Implementation of Strategic Management Towards Quality Schools

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ABSTRACT

The aim of writing this article is to explain the role of strategic management in improving school quality, using qualitative methods and research objects at At Taqwa Pamulang Islamic Elementary and Middle School, South Tangerang City, Banten, Indonesia. In this article the author offers a solution to improve the quality of schools, especially at At Taqwa Islamic Elementary and Middle School, to transform by implementing strategic management, namely through management to improve the quality of education in the form of Planning, Organizing, Actuating and Controlling, all of which are carried out in order to achieve school goals. Everything is done cyclically starting from the planning stage, program implementation, to the monitoring and evaluation stage. From the results of initial observations it is known that without implementation, school quality will not improve. So, to ensure the growth of quality schools, the implementation of management to improve the quality of education will make schools quality. Hopefully this article can be an inspiration for every school that expects excellent quality.

Keywords: *school quality, strategic management, Islamic education*

INTRODUCTION

A. Background and Problem Identification

1. Background

The government has made various efforts to improve the quality of Islamic education at various types and levels of education. The success of the program or activity of an educational institution is greatly influenced by the strategic management applied by the leadership of the Islamic educational institution and its staff. In general, the quality of Islamic educational institutions is still relatively low, one of the reasons for this is that they do not implement quality management in the provision of education. Therefore, increasing the competence of school principals in implementing strategic management in Islamic educational institutions needs to be encouraged so that the quality of education increases. According to research by Suyanto (2017), the role of a leader in creating a conducive climate in carrying out and pursuing various strategies to advance Islamic educational institutions is very urgent.

Islamic educational institutions are places where Islamic education is held. Islamic education is an academic vehicle with Islamic nuances. Islamic education consists of Islamic Religious Education, Madrasah Diniyah, Madrasah Tsanawiyah, Madrasah Aliyah, Islamic Boarding School, Majlis Taklim and general education which combines the curriculum between the general education curriculum and the religious education curriculum which consists of Islamic schools such as SDI, SMPI, SMAI, and Islamic schools integrated such as SDIT, SMPIT and SMAIT.

In general, SDI and SMPI are managed by Islamic educational institutions. However, in fact, the condition of this school is very worrying, both in terms of organization, human resources, infrastructure, education

system and budget. Because the number of Islamic educational institutions throughout Indonesia is very large, this is also a contribution to the low quality of education nationally (Yulianti, 2022).

One of the things that is part of SDI and SMPI is SDI and SMPI At Taqwa Pamulang, South Tangerang City. SDI and SMPI At Taqwa Pamulang South Tangerang City still need to improve their quality by implementing effective and efficient leadership and strategic management in order to achieve basic education goals.

2. Identification of problems

From the results of observations and interviews with several At Taqwa Islamic Elementary and Middle School teachers and employees in South Tangerang City, various problems related to teachers and employees are still found, including:

a. *Problems in general*

There are many problems related to education management, including: (1) There are still many teachers who arrive at school late, (2) There are still many teachers who do not make teaching administration, even if they do make teaching administration it is done by copy paste and not adjusted or revised, (3) Many teachers refuse to be involved in extra-curricular activities on the grounds that they are busy and/or there is no incentive, (4) Most teachers come at a tight start time, so they don't have time to prepare themselves well before entering class, (5) There are still teachers who don't care about school efforts to improve quality, (6) There are still teachers who do not meet student expectations, (7) There are still teachers who do not try to improve their competence and capabilities, (8) There are still teachers who do not participate

in efforts to discipline students. Apart from that, there are still many factors that can hinder teacher performance in achieving the expected school quality.

b. *Problems related to organization:*

Problems related to organization are: (1) The organization is static, it is difficult to experience development even though various changes have been carried out, (2). Structurally, the organization is dominated and controlled by parties who in fact do not understand the world of education, so that many of the policies produced are very counter-productive in advancing the world of education.

c. *Problems related to HR:*

Problems related to HR are as follows: (1). The quality of human resources for both educators and education personnel is very low, one factor is related to the required educational graduates, and another factor is that becoming a teacher or employee at an Islamic school is the last option when other types of work are difficult to obtain, (2). The competence of teaching and educational staff is very low. For teachers, abilities in the fields of didactics, methodology and IT are very lacking. For employees, IT skills are very low and verbal reasoning on orders given by superiors, namely the Head of Administration and the Principal, is difficult to digest properly, resulting in errors in the implementation of work, (3). The quality of human resources is difficult to improve, considering that teachers, including employees, find it difficult to undertake further studies due to lack of funds, as well as institutions having difficulty upgrading the competence of teaching and education staff due to the lack of budget owned by educational institutions, (4). There are teachers and employees who in fact work in Islamic educational institutions but in terms of behavior do not reflect Islamic values, (5). There are many

administrative tasks that are the responsibility of teachers and employees. If they are not good at organizing strategies for carrying out their work, it will create an imbalance between the implementation of the main tasks and the administrative tasks. (6). The workload carried by both teachers and employees in general feels very heavy, not commensurate with the salary they receive

d.   *Problems related to infrastructure:*

Problems related to infrastructure are as follows: (1). The basic facilities available, namely classrooms, are very minimal, even if they are available, the conditions are not suitable for teaching and learning activities, (2). Supporting facilities such as the principal's room, teacher's room, administration room, library and laboratory rooms are not available, even if they are available, the existing dimensions are not in accordance with the requirements, (3). The land area owned does not meet the usage standards for elementary or middle school level schools and there is no valid proof of ownership such as a certificate.

e.   *Problems related to the education system:*

Problems related to the education system are as follows: (1). Schools do not yet understand which education system should be used in the school, (2). The preparation of the curriculum including its implementation is unclear, whether to use the Education Unit Level Curriculum (KTSP), the 2013 Curriculum (K13), the Merdeka Curriculum or a curriculum designed by the institution itself but whose validity is not recognized by the government.

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f. *Problems related to budget:*

Problems related to the budget are as follows: (1). The budget owned and managed by the school is very minimal. The budget comes from Educational Development Contributions (SPP) paid by parents/guardians of students. There are also students who are exempt from paying tuition fees, (2). The salaries of teachers and employees are very small compared to the salaries of teachers and employees in other schools. Teachers find it difficult to buy handbooks to support knowledge in carrying out basic tasks, and even daily living expenses are still insufficient. Many teachers work part-time teaching at other schools, or even work as online motorbike taxi drivers when they don't have teaching duties.

B. Study Focus

Many factors influence school quality. In order to focus the direction of the study being carried out, the author focused on conducting studies related to improving school quality through school leadership styles and strategic management.

The study formulation is as follows: "What is the analysis of the application of strategic management in improving the quality of At Taqwa Islamic Elementary and Middle School?"

C. Research purposes

1. General purpose

The general aim of this research is to analyze the improvement of school quality at At Taqwa Pamulang Islamic Elementary and Middle School,

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South Tangerang City based on existing data related to leadership style and strategic management.

2. Special purpose

Meanwhile, this research specifically aims: To find out whether school principals implement strategic management in an effort to improve school quality.

D. Methods Used

The method used in this study is qualitative case study type research. Qualitative research methods are a scientific research approach that aims to understand a social phenomenon that prioritizes in-depth communication and interaction processes between researchers and the phenomenon being studied (Sugiyono, 2015).

In this research, the author conducted observations and interviews with individual questions with several teachers who were met both in the school environment and outside the school environment and the heads of SDI and SMPI At Taqwa Pamulang, South Tangerang City. Apart from that, documentation activities were also carried out. The reason for using these two schools is because they represent the many existing schools with qualities that can be representative for research oriented towards improving school quality.

The results of observations and interviews obtained were divided into 2 groups, namely data and non-data groups. The interview results from the data group were then organized into groups, namely those that were urgent and had to be followed up until those that were not important and had to be discarded.

The urgent group data is then coordinated to obtain explanation and reinforcement, then synthesized according to the author's abilities.

The explanation presented in the results of this research is completely based on the author's thoughts and imagination, of course based on the data obtained. In disclosing facts or data submitted by the author based on the participation of respondents. However, in developing values and drawing conclusions based on the data obtained, and oriented towards the data collection process. Explanations are prepared according to the writer's abilities and the level of disclosure can be expanded or narrowed based on the writer's experience.

THEORITICAL REVIEW

A. Theoretical Studies

1. School Quality

Quality is an important part as a basis for showing the superiority of a product or service. Every agency must have a strategy to improve the quality it manages. Agency leaders play an important role in improving quality, one of which is implementing strategic management that is tailored to the organizational needs of the agency. Apart from that, to improve quality, the role of members or the involvement of all members in the agency is also needed (Fauzi A, 2017).

School quality is closely related to the service provided to customers. If the school provides good service (prime service), then customers consisting of students, parents/guardians and the community will feel satisfied and customer satisfaction will become a benchmark for the community to provide. quality school assessment. But in reality, serving tasks are not easy jobs. Often there is a clash between internal pressures such as heavy work demands and low

salaries. That's where faith is needed to strengthen our motivation in serving everyone. Allah SWT says in surah At-Taubah verse 105:

$$وَقُلِ ٱعْمَلُوا۟ فَسَيَرَى ٱللَّهُ عَمَلَكُمْ وَرَسُولُهُۥ وَٱلْمُؤْمِنُونَ ۖ وَسَتُرَدُّونَ إِلَىٰ عَـٰلِمِ ٱلْغَيْبِ وَٱلشَّهَـٰدَةِ فَيُنَبِّئُكُم بِمَا كُنتُمْ تَعْمَلُونَ$$

Meaning: *"And say, Work, then Allah will see your work, as will His Messenger and the believers, and you will be returned to (Allah) Who Knows the unseen and the real, then He will report to you what you have done."* (QS At-Taubah: 105).

The noblest aim of educational services is when the service is community-oriented based on empowering the people. Apart from that, the verse above shows how much supervision there is over all work. When carrying out educational service functions, he will always be supervised by Allah SWT and the believers around him. So that this work will be held accountable by Allah and the believers as a consequence of this supervision. Furthermore, all our work will be displayed before Allah SWT, Rasulullah, and the believers (Hidayah U, 2012).

Excellent service should be implemented continuously. Excellent service that has no continuity in rolling the wheels of the organization is unhealthy. Apart from that, haste destroys the good name of the organization. In fact, currently, developing an organization's good name is one of the focuses of attention of every organization as stated in the Hadith of the Prophet which reads.

"Work as hard as you can, because Allah never gets bored until you get bored yourself. It's just that the deeds that are most loved by Allah are few but continuous."(HR Abu Dawud).

2. Strategic Management

Management is an activity in a job which consists of: planning, organizing, staffing, coordinating and controlling which are carried out to achieve goals. Meanwhile, strategy comes from the Greek, "stratogos" which means the knowledge of generals to win battles with limited resources.

Utami, SN, (2021) states that there are several definitions and theories of strategic management according to experts. Various definitions of strategic management are as follows:Porter, M.E. (2003) that strategic management is an approach to a unique and valuable position obtained by carrying out a series of activities. Porter also stated that in formulating a competitive strategy you must consider the company's strengths and weaknesses, personal values, industry opportunities and threats, and community expectations. Meanwhile William F, Glueck, W.F., & Willis, R. (1979) that strategic management is a decision that leads to the formulation of strategies to achieve the goals of a company or organization. According toRobinson Jr, R.B., & Pearce II, J.A. (1986) that strategic management is large-scale and long-term planning so that organizations can interact effectively in production and optimize the achievement of both strategic and operational goals. As for according toWheelen, TL, Hunger, JD, Hoffman, AN, & Bamford, CE (2018) that strategic management is a series of managerial decisions and actions that determine company performance in the long term. While obeyingRobins Stephen, P., & Mary, C. (2012) that strategic management is an important task carried out by managers to develop organizational strategies including planning, organizing, leading and controlling. As for according toDavid, F.R. (2011) that strategic management is the art and science of formulating, implementing, evaluating and making strategic decisions to achieve organizational goals. From several definitions of strategic management, it can

be concluded that strategic management is a process or series of decision-making activities that are fundamental and comprehensive, including how to implement them, by utilizing existing resources to achieve common goals.

B. Thought Discourse

As food for thought, the author has the idea or assumption that every school must have the quality that is expected, because society as users of educational services definitely wants the school they choose to have good quality. However, it is not easy to achieve good school quality, without efforts that must be made by the school, namely by implementing good quality management.

C. Normative Support and Relevant Research Results

Normatively, a quality school is a school that implements, among other things, a competent school leadership style and is supported by good quality management. To strengthen this article, below we describe several results of previous research which show that there is a relationship between school quality and leadership style and strategic management, as well as supplementing with adequate literature reviews, as follows:

1. **The Influence of School Leadership on Principal Performance**

   Research conducted by Endang Herawan stated that the performance of a school principal really depends on his ability to lead the school. The leadership of the school principal determines whether or not the life of the school he leads develops. Therefore, managerial skills must be mastered

as a leader. Here it can be said that the principal's ability to lead his school can be a benchmark for the success of the principal's performance and at the same time determine whether the quality of the school is good or bad.

2. **Performance of School Principals and Teachers in Implementing Inclusive Education**

Research conducted by Munawir Yusuf, aims to describe the performance of school principals and teachers in implementing inclusive education in elementary schools (SD). To achieve this goal, survey research was conducted at elementary schools providing inclusive education in 4 (four) districts/cities, namely Surakarta, Karanganyar, Sukoharjo, and Boyolali, Central Java Province. The research results show that:

a. The performance of the school principal has a significant influence in implementing inclusive education,

b. Class teacher performance has a significant influence in implementing inclusive education, and

c. The level of significance of school principals is higher than the level of significance of teachers in implementing inclusive education.

It can be said that the good and bad implementation of inclusive schools really depends on the good and bad performance of the school principal.

3. **The Influence of the Principal's Managerial Abilities and Factors that Influence Work Motivation on Teacher Performance**

This research was conducted by Engkay Karweti, stating that every teacher must be given pedagogical autonomy, namely teacher

independence in carrying out their functions proportionally and professionally. Teacher independence will be reflected in the realization of teacher performance as individuals, as community members, as employees and as teachers in professional positions. Teacher performance is greatly influenced by the principal's managerial ability and teacher work motivation, while the rest is influenced by other factors.

The principal's managerial ability will be a good motivation to improve teacher performance and become a driver of overall school performance.

4. **The Influence of Principal Leadership and School Work Climate on Teacher Performance**

This research was conducted by Carudin. Teacher performance can be improved through improving principal behavior and work climate. Through data analysis with Pearson product moment correlation, determination, regression, it is known that:

a)   The principal's leadership has a significant effect on teacher performance,

b)   The work climate influences teacher performance,

c)   The principal's leadership and work climate simultaneously influence teacher performance.

The principal's leadership will influence the performance of teachers and employees and at the same time will be able to improve school performance.

5. The Influence of Principal Performance on School-Based Management

This research was conducted by Novi Hardini Putri and Udik Budi Wibowo, aiming to measure the influence of school principal performance on the success of school-based management, using a quantitative approach through correlational research. The results of data analysis show that the performance of the school principal has a positive and significant effect on the success of school-based management. Indirectly, community participation also influences the success of school-based management. In other words, it can be said that the performance of the principal will greatly determine the implementation of management in the school as a whole.

DISCUSSION

From initial observations it is known that the quality of At Taqwa Pamulang Islamic Elementary School and Middle School, South Tangerang City is not yet visible due to several factors. The main factor is that schools do not implement education quality management. Another factor is teachers who do not meet the qualifications, which is a problem that must be resolved to improve school quality. This school has 23 teachers, while the number of teachers who do not have a teaching certificate is 13, so only 10 teachers have qualifications in accordance with Law Number 14 of 2005 concerning Teachers and Lecturers. If there is a teacher who does not have academic qualifications such as a teaching certificate, then that teacher should not be able to teach in the classroom.

To realize an increase in the quality of schools, namely SDI and SMPI At Taqwa Pamulang, South Tangerang City, measurement is needed through several indicators contained in the National Education Standards, including standards for educators and education staff. In Permendikbudristek Number 32 of 2022 concerning Technical Standards for Minimum Education Services, it is stated that the type of educational staff for elementary and junior high schools is the quality of the school principal's educational staff with the lowest academic qualifications being D.IV/S.1 graduates, coming from teachers, having an educational certificate, have managerial experience of at least 2 (two) years, and have a certificate of completion of education and training for prospective school principals or a driving teacher certificate. School principals must have good leadership competencies. The types of teaching staff for junior high school are subject teachers according to curriculum requirements, guidance and counseling teachers, and special supervising teachers for educational units that have students with disabilities. Meanwhile, the quality of teaching staff for elementary and middle schools is a minimum academic qualification of D.IV/S.1 graduates and having an teaching certificate.

To improve the quality of SDI and SMPI At Taqwa Pamulang, South Tangerang City, the author offers a solution for schools to apply SWOT analysis and strategic management.

A. SWOT analysis

In the field of management, school principals must always implement education quality management through strategic management activities, namely by carrying out activities with stages starting from a SWOT analysis, as follows:

Table 1: Internal Environmental Analysis (IEA)

Strength	*Weakness*
✓ The foundation belongs to the people, so that people can send their children to the At Taqwa school because they feel they own it personally.	✓ The status of government-owned land is social/fasum so ownership is not strong
✓ The location of the school is very strategic so that students can reach it from various directions.	✓ The school is located close to the market, so market activities can interfere with school activities
✓ Has sufficient land area for school development	✓ Has inadequate facilities and infrastructure.
✓ Teachers and employees are still young so they are easy to mold.	✓ The majority of teachers do not have an educational background.
✓ There are several teachers who have talents in the arts	✓ Most teachers teach elsewhere

Table 2: Analysis of the External Environment (AEE).

Opportunity	*Challenge*
✓ The Pamulang area still needs many schools.	✓ School is not yet considered a priority so it is still the last option.
✓ The South Tangerang City Education Office pays great attention to schools.	✓ Schools do not yet have good access to the education bureaucracy.

✓ Equivalent schools are located very far away. ✓ Education department officials frequently visit schools. ✓ The community has a positive opinion of the school	✓ Parents still make other schools their choice. ✓ More aid goes to other schools. ✓ School neighbors often park their cars and motorbikes on the road in front of the school

B. Strategic Management

The school develops a management strategy consisting of: Name of the Education Unit, Vision of the Education Unit, Mission of the Education Unit and Objectives of the Education Unit, Identification of Real Challenges, Strategic Plan (Renstra), and School Quality Improvement Program, as follows:

Name of Education Unit: Islamic Middle School AtTaqwa

Vision: To create graduates who are intelligent, have character and have an environmental perspective.

Mission:
1. Cultivate faith and devotion to Allah SWT.
2. Optimizing the learning process and student development.
3. Developing science and technology to face the global era.

4. Strive for the realization of school citizens who are responsible for managing, protecting and preserving the environment through school governance.

5. Creating an environmentally caring school that is rooted in national culture.

School Goals:

1. Providing effective learning services supported by adequate learning resources.

2. Implement remedial teaching and enrichment programs in a programmed and sustainable manner.

3. Increasing the effectiveness of extracurricular activities supporting theory as an effort to apply certain subjects in the form of activities that emphasize mastery of attitudes and skills.

4. Providing motivation to teachers and employees to be active and sensitive to educational developments that always support service and professional improvement so that it can be beneficial for student progress.

5. Coordinating sustainable mental and spiritual development with the surrounding community.

Identify Real Challenges:

The school prepares an analysis of the real challenges ahead for the next 5 years by comparing the current actual conditions with the desired conditions in the next 5 years, where the gaps that occur and the magnitude of these challenges are then used as a reference for preparing a Strategic Plan (Renstra).

Table 3: Identify Real Challenges (Gaps).

No	Present condiition	Conditions in the Next 5 Years	The Enormity of the Real Challenge
1	Leadership ✓ Lack of competence ✓ Often missing information	Leadership ✓ Have competence ✓ Always update information	20%
2	Quality management ✓ No quality management	Quality management ✓ There is a quality management program	20%
3	Work program ✓ *Copy paste*	Work program ✓ Always update	20%

The strategic plan:

Based on the vision, mission and real challenges, the school sets a strategic plan to be achieved in the next 5 years as follows:

1. Increasing school leadership competency
2. Develop a quality management program
3. Prepare a school work program that is always updated

School Quality Improvement Program

From this Strategic Plan, it was then revealed in the form of a School Quality Improvement Program, as follows:

Table 4: School Quality Improvement Program

NO	STRATEGIC TARGET	PERFORMANCE INDICATORS	STRATEGY
1	Increasing school leadership competency	✓ The school principal has managerial competence ✓ The principal has leadership competence	✓ Develop school principal leadership education and training (Diklat) programs
2	Develop a quality management program	✓ There is a school quality management program	✓ Created a quality management program development team ✓ The team prepares a long-term quality management work program
3	Develop a school work program	✓ There is an annual school work program which is	✓ A work program development team was created

		always updated every year	✓ The team prepares the school's annual work program

C. *Monitoring and Evaluation Process*

In every activity implementation, a monitoring process is carried out. Monitoring is divided into two groups of activities. The first group of activities is Teaching and Learning Activities (KBM) and the second activity is non-KBM. KBM monitoring is carried out through supervision activities. Apart from being a monitoring tool, supervision can also be used to evaluate KBM implementation. Supervision activities can use a format that has been prepared and implemented by the school principal or senior teacher and for monitoring non-KBM activities is through the Employee Performance Information System (SIKaP. SIKaP is a report on the activities of each employee for each day which must be validated by the school principal.

The final part of the strategic management cycle is the evaluation stage. At this stage, the school carries out an evaluation process of the programs that have been implemented. Learning evaluation can be done through daily evaluation (retest), formative evaluation, and summative evaluation (every semester). For each event, the activity program can be evaluated through an activity report. The 1 year work program is evaluated through the school's annual report. If the results of the evaluation are deemed successful, then the program must be maintained if it needs to be improved. However, if a program is deemed to have failed or has shortcomings, then the failure needs to be examined as to what caused it, while the shortcomings or weaknesses that have occurred must be corrected for the future.

CONCLUSION AND CLOSING

A. Conclusion

Implementing education quality management is the key to success in improving school quality, namely by implementing strategic management according to the stages. Success in improving school quality must also be supported by qualified school leadership.

By implementing this strategic management, it can be ensured that the goal of improving school quality can be achieved.

B. Suggestion

It is recommended that for every school that is trying to improve the quality of its school, implementing effective and efficient leadership and strategic management is a necessity.

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