

The Implementation of Strategic Management in Developing School

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Abstract—Most of schools that apply strategic management are able to achieve goals effectively in the process of operating the school every day. This study aims to describe and analyze planning, implementation and evaluation of strategic management in developing SMPN 3 Ampek Angkek. SMPN 3 Ampek Angkek as a school that has been operating since 2017 has been able to achieve various achievements and create programs that become school icons. This is a qualitative research with descriptive model was used with data collection techniques through observation, interviews, and documentation studies. Research source are principals, vice principals, and teachers. Data analysis procedures are data reduction, data display, and verification. The study found out that 1) Planning begins by establishing planning procedures to collect data, formulating vision, mission, goals and objectives by forming a team involving the Head of Sub-district, Nagari Regent, Chair of Tradition Meeting in Nagari, Bamus and teachers. 2) The Implementation of the strategy was adjusted to the established Work Plans and Terms (RKS) which consists of internal and external school work plans with participation and commitment from all stakeholders. 3) School's evaluation was carried out on an ongoing basis by involving all stakeholders through school self-evaluation instruments.

Keywords—strategic management; school establishment and development

I. INTRODUCTION

Educational institutions today are faced with the rapid flow of globalization caused by the rapid development of information technology. What's more, in the 21st century it is referred to as the digital era and the era of the millennial generation where individual's *soft skills* become the main thing to develop. The era of globalization marked by quality competition requires all parties involved in various fields, including the field of education to always improve its excellence, so that in such conditions, the demand for quality education and the quality of human resources are highly prioritized.

In facing this challenge, the application of strategic management in the development of an educational institution must be done by every education unit manager. The aim is that the education services provided are in accordance with the needs and challenges of the times.

Strategic management has an important meaning in the development and improvement of an organization including schools. Strategic management is a dynamic management concept that has broad functions with regard to responses to various situations. Strategic management is a science and art to synergize various resources owned by the organization proportionally so that a series of strategic decisions can be taken that are directed at optimizing the achievement of organizational goals and objectives by taking into account environmental conditions [1-4].

The special characteristic of strategic management is to have a flexible response to the environment both internal and external environment; change the direction, function and structure of the organization to achieve the desired level of efficiency and quality of the company [5].

The strategic management process consists of four stages, namely "environmental observation, strategic formulation, strategic implementation / implementation, and evaluation and control of strategy" [6]. Environmental observation is a series of descriptions of organizational environmental conditions that include the internal and external environment. Strategic implementation "is often called the action stage of strategic management which is the embodiment of programs that have been established in the strategic formulation process" [6]. Meanwhile, strategic evaluation and control is the final stage in strategic management which is an assessment of performance and is a comparison of the results of the activities that have been carried out with the pre-determined plan.

Strategic management helps schools shape and achieve goals [7]. Many school organizations are able to achieve their goals effectively due to the implementation of strategic management in the process of operating the school everyday [8].

We encounter various phenomena related to school development. Among them are many schools that have stagnated in their development due to the lack of capacity of managers in managing schools. In addition, many schools are less able to maintain their superiority due to lack of knowledge of their school position where, what strengths and opportunities they can use, what challenges and obstacles they are facing.

Junior High School 3 Ampek Angkek (SMP Negeri 3 Ampek Angkek) is one of the youngest educational institutions

in Kabupaten Agam. This SMP Negeri 3 Ampek Angkek has been operating since 2017. Although it has been operating for less than 2 years, this school has been able to achieve achievements that become school icons. Schools that are now only having students up to grade 2 with excellent programs they run have been able to become examples or references for other schools.

Based on interviews with the principal, the information obtained that the success of the school in achieving this achievement was due to the development of schools that took into account various environmental conditions both internal and external environment. The school principal explained that as a new school that operates, the main thing that needs to be created by the school is to give birth to new programs that become excellent programs not yet owned by other schools so that this can be an icon for schools. With these programs, it can attract the interest and attention of the community to send their children to Ampek Angkek 3 Junior High School. In addition, this will also be one of the contributions to schools in improving the quality of education in schools.

On the basis of this, the implementation of strategic management is one of the right choices in facing the challenges in the world of education because strategic management is a future-oriented management and is based on an analysis of internal and external environment. By following the process of strategic management stages, schools can consider decisions, follow-up and the right choice of strategies in the face of developments and changes in the educational situation.

The purpose of this study is to describe and analyze strategic implementation in the development of schools in SMP Negeri 3 Ampek Angkek. This research is expected to provide input for principals, teachers, education personnel and other education personnel about the application of strategic management in developing schools so that they can become quality schools.

II. RESEARCH METHODOLOGY

This research approach used descriptive qualitative research with a case study method which was a research method that describes the condition of the research subject at the time the research was carried out. This research was conducted at the Ampek Angkek Public Middle School 3 Plus, Agam Regency.

The main subjects or respondents in this study were the school principal, deputy headmaster, and teachers at SMP Negeri 3 Plus Ampek Angkek. The instruments in this study were collected through instruments in the form of interview guidelines, observation guidelines, and research documentation and field notes guidelines.

Qualitative data analysis procedures are carried out through three stages, namely (1) data reduction, (2) data presentation, and (3) drawing conclusions and data verification [9-10].

III. RESEARCH RESULTS AND DISCUSSION

Based on the results of the study, information obtained that the construction of SMP Negeri 3 Ampek Angkek was an initiative and demand from the public for a state junior high

school in Nagari Batu Taba. Initiatives that have been in place since 2005 can only be realized in July 2016. This is because, to build a school, an analysis of population conditions such as projections of school-age children, economic and social conditions, community support and participation and available budget is needed. In this junior high school development plan, a team was formed consisting of community leaders, including involving the Head of the Sub-district Head of Sub-district. Ampek Angkek, Walinagari Batu Taba, Chairperson of Jorong, Chair of the Density of Indigenous Nagari, Community Consultative Body of Nagari and teachers in Nagari Batu Taba.

SMP Negeri 3 Ampek Angkek in its development applies the concept of strategic management so as to be able to develop excellent programs to be able to compete with other schools that have been operating for a long time. By paying attention to the external environment, there is no plus public school in Ampek Angkek District, then SMP Negeri 3 Ampek Angkek is built and developed in the form of a plus school.

The head of the school development which currently also serves as the head of the SMP Negeri 3 Plus Ampek Angkek together with the school development and development team formed a school committee. After the formation of the school committee, they formulated the school's vision and mission together. The preparation of the vision and mission of the school is structured based on the expectations that are shared by both the teacher and the local community and community leaders. In addition, in the process of formulating the school's vision, the historical and philosophical aspects of the school are considered. On the basis of this, the vision of SMP Negeri 3 Plus Ampek Angkek was born "the generation of Quranic Muslims who are civilized, superior, achieving and environmentally minded". Developing school vision is one of the initial activities in the planning stage of strategic management [11].

Analysis of the school's vision shows that Ampek Angkek Middle School 3 Plus wants a generation of Muslims who practice the teachings of the Koran that uphold the customs and culture of Minangkabau. SMP Negeri 3 Plus Ampek Angkek also alleviates the birth of generations who excel both academically and non-academically as well as a superior generation that is shown by the excellence in each student who will make himself superior among other students. In addition, the State Junior High School 3 Plus Ampek Angkek also wants a generation that is environmentally sound that is a generation that is wise and wise towards their environment, understands the development and changes in the environment and is able to utilize the environment optimally and wisely. All aspects reflected in this school's vision will provide an overview of the targets to be achieved by the school. The principal targets that schools can be a foundation for students to develop both intellectually, spiritually and emotionally.

On the basis of this, this vision is then elaborated by the school in the form of strategic steps stated in the mission as follows: 1) organizing an intensive qur'ani personal development program, 2) growing and enhancing the experience of religious teachings in daily life, 3) implement the process of learning and guidance effectively, creatively and innovatively so that it develops optimally in accordance with

its potential, 4) encourages and helps students to recognize and their potential so that they can be developed to the maximum, 5) instill and cultivate the values of Minangkabau customs in schools and society, 6) increase extracurricular activities, 7) prepare students who have the potential to be able to excel in the competitions that are followed, and 8) prepare students with environmental insight.

If the mission set by this school is reviewed, then these statements indicate the existence of harmony between vision and mission.

Based on the results of the analysis, the vision and mission set by the SMP Negeri 3 Plus Ampek Angkek has referred to the strategic management implementation, as seen from 1) the formation of the team involved in the formulation of the school's vision and mission [11], 2) the vision formulation brief and clear.

In strategic planning, planning a program that will be implemented in the implementation of education in a school is very important, because it provides the direction of implementation of the program plan that has been prepared. These school programs are arranged in the form of school work plans conditions of the school.

Based on the results of an analysis of the internal and external based on the results of an analysis of the internal and external environment of the school, Ampek Angkek Middle School 3 Plus implemented a strategy in school development by creating icons that are characteristic of Ampek Angkek Middle School 3, namely, 1) developing curriculum plus, 2) development school literacy movement (sagusabu sasisabu: one teacher one book one student one book), 3) the application of excellent service with principle 3A (Attitude, Attention and Action)

Furthermore, the implementation of the SMP 3 Plus Ampek Angkek strategy is carried out by the school after the work plan school (RKS) which has been compiled together with the participation and commitment of all stakeholders, both teachers, students, school committees and community leaders who are members of the school development team.

In strategic implementation, Ampek Angkek Middle School 3 Plus implements not only the 2013 curriculum but also applies the plus curriculum. This plus curriculum will not only enrich students' intellectuality but will also enrich students' spiritual and emotional levels. This plus curriculum consists of tahfidz subjects, Arabic language, custom basandi syarak and syarak basandi Kitabullah (ABSSBK) and English plus.

The principal said that the tahfidz curriculum was given to students with the assumption that students who know tahfidz (memorize the Qur'an) are generally smart students. In addition, students who know the Quran in addition to elevating the spiritual level also make it easier for students to continue their education to a higher level with the tahfidz scholarship program.

Meanwhile, the Arabic and English language curricula plus are given to students to provide students with language skills which are currently the two languages which are international languages used by the United Nations.

Furthermore, the Adat basandi syarak and syarak basandi Kitabullah (ABSSBK) curriculum is a curriculum with learning material that enriches students' knowledge with the customs and culture of Minangkabau. The headmaster stated that the custom of Minangkabau is a custom that highly upholds the values of syarak and alquran. However, currently most of Minangkabau children do not understand their own customs and culture. Therefore, this curriculum is given to students to equip them with knowledge of Minangkabau customs and culture which they must uphold as the next generation of Minangkabau.

The results also provide information that in strategic implementation, SMP Negeri 3 Ampek Angkek applies the school literacy movement. School literacy is carried out every day from 11:00 - 11:15. The purpose of this literacy movement is to familiarize students with a culture of reading and writing. By diligently reading, students will have broad insight and have a lot of vocabulary. So this will make students have the habit to write.

SMP Negeri 3 Ampek Angkek in March 2018 has successfully issued the Sagusabu and Sasisabu programs. This program is a program where teachers and students must write. All writings from teachers and students are then recorded and published with ISBNs. This is an achievement for schools which is an example for other schools.

In addition, in the development of schools, SMP Negeri 3 Plus Ampek Angkek applies excellent service with the 3A principle namely Attitude, Attention, and Action. Attitude means that in providing services to customers, education in schools must prioritize polite and polite attitudes. Attention is meaningful in providing services must pay attention to customer needs and expectations that customers want to achieve. Action means that in providing services, it must be responsive so that customers of education at school have their own level of satisfaction. The school principal explained that by providing excellent service for all school stakeholders it would enhance the school's positive image in the eyes of school customers both internal and external customers. As explained by Khan & Matlay, that providing excellent service is one form of school marketing in an effort to create educational customer satisfaction so as to create a positive image of the school [12].

In the implementation of this work plan, the school principal has a big role in the effort to mobilize and motivate all school residents. This is also explained by Muniarti, that in the context of strategic management, the principal needs to reflect the coordinative role, as the right facilitator and decision maker (decision maker) of the school strategic program run by the team within a period of time [13]. Certain long, medium and short term so that the planning that has been made can be carried out properly.

School strategic evaluation is carried out continuously by involving all stakeholders through school self-evaluation instruments. Furthermore, based on the results of the study, information was obtained that strategic evaluation at SMP Negeri 3 Plus Ampek Angkek was carried out by conducting a school self-evaluation (EDS). School self-evaluation is carried out by involving all school stakeholders: principals, teachers, committees and community leaders related to school

development. School self-evaluation is carried out by developing self-evaluation instruments about school programs and school goals. Self-evaluation of SMP Negeri 3 Plus Ampek Angkek is carried out through a discussion and deliberation forum, implementation of supervision and monitoring carried out by the school development team. Self-evaluation which is specifically carried out by principals is carried out every day, week, month, semester and yearly. This self-evaluation is carried out continuously to be able to see developments and achievements, obstacles and challenges faced by the school in the face of changes and developments that continue to occur.

In addition, in the context of self-evaluation, Ampek Angkek Middle School 3 Plus monitors the school work plans periodically and continuously. This monitoring is also carried out by school supervisors so as to contribute to the development of schools. The results of the school's self-evaluation were used as information material in preparing the school's SWOT analysis in order to determine the school work plan for the following year.

Overall, SMP Negeri 3 Plus Ampek Angkek in implementing strategic management to develop schools always involves all school members in every strategic management process undertaken. Effective implementation of strategic management cannot be implemented without assistance from various education partners, other educational institutions and stakeholders [14]. This aims to increase their responsibility, commitment and motivation in realizing the set goals. Employee involvement in strategy formulation as stated by Robinson can improve their understanding of each strategic plan, so that this will increase their motivation [15].

IV. CONCLUSION

Based on the results of the study, it can be concluded that SMP Negeri 3 Plus Ampek Angkek applies strategic management in the development of its schools.

At the planning stage, the implementation of strategic management is done by forming a school development team, the school committee. Then this team develops the vision and mission that the school wants to achieve. From this vision and mission that will be achieved then a superior program will be developed that will help achieve the targets set and become an icon for the school.

At the strategic implementation stage, SMP Negeri 3 Ampek Angkek implements programs that have been established by the school periodically and continuously by

involving all school stakeholders both teachers, principals and school committees.

At the strategic evaluation stage, SMP Negeri 3 Ampek Angkek conducts a periodic self-evaluation of schools to measure the extent to which the school's objectives are achieved and analyze the obstacles and what things need to be leveled in order to achieve the school objectives that have been set.

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