

## Implementation of Strategic Management Towards Quality Schools

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### ABSTRACT

According to studies, strategic management has a significant influence on schools and is considered an essential method used to achieve quality education. The purpose of this research, therefore, is to provide in-depth knowledge of strategic planning, implementation, evaluation, and achievement. This research uses a qualitative multi-site study approach, with data obtained from interviews, observations, and documentation. Furthermore, the sample study was selected through purposive techniques and snowball sampling, with a single case and cross-site used for its analysis. This research shows that schools implemented strategic management to improve its quality following the procedures. Therefore, it is recommended for schools in *Muhammadiyah* to utilize it in its advancement

*Keywords: Management, strategic, quality*

### Introduction

Achievement of the objectives of national education must be pursued between all components of the nation's community and spearheaded by national and regional educational institutions. Through quality schools with good management could overcome problems in the world of education. This opinion was expressed by Mulyono (2009) In the world of education, management can be interpreted as planning, organizing, mobilizing, monitoring, and evaluating activities to form quality students following their goals.

The future of the nation determined by the existence of quality schools which is in the quality educational institutions. Efforts to improve the quality of education is a strategic point in efforts to create quality education (Khoris, 2016). The essence of strategic management is to develop quality institutions in line with educational goals, which comprises of intelligent, skilled, faithful, devoted to God Almighty and exceptional personality. The complex problems facing the formal education

system in Indonesia are due to high costs, low relevance, market demands, and poor community participation, thereby, making it unable to compete on a global scale. In line with the opinion of Idris (2010), one of the causes of discrimination in education is the problem of education costs that have an impact on all aspects of society, namely unemployment, crime, and poverty.

Regarding the education financing system in Indonesia is influenced by government policies namely centralization and decentralization (Fironika, 2015). The conditions stated above clearly implies that the goal of national education becomes increasingly complex every year. This encourages the government to establish policies concerning the implementation of strategic management in all educational units in the country.

According to Sagala (2007), a strategy is a plan that contains a comprehensive and integrative means that it is used as a guide to work, study, and be competitive. Purwanto

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(2007) stated that "Strategy is a unified comprehensive and integrated plan that relates the advantages of firms to its challenges which are achieved through proper execution of the organization."

Strategic management is defined as large-scale planning oriented towards the future and determines top management's decision, for organizations to interact effectively to achieve their goals. (Nawawi, 2005). According to Suhaimi, it is also a process of combining three interrelated strategic activities, namely, formulation, implementation, and evaluation.

Strategic management is concerned with managing various important decisions that tend to affect the institution in the long term. Top management officials take strategic decisions at the institutional and divisional levels.

This management is a government policy that needs to be executed by all educational units. Its application is driven by evaluating and controlling the consistency of the formulation or procedure. Strategic management in schools is a systematic approach employed in organizing programs to achieve educational goals.

The elements of strategic management that need to be applied in schools as manifestations to improve the quality of education include (1) Its realization in the form of large scale planning, that encompasses the interests of all components of the organization. The results of the plans are usually outlined in the form of hierarchical schemes, namely strategic, and operational programs, (2) Strategic plans oriented towards the future (for example 10 years ahead), (3) The organization's vision and mission statements become its references, (4) The involvement of top leaders in its preparation, and (5) Its implementation through adequate management functions. (Pearce & Robinson, 2013).

Implementation of strategic management defines develop school to the quality school. David (2011) defines management strategy as a potential action that requires high management decisions and large amounts of company resources. The strategy influences long-term development and is oriented towards the future. Strategies have

multifunctional and multidivisional consequences and need to consider both internal and external factors faced by a company or organization. Following Asniwati (2005), the evaluation of strategic and integrative management determines the quality of competitive organizations that engages leaders and employees through qualitative and quantitative methods to improve sustainable processes to fulfill the needs, desires, and expectations of customers.

The implementation of strategic management in schools is to improve the quality of education. This was conducted in two different educational institutions, namely Muhammadiyah 9 Elementary School (SD) under the management of the Department of Education and Culture and Diniah Islamiah Muhammadiyah 1 Public Elementary School (MIS) under the management of the Office of the Ministry of Religion in Banjarmasin. This research deals with the implementation of strategic management in the schools mentioned above.

The tives of this study is to thoroughly describe and analyze: (1) The process of formulating a Strategic Environment which consists of crucial management practices from setting and developing a vision and mission statement, to identifying internal and external surroundings, and achieving important goals in the School, (2) Implementation of Strategic Management, that involves the execution of activities and utilizing the School budget, (3) Create internal and external evaluations for measuring performance, and correcting the actions of the principal, (4) Achievement of Quality Schools following its characteristics.

### **Material and Methods**

This study employed qualitative research with phenomenological characteristics. Furthermore, a multi-site design was used on the two sites with the implementation of strategic management towards the development of quality schools. The subjects used as the source of data are Muhammadiyah 9 and 1 Private Islamic Elementary Schools, both in the city of Banjarmasin, with data collected through interviews, observation, and documentation. The analytical method used in

this research is cross-site data analysis. The steps involved in the cross-site data analysis of this study are illustrated in the figure below:

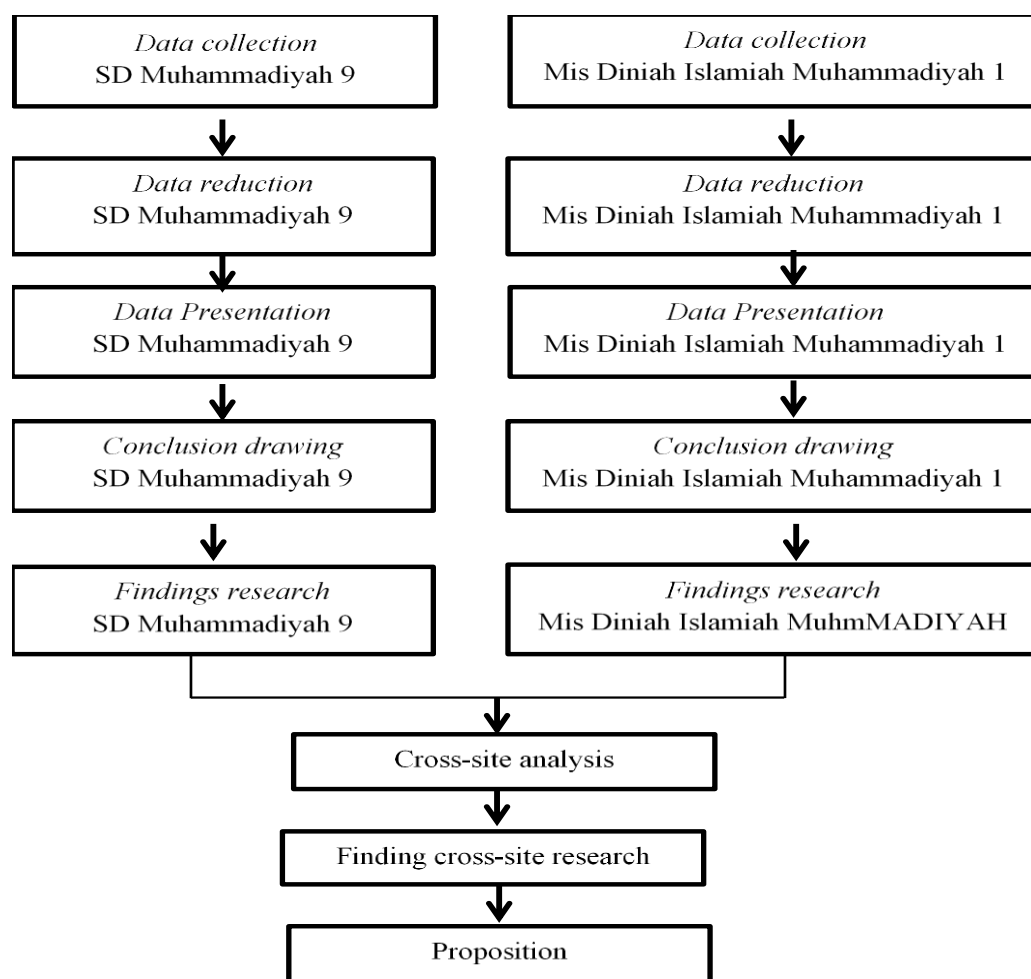


Figure 1. Cross-site analysis

## Results and Discussion

### **Strategic Management Planning**

The process of formulating the vision and mission statements, at SD Muhammadiyah 9 Banjarmasin is under the policy chairman of Muhammadiyah Banjarmasin as an advisor. According to Sukaningtyas et.al. (2017), vision and mission statements are guidelines that underlie all programs or sections in schools/institutions/organizations. The essence of the vision and mission statements is to control or regulate the activities of all the individuals in the school because it is centered on improvement and development. The results obtained from the cross-site data analysis

model showed that schools develop management capacity, by understanding the vision and mission statements and finally ensuring that it is effectively executed.

The Internal environmental analysis was conducted by the principal through the organization of programs that deals with the achievement of potentials from the beginning of leadership. These findings are consistent with Umam (2016) stated that the analysis of the internal environment was through the various stages of approach in student affairs, finance, education, teaching, and human resources. The external environment analysis of the school was conducted by the principal

through discussions or gatherings between the government, the community, and the Regional Leadership of Muhammadiyah. Based on the findings of Hanan (2018) analysis of external factors through the social environment of the community, it is observed in the efforts of the stakeholders to establish good relations and the role of the government. The process of formulating school goals was carried out through several stages by the internal team and leadership meetings with experts, and it was then conveyed throughout the school community. This is following the results of research conducted by Pramitha (2016) components of the strategy include vision, mission, external environment, profile, analysis, and strategic choices, long-term goals, main strategies, annual goals, functional strategies, policies, institutional strategies and control, and assessment.

However, strategic management planning in MIS Diniyah Islamiyah Muhammadiyah 1 was implemented by compiling the vision and mission statements and used as a commitment by the principal to fulfill the needs of the community such as the introduction of various skills through creative development, independence and being able to compete.

Furthermore, internal environment analysis was carried out through observations made by the principal regarding the successes, failures, and solutions needed to eradicate these problems and also the ability to respond to various critical school issues. The result of the study was conducted by Sujoko (2017), said that a SWOT analysis of the aspects of input, process, and output to improve the quality of schools that stabilize the position of Bawen 1 Junior High School according to quadrant I (SO) that supports development strategies to support the improvement of school business so that strategic strategies are made that use the power of the school's internal environment to be able to take advantage of opportunities from the school's external environment.

The analysis of the external environment is to strive for easy access of the community in entrusting their children's education to schools that conduct internal team and leadership meetings with experts and conveys it throughout the academic community. The first

perspective is based on the premise that the external environment is a vehicle that provides critical resources for the survival of the company. Another opinion by Handoko (2009) says that a leader and decision-maker of the institution must also be aware of the importance of the influence of the external environment on the institution they manage.

The objectives formulating the process of Madrasah is adjusted to the needs in meeting all learning activities. Madrasah conduct internal meetings in the team form, bring in experts, through leadership meeting and delivered throughout the school community. Furthermore, research conducted by Lubis (2017) which formulates the school objective towards such as annual goals so that they can be developed into goals to be achieved by the school. Poster contains school goals and place is easily seen by school residents.

Based on the findings from the two schools, it was observed that the principal's role is very dominant in strategic management planning. The role of the principal following option Hariadi (2010) revealed that in the context of the strategic formulation is the preparation of steps aimed at forming the vision and mission of strategic organizational goals. The principal conducts planning in the vision and mission process by forming a team to compile a vision and mission.

### ***Strategic Program Implementation***

The salient finding on the first site is the improvement in the quality of teachers and students, which serves as a reflection of the concrete efforts being made by the school.

The implementation of a strategic program such as the polite student policy is the schools' effort to instill character through a variety of habituation activities. The results of this study are in line with the results of research by Ujiningsih and Antoro (2010) who argue that familiarizing the attitude of courtesy can be done by giving examples of the attitude of courtesy shown by the teacher. This gives an extraordinary effect in educating children to be polite children in their daily behavior. The Islamic student program is also the schools' effort to improve the quality of scholars with tahfiz skills, academic and non-academic

achievements. inline with was conveyed that Islamic education for children needs Lickona (2012) that: "Character so conceived has three interrelated parts: moral knowing, moral feeling, and moral behavior."

Morals are part of three key elements of Islamic teachings, namely aqeedah and sharia, so noble morals emerge as the fruit of the process of applying sharia in the form of worship and muamalah which is based on strong beliefs or aqeedah. The same thing was conveyed by Diyar (2009) In the case of a Muslim child, good character means teaching students to follow the examples of Prophet Muhammad SAW.

In the implementation of a strategic program in the formation of children's character, in line with the results of Husna's research (2017) independent character education in SD Featured Aisyiyah Bantul can be seen from the aspects of self-development, integration in subjects, and school culture. Self-development includes routine activities, spontaneous activities, exemplary, and conditioning.

The student quality program that involves the implementation of extracurricular activities and habituation in the academic environment aims to produce highly independent scholars. the results of this study are in line with the results of Nurhayati's research (2017) concluding that the independence of student learning for learning that applies Scaffolding is included in the high category.

The school program is environmentally friendly. It utilizes waste by providing bins as a dissection between dry and wet refuse, and plants flowers using the vertical method. This program is in line with the opinion of Yustina (2006) Formally, Environmental Education is one of the rational alternatives for incorporating environmental education into the curriculum. Environmental Education is one of the important factors in success in environmental management and is also a very important tool in producing human resources that can implement the principles of sustainable development. Student behavior formation program following the findings of

Fitri (2017) stated that the development of scholars' attitudes is through the teacher, which serves as a determining factor for the learning process. The role of the teacher in addition to providing materials also plays a role in directing the students on how to behave, and be well disciplined.

A prominent finding on the second site is the existence of support from the quality of learning through achievements and awards based on the Muhammadiyah regulation.

Besides, schools' quality improvement programs executed through the use of facilities to instill religious goals in students serves as a support for molding scholars' characters and values. The Islamic program is an interesting activity for the community because it integrates the traditions and behavior of school residents sustainably and consistently and creates a religious culture in the academic environment. This is following the objectives of Islamic education. According to Tafsir (2013), the general goal of Islamic education is "perfect Muslim human beings or people who are pious, or people of faith, or people who worship God. So morals are very important as a core part of education. According to Marzuki Moral education (character) is the soul of Islamic education. Achieving moral mercy (noble character) is the true goal of Islamic education.

The quality improvement program for students through several activities that are packaged in a fully participatory manner acts as a support for improving the scholars' level of excellence. Environmental-oriented school programs to be ecologically friendly and familiarize the students with protecting the academic surroundings as a bid to respect the environment and utilize the economic value of waste needs to be realized. In line with the results of Permana and Ulfatin's (2018) research that the implementation of environmentally friendly school culture is an application of environmentally friendly school culture in which there are aspects of policies, activities, facilities, and infrastructure that support and the organizing that has been carried out. Furthermore, Pradini et al., (2018) concluded the Implementation of Adiwiyata in improving the quality of education namely;

environmentally friendly school policies, environment-based curriculum, participatory environment based activities, and management of environmentally friendly supporting facilities.

### **Strategic Program Evaluation**

Evaluation of strategic programs at SD Muhammadiyah 9, namely program and performance evaluation. Evaluation serves as a testing tool in measuring the consistency of program implementation, controls, and ensures that the school's strategic plans are properly implemented. The findings in the evaluation of planned strategic programs are that it needs to be conducted when needed and at a specific time. It aims at implementing a well-developed program that is properly run. The results of research by Lazwardi (2017) which concludes that program evaluation is a method to determine the performance of a program by comparing with predetermined criteria or goals to be achieved with the results achieved. Tayibnapi that program evaluation is the process of gathering information on how the program works, about the impacts that might occur, or to answer questions of interest.

Performance evaluation is suggested to improve teachers' quality. This finding is in line with the opinion of Tayibnapi (2008) management performance of elementary school teachers who consider the main elements, supporting elements, and leadership functions of school principals believed to be able to guarantee the effectiveness of the implementation process and the implementation of the learning outcomes of teachers.

The Findings in MIS Muhammadiyah 1, Further research needs to be carried out following the vision and mission of the school. In line with research results by Zubaidah et al. (2017) which concludes the evaluation results in the context evaluation, the Healthy School program in SD Negeri Kutowinangun 04 Salatiga is indeed needed by school stakeholders which is also a policy of the Central Government. Implementation of the program is scheduled and incidental evaluated to observe the extent of progress achieved. Performance evaluation requires consistency,

therefore it strengthens and focuses on teachers' behavior. There was a synergy between the leaders of Muhammadiyah and the community. The research results of Worotikan et al, (2016) with which concluded that the evaluation of the implementation of work on the performance of certified teachers in SMP Kudus Hati Karombasan viewed from four main competencies namely pedagogical competence, personality competence, professional competence and social competence of these teachers have done the work properly and according to national education standard.

The action taken by the principal in evaluating a program is necessary because the right decision results in a well-implemented scheme. It serves as an input that the chosen school strategy is consistent and appropriate.

### **Achievement of Quality Schools**

Schools are formal institutions that improve the quality of education through its ability to anticipate changes. This opinion was made clear by Hidayat (2014) that the quality of an educational institution would in essence be measured by the quality of the learning process which is the core of taking into account the quality of the outputs produced and input as initial input. Another opinion by Muhyadi (2013) is that quality schools have professional teachers and can network widely with various institutions and can utilize social capital owned by school institutions and other resources. One important aspect that determines the success of an educational unit is the efficient implementation of organizational activities.

The findings on the first site archive continuous student achievement in the absence of comprehensive extracurricular activities and teachers' abilities to conduct, coach, and provide awards. Furthermore, extracurricular activities are intended to form the personality of students, help them to socialize in the cultural and surrounding communities. This finding is in line with the opinion of Aji (2016) learning activities that study the character development of students, namely extracurricular activities.

The findings on the second site showed that quality schools can face challenges and adapt to

the development of science and technology. Religious values were integrated into the school curriculum. Conditionally empowering school residents on traditional, national, and global development values integrated with the religious quality of the institutions. This finding is in line with the opinion of Sudarsana (2018) as an effort to create quality schools, schools gradually implement a curriculum based on technology.

### Conclusion and Recommendation

Strategic management of quality schools is that strategic management planning is carried out through the formulation of a vision and mission, internal and external environmental analysis, and organizational goals carried out by the principal and the team together with leaders who can improve the quality of the school. Furthermore, students undertake independent program activities through extracurricular activities and to shape the attitudes and behaviors of scholars with noble, religious, and potential human values.

The school evaluation process in both locations is based on the program and the teacher's performance in implementing it. Performance evaluation is a means to improve teacher performance in carrying out activities that tend to improve school quality. Strategic management is an alternative in improving the quality of education through the formulation of vision and mission statements carried out by assessing the external and internal environment.

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