identification, (2) development, and (3) selection. At the diagnosis stage, the organization will understand the difficulties and value of the problem (Drucker, 2016). In the early stages of development, decision-makers are often more concerned with standard procedural or problem-solving techniques. Sometimes, this step involves experiencing something for the first time. In political decision-making, parties will select options such as consideration, logical analysis, and bargaining. Based on Drucker (2016), Yusuf et al. (2020) describe six steps in the decision-making process: (1) definition of the problem, (2) analysis of the problem, (3) development of alternative solutions, (4) selecting the best solution, (5) organizing the action, and (6) evaluation of the results. Regarding

the inclusion of social values, decision-making also includes the inclusion of culture and attitudes in the improvement of the curriculum and instructional design (Effendi et al., 2020; Solikhah & Budiharso, 2020).

According to these model decisions (Phinaitrup, 2020), the rational decision-making model can be divided into two types, namely programmed (structured) and not programmed (unstructured). Programmed decisions are decisions that are repeated, for example, student graduation decisions, appointment decisions, decisions on new employees' salaries, and retirement decisions. Programmed decisions are those taken to deal with new or complex situations, for example, decisions on new institutions, decisions on fire, floods, and school collapse. In addition, there is a classic decision-making model (Yoon & Scopelliti, 2021) that assumes there is a rational process through which decisions are made from as the best alternatives. Several models of the strategic decision-making process have been presented, each with similarities and differences. The models mentioned above are essentiall choices that can be used in school decision-making (Yusuf et al., 2020).

Development of Madrasah of Excellence

To improve organization effectiveness, school organization (Roberts, 2020) can be achieved by introducing new concepts, models, processes, and methods. New ideas may come from results of the organization's own analysis, or from adapting a model or approach that was developed externally (Egan, 2020). It is based on the consideration that by adopting new ideas, an organization's output quality will improve. Organization development efforts are generally directed at two final goals, namely, increasing effectiveness and increasing member satisfaction (Reio, 2020). In the context of educational institutions or schools, adapting theories of Reio (2020), Egan (2020), and Roberts (2020), the term superior can be attached to a madrasah, which leads to a new interest and passion in an educational organization such as a madrasah. Madrasas need to have desires and hopes, but they also must continue to seek excellence to achieve their goals in all their aspects. It is truly an extraordinary advantage if the madrasah is able to have a selective admissions process. Those with high levels of intelligence will be nurtured, guided, and educated, and the school will produce great graduates (Egan, 2020; Reio, 2020; Roberts, 2020).

Methods

Design

This research used a multi-site case study framework (Yin, 2011) and applied a qualitative approach as the basis for data analysis (Cresswell & Wisdom, 2013). The emphasis of this study was the implementation of school-based leadership involving strategic decision-making policies, the creation of models of decision-making, the engagement of school participants in participatory decision-making, and the implementation of school strategic decision-making. As a qualitative method, the data were analyzed by Cresswel & Wisdom (2013) in reference to model analysis involving four steps: (i) translating numerical and narrative data into texts, (ii) deciding the unit of analysis in line with the research questions, (iii) defining coding system rules and their extracts, and (iv) applying the coding to the entire text data if the coding was insufficient or incorrect Furthermore, the management platform was introduced to see the strengths, limitations, opportunities, and threats (SWOT) method using the report.

Setting and Participants

Four excellent madrasas in Tulungagung, East Java, Indonesia were the research subjects of this report; they all have the status of the leading Islamic schools. MAN, which was equivalent to SMAN, was the Madrasas. In order to reflect the standard of the schools, they were classified as 1 = very good, 2 = good, 3 = decent, and 4 = acceptable as the leading Islamic school, corresponding to the madrasas M1, M2, M3, and M4.

The researchers engaged participants in each school to participate in the research project. Principals, vice principals, teachers, and staff were the research participants. Tables 1 and 2 indicate the number of participants.

Table 1

Study Participants

No	Madrasah	Role	F	%
1	M1	Principal	1	3.2
		Vice principal	2	6.3
		Teachers	3	9.4
		Staff	2	6.3
2	M2	Principal	1	3.2
		Vice principal	2	6.3
		Teachers	3	9.4
		Staff	2	6.3
3	M3	Principal	1	3.2
		Vice principal	2	6.3
		Teachers	3	9.4
		Staff	2	6.3
4	M4	Principal	1	3.2
		Vice principal	2	6.3
		Teachers	3	9.4
		Staff	2	6.3
			32	100

Table 1 indicates that there are four research settings classified as the madrasahs M1, M2, M3, and M4. There are eight respondents assigned as the participants in each madrasah. Overall, the number of respondents was 32, chosen by purposeful sampling. Considering the authority of individuals and the availability during the testing process, purposeful sampling was applied in this analysis. In Table 2, the distribution of respondents showed four principals (12.5%), eight vice principals (25%), 12 teachers (37.5%), and eight employees (25%).

Table 2.

Total participants in the whole madrasa

No	Role	F	%
1	Principal	4	12.5
2	Vice principal	8	25
3	Teachers	12	37,5
4	Staff	8	25
	Total	32	100

Data and Data Collection Techniques

The results of the observation and the results of the interviews were the primary data sources of this research. The secondary data were documents obtained from each madrasah on strategic management (Sherma, 2005). The primary data include themes, texts and statements related to the execution of strategic management. In the unit review applicable to the four research questions

from this report, the themes were presented. The secondary data were documents that showed how the principals made strategic decisions and how the strategies were used in the daily activity of school management (Cresswell & Wisdom, 2013).

The following data from this analysis were gathered from Adapted Shulhan (2018). The first information to be collected was data from the records. Documents of strategic policy implementation have been checked, and the topics relating to the research questions have been recorded in terms of unit analysis. As the guides, the photographs of problems in the documents were used to uncover more data information through observation and interviews. In this way, the focus of the observation and interviews was driven by the features of the problems extracted from the documents.

The next procedure for observing the issue was field observation. Before visiting the madrasahs, the researchers surveyed the principals of the schools in detail. The subjects visited the environment relating to the policymaking process. These findings are important to be included in the interviews for making the patterns of thinking deeper and more expansive.

A week after the observation, the interview was held. Each person was invited to come to participate in the interview at each school. In planning the interview, the researcher received assistance from two members of this study: one took the role of documenting the entire interview session of each participant, and the other helped compose the interview questions and answers and prepared the administration of the interview. For the interview, each participant required between 20 and 30 minutes. To prepare for the data analysis, the data collection ended by preparing visual and verbal data.

Data Analysis Techniques

This research was qualitative, with the data analysis done on a descriptive qualitative model suggested by Yin (2011) and Cresswell & Wisdom (2013). To make the data more text-based, we used text analysis that figured out the visual data from the chronological observations and identified the global themes. Based on the relevant notes, we compiled them together in a more comprehensive way to examine all the questions. The original document was analyzed for the components relevant to the research questions and classified into types of input. Second, the team used themes to match their research questions. Themes that were not appropriate to the topic were dropped. Researchers developed a code consisting of the number of data points, the theme

categories, and examples of excerpts. Fourth, the coders coded all data and provided an example of excerpts. If any code excerpt was incorrect, researchers made the correction or revision. Lastly, they looked at all of the variables in each research question and evaluated them for units of analysis (Cresswell & Wisdom, 2013; Yin, 2011).

The final phase of the study was to include the analysis, observations and interviews of the outcome documents in the SWOT analysis to analyze the management process. Both information from the primary and secondary data was analyzed to provide data on each research question that emphasized (1) the type of strategic decision-making in school activity management, (2) whether the schools used decision models, (3) the participatory decision-making, and (4) the decision-making process implementation.

Results and Discussion

Strategic Policies in Improving Madrasah Performance

Strategic policy topics used by principals in four madrasas include (1) administration, (2) preparation and enhanced teacher and staff education, (3) enhancement of academic and non-academic issues, and (4) school infrastructure growth. Overall, the objectives in the annual budget and preparation are developed through considerable planning. The methods with the full disciplines and duties take place frequently in the daily service.

Testimony that emphasizes the future of the madrasahs appears in an extract (1).

(1) "In the future, as the head of a new madrasah, I will try to arrange all positions according to the main duties of each individual position with the principle of the right man on the right place, for the smooth running of my duties at the madrasah. Often in official meetings say coordination to carry out tasks. All of them got 75% assignments, I as the head of the madrasah got 25%. So that for the next year we have said that we have socialized it to the areas of the deputy head who must trust himself as the deputy head ... I want to open that transparency, I ask for a commitment to sign so that I can support my performance during my tenure" (S-1-K-1).

As data (1) shows, the planning of the principal to expand professional management is through planning that also includes commitment, discipline, and the improvement of the main factors. In agreement, data (2) explains:

(2)　　"Commitment to improving quality is automatic, my commitment will continue as long as the boss's funds are sufficient and manageable, I will continue to carry out quality improvements. I want the funds that go to school from the government to be clear to all parties. I challenge all relevant officials to propose activities complete with activity. Then we choose the reason for the realization of this activity and why the realization of other activities should be postponed".

Furthermore, school administration needs to be strongly dedicated to upgrading the technology. Educational organizations can continue to adopt attractive strategies by developing innovations for institutional growth. A strong imagination will undoubtedly produce good quality.

This finding confirms a study by Adriana (2020) that schools pursuing an innovation strategy will attempt to be the first to produce and sell new products, while those that follow an imitation strategy will attempt to launch similar products more or less the same as those launched by the pioneer. For the next 20 years, madrasas, which are research sites, will have developed master plans and innovations in different fields, including management, the development of teaching and training staff, academic and non-academic fields, infrastructure, and public relations (Aronson et al., 2020; Weiterbildung, 2018). Along these lines, all vice principals of madrasahs already have programs related to the development of this madrasah. All of the programs refer to the vision of the madrasa (Egan, 2020; Reio, 2020; Roberts, 2020; Shulhan, 2018). The main strategy is to establish important madrasas policies that can be used as benchmarks in program development and assessment. The principal of the school should fully understand the vision of his institution. The principal must be able to cultivate quality work and be in a position to empower all existing areas and staff to support the expected level of quality (Budiharso & Tarman, 2020; Danim, 2005; Shukhan, 2018; Yoon & Scopelliti, 2021).

As the nature of this monitoring helps to enhance the execution of instruction, the head of the madrasah conducts the supervisory program, in which case the instructor provides feedback for changes in learning. The importance of the above results can be interpreted as that the madrasa leader often opens contact with both teachers and training employees. The leader is an instructor (supervisor) and administrative guide, manager, leader, and assistant. In line with Suparlan (2008), the supervision provided by the principal is intended to establish a better teaching and learning environment by coaching and developing careers. When the principal assesses the students, the

principal must not only be a good teacher but also be able to evaluate performance (Cassoni et al., 2021; Ebersole & Kanahele-Mossman, 2020; Salinas-Vasquez et al., 2020).

The principle of the madrasahs is to develop human resources for teaching by holding workshops and/or involving educators and educators in training, upgrades, and training within and outside the madrasah in increasing professionalism and including MGMP teachers in their fields, holding IT training, and providing an opportunity to continue to study at a higher level (Budiharso & Tarman, 2020; Polat, 2020; Weiterbildung, 2018) According to Effendi et al. (2020), a teacher can only be as effective as his personal confidence in addition to being competent in teaching subjects. Thus, teacher performance should be considered and accomplished.

The study findings showed that the madrasah principal wants to motivate all current possibilities for jointly advancing the madrasah. Both civil servants and noncivil employees are the same in terms of enhancing the discipline of teachers and staff, namely the procurement of fingerprints/attendance lists, a statement letter if one is late, a statement letter when it is returned quickly and an alibi book (Adriana, 2020; Effendi et al., 2020; Salinas-Vasquez et al., 2020). The themes are also consistent with the view that training teaching and educational staff is important in Islamic education institutions, while Callahan & Clark (1998) posit that the head must also be able to achieve the following in discipline training: 1) help staff strengthen their behavioral habits; and 2) help educational staff enhance their behavioral standards as also suggested by Weiterbildung (2018) and Aronson et al. (2020).

In this report, several factors support quality improvement in the academic field, including competent and skilled school principals, qualified madrasah committees, good and competent human resources for teachers and staff, high levels of spiritual discipline, strong encouragement and the spirit of morality and spirituality, adequate human resources for teachers and education, and teaching faculty (Adriana, 2020; Shulhan, 2018). All services are seeded, which is more difficult to say since all lines shift in order to achieve excellence (Murad, 2020; Oruh et al., 2020; Srikanth & Jomon, 2020).

The results of this study are consistent with others that emphasize the importance of input consistency from several quarters: first, whether the input of human resources is sound like the heads of schools, teachers, lab workers, educational staff and students; second, whether the requirements for content input is provided in the form of advisories, books, instruction, school facilities and so forth are met; third, whether input requirements such as laws, organizational

structure and details of employees are met in the form of software; and fourth, the standard of feedback is identified in the form of needs and goals, such as vision, inspiration, sustainability and ambitions (Egan, 2020; Reio, 2020; Roberts, 2020; Yoon & Scopelliti, 2021).

Likewise, all students engage in extracurricular activities on this platform, with each student being limited to two extracurricular activities. Nearly all teachers from this madrasa are in charge of nonacademic activities, including: (1) extracurricular activities; sports, arts and scouts; (2) OSIS student organization, MPK, (3) religious organizations, and (4) informational organizations (ICT). This way, students achieved milestones both locally, regionally, and nationally in the study sites (Adriana, 2020; Effendi et al., 2020; Shulhan, 2018).

The subjects also reflect the view that the aspirations of institutions and educators in implementing various quality support programs are likely to be an ongoing step toward achieving an intelligent, Islamic student performance that is innovative both in today's and in the future (Yoon & Scopelliti, 2021; Yusuf et al., 2020). In extracurricular activities, students are not only taught, but are also given full freedom to work to develop their talents. The head of the madrasah hopes that all madrasah teachers will be able to maximize their role in extracurricular activities to improve the quality of education (Adriana, 2020; Effendi et al., 2020; Ghasemy et al., 2020; Shulhan, 2018).

Great efforts are made by the head of the madrasah and the deputy head of curriculum affairs, in collaboration with the department of curriculum affairs, to improve the learning process and the quality of education (Budiharso & Tarman, 2020; Cassoni et al., 2021; Yoon & Scopelliti, 2021). The classrooms and offices of classes and colleges are set up in a comfortable manner for teachers and students so they can better fulfill their duties. Prestigious programs such as the Acceleration class program (ACP) and the excellence classrooms class program have extra facilities such as air conditioning, comfortable desks and chairs, and a new madrasah school website. The new facilities are expected to improve the educational experience for students (Ebersole & Kanahele-Mossman, 2020; Ghasemy et al., 2020; Shulhan, 2018).

Decision-Making Models Process

The decision model in this study indicates seven conducts the principals and staff are committed to handle. In some cases, principals routinely engage in training of teachers and staff and lead attainments as the target. The themes of the decision-making models include: (1) discussing the

school vision, (2) developing a SWOT analysis, (3) daily, weekly, and monthly problem identification, (4) coordination, (5) deal process, (6) togetherness, and (7) high commitment.

Of the decision-making process, testimony on the evaluation process in data (3) and how SWOT analysis is applied as per data (4) are exemplified.

(3) "We evaluate this vision periodically, if it needs to be revised, we revise it or we also evaluate it, but the one evaluating is the team. The newest program is an accelerated class, with the principal involved almost 100% of the time, the madrasah teachers, the committee, and the parents of the students. This is because this program requires a lot of financial support and thought assistance from the committee and parents, especially for their students who participate in the accelerated program".

Data (3) indicates how program planning is implemented. The program planning involves all units that work together in solid and rigorous actions.

As shown in data (4), to run the program, a SWOT analysis is conducted for the official steps before and after the planning program is developed. The purpose is to properly identify the problems for which solutions are being sought so that an acceleration of problem-solving can meet all aspects.

(4) The acceleration program appeared from the desire of parents for the academic standard of students. Finally, the head of the madrasah proposed an acceleration program, invited deliberations, and tried to evaluate SWOT, and the results of the study turned out to the acceleration program. That my friends at MTsN Jabung miss new academic challenges, national independent Adiwiyata has been accomplished, after all, they are already stuck in the competition, they want to have competitions, particularly if the UKS has been a national pilot, so my friends have a separate desire, and I am the head. The madrasah has a goal to create a culture of academic excellence that is ultimately compatible with the wishes of the parents.

This study confirms that the external and internal environments are analyzed with a SWOT analysis. In the external analysis, the needs of the community are assessed, in particular, the parents of students in madrasas; and in the internal analysis, what students and teachers desire in academic and non-academic development is identified (Roberts, 2020; Gabriella et al., 2021; Shulhan, 2018). The decision-making model on the three research sites in the deliberation system is as follows: at the start, the problem is identified; second, coordination is undertaken; and next, official meetings (large meetings) are held. If the program requires support from the committee and student

guardians, a madrasah is always involved in the decision-making (Adriana, 2020; Cassoni et al., 2021; Salinas-Vasquez et al., 2020).

The fact that an improvement process with a decision-making system is more prominent leads to the finding that it should be improved. It is important to note that the administration must make determinations about problems (school principal). The purpose of the function is to explain and describe problems. The accuracy of the following steps is determined by the first activity. Situation analysis includes information about the existing school situation and a comparison of the existing school situation with how well it is known. This should contain statements about the values that are normally present and describe how they later impact our actions. Many tools can help administrators (principals) in carrying out this activity, including analytical tools in the areas of accounting, research operations, and surveys (Adriana, 2020; Aronson et al., 2020; Effendi et al., 2020; Ghasemy et al., 2020).

Through agreement, the identification of solutions to solve the predetermined problem is required. For this, the administrator is asked for the ability to find many possible alternatives. He can draw from past experiences or from what others have done in similar circumstances. When problems have been faced before, that may be used as an indication of what can be produced in the future (Gabriella et al., 2021; Murad, 2020; Polat, 2020; Srikanth & Jomon, 2020). However, a problem can occur when the answer given diverges from the usual or previously learned solution. This is a nonroutine problem, which requires creative alternative solutions (Callahan & Clark, 1998). The best one to choose after the options have been considered is selected. It calls for similar skills to the first step, namely good judgment. The administrator has to consider all the alternatives and then choose the most preferred option from the principal (Drucker, 2016; Oruh et al., 2020; Phinaitrup, 2020; Yoon & Scopelliti, 2021; Yusuf et al., 2020)

Involving Madrasah Members' Participation in Making Strategic Decisions

Involvement of the members of schools in the participatory decision-making is made through several steps, namely (1) instruction from the principals, (2) instruction of the vice principals, (3) school committee, (4) gentleman's commitment, (5) socialization team, and (6) solid and rigorous team.

This study reveals that the decisions by the principal are made based on their deliberations. In community-based education, the head of the madrasah implements a "bottom up" process

democratically, so that all the parties have the responsibility for the implementation of the decisions. All madrasah members share a unity of mind in achieving high academic quality. A successful program would come together through solid thinking. Once the concept is well-defined, an implementation program can be organized. These school members have pledged their compliance and commitment and have no hesitation in implementing each program as they have been decided (Adriana, 2020; Effendi et al., 2020; Ghasemy et al., 2020; Shulhan, 2018).

Likewise, the principle for the development of superior madrasas through deliberations is that it is possible to do so through a participatory decision-making process. Because of participation, the process should consider the knowledge and opinions of all involved. It is an activity, process, or decision-making system. The purpose of the discussion is to gather ideas for deciding without keeping the fact that the final decision is important. Participation in decision-making increases the likelihood of multiple benefits. For the organization, the second advantage is for the parties who participate. For the organization, this decision will be more effective, more specific, more desirable, and more competitive in the market (Drucker, 2016; Roberts, 2020; Yoon & Scopelliti, 2021; Yusuf et al., 2020).

A "bottom-up" mechanism is enforced in a democratic manner by participatory decision-making, such that both parties have responsibility for the decisions taken and their execution. This method is identical to the research results presented by Robbin (1984): "......there is a clear conviction held by certain individuals actively interested in that improvements are more likely to be adopted by people who have been given a voice in deciding the content and mechanism of the shift. It does not only include, but the principal uses teacher feedback and viewpoints as the basis for decision-making on organizational growth" (Oruh et al., 2020; Robbin, 1984; Weiterbildung, 2018; Yoon & Scopelliti, 2021).

The importance of the participation of the stakeholders in decision-making is that they have the capacity to control the decisions (Salusu, 1996). This connection relates to the importance of school governing committees and teachers in making school policies. By involving the School Committee, the school will have a sense of ownership and responsibility for the decisions made (Adriana, 2020; Effendi et al., 2020; Shulhan, 2018).

Implementation of Strategic Decisions

The initial activities carried out in the context of implementing strategic decisions/policies were trying to understand the concepts, ideas, and forms of these policies. Stronger efforts at school are implemented by strengthening the existing institution. The outcomes obtained by the implementation of policy include (1) the results of meetings and purposes of improvement are understandable by all school members at all levels, (2) intensive regular socialization, (3) information sharing, (4) prospective communication in the policy, (5) inserting the program into the school system, and (6) teamwork.

The implementation starts from the principal's decree as the legal foundation to apply the policy. Data (5) exemplifies the testimony.

(5)   "Decisions are made based on deliberation, in the decision-making process the head of madrasah implements a" bottom-up "process democratically so that all parties have responsibility for the decisions taken and their implementation."

The policy is shared in the implementation action by the vice principal as the authorized person to conduct the policy at the lower level, as exemplified in data (6).

(6)   "My strategy is in making decisions in the accelerated class program, so in the end my friends can understand and equate, finally, their involvement, both the committee, the students and all of that, we participate in so that we goooling the acceleration, I invite more than 300 guardians not only once but more than one time a year. Three times with the committee more than two times, with the elements of the waka leadership almost eight. I invite the coordination to continue, because I also don't want this extended family to see it as pressure from the principal, I want them to feel this idea came from us together, wishing for academic achievement that I proposed .... and this is not me who said, it was my friends who said so they started from a mutual longing, a feeling that we also want to move forward like other schools".

Data (6) indicates the testimony to serve internal policy. Externally, the school involves the school committee. The head of the school committee in M1 describes that "the roles of the school committee and student guardian are very important to accelerate the acceleration program". In addition, a senior teacher at M2 explains that "In this madrasah a program can run, if all of the teachers are involved. Therefore, all teachers can engage in an effective program so that our team can remain strong and efficient in creating new and creative curry-level initiatives from all levels and components. Anything that is achieved in this madrasah, as a team, can communicate policies that can benefit teachers.''

This study finds that by sharing information, explaining why certain things are being done, and establishing expectations that are understood by everyone, the policy will be accepted by everyone. It has been understood that the policy/decision was developed, and then various activities will be carried out. The socialization is carried out in various formats, often involving a lot of publicity and including all organizations in the community. The principal and support staff carried out this effort. The material disseminated is sourced from the results of meetings held by the principal. The support of both teachers and staff to support our strategic decisions is key (Effendi et al., 2020; Ghasemy et al., 2020; Murad, 2020; Reio, 2020)

The underlying sense can be interpreted on the basis of the subthemes above, namely in the context of enforcing strategic decisions/policies through trying to understand the policies' ideas and types. This initiative is achieved by reinforcing the institution's presence through continuous socialization. Putting the strategy into operation" making what was abstract more concrete and real is a significant element in this execution (Adriana, 2020; Aronson et, al., 2020; Bates & Eldredge, 1980; Effendi et al., 2020; Ghasemy et al., 2020; Shulhan, 2018; Weiterbildung, 2018).

Activities and acts require the execution of strategic decisions. The implementation policy phases are as follows: (a) decision legalization, (b) action plan, (c) socialization and communication, (d) action, (e) oversight, and (f) analysis and assessment. In addition, Mazmanian and Sabatier (1980) clarify the importance of policy implementation by stating that knowing what actually occurs after a program is considered legitimate or formulated is the object of attention in the implementation of strategic decisions, namely policies and activities that occur after the legalization of state policy guidelines that involve efforts to both enforce it and to develop it (Bates, 1980; Shulhan, 2018; Yoon & Scopelliti, 2021).

The process of implementing strategic decisions involves actions by public or private individuals (or groups) that are aimed at achieving the goals set out in previous policy decisions and are actions taken by either individuals/officials or public or private organizations to achieve the objectives outlined in policy decisions. Before addressing what should be changed or achieved, it is first necessary to address what has been going well in meetings that are quite efficient, as all representatives of the group must collaborate and understand new norms (Adriana, 2020; Kast & Rosenzweig, 1990; Meter, 1975; Meter & Horn, 1975; Shulhan, 2018).

The findings of this study suggest that there should be a sort of integrated framework for collective decision-making. This study shows that the decision-making system for teachers is distinct from

the system that does not involve teachers and school management members in a policymaking role. In this study, the authors argue that there should be good governance by involving both internal and external parties in decision-making.

Conclusion

This study answered the four research questions posed and found that decision-making policy relied on four conditions: the identification of the type of strategic decision-making, the definition of the decision-making model, the use of the participatory decision-making process, and the management of the decision-making process. Technology and the participation of internal and external parties should contribute to the whole process. This suggests that the strategy of decision-making that is not in conflict with this finding should be altered. However, due to the restricted access to the school system and the limited time to work, this research is not without its limitations. Future research should open up further access to schools as the operator of MAN under the authorization of the Ministry of Religious Affairs. Future studies should formulate longitudinal research so that research areas and scopes can be largely planned.

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