STRATEGY FOR APPLICATION OF RISK MANAGEMENT
ON THE IMPLEMENTATION OF RENSTRA

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Abstract

One of the problems is the low quality of education due to the lack of maximum education institutions in managing the risks that occur in the process of implementing education. The purpose of this study is to find out and obtain data on risk management analysis and what risks faced by Development Madrasah Ibtidaiyah (Elementary School) Pembangunan (MIP) in the implementation of the 2011-2012 Renstra. Through interviews and observations that are known the main subject is a person or group of people who can provide information, they consist of management managers, management leaders to the strategic management staff. This study uses Descriptive Qualitative Analysis Method, to collect data, direct observation at the relevant institution (UIN Syarif Hidayatullah Jakarta). The results of this study explain that Madrasah Ibtidaiyah Pembangunan (MIP) belongs to the *risk averter, term* namely the people who are reluctant to risk. The risk management stages carried out are risk identification (internal analysis, external and SWOT analysis), risk measurement (cross-linking SWOT, ST, WT, SO, and WO analysis), risk control (risk mitigation, risk retention, risk advoidance and risk risk transfer) and risk evaluation (consortium meetings, education unit meetings, leadership meetings and management review meetings).

Keywords: strategy; risk; risk management

Abstrak

Salah satu masalah rendahnya kualitas pendidikan karena kurangnya lembaga pendidikan yang maksimal dalam mengelola risiko yang terjadi dalam proses penyelenggaraan pendidikan. Tujuan penelitian ini adalah untuk mengetahui dan memperoleh data tentang analisis manajemen risiko dan risiko apa yang dihadapi oleh Madrasah Ibtidaiyah Pembangunan (MIP) dalam pelaksanaan Renstra 2011-2012. Melalui wawancara dan observasi yang diketahui subjek utama adalah orang atau sekelompok orang yang dapat memberikan informasi, mereka terdiri dari manajer manajemen, pimpinan manajemen hingga staf manajemen strategis. Penelitian ini menggunakan Metode Analisis Kualitatif Deskriptif, untuk mengumpulkan data, observasi langsung di instansi terkait (Madrasah Pembangunan UIN Syarif Hidayatullah Jakarta). Hasil penelitian ini menjelaskan bahwa MIP memiliki risk averter, *yaitu istilah orang yang enggan mengambil risiko. Tahapan manajemen risiko yang dilakukan adalah identifikasi risiko (analisis internal, analisis eksternal dan SWOT), pengukuran risiko (analisis SWOT, ST, WT, SO, dan WO), pengendalian risiko (*risk mitigation, risk retention, risk advoidance and risk risk transfer*) dan evaluasi risiko (pertemuan konsorsium, pertemuan unit pendidikan, rapat pimpinan dan rapat tinjauan manajemen).*

Kata kunci: : strategi; risiko; manajemen risiko

Introduction

Risk is a less pleasant result (detrimental, harmful) of an action or action (Ministry of National Education, 2007, 959). Basically, the risk is something that lives side by side with human life; all actions carried out by humans will be borne by the risks, both small and large risks. Where the risk can also be used as an opportunity for the occurrence of undesired results so that the risk is only related to the situation that allows the emergence of negative results and is related to estimating the occurrence of negative results (Basyaib, 2007, 1). In the implementation of strategic plans in schools there will be risks such as the risk of an earthquake, the risk of student delinquency, the risk of low interest in the community, the risk of lack of education staff and educators that all of these risks require management because the risk will cause losses and uncertainty (Silalahi in Umar, 2001, 5).

On the other hand, the application of risk management to educational institutions appeared to be less touched and considered even neglected, so that many schools cannot anticipate the various risks that occur.

To minimize all types of risks in schools, risk management is needed that needs to be applied to educational institutions because educational institutions, as well as other organizations and institutions, will always be faced with change, whether changes that come from within or from outside the education agency. Changes to education management that are no longer centralized, changes in curriculum to changes in government regulations and demands for the enactment of government regulation No. 19 of 2005 concerning National Education Standards, followed by several Permendiknas as an elaboration of the Educational Planning, all of which demand serious attention from educational institutions.

Also, in some previous studies related to risks such as those carried out by Usanti (2008, 409) the research was linked to the possibility of something unexpected or undesirable to financial institutions (such as conventional sharia banking) and companies that produce products. . In other studies, risk management is linked to exporters who use the payment method *letter of credit* conducted by Purnama, et al. (2014, 2) the results of his research stated that risk management is important and effective to implement because all risks need to be regulated so that the implementation of management functions in risk management can proceed as it should.

From the previous research above, it is clear that risk management is indispensable in organizations, especially organizations engaged in business and services. Schools must be able to have a strategy on the implementation of risk management so that the implementation of education programs that have been outlined in the strategic plan can run according to what has been planned.

Risk management is a risk management system that is faced by the organization comprehensively to increase the value of the company. Strategies that can be taken include transferring risks to other parties, avoiding risks, reducing the negative effects of risk, and accommodating part or consequence of certain risks (Hanafi in Purnama, 2014, 2). Another definition says that risk management is a culture, process, and structure that is directed to realize potential opportunities and at the same time manage adverse impacts (Pramana, 2011, 22). More clearly Pramana (2011, 20) states that risk management is a structured approach or methodology in managing uncertainty related to threats. The series of human activities which includes risk assessment, developing strategies to manage risk, and risk mitigation by using empowerment or resource management.

Thereby risk management is a form of management method for something that is uncertain that will happen, but has the potential to happen in the future, this management aims so that the risks that will emerge do not have a negative impact or harm the institution that threatens the movement of the organizational system, then done management of organizational risk by identifying, measuring, mapping, controlling, monitoring and evaluating.

This research was carried out in Development Madrasah which is an educational institution that has three levels, namely Islamic Elementary School, Madrasah Tsanawiyah and Madrasah Aliyah. Madrasah Construction of UIN Jakarta is under the guidance of the Faculty of Tarbiyah and Teaching Sciences (FITK) UIN Syarif Hidayatullah Jakarta. These Madrasas are educational institutions that are growing rapidly and are one of the favorite madrassas in South Tangerang. The Madrasah Development Revolution is supported by the school's commitment to make the madrasah a superior school. Therefore, in the school, strategies are carried out in achieving the goals of the madrasas which are called strategic plans. In the strategic plan, there is school reform (*School Reform*) which is a strategy or concept of change towards improving the quality of education in madrasas. School reform must be carried out to respond to the current educational conditions which are getting worse. In addition there is an operational plan namely the School Annual Work Plan (RKTS) is a detailed and operational description of the strategic plan which contains the formulation of policies and programs to be achieved within a period of 1 (one) year which includes policies / programs, objectives, activities, *outputs*, work unit, implementation schedule, cost allocation, anticipation of risks and indicators of success that the school wants to achieve within the school year. Thus, the urgency of strategic planning: (1) the strategic plan provides a basic framework in all other forms of planning that must be taken. (2) understanding of the strategic plan will facilitate the understanding of other forms of planning. (3) strategic planning is often the starting point for understanding and evaluating the activities of managers and organizations (Handoko, 1989, 92).

Also, MIP has a special team in the preparation of the strategic plan, and the strategic plan was only inaugurated in 2010. The 2011-2014 Strategic Plan team is people who are experts in analyzing or predicting future conditions and expectations to be achieved in the future by knowing the current state. In the Strategic Plan in Development Madrasas, it includes three levels of education namely MI, MTs, and MA Development; then the strategic plan is implemented by each level of education coordinated by the principal in the form of annual work. The unique Madrasah Renstra Development has implemented risk management in the strategic plan both in the formulation, implementation, and evaluation, as a form of anticipation of things that are not desirable and as an achievement of effective and efficient goals.

Method

This research was conducted at the primary education level, namely in Madrasah Ibtidaiyah Pembangunan (MIP). The method used is a method The method used is a descriptive method that provides an objective picture of a problem in this thesis, factual and accurate about the facts, traits, and relationships between the phenomena under study. To find out the analysis of risk management in the implementation of the strategic plan, this study uses a qualitative approach that is observing related aspects of the research problem so that it can provide definite data. With this approach, the data obtained is more complete, more in-

depth, credible and meaningful. The qualitative research process in this study involves important efforts, such as collecting data with semi-structured interviews, observation, documentation, and inductively analyzing data from themes that are specific to common themes, and interpreting the meaning of data. The determination of participants in this study was conducted by *purposive sampling* and *snowball sampling.*

Data collection was carried out by interviewing, observing, and reviewing documents related to this research. After the data has been collected, the data validity test is done by source triangulation and technical triangulation, also done by *member check.* This is in line with the opinion of Sugiyono (2010, 309) that data collection techniques consist of observation, interviews, documentation, and triangulation or a combination. Another opinion also said that in qualitative research there are four ways of data collection techniques, namely participant observation, in-depth interviews, documentation studies, and a combination of all three or triangulation (Trianto, 2010, p. 243). As for the data- data from field research*(field research)*required in this study are:

1. The data consist of a brief historical overview of the school. School vision and mission, data objectives, organizational structure regarding MI Development Risk Management. This data is collected from documentation and interviews.

2. Descriptive data regarding MI Development Risk Management. This data is obtained through documentation techniques, interviews, and field observations.

The data analysis technique used in this study is to follow the concept of Miles and Huberman which suggests that activities in the qualitative analysis are carried out interactively and take place continuously at each stage of the research so that it is complete. Activities in data analysis are *data reduction, data displays* and *conception drawing/verification.* So that the data analysis techniques are carried out starting from the determination of the problem, data collection, and after the data is collected or carried out using data presentation, data reduction, and conclusion drawing.

Result and Discussion

Profile Madrasah Ibtidaiyah Pembangunan (MIP)

MIP is implementing elements of education and teaching primary school level which carries out most of the duties and functions Madrasah Development under the director. MIP has the task of coordinating and implementing education and teaching at the ibtidaiyah level, coaching educators and education staff, fostering students and serving the community in carrying out these tasks. In formulating the vision, mission, pillar of excellence and motto, it cannot be separated from education and an Islamic character. The aim is to be able to produce graduates who not only have general knowledge, good skills but also must be accompanied by the character of noble character formation so that they will produce faithful and pious graduates and have competitive abilities and comparative advantages. The flagship program designed by MIP centers on:

1) Self-development includes daily religious natural practices; Tahfizh Al-Qur'an (juz 'amma), Learning the Qur'an with the method of Tilawati, strengthening English and Arabic.

2) Akhlakul Karimah Development, Basic Science, and Language.

3) Pioneering IT-based learning

Risk Management

In the world of risk management education including relatively young management, and not all education uses calculations with the concept of risk management, risk management in the business and banking world is often used in financial management, while in education, especially MIP more inclined to the operational system and technical, but that does not mean that Madrasah Development budgeting does not apply risk management. An organization's risk management is an effort to know, analyze and control risk in every activity with the aim of obtaining higher effectiveness and efficiency (Darmawi, 2006, 17). However, risk management of an organization can only be effective if it can adhere to the principles (Susilo, 2010, 21) as follows:

a. Risk management must provide added value, which is contributing to increasing the likelihood of achieving the goals of the organization (school/madrasah) in real terms.

b. Risk management helps decision makers to make decisions based on the choices available with as complete information as possible.

c. Risk management is based on information and experience experienced by the organization. Information or experience gained must be considered in the decision-making process.

d. Risk management must be transparent and inclusive to ensure that risk management remains relevant, every authorized individual at the organizational level must be involved effectively.

In this study, the author only limits the problem to the Operational Plan, because the scope of the strategic plan on education is broad and still common and a long period to complete this study, the authors will only discuss the strategy of implementing risk management in the scope of the 2011-2012 Operational Plan.

The implementation of Risk Management in MIP stages carried out are risk identification (internal analysis, external and SWOT analysis), risk measurement (cross-linking SWOT, ST, WT, SO, and WO analysis), risk control (risk mitigation, risk retention, risk avoidance and risk risk transfer) and risk evaluation (consortium meetings, education unit meetings, leadership meetings and management review meetings).

The implementation of risk management can protect MIP against adverse consequences that may occur due to risks in the implementation of operational plans. This is done through a risk treatment that will provide two things as follows: *first,* the negative impact that occurs will not be as bad as before, because anticipatory steps have been taken through the process of risk treatment. *Secondly,* with risk management, the relevant stakeholders can make better decisions. This occurs because of the information available in the risk management process. Likewise, if the risk has a positive impact, the opportunity to achieve greater opportunities, therefore risk management in education is a process that is sustainable, systematic, logical and measurable that is used to manage risks in MIP. The risk management mechanism in the MI Development operational plan includes four activities of identification, measurement, control, and evaluation. The flow of risk management that has been implemented in MIP is in line with opinions Djojosoedarso (2003, 19) who said that the flow of risk management consists of identifying, measuring and mapping, controlling, and evaluating. The objectives to be achieved by risk management are the objectives to be achieved with risk management is in managing the company to prevent the company from failing, reducing expenditure, increasing company profits,

reducing production costs, and so on (Salim, 2007, 201).

Efforts in Risk Control

After identifying and measuring risks faced, the next step must be to decide how to handle these risks. In principle, there are four classic risk management techniques namely risk avoidance, risk reduction, risk transfer, and risk management (Djohanputro, 20008, 280).

In general, the efforts that have been carried out by MIP in controlling the risks that exist in MIP if it is associated with existing theories can be qualified as follows:

Reducing Risk (Mitigation)

Risk mitigation is minimizing risk triggering factors through quality fulfillment and improvement of operational systems, build a risk culture through socialization of risk management throughout the program work units. Risk reduction is done by managing effective learning in teaching and learning activities that facilitate students in remembering and understanding each material given. Risk mitigation carried out in MI Pembangunan is to create several programs that support student learning effectiveness such as habitual curriculum, core values, basic *science*, habit reading, language months.

Risk Retention (Risk Retention) Risk

Detention in MI Development due to the risks that arise cannot be accepted properly by MI Development, namely when students test scores students cannot reach KKM (Minimum Completion Criteria). Risk detention is usually carried out through several programs including remedial and enrichment.

Risk Avoidance Risk

Control is carried out when the activities carried out contain unwanted risks. In MI Development of control with *risk avoidance is* applied to competition risks which have an impact on madrasa reputation, external risks are usually caused by competition between schools. The number of superior schools that stand in the Ciputat area and offer a variety of facilities and quality makes it a threat to madrasas, to avoid negative risks; the Madrasah Pembangunan maintains public trust. The control that is done is to improve the quality of madrasas, namely in several ways including:

a) Improving HR. The strategy he did was to provide training for teachers, provide scholarships for teachers, provide rewards such as Hajj, Umrah, and awards for exemplary teachers. Apart from that, the strategy carried out by MIP is also in the form of the formation of a consortium, and the making of the intended LKS for students so that they can master subjects easily.

b) Extracurricular field policy is a way to avoid the risk of extracurricular activities. The policies include requiring students to take extracurricular activities, limiting students to only two extracurricular

c) financing policies by community categories such as scholarships for nonacademic students.

Risk Transfer

Risk Transfer is carried out when MI Development cannot bear the risks that arise. MI Pembangunan develops teacher competencies through teacher training and seminars. In this training, MI Pembangunan did not hold independently but used

training resource persons from outside the madrasah. This risk transfer is carried out by collaborating with other institutions that are considered capable of contributing to the improvement of teacher professionalism. The efforts were carried out, as follows:

a) Cooperating with the Education Training and Development Center and Education Personnel (P4TK) to provide training. (P4TK) organized by the central government which aims to socialize the latest Ministry of National Education program (Ministry of National Education).

b) Collaborating with MIP with non-government Teacher Training Institutions. This training is carried out by other institutions in developing teacher competencies according to their respective fields or in accordance with the level of MIP needs, including MNR (Realistic Mathematics Nalariyah), HIKAM Institute, Access Pare, Atmajaya University, CTLD (Context Teaching-Learning Development) Syarif Hidayatullah State Islamic University and Tamyiz (Indramayu) Method.

c) MNR training (Realistic Nalatiyah Mathematics) is a form of training for teachers of similar subjects, which is carried out by collaborating with other educational institutions.

d) HIKAM Institut and *Access Pare* are institutions that work with MI Pembangunan in teacher training in the field of English language which is carried out in related institutions.

e) CTLD (Context Teaching-Learning Development) is a collaboration program between Syarif Hidayatullah UIN and Australia; the training program is related to the development of teaching and

learning processes so that teachers have the experience and insight to be able to be applied in MIP.

f) External Quality Audit (AME). AME is a form of evaluation in Madrasah Pembangunan, the form of risk transfer is that AME is not done internally by madrasas but handed over to institutions that have been trusted by Development Madrasas to conduct quality audits, the institutions invited by this collaboration are scofindo who are experts in auditing the quality of an educational institution.

Risk Evaluation in the Implementation of the 2011-2012 Strategic Plan

Evaluation is the handling of the impact of activities that will provide an overview of problem-solving efforts that may arise as a result of an institution's activities (Pramana, 2011, 117). In this case, the results of the risk evaluation are needed for subsequent planning and become operational guidelines or guidelines (Pramana, 2011, 117), the reasons are:

a) Evaluation results can provide information to the public as early as possible, both those living around the area of business activities so that this need to be understood in general.

b) Able to submit a response that the submission of suggestions or proposals for prevention for the occurrence of greater risk from the impact of business operations.

c) Can be used as a warning sign that correctly and surely determines the weight of the impact that most threatens the business activities.

The evaluation of the Operational Plan in MI Development is carried out continuously which is carried out after the programs are carried out. This evaluation is done to find out

whether the MIP program is running as planned, what obstacles are happening and how to overcome these problems to anticipate the next program. The evaluation is carried out after one year of running, namely by holding a RAPIM (Leadership Meeting) unit of education unit to provide accountability to the director and chairman of the foundation for the running of the education unit programs by the designed target stages. Also, evaluation can also be conducted in each semester if the school program is designed with the semester stages before RAPIM is held. Usually, the education unit (MI, MTs, and MA) holds a meeting in advance with each unit led by the principal.

Conclusion

Risk management is an instrument to anticipate risks that often occur in the implementation of educational programs. For educational institutions to improve the quality of their education, a great deal of attention is needed in managing these risks, both those that have occurred, are happening, and have not yet happened. The existence of risk management, it can be a basic reference for the improvement and development of schools so that these risks do not occur again in the future.

The results of this study indicate that MIP has carried out risk management well, focusing on the implementation of the ISO 9001: 2008 system which focuses on controlling inappropriate products through corrective and preventive actions. Risk management can be used as a tool and a benchmark for the achievement of the implementation of education programs that have an impact on improving the quality of education in schools. The risk management process is carried out: 1) The risk management process in MIP takes place in three stages of the 2011-2014 Strategic Plan, namely the first stage, risk management at the strategic

planning stage, namely by identifying and measuring risks. The second stage, risk management in the implementation of the strategic plan called the Activity and Budget Plan. And the last is an evaluation. The first phase in the preparation of the strategic plan is risk identification in MIP is carried out through internal analysis which is a madrasah routine activity that occurs in madrasah such as academic and academic activities. While external analysis is an activity on the development of madrasas such as the community and other school environments. Also, risk identification is also carried out with SWOT analysis which is a basic analysis that is easily understood by the strategic team. After identifying the next step is risk measurement, which is done by sorting the identification results by determining priorities, and considering which possibilities if the program will be run in the next 4 (four) years through cross-linking of the SWOT analysis, namely the SO strategy, WO Strategy, ST strategy, and WT strategy; 2) The risks that occur during the implementation of the MIP Strategic Plan (RKA) are divided into two internal risks, namely the risks that occur within the madrasah, namely the risks that occur in academic and non-academic programs, human resources, time and finance. External risk is the risk faced by madrassas that come from outside the school which affects the reputation of the madrasa is called competition risk.

Risk control used by MIP that supports the achievement of the strategic plan's vision is *risk mitigation* which includes efforts to reduce risk in programs carried out through the *habitual curriculum, core values, basic science, reading habits,* and language months. Second risk control is *risk retention,* namely through remedial and enrichment. *Risk avoidance* is the reputation control risk through policies offered to *stake holders* and HR improvements using teacher training, scholarships and the formation

of a consortium. *Risk* transfer is the transfer of risk by transferring responsibilities to other institutions or institutions in the framework of cooperation which also benefits Madrasah Pembangunan, this transfer is carried out at the time of teacher training which is handed over to other institutions to manage it such as P4TK which conducts teacher training and *Scofindo* which audits Madrasas Development. Next, the final stage is an evaluation of the risk management process which is carried out through several steps, namely consortium meetings, education unit meetings, RAPIM (Leadership Meetings) and Management Review Meetings (RTM).

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