

Management of Education Quality Improvement Strategies at Sapen Yogyakarta Muhammadiyah Elementary School and Yogyakarta Suronatan Muhammadiyah Elementary School

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Abstract: The purpose of this study is to obtain a descriptive description of the implementation of strategic management in improving the quality of education in both schools by tracing the planning, organization, implementation, supervision and evaluation of strategic management to improve the quality of education in both schools. This study used a qualitative approach with a multi-case study design. Data collection techniques in this study are Observation, Interview, and Documentation. Data analysis techniques in this study use interactive models in data analysis, namely data collection, data reduction, data display, conclusions. Based on the findings of the study, it can be informed: (1) Management planning strategies for improving the quality of education in the two schools include the regulation of funding sources, school resources and guidance efforts, and curriculum development. (2) Organizing is carried out by the process of detailing all the work that must be carried out by each individual in achieving school goals, (3) Implementation of management strategies running in accordance with the established pathway and reaching the destination effectively and efficiently. (4) Supervision is carried out by taking into account the supporting factors and obstacles to the management implementation process. (5) Evaluation is carried out by reviewing the principal's policy in carrying out the mandate, determining the school program, and uniting perceptions

Keywords: *strategic management, education, educational improvement, education management*

INTRODUCTION

The competition in the world of education is that it requires schools to think creatively, innovatively and responsively in maintaining and developing their schools. One effort that can be done is to implement management strategies in managing schools to improve the quality of education. The competition in the world of education is so rapid that it has an effect on increasing the number of superior schools spread in Indonesia, including in Yogyakarta. One of them is the existence of Muhammadiyah Sapen Elementary School, this elementary school is well known as a favorite school not only in Jogja but also in Yogyakarta. Similar to the Muhammadiyah Elementary School which is still under the Muhammadiyah foundation, Muhammadiyah Elementary School Suronatan has a myriad of achievements that are not inferior to Sapen Muhammadiyah Elementary School.

Strategy management according to (Hunger & Wheelen, 2012) is a set of managerial decisions and actions that determine the company's performance in the long run. (David, 2011) defines strategic management as "art and science in formulating, implementing, and evaluating cross-functional decisions that enable an organization to achieve its objectives". Furthermore, strategic management is a systematic approach to management responsibility, conditions the organization to a position that is certain to achieve goals in a way that will ensure sustainable success and make the company (school) guarantee or secure a surprising format (Sagala, 2013).

Management has certain objectives and is intangible. His efforts are the result of specific results usually in the form of goals. Management is not intangible because it cannot be seen, but the results can be felt, namely the work put out, there is personal satisfaction, the product and service are better (Terry, 2009). The main purpose of management is productivity and productivity satisfaction itself influenced by the development of materials, technology and human performance (Fatah, 2006).

Management strategies in educational organizations have many benefits. First, management strategies in giving emphasis to the internal and external analysis of the organization in formulating and implementing organizational plans. Second, management strategies provide a set of decisions and action strategies to achieve organizational goals. Third, strategy management is the most important culmination of improvement in management processes that has occurred since the 1970s, when the "long-term planning" model of planning, programming, budgeting and financial control and business policy was mixed together (Fatah, 2006). Based on historical practices in the organization of an organization, the main benefit of applying strategic management principles in educational institutions is to help educational institutions form more appropriate strategies using a systematic, logical and rational approach to the process of selecting education management strategies in a global era that continues to change.

The strategic management process consists of four stages, namely "environmental observation, strategic formulation, strategic implementation / implementation, and evaluation and control strategies" (Murniati, 2008).

The results of research from Jamaluddin Iskandar said that essentially the dimension is the core of strategic management, where Strategic management is required to make decisions according to authority from top management, from the decision itself is centered on enternal analysis and external to the organization or school. In the context of education, schools are quality if they can carry out the learning process in accordance with the designs which is determined jointly between the school and the school committee, reaches the target as planned, as well as in accordance with the expectations of parents of students, government, students, users of graduates, whether high school or college where students continue their studies, and the world of work (Iskandar, 2017)

Sapen Muhammadiyah Elementary School, based on a letter from the Ministry of Education and Culture Number 1634 / D2 / TU / 2018 designated as a National Referral Primary School. Around 48 schools from 297,368 elementary schools spread in various regions in the country, one of them is Muhammadiyah Sapen Elementary School getting the trust of the Ministry of Education and Culture as a national referral elementary school. Muhammadiyah Sapen Elementary School also achieved the highest accreditation value for the accreditation level of elementary schools in the Special Region of Yogyakarta in 2018. After carrying out the school accreditation assessment by BSNP-DIY which included eight competency standards, Sapen Muhammadiyah Elementary School achieved almost perfect scores, with a value of 99.

The Muhammadiyah Suronatan Elementary School which was founded in 1918 is the oldest and highest performing elementary school in the city of Yogyakarta. This elementary school was the first school established by the Muhammadiyah organization and was founded by KH Ahmad Dahlan in 1918 under the name Standard School. The achievements obtained are not only at the National level, but also at the International level. Muhammadiyah Elementary School Suronatan had received the title as the best school in Indonesia in 2007 and the best elementary school in DIY in 2011.

From the above explanation, the researchers then had the desire to study in depth how the two schools carried out strategic management to deliver their schools to become quality schools.

METHOD

This study used a qualitative approach with a multi-case study design. A qualitative approach is a research approach that is used to examine the natural conditions of the subject (Sugiyono, 2012). In qualitative research, truth is dynamic and can only be expressed by examining the interaction of research subjects with their social environment. Meanwhile, case studies focus on certain phenomena with the intention of conducting an in-depth review of a case and the processes that occur in that case (Denscombe, 2007).

One type of case study design is a multi-case study. According to (Baxter & Jack, 2008) in a multi-case study study, several cases were examined to understand the similarities and differences between the cases studied. This is in line with the opinion (Yin, 2018) which states that the purpose of the multi-case study is to replicate the findings in the case for later comparison. (Yin, 2018) added that a multi-case study design was used to predict similar results (literal replication) or predict contrasting results but with predictable reasons (theoretical replication). Likewise with this study, which uses a multi-case study design to enable researchers to find similarities and differences in management management strategies for improving the quality of education at the Sapen Muhammadiyah Elementary School in Yogyakarta and at the Suronatan Muhammadiyah Elementary School in Yogyakarta. The data compiled are collected, modified and analyzed using data obtained from the field.

Data collection techniques used for data collection in this study are interviews, observation, and documentation. The interview technique is the process of obtaining information for the purpose of research by way of question and answer while face to face between the interviewer and the informant. The interviews used were unstructured interviews and in-depth interviews. The observation technique used is participatory observation, a data collection technique used to collect research data through observation and sensing. Documentation technique is one of the data collection techniques used in social research by tracing historical data.

The data analysis technique in this study uses a data analysis model according to (Miles & Huberman, 2014). There are four activities in the interactive model in analyzing data, namely data collection, data reduction, data presentation, and conclusion drawing.

RESULTS AND DISCUSSION

Based on the research conducted in the two schools mentioned above, the results of the research can be obtained as follows:

Strategic Planning in Improving Education Quality

Strategic planning at the Muhammadiyah Sapen Elementary School in Yogyakarta was taken from several plans which were seen as more beneficial and agreed upon by the principal with his team. Strategic planning is carried out through several activities, including: the formation of a formulation team so that it can intensively carry out planning optimally. The formulation of the vision and mission carried out by the formulation team is done by adjusting the existing vision and mission with the situation or development of the times. This was done so that the vision and mission compiled are always updated. Indirectly an analysis of opportunities and threats has been carried out for schools, but the intended analysis has not been compiled in a written document. Long-term plans have also been prepared that will be carried out in a four-year period as well as annual plans compiled at the beginning of each year. Increased learning continues to be carried out so that graduates can exceed the standards of completeness. Improving the quality of educators is also always planned in every annual plan.

Whereas at Muhammadiyah Elementary School the strategic planning engagement is carried out through the following activities: the formation of a team of vision and mission formulators by completing competent elements in their fields. Determination of a clear and clear vision and mission and in accordance with changes in government policy. Analysis of opportunities and threats from the community as well as obstacles that occur until alternative problem solving has not been compiled in the analysis document. Procurement of learning facilities has been planned to improve the quality of learning, as well as improving the quality of educators so that the quality of education can be achieved.

Strategic Management Implementation in Improving Education Quality

Strategic implementation at the Muhammadiyah Sapen Elementary School in Yogyakarta was carried out through: a drafting team consisting of principals, deputy heads, 2 teachers and school committees. The formulation of the vision and mission is arranged using short and clear sentences so that it is easy to know the expected benchmarks. Analysis of opportunities and threats from the environment is discussed in the internal forum as a basis for determining policies, but has not been compiled in written documents. Long-term plans are prepared for the first 4 years while annual plans have been arranged in an orderly manner at the beginning of each year. Increasing effective, orderly and efficient learning continues to be guided by professional staff. Improving the quality of educators by preparing teaching devices according to the latest curriculum.

While at the Muhammadiyah Elementary School Suronatan, it was conducted through: Establishment of a vision and mission formulation team consisting of principals, all deputy heads, 2 teachers and school committees. Determination of vision and mission is also carried out if deemed irrelevant. The analysis of student opportunities is known to be a lot from within the city, the threat of obstacles and alternative solutions to problems has not been compiled in a swot analysis document, but still in internal discussions of the school. Procurement of facilitation of students. Opening classes in disciplined and orderly learning has been done regularly. Quality improvement for educators has been carried out by always compiling teaching devices according to the latest curriculum.

Strategic Evaluation in Improving Education Quality

The Strategic Evaluation at the Sapen Muhammadiyah Elementary School has been carried out through several official meeting agendas, namely between the principal and the Yogyakarta City Education Office. This is to obtain applicable education information and policies. Meetings with school principals and committees and deputy heads are also held at least twice a year. Special meetings of principals and deputy heads have been conducted and are conditional. Meetings of teachers, employees, and principals, and committee meetings.

Whereas in Muhammadiyah Elementary School Suronatan is carried out through: official meetings, meetings with school principals, committees, and waka, school principals and waka special meetings, teacher, employee, and principal meetings, and committee meetings.

CONCLUSIONS

Based on the results of research conducted at the Muhammadiyah Sapen Elementary School and the Muhammadiyah Elementary School Suronatan above, conclusions can be drawn, including:

Strategic planning of the Sapen Muhammadiyah Primary School is carried out through several activities, including: the formation of a formulation team, formulation of vision and mission, analysis of opportunities, and threats, long-term plans, annual plans, improved learning, and improving the quality of educators. Whereas in Muhammadiyah Elementary School Strategic planning is carried out through activities, forming a formulation team, determining vision and mission, analyzing opportunities, threats, obstacles and alternative problem solving, improving learning, and improving the quality of educators;

Strategic implementation in the Sapen Muhammadiyah Elementary School is carried out through: a formulation team consisting of principals, waka, 2 teachers and school committees, formation of a drafting team, formulation of vision and mission, opportunity analysis, and threats from the environment, long-term plans prepared for 4 years , annual plans, increasing learning effectively, in an orderly and efficient manner, and opening classes accompanied by professional staff. Improving the quality of educators by preparing teaching devices according to the latest curriculum. Whereas at Muhammadiyah Elementary School Suronatan, it was carried out through: a formulation team consisting of principals, all staff, 2 teachers and school committees, determining visions and missions, analyzing the opportunities of many students from within the city, threats from the environment, obstacles and alternative problem solving, effectiveness in learning, discipline and order. Quality Improvement of educators with the preparation of teaching devices according to the latest curriculum.

The Strategic Evaluation at Sapen Muhammadiyah Elementary School was carried out through: official meetings, meetings with principals, committees, and waka, special meetings of school principals and vice-principal, teacher, employee and headmaster meetings, and committee meetings. Whereas in Muhammadiyah Elementary School Suronatan is carried out through: official meetings, meetings with principals, committees, and waka, school principals and waka special meetings, teacher, employee, and principal meetings, and committee meetings.

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