

## Strategic Management for Improving Education Quality at Al Irsyad Al Islamiyyah 01 Elementary School, Bandung

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### Abstract

This study aims to analyze the implementation of strategic management in strategic planning, execution, and evaluation to improve educational quality. This qualitative descriptive research employs data collection techniques such as observation, interviews, and documentation. Data analysis involves three stages: data reduction, data presentation, and conclusion drawing. Data validity was ensured through triangulation techniques. The findings indicate: (1) To achieve high-quality education, Al Irsyad Al Islamiyyah 01 Elementary School applies an integrated, systematic, and comprehensive planning process through the following steps: (a) internal environmental analysis, focusing on school resources, including human, material, and technological assets; (b) external environmental analysis of geographical, socio-cultural, and economic factors; (c) appropriate strategy selection; and (d) comprehensive monitoring and evaluation. (2) In implementing programs to enhance educational quality, school leadership adopts policies such as: (a) continuous improvement of processes, (b) setting quality assurance and standards, (c) fostering a positive school culture, (d) organizational change, and (e) maintaining good relationships with stakeholders. (3) To ensure the success of educational quality programs, evaluations are conducted, including: (a) monitoring all activities from planning to implementation, (b) measuring individual and institutional performance, and (c) reporting on the implementation of all activities.

**Keywords:** Strategic Management, Educational Quality, Students

### 1. Introduction

Education is the cornerstone of national progress, particularly for Indonesia. As such, education must be developed to produce superior human resources. Within this context, a new educational paradigm underscores the importance of enhancing school quality, as schools serve as key pillars of civilization. Building a quality school requires various factors, among which the role of the school principal is strategic and critical. Principals face increasingly dynamic challenges and demands from stakeholders, particularly in steering the school toward achieving its goals. Education, fundamentally, is an effort to pass down values that serve as guidance and determination for humanity, ensuring better living conditions and advancing human civilization. Without education, human progress would stagnate.

The mandate for delivering quality education is stipulated in Indonesia's National Education System Law of 2003. Article 3 states: "National education functions to develop capabilities, build character, and enhance the nation's civilization to educate the people, aiming to develop learners into individuals who are devout to God, morally upright, healthy, knowledgeable, skilled, creative, independent, and responsible citizens." Widodo, S. D. (2020).

However, the quality of education in Indonesia remains low. UNESCO's 2012 report ranked Indonesia 64th out of 120 countries in the Education Development Index (EDI), which measures basic participation, literacy rates among those aged 15 and above, gender parity, and student retention rates to Grade 5 in elementary schools. Similarly, the United Nations Development Programme (UNDP) reported a decline in Indonesia's Human Development Index (HDI) ranking from 108th in 2010 to 124th in 2012 out of 180 countries.

A quality education process depends on various elements and components within the educational system, which significantly affect the implementation of education. According to Euis Karwati and Donni Juni Priansa, ten factors determine the realization of quality education: effective school leadership, the participation and responsibility of teachers and staff, effective teaching and learning processes, programmed professional development for teachers and staff, relevant and flexible curricula, clear vision and mission, conducive school climate, comprehensive assessments of strengths and weaknesses, effective communication (both internal and external), and parental and community involvement.

Strategic management emerges as a potential solution to address the numerous challenges facing Indonesia's education sector. Schools, like any organization, must navigate internal and external environments. The larger the organization, the more complex these interactions become, leading to more challenging decision-making processes. Thus, strategic management is essential Agnes. (2020).

## **2. Theoretical Framework**

### **2.1. Definition of Strategic Management**

Strategic management can be understood by breaking down its components: "management" and "strategy." Management refers to processes, a collective of individuals performing managerial activities, and both an art and a science. Strategy, derived from the Greek word *strategos* (general), often refers to a framework or plan that is specific or tailored.

According to Sedarmayanti, strategic management is a comprehensive decision-making process that includes defining implementation methods, conducted by leaders and implemented across organizational levels to achieve goals. The Quran also references strategic management in Surah Al-Hasyr, verse 18: "O you who have believed, fear Allah. And let every soul look to what it has put forth for tomorrow – and fear Allah. Indeed, Allah is Acquainted with what you do." Suwarsono. (2017).

The primary objectives of strategic management include:

- a. Implementing and evaluating strategies effectively and efficiently.
- b. Reviewing and revising strategies, and addressing any deviations in execution.
- c. Continuously updating strategies to align with external developments.
- d. Regularly assessing strengths, weaknesses, opportunities, and threats.
- e. Innovating products to meet consumer preferences.

### **2.2. Implementation of Strategic Management**

The implementation of strategic management in the educational system allows educational organizations (including schools and educational departments) to be more proactive rather than reactive in shaping the future of educational institutions.

- a. Strategy formulation involves developing long-term plans to effectively manage environmental opportunities and threats by considering organizational strengths and weaknesses. This includes defining the organization's mission, setting objectives, developing strategies, and establishing policy guidelines.

- b. Strategy implementation refers to the process by which management translates strategies and policies into action through the development of programs, budgets, and procedures. Strategic implementation involves operationalizing or executing strategies within an organization. While implementation is often considered after strategy formulation, it is a key component of successful strategic management. Strategy formulation and implementation should be viewed as two sides of the same coin.
- c. Strategy evaluation the final step in the strategic management process is evaluating the results. Evaluation involves assessing organizational activities and performance outcomes. Managers at all levels use performance data to make corrective actions and resolve problems. In this stage, leaders monitor the progress of implemented activities and adjust strategies when necessary due to internal and external changes. The three primary activities in strategy evaluation are: (a) reviewing internal and external factors underlying the current strategy, (b) measuring performance, and (c) taking corrective actions. Dhewy, R. C., et al. (2020).

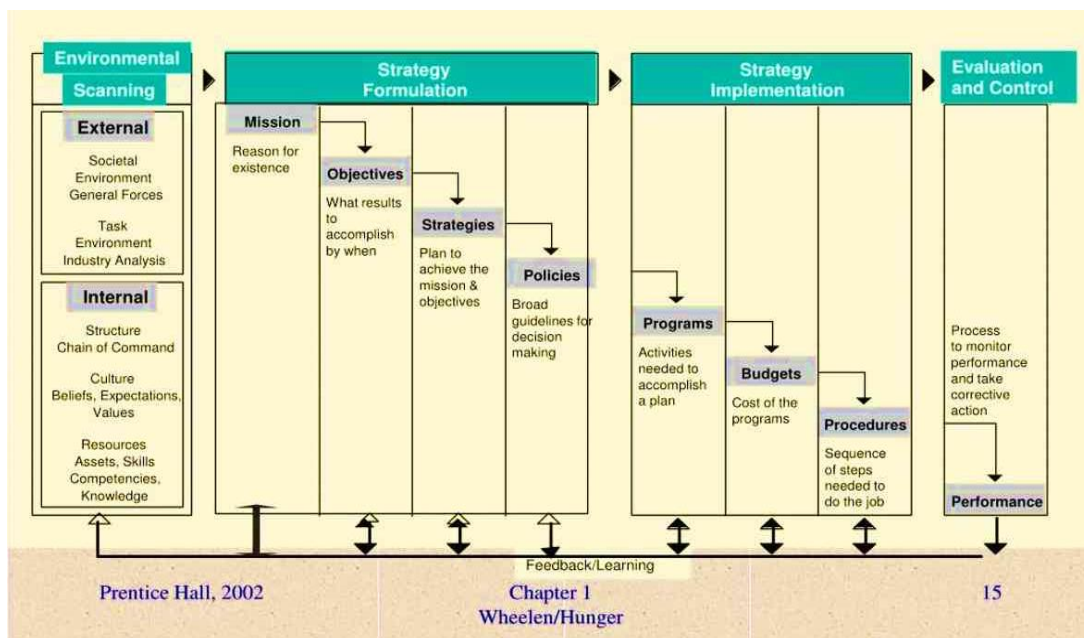


Figure 1. Strategic Management Model  
(Source Kompasiana.com)

### 3. Research Methodology

This study employs a qualitative approach to gather information in natural settings and develop generalizations that are logically acceptable. Qualitative research seeks to understand and interpret the meaning of events and human interactions in specific contexts from the researcher's perspective. Data collected consists of words, images, and not numerical values, providing a detailed depiction of processes or sequences of events Sugiyono. (2015).

#### 3.1. Research Subjects and Objects

Two main factors affect the quality of research results: the quality of research instruments and the quality of data collection. In qualitative research, the researcher serves as the primary instrument. Therefore, the researcher must undergo validation to assess their readiness to conduct the study, particularly in terms of understanding qualitative research methods,

mastering the subject matter, and being prepared academically and logistically to engage with the research field.

### 3.2. Data Collection Techniques

Qualitative data collection involves the researcher as the primary instrument actively gathering information through observation, interviews, and documentation. This method prioritizes adaptability, allowing the researcher to adjust to changing circumstances during the study. To enrich the data, the techniques used in this study include:

- a. Observation involves systematically observing and recording phenomena directly or indirectly. It encompasses sensory engagement, such as seeing, hearing, touching, or even tasting. Observations can be documented through visual or audio recordings.
- b. Interviews are structured conversations conducted to gain specific information. In this study, interviews explored stakeholders' perceptions of the implementation of strategic management at SD Al Irsyad Al Islamiyyah 01 Bandung. Unstructured interview guidelines were used to provide flexibility and creativity in obtaining in-depth responses.
- c. Documentation involves collecting information from written materials such as books, regulations, meeting minutes, and personal notes. In qualitative research, this method serves as a key tool for data validation, supporting or refuting hypotheses based on logical and rational analysis of existing theories or legal frameworks.

### 3.3. Data Analysis

Data analysis involves systematically organizing data obtained from interviews, observations, and documentation through specific stages to derive comprehensible conclusions. This study employs Content Analysis, focusing on interpreting the messages within communication signals. Qualitative research is conducted either to develop theories from the data or to test existing theories. An interactive model comprising data collection, reduction, display, and conclusion drawing is applied for analysis.

## 4. Results and Discussion

### 4.1. School Principal's Planning in Improving Educational Quality at SD Al Irsyad Al Islamiyyah 01 Bandung

Formulating vision and mission the vision and mission of SD Al Irsyad Al Islamiyyah 01 Bandung were formulated through extensive discussions involving the principal, vice-principal, representatives of the teaching staff, and the Al Irsyad Education and Teaching Council (LPP). The formulation process considered the surrounding environment to align with societal needs and expectations. Changes in current conditions necessitated updates to the vision and mission Riyanti, I. (2020).

Internal and external environment analysis a key part of strategy formulation in strategic management implementation is analyzing the school's internal and external environments. Based on interviews and documentation, the school uses SWOT analysis (strengths, weaknesses, opportunities, and threats) to evaluate its position. This analysis contextualizes opportunities and challenges for SD Al Irsyad Al Islamiyyah 01 Bandung.

Strategy choices and key success factors following the analysis of internal and external environments, the school identifies strategic programs and activities to improve educational quality. This process involves input from the vice-principal and school development team. Programs currently in place include the Al-Quran excellence class and the National Exam

Success Program for sixth-grade students, which offers special tutoring and enrichment activities during the second semester.

#### **4.2. Implementation of the Principal's Program to Improve Education Quality at SD Al Irsyad Al Islamiyyah 01 Bandung**

The implementation of strategies represents the tangible application of the formulated plans. This is realized through the development and execution of school programs, which include the following:

- a. **Formulation of Vision, Mission, and Goals** The initial step in continuous improvement involves the formulation of the school's vision, mission, and goals. A vision can be defined as the perspective, aspiration, and hope for the future, indicating the ultimate objectives the school aims to achieve. Typically, a vision statement is concise and directly focused on the school's goals. The mission, on the other hand, delineates the desired future and outlines the strategic path to achieve the vision. This ideal concept must be translated into more concrete and measurable goals. The process of formulating the vision, mission, and goals is inherently subjective and depends heavily on the organizational climate. Therefore, it should be built through a democratic process. At SD Al Irsyad Al Islamiyyah 01 Bandung, the principal periodically reviews the implementation of the school's vision and mission. Adjustments are made according to developments, needs, and SWOT analyses. Any changes to the vision and mission involve both internal and external stakeholders, including the principal, vice principals, teachers, and staff.
- b. **System improvement** the vice principals oversee various areas, including curriculum, student affairs, and Islamic environment (bi'ah Islamiyyah). The principal of SD Al Irsyad Al Islamiyyah 01 Bandung stated, "With the growing number of students, classes, and demands to advance the school, as well as the emergence of similar elementary schools, the number of vice principals was increased in the 2013/2014 academic year." Each vice principal is assigned to oversee one level, consisting of 4 to 6 classes, managing curriculum, student affairs, facilities, counseling, Islamic environment, and level-specific activities. This division of tasks reduces the workload of the principal and facilitates better management of each level. Each vice principal serves for a term of five years.

Human resource development SD Al Irsyad Al Islamiyyah 01 consistently strives to improve the quality of its human resources to enhance work efficiency and task management. Efforts include Riyanti, I. (2020).

- a. **Job training** this program focuses on orientation and skill development. Participants undergo a one-month training period in a dormitory setting, completing a series of materials and targets. The primary aim is to standardize qualifications for prospective teachers, regardless of their educational background.
- b. **Training and workshops** curriculum development workshops, including syllabus creation and instructional planning, are conducted every semester, totaling twice per academic year. These workshops are held during school holidays and last 2–3 days.
- c. **Teacher supervision** seen as a more humanistic approach to oversight, involves discussing teachers' weaknesses and collaboratively finding solutions. New teachers are supervised multiple times per semester.
- d. **Qualification improvement** in accordance with regulations requiring teachers to hold a minimum of a bachelor's degree (S1), the school ensures its teachers meet this standard.

- e. Comparative studies to broaden teachers' knowledge and insights, the school facilitates comparative studies and internships.
- f. Inviting experts the school invites educational figures to share their expertise, enhancing teachers' knowledge and preparation for school exams.
- g. Learning innovation competitions teachers are encouraged to develop innovative learning approaches to address challenges in the classroom. The results are submitted to teaching innovation competitions.

School culture and support for student achievement the school has developed several cultural practices to support student achievement:

- a. Punctuality students must arrive by 7:00 AM, with late arrivals penalized as per school regulations. Staff, including the principal and vice principals, must arrive by 6:45 AM.
- b. Dhuha prayer grade VI students are required to perform Dhuha prayers daily, guided by Islamic Education teachers and class teachers.
- c. Quran reading over two semesters, Grade VI students must complete reading at least ten juz of the Quran, supervised by teachers.
- d. Morning prayers after reading the Quran, students recite morning prayers together, guided by school-provided prayer manuals.
- e. Congregational prayers all students perform Dhuhur and Asr prayers in congregation, with male students taking turns to call the adhan, lead dhikr, and recite prayers.
- f. Daily donations (infak) for seven months, Grade VI students practice giving daily donations, which are used to support orphans and underprivileged children before school exams.

#### 4.3. Evaluation of the Principal's Program for Education Quality Improvement

To assess the success of the programs, evaluation is an essential final step in the strategic management process. The evaluation at SD Al Irsyad Al Islamiyyah 01 involves Dhewy, R. C., et al. (2020).

- a. Monitoring Planning and Implementation Results The principal continuously monitors all programs to ensure alignment with the formulated strategies. Weekly meetings with stakeholders, including the principal, vice principals, teachers, and school committee members, are held to provide guidance, supervision, and performance assessments.
- b. Measuring Individual and Institutional performance assessments aim to determine the level of success achieved based on strategic plans. This includes evaluating individual performance (teachers, students, and committee members) and institutional performance (facilities and infrastructure).

Implementation Report and Suggestions for Improvement Zuriyah, N. (2018).

- a. Activity implementation report as part of the evaluation process, the school principal mandates the submission of reports for every activity or program implemented. According to the principal of SD Al Irsyad Al Islamiyyah 01 Bandung, each program and activity conducted must be documented in a report submitted by the respective coordinator after the activity is completed.
- b. Taking corrective actions this activity involves implementing various corrective measures to ensure performance aligns with the plans outlined by top management. Based on this theory, SD Al Irsyad Al Islamiyyah 01 Bandung takes corrective actions by evaluating the previous year's activities, adjusting them to current developments and available resources, and determining strategies for the future. The school conducts a self-evaluation (Evaluasi Diri Sekolah/EDS) once a year through the School

Development Team. The school identifies failures or obstacles in the activities carried out, seeks solutions, and implements agreed-upon solutions by formulating programs for improvement.

## 5. Conclusion and Suggestions

### 5.1. Conclusion

Based on the data analysis and supporting theoretical framework, the study concludes the following:

- a. To achieve quality education, SD Al Irsyad Al Islamiyyah 01 Bandung conducts integrated, systematic, and comprehensive planning through the following steps:
  - 1) Analyzing the internal environment regarding school resources, including human, material, and technological aspects.
  - 2) Examining the external environment, including geographical, sociocultural, and economic conditions.
  - 3) Selecting appropriate strategies.
  - 4) Conducting comprehensive monitoring and evaluation.
- b. In implementing quality improvement programs, the leadership at SD Al Irsyad adopts policies such as:
  - 1) Continuously improving processes.
  - 2) Establishing quality assurance and standards for school quality improvement.
  - 3) Creating a positive school culture.
  - 4) Organizing structural changes.
  - 5) Maintaining good relationships with stakeholders.
- c. To ensure the educational quality improvement programs are achieved, evaluations are carried out through the following actions:
  - 1) Monitoring the outcomes of all planned and implemented strategic management activities.
  - 2) Measuring individual and school performance.
  - 3) Submitting implementation reports for all activities.
  - 4) Taking corrective actions.

### 5.2. Suggestions

Based on the research findings, the following recommendations are proposed:

- a. For the principal of SD Al Irsyad Al Islamiyyah 01 Bandung: Strategic management for improving education quality should be implemented more effectively and flexibly to adapt to the continuous advancements in science and technology. Continuous environmental analysis is essential. Furthermore, the principal should involve all school members in implementing and evaluating the strategies devised. During the evaluation phase, the principal is encouraged to invite stakeholders to participate in evaluating school programs.
- b. For the Al Irsyad Al Islamiyyah Foundation in Bandung: The Strategic Management of Education Quality Improvement at SD Al Irsyad Al Islamiyyah 01 is highly appropriate and can be applied to other schools under the Al Irsyad Al Islamiyyah Foundation. It provides a clear long-term direction, helps institutions adapt to changes, and identifies their comparative advantages in an increasingly competitive environment.
- c. For Academic Development: Further research is recommended, focusing on strategic management in education with different objects and locations to provide

comprehensive insights across various aspects of education. This would benefit practitioners and those in need of such knowledge.

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