

The Strategies Toward the Improvement of Academic Achievement Through Optimizing Teachers' Skills

Reza Fajar Ghifari*, Yayah Rahyasih

Educational Department, School of Post Graduates
Universitas Pendidikan Indonesia

Bandung, Indonesia

*rezafajar@upi.edu, rahyasih@upi.edu

Abstract—This study aims at examining the strategies towards the improvement of academic achievement through optimizing teachers' skills. Thus, the background of this study is mainly because of the academic achievements in the school, in the form of national exam scores did not get any significant increase. This study would be able to assist the principal to create a strategy to improve academic achievement through optimizing teachers' skill. This study is intended to obtain information about the factors that influence the decline in academic achievement in the school. In collecting data, has used several techniques, including observation, in-depth interview, documentation study and focus group discussion. The sampling technique used in the study was purposive sampling technique. The data analysis techniques included secondary data collection which was then analyzed by SWOT analysis. The results of this study were expected to be able to provide a considerable contribution in the case that the research findings will be used as a strategy in improving academic achievement, especially at SMKS Ranaco Subang.

Keywords—academic achievement; strategic management; teachers' skill

I. INTRODUCTION

Strategic management is an important part of companies or organizations in a dynamic and competitive environment. It has used in a variety of conditions that also change rapidly. Both are used in the field of tourism—although some of the variables used for the application are still abstract, and from strategic management analysis in the task organization, the shape leads to changes towards hybrid organization, such as meta-governance. Moreover, among the important things of strategic management, but this is often overlooked is the strategic implementation process that focuses on the formulation of the company's vision, mission, mission and business plan. Although, there is also a view that says that of all the strategic management theories that have emerged, none has succeeded in offering a solution to all the existing conceptual and practical challenges. For that reason, the strategic management theory should focus more on the casuistry of small and medium-sized companies which have an overwhelming percentage in the number of organizations from an economy [1-4].

In spite of that, the problem regarding the low quality of education in Indonesia has been going on for a long time. This is based on survey data conducted by *The Asian-South Pacific Bureau of Adult Education* and *The Global Campaign for Education*, showing that Indonesia is only able to rank 10 out of 14 countries in the Asia Pacific region. If added up, Indonesia only achieves a score of 42 out of 100 maximum scores, or gets an E score compared to Thailand and Malaysia which gets an A score [5].

Another fact is also mentioned by the *Political and Economic Risk Consultant* (PERC) survey, that the quality of education in Indonesia ranks 12th out of 12 countries in Asia. Indonesia's position is below Vietnam. Data reported by *The Sweden World Economic Forum*, Indonesia has a low competitiveness, which is only ranked of 37 out of 57 countries surveyed in the world. And still according to a survey from the same institution, Indonesia is only predicated as a follower country not as a technology leader from 53 countries in the world [6].

According to the data above, the true improvement in the quality of education is an effort that must be pursued continuously so that the expectations for quality and relevant education can be achieved. Quality education is the hope and demand of all education stakeholders. On this basis, schools or educational institutions must be able to provide good quality so as not to be abandoned and able to compete with other educational institutions.

In the other hand, the Indonesian government always strives to improve and improve the quality of education. This is because, in order to achieve a good quality of education, with a good system, the quality of competent resources is needed which makes the main capital for national development. As Hidayat [7] said that quality education will be obtained in quality schools, and quality schools will produce quality human resources as well.

To overcome the problem of education in advance, strategic management can be used in the field of education. Strategic management is a way to effectively control an organization so that the goals set by the organization can be achieved effectively and efficiently. The achievement of these targets must have actors who have full authority in regulating and managing the organization or institution. Strategic management

is realized in the form of planning that includes all components in an organizational environment [8].

If the strategic management is applied in education sectors, especially in schools, the benefits that can be taken from it are as follows: (1) strategic management is able to provide guidance on how to anticipate problems and opportunities in the future; (2) enable educators (teachers) and education staff to clearly understand the concepts, goals and objectives of the institution so as to they know the to where the school is directed; (3) increase the satisfaction and motivation of teachers and staff; (4) provide information for decision makers clearly and on time; (5) accelerate the quality decision-making process; and (6) strategic management is able to save costs [9].

As said by Siagian [10], strategic management is a series of fundamental decisions and actions made by top management and implemented by all levels of an organization in order to achieve the goals of the organization. Whereas Murniati [11] revealed that strategic management is an activity that must be completed by top management along with their personnel continuously and as a cycle that is able to produce decisions to meet the relevance of organizational and environmental needs.

There are two main elements which are the core of strategic management. As described by Dess and Lumpkin [12], they are: (1) strategic management requires three ongoing processes, specifically: analysis, decisions, and actions. (2) The essence of strategic management is to study why institutions (schools) are able to have performance that outperforms other companies. That is, how the company is able to create competitive advantages in a market that is not only unique and valuable, but also difficult to imitate by competitors.

Thoroughly, strategic management includes plans on a large scale that are oriented to reaching the distant future and are set in such a way that allows organizations to interact effectively with their environment in competitive conditions which are all directed towards optimizing the achievement of the goals and objectives of the concerned organization.

II. THEORETICAL REVIEW

Achievement is the result of an activity that has been done, created, both individually and in groups. Achievement states the results that have been achieved, carried out, done and certainly achieved with pleasant results and obtained by a diligent and earnest process. In the academic or educational level, academic achievement or learning achievement is the outcome as a measurement of the successful process in achieving educational goals. This illustrates the outcome obtained by students after conducting learning activities that include cognitive, affective, and psychomotor aspects [13]. Academic achievement is expressed as knowledge achieved or skills developed in certain subjects in school, usually determined by test scores [14].

Thus, academic achievement is inseparable from the teaching and learning process, which will later be expressed in the form of scores obtained from the test results [15]. Academic achievement also illustrates the level of understanding of science taught during the learning process, which is certainly expected to have optimal value to be a

supporter of the nation's progress. This is important considering that the goal to be achieved is to educate the life of the nation.

Academic achievement becomes an important instrument in the teaching and learning process, considering that with academic achievement, the student's learning outcomes will be known and that is the result of the teaching and learning process. Likewise, the quality of an academic achievement is a measure of the success of a school. If the achievement is good, then it can be said that the school is good too, and vice versa. Seeing Taylor's opinion [16] which reveals that good or quality school indicators are: (1) parental support; (2) quality of educators; (3) commitment of students; (4) school leadership; (5) quality of learning; (6) school resources management; and (7) school convenience. Point number 5 is related to the quality of learning, so the teaching and learning process must always be improved, upgraded, and evaluated if satisfactory results are expected to be achieved. As for the factors that is able to affect the increase in academic achievement, it must also be supported by the fulfillment of 8 *Standar Nasional Pendidikan* (SNP).

Whereas in *Undang-Undang* No. 14/2005 related to *Guru* (Teachers) and *Dosen* (Lecturers) explained that educators are professionals with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education in formal education, basic education and secondary education. According to Suparlan [17], educators are one of the elements of instrumental input that greatly determines the effectiveness and efficiency of the implementation of education and training. To be able to carry out their duties and functions properly, the teacher must have adequate standards of qualification, competence, and well-being.

Thus, to achieve good academic achievement, a component that can support it is needed, one of which is the educator component. Through an educator optimization strategy, it is expected that the target school has a significant direction of change. Because, if the benefits of strategic management are seen, they are to improve the quality of optimal educators and the strategic management will (1) provide the long-term direction to be addressed; (2) help educational institutions adapt to changes that occur; (3) make educational institutions more effective; (4) identify the comparative advantage of educational institutions in an increasingly risky environment; (5) strategy-making activities will enhance the ability of educational institutions to prevent future problems; (6) the involvement of educators in making strategies will motivate them more at the implementation stage; (7) overlapping activities will be reduced; and (8) reluctance to change from old educators can be reduced [18].

To be able to do a strategy analysis for improving academic achievement through optimizing the educator component, strategic management is needed in the school. The stages in the strategic management process consist of four stages, explicitly: (1) environmental observation; (2) strategic formulation; (3) strategic implementation or application; and (4) evaluation or control strategies [19]. Environmental observation is a portrait of the environmental conditions of an organization that

includes internal and external environments. Internal environment consists of (1) Strength, specifically the situation and internal capabilities that are positive that allow the organization to meet strategic benefits in achieving the vision and mission and (2) Weakness, specifically the situation and factors outside the organization that are negative, which inhibits the organization from achieving or being able beyond the achievement of vision and mission [20]. This internal environment includes structure, culture, and organizational resources [21].

In otherwise, the external environment consists of (1) Opportunity, specifically the situation and external factors that are positive in nature, which help the organization achieve or be able to exceed the achievement of vision and mission and (2) Threat, specifically negative external factors that can result in organization fails in achieving its vision and mission [19]. The analysis of the external environment includes the identification and evaluation of social, cultural, political, economic and technological aspects and tendencies that will be affected by the organization [11].

III. METHODS

This study uses a descriptive qualitative approach. A qualitative approach, following Moleong's opinion, is research to understand the phenomenon of what is experienced by research subjects holistically, and by way of descriptions in the form of words and languages, in a specific natural context and by utilizing various scientific method [22]. Descriptive research is a research that aims to describe problem solving that is now based on existing data. Furthermore, the data analysis techniques used in this study were: (1) data collection; (2) data reduction; (3) data preparation and presentation; and (4) conclusions. This type of research is used with the aim of obtaining information about the factors that influence the decline in academic performance in SMKS Ranaco Subang.

IV. RESULTS AND DISCUSSION

SMKS Ranaco Subang has three vocational fields, including *Akomodasi Perhotelan* (Hotel Accommodation), *Tata Boga* (Cullinary Art), and *Manajemen Bisnis* (Business Management). When viewed from existing data, the academic achievement of this school over the past three years has not experienced a significant increase. The following is a table of the school average of National Exam Subjects scores of class XII students from 2016 to 2018 at SMKS Ranaco Subang.

TABLE I. NATIONAL EXAM SCHOOL AVERAGE

No	National Exam Subjects	School Average (by year)		
		2016	2017	2018
1	Bahasa	70,59	70,26	70,10
2	English	65,37	66,59	67,00
3	Math	67,31	69,50	69,61
4	Vocational skills	7,00	7,08	7,09

Source: Data from SMKS Ranaco Subang

From the data above, it can be concluded that in the last three years, the average academic achievement of students is in a fixed position and even has decreased. After going through

interviews at the school, it was found that (1) the standard of educators in the school still existed that was not in accordance with the standards. Another thing that happened was because (2) the shortage of teacher personnel, especially vocational teachers and fields of study. (3) Teachers have the duty to teach several subjects. (4) Teachers also have not received a valid educator certification. (5) Teachers also do not maximize the use of learning media, and (6) the work ethic is still relatively low. From the SWOT analysis, these factors are the categories of weaknesses that the school has.

Other internal environment analysis is strength, schools have the power among others, which are: (1) conducive school conditions, because they are in residential areas with convenient atmosphere. (2) Good relations between the principal and the chairman of the foundation, teachers, committees, and students. This also applies not only to principals, but between teachers and teachers, teachers with committees and teachers and students. (3) The school has formulated and determined its vision, mission, and objectives and developed it. (4) Availability of extracurricular activities to support student academic achievement.

As for the analysis of the external environment, the opportunities that can be taken for schools include: (1) the existence of a good image of the community, thus creating a conducive atmosphere. (2) The location of schools that are in the strategic category because they are in residential areas. (3) Carrying capacity of the foundation, parents of students, and the surrounding community. (4) Community interest in sending their children to school is increasing. (5) Expansion of cooperative relations with other agencies or parties to improve school quality and the quality of graduates.

While the threats to the school include: (1) the rapid flow of information technology that can affect the mentality of students. (2) There is competition from other superior schools. (3) Awareness of parents of students and the community about the importance of educational support.

From the explanation above, it will be analyzed using a SWOT strategy consisting of 4 alternative variations, namely: SO, WO, ST, and WT [23]. (1) SO (Strengths-Opportunities) can be done by matching internal forces and external opportunities as well as growth-oriented strategies. The strategy that must be applied is alternatives that support aggressive growth policies. So, when viewed from the previous explanation, the collaboration between SO can be taken a strategy including: (1) School as an organic system that promotes kinship values between individuals, meaning that the collaboration between school principals, vice principals, teachers, administrators, committees, administrators the foundation must be well formed and harmonious. (2) Expand the network of cooperation owned by each individual to be able to assist in the procurement and management of educational facilities.

WO (Weakness-Opportunities) can be done by matching internal weaknesses and external opportunities or turnaround strategies. The focus of this strategy is to minimize internal school problems so that they can take advantage of existing opportunities. The strategies that can be carried out include the following: (1) the principal can include teachers who have

undergraduate education to take part in the *PPG* program or *KKG* test. (2) Providing opportunities for teachers who have no undergraduate education background to complete their studies. (3) For principals and teachers who have mastered education to guide other teachers with an intensive training program internally. (4) Include teachers in intensive In-House Training (IHT) activities. (5) The principal controls the performance of the teacher and evaluates it intensively. (6) Hold a comparative study with teachers in other schools. (7) Maximizing extracurricular activities by inviting competent guest trainers.

ST (Strengths-Threats) can be done by matching internal forces and external threats or supporting diversification strategies. The strategies that can be done include: (1) Familiarizing the school atmosphere with activities that support the process of personality, discipline, creativity and courtesy. This can also be accompanied by a religious climate by all school members. (2) Conducting habituation activities that are supported by all school members, starting from the school-cleaning movement, reading the Koran before starting the lesson, and praying the *Dhuha* in congregation.

WT (Weakness-Threats) can be done by matching internal weaknesses and external threats or supporting defensive strategies. This is certainly a difficult situation for schools, because it gathers weaknesses and threats in one situation. However, there are short-term strategies that can be applied, that are: (1) the school evaluates the activities that have been carried out, holds a meeting that again equates perceptions about the school's vision and mission that has been set. (2) The management of the foundation evaluates the performance of the school manager, both the principal, teacher, and staff. It is possible by providing a method of reward and punishment.

V. CONCLUSION

Based on the explanation of the results and discussion of the research above, it can be concluded that the efforts to improve academic achievement through optimizing educators in SMKS Ranaco Subang it would be done by combining management strategies with SWOT analysis with four alternative variations.

The important thing in implementing the strategy as described above is expected to be able to (1) provide the long-term direction to be addressed; (2) help schools adapt to changes that occur; (3) make schools more effective; (4) enhance the ability of schools to prevent future problems; (5) reduce overlapping activities; and (6) educators are able to be more competent and optimal.

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