

Strategic Management of Principals in the Development of Middle School Muhammadiyah 9 Tanggulangin Boarding School

[Manajemen Strategik Kepala Sekolah dalam Pengembangan SMP Muhammadiyah 9 Boarding School Tanggulangin]

Hifni Solikhin¹⁾, Taufichurrohman²⁾

¹⁾Program Studi Magister Manajemen Pendidikan Islam, Universitas Muhammadiyah Sidoarjo, Indonesia

²⁾ Program Studi Magister Manajemen Pendidikan Islam, Universitas Muhammadiyah Sidoarjo, Indonesia
taufik.umsida67@gmail.com

Abstract. *The success of the development of Islamic Education Institutions depends on the success of the school principal. School principals need strategic management to maintain and develop the existence of the Islamic Education Institutions they lead. This study aims to photograph the strategic direction of the principal of SMP Muhammadiyah 9 Boarding School Tanggulangin in developing his institution. By using descriptive qualitative methods and data collection techniques through observation, interviews, and documentation, researchers found strategic management carried out by the principal of SMP Muhammadiyah 9 Boarding School Tanggulangin in developing his institution, including curriculum and learning management, personnel management, student management, management administration, facilities and infrastructure management, financial management, public relations management.*

Keywords - principal strategic management, SMP Muhammadiyah 9 Boarding School Tanggulangin

Abstrak. *Keberhasilan perkembangan Lembaga Pendidikan Islam bergantung dengan keberhasilan kepala sekolah. Manajemen strategik dibutuhkan oleh kepala sekolah dalam mempertahankan dan mengembangkan eksistensi Lembaga Pendidikan Islam yang dipimpinnya. Tujuan penelitian ini ingin memotret manajemen strategi kepala SMP Muhammadiyah 9 Boarding School Tanggulangin dalam mengembangkan lembaganya. Dengan menggunakan metode deskriptif kualitatif dan teknik pengambilan data melalui observasi, wawancara, serta dokumentasi, peneliti menemukan manajemen strategik yang dilakukan oleh kepala SMP Muhammadiyah 9 Boarding School Tanggulangin dalam mengembangkan lembaganya, diantaranya adalah manajemen kurikulum dan pembelajaran, manajemen personalia, manajemen peserta didik, manajemen administrasi, manajemen sarana dan prasarana, manajemen keuangan, manajemen hubungan masyarakat.*

Kata Kunci – manajemen strategik kepala sekolah, SMP Muhammadiyah 9 Boarding School Tanggulangin

I. INTRODUCTION

The success of the development of Islamic Education Institutions depends on the principal's success.[1][2][3][4] This benchmark is reasonable, considering that the principal is a leader who is demanded to develop an Islamic Education Institution with its competencies.[5][6][7] One of the competencies that school principals must possess is managerial ability.[8][9][10]

However, the facts show that not all school principals have good managerial skills.[2][11] This is caused by the need for more transparency in appointing a teacher to become the principal.[2] The impact is that a school principal who needs to have good managerial skills causes an Islamic Education Institution not to develop the vision and mission of the Educational Institution.[4][12][13]

Strategic management is needed by stakeholders of an Islamic Education Institution, especially school principals. A school principal must be able to determine the right strategy for maintaining the existence of the Islamic Education Institution he leads. Even a school principal with good strategic management skills can increase the effectiveness and productivity of the Islamic Education Institution he leads.[14][15][16][17]

Strategic management is a series of planning, directing, organizing, and controlling several strategic decisions and actions of school principals to gain a competitive advantage over the Islamic Education Institutions they lead.[3][14][18][19] With this strategic management, problems that arise in an Islamic Education Institution, such as (a) low teacher professionalism, (b) low student learning motivation, and (c) graduate competency standards in substandard, can be minimized and even resolved properly.[20][21][22][23]

Previous research, written by Muhammad Fuad Hasan Metarum entitled Strategic Management of Principal Supervision in Building Character Education in Private Islamic Madrasahs, shows that school principals implement seven strategies as a basis for instilling student character values, namely:[24] (a) honest and love God, (b) responsible, (c) respectful and polite, (d) generous, (e) mutual help and cooperation, (f) confident and creative, and (g) hard worker.

The seven components were successfully carried out because of good cooperation between all components in the Islamic Education Institution and the openness and responsibility carried out by the school principal.[1][24][25]

In line with the first research, research conducted by Hilya Gania Adilah entitled Strategic Management in Improving the Quality of Islamic Education Institutions also shows an increase in the quality of an Islamic Education Institution through increased achievements from the previous year and an increase in the rate of graduates owned by the Islamic Education Institution.[26]

Therefore the researcher wants to reveal the strategic management implemented by the principal at SMP Muhammadiyah 9 Boarding School Tanggulangan Sidoarjo in developing the quality of the Islamic Education Institution so that it can compete with other similar Educational Institutions in Sidoarjo.

II. METHOD

The method used in this research is descriptive qualitative. The purpose of using this method is to describe the conditions that occur in the field in a certain situation.[1][2][27] The techniques used are observations, interviews, and documentation related to the research focus. SMP Muhammadiyah 9 Boarding School is a formal Islamic Education Institution used as a place for this research.

III. RESULTS AND DISCUSSION

From the results of research conducted by researchers at SMP Muhammadiyah 9 Boarding School Tanggulangan Sidoarjo, it was found that school principals carried out several strategic management practices in developing Islamic education institutions, including curriculum and learning management, personnel management, student management, administration management, facility and infrastructure management, financial management, public relations management.

A. Learning Curriculum Management

In essence, learning curriculum management is essential in Islamic educational institutions, and this is because all aspects of the activity and substance of the regulation and control of educational institutions, in essence, originate from learning curriculum management and starting from human resource management, finance, students, facilities, and infrastructure to community relations management. Therefore, human resources must understand the learning curriculum, especially school principals.

From the interviews conducted, it was found that learning curriculum management is one of the strategies that can be carried out in educational institutions so that they can adapt to the culture outside and within an institution. From the explanation above, learning curriculum management is very important because the knowledge gained by students depends on how good the direction of the learning curriculum is. Therefore, the principal is vital in managing the learning curriculum in this context.

The research results found that there are at least two main tasks of school principals in learning curriculum management. First: The principal's task as an educational institution's leader in organizing and managing teaching and learning activities. The learning curriculum management is carried out, such as preparing calendars, making annual programs, and preparing schedules. While the second: Principal's task is to provide direction to teachers in teaching activities, such as preparing material by the provisions of educational institutions, preparing teaching programs in the long term and short term, and designing improvement and enrichment programs.

The study's results found that the curriculum management carried out by the school principal had several stages, namely the planning stage. This planning stage is the first step the school principal and staff take by holding an annual meeting. The discussion at the conference was related to the program's structure, the preparation of lesson schedules, and educational calendars, the distribution of teacher assignments, the arrangement or placement of students, the preparation of teaching plans, and the implementation of the curriculum that had been made.

The next activity the principal and his staff carry out is to hold a curriculum evaluation meeting. Curriculum evaluation meetings are held at the end of each semester and the end of the year. From the results of interviews conducted by researchers, the purpose of conducting curriculum evaluation meetings is to collect data and analyze the implementation of the curriculum to weigh whether the curriculum should be revised or replaced.

From the explanation above, curriculum evaluation is a process that must be carried out to collect valid and reliable data to make decisions about the current and implemented curriculum. The research found that curriculum evaluation was carried out in two ways, namely formative evaluation and summative evaluation.

B. Human Resource Management

In essence, learning curriculum management is essential in Islamic educational institutions because all aspects of the activity and substance of the regulation and control of educational institutions originate from learning curriculum management, from human resource management, finance, students, facilities, and infrastructure to community

relations management. Therefore, human resources must understand the learning curriculum, especially school principals.

The school principal has a vital role as the leader of an educational institution having roles and responsibilities in implementing, developing, and improving an educational institution. Principals must be able to organize and manage and select competent human resources in their scientific fields so that they can teach and be responsible with their knowledge. Therefore the principal must have the principle that human resources are an essential component in educational institutions so that human resources can be managed optimally to achieve the goals of an institution.

Human resource management activities at the Muhammadiyah Boarding School Middle School Tanggulangin Sidoarjo include planning, organizing, implementing, and evaluating. From the results of the research that the planning that is carried out is to design effective and efficient human resources, then next is the organization intended to group human resources according to their potential and scientific concentration, then the implementation of human resource management, in this case, the implementation teaching according to their knowledge.

Human Resource Management carried out at SMP Muhammadiyah 9 Boarding School Tanggulangin is as follows: (a) analyzing the number and tasks assigned to prospective employees in the institution, (b) implementing recruitment, (c) performance appraisal and training, (d) evaluation.

C. Student Management

Student management is an effort to record students from entering until graduation. The results of the interviews show that the registration of students is carried out to see and obtain data on the number of students who enter so that educational institutions can provide services and facilities that can support students in developing their potential.

Student management is an integral part of an educational institution because, in essence, educational institutions are built as places for teaching and learning. In the end, it is for the benefit of students. Apart from that, the center of educational services in schools is students. Therefore all school activities are directed at students, providing facilities and infrastructure, making curriculum, financial management, and creating a conducive atmosphere. Ultimately, student management is carried out to develop and advance an educational institution.

As the results of interviews with the principal said, student management has specific goals; one of the goals is to organize and manage student activities to help in the learning process so that the learning process can run effectively and efficiently.

Apart from students' goals, student management also functions as a place or place for students to know their identity and develop their potential so that students can direct actions according to the provisions and rules in the school, family, and community environment.

From the research results, it was found that students who entered SMP Muhammadiyah 9 Boarding School Tanggulangin were based on something other than the selection test but on the mapping results. This mapping aims to identify related student learning styles and how to learn. The management of students carried out by the school principal is as follows: (a) analysis of the needs of students, (b) acceptance of new students, (c) orientation of students, (d) classifying students according to their respective abilities, (e) statement to follow the entire teaching and learning process until graduation.

D. Facility and Infrastructure Management

In the development of an educational institution, it is necessary to have facilities and infrastructure management. Because facilities and infrastructure are an essential part of an educational institution, even the benchmark for the progress or failure of an educational institution depends on the availability of facilities and infrastructure. The management of facilities and infrastructure in question is a process of regulating, managing, and supervising the facilities of educational institutions effectively and efficiently to achieve the goals set by an institution. In this case, the institutional facility management process includes planning, organizing, actuating, and supervising.

From the results of interviews conducted by researchers, that management of facilities and infrastructure needs to be carried out to design, organize, develop, maintain, and supervise optimally to facilitate the smooth running of the institution's service program so that it will have implications for the development of an educational institution. The management of this facility aims to provide details of all equipment-related activities and provide guidance regarding how to carry out actions so that they can help and encourage the achievement of tasks for each unit of an educational institution.

From the explanation above, it can be understood that the management of facilities and infrastructure needs to be carried out in every educational institution, the management of facilities and infrastructure is carried out to provide good, comfortable, safe service so that students can enjoy the facilities properly. The form and type of facilities and infrastructure in question are, as stated in the general guidebook for the implementation of school administration.

Facilities and infrastructure in an educational institution can be distinguished into movable and immovable forms of goods that are consumable and non-consumable. Examples of consumables are paper, ink markers, and so on. At the same time, non-consumable items are computers, cupboards, cars, toilets, and so on. All the facilities and infrastructure referred to must be appropriately managed to be used effectively and efficiently so that, in the end, it will have implications for the development of an educational institution.

Based on the finding data, the strategic management carried out by the school principal is the distribution of facilities and infrastructure, namely by coordinating with those who manage and are responsible for providing these facilities and infrastructure. This is done to facilitate the process of activities carried out, both curricular and extracurricular activities. The school principal is also responsible for controlling and ensuring that the facilities and infrastructure have been carried out properly and correctly.

Based on the results of the study, it was found that the management of facilities and infrastructure carried out by the principal was as follows: (a) planning for the needs of facilities and infrastructure, (b) making a budget based on planning, (c) purchasing and maintaining facilities and infrastructure, (d) destroying facilities and infrastructure that are no longer needed.

E. Financial Management

In the operational development of an educational institution, financial matters are an inseparable part of educational institution. As for what is meant by the finances above, all funds are obtained either directly or indirectly, whether obtained from the government, community, or parents of students. All funds received must be appropriately managed so students' development, development, and empowerment can run effectively and efficiently.

The purpose of this financial management is to meet every institutional need. It empowers students and is a form of official accountability to the community and government in an institution, especially school principals. Therefore financial management must be adequately managed so that it can be used for the benefit of an institution. Likewise, what was said by the finance department is that sound financial management in an institution will increase the efficiency of education delivery. Therefore, with the availability of effective and efficient finance, the needs of educational institutions will soon be met, and the process of developing an institution will run according to what has been determined.

From the explanation above, financial management is very influential in developing an educational institution. Even though finance is not the only factor that determines the quality of education, at least education management can affect the quality of education. In other words, every activity held in an educational institution, both school activities and the teaching and learning process, definitely requires funds or financing to facilitate the process of carrying out activities. That is why financial management or financing must be regulated and managed as well as possible to operate existing funds effectively and efficiently.

From the results of research on financial management, it can be divided into two, namely routine financing and development financing. The usual financing in question is financing issued for operational development costs, teacher salaries, employee salaries, teaching and learning equipment, etc. What is meant by development financing is the cost of building construction, land expansion, building renovations, and expenses for non-consumable items such as cars and so on. From the explanation above, the school principal has a vital role; that is, at least the principal must be able to make a school budget plan (RAPBS). This activity aims to manage and control the income and expenditure of school funds.

F. Public Relations Management

Education is a shared responsibility, be it the government, teachers, or parents. Therefore community involvement in an educational institution is essential for developing educational institutions. In general, there are two types of community involvement in educational institutions: direct and organizational. Direct involvement includes giving full opportunity to parents to consult and come to school. This is done to support the development of an institution and facilitate the educational process. At the same time, organizational involvement is through committees, ex-organizations, and relationships with other agencies, especially those overseeing an institution or school. This is done to build synergy in developing an educational institution.

The research results show that building good relations with the community is one of the strategies that can help the development of an educational institution. Because the virtual community is an essential educational resource in education, we can see this from the reality that is happening, that many academic institutions do not develop and even close because they do not receive support from the community. Therefore we must make society a part of the development of an educational institution. So the school principal has a vital role in building and establishing harmonious relationships with the community and must be managed as well as possible. Thus parents will send their children to school more. One way to empower the community to become part of a school or institution is using parents to participate in finding out and helping with activities held at school.

As for participation in activities that can be carried out by the community in educational institutions, including participation in school committees, involvement in education, and managing school stakeholders, in the end, community participation in an educational institution can affect the improvement and development of an institution.

The study results show that educational institutions must build good relations with the surrounding community because this will affect the development and progress of Islamic educational institutions. So if the relationship is built correctly, the image of an institution will be protected so that, over time, it may not develop or progress. Therefore educational institutions must be open and willing to communicate with the surrounding community. The management

of school principals in building good relations with the community has several methods and techniques, including the following:

Bil Qalam method

The method used in public relations management through the bil qalam method is to give a booklet at the start of a new school year. The book contains rules, entry requirements, holidays, and effective days. The book was distributed to student's parents and the surrounding community, distributing pamphlets. Pamphlets are leaflets that usually contain the history of the educational institution, teaching staff, available facilities, and learning activities. Apart from being distributed to parents of students, this pamphlet can also be distributed to the general public, in addition to fostering public understanding and promoting the institution.

Apart from that, making news of student activities. This news is made with a paper leaflet containing brief information about the activities carried out in educational institutions. By reading it, students' parents know what is happening in these educational institutions, especially the activities carried out by students, and also information about suggestions from parents for activities that have been and are being carried out by educational institutions. By involving students' parents to provide input and suggestions for educational institutions, they will feel valued and treated well. Then next is the happy news record. This method is almost the same as reporting activity news, but the difference is in the content and information conveyed on the sheet of paper. As for the information listed on the sheet of paper, it is related to the achievements and achievements of students. The excellent news will be given to the participants' parents and even distributed to the community so that the parents of students will be more enthusiastic in providing motivation and support for their children to continue studying at the institution, apart from also so that the competence of educational institutions in educating students.

Next is to give a small pocketbook on how to guide children. Making this pocketbook aims to create a good relationship with the parents of students. Of course, the handbag given is based on Islamic values and teaching materials taught at the institution. So that guardian parents can also contribute to their children's education while they are at home.

Oral bil method

From the results of the oral method research in question is an activity to visit students' homes which are carried out once a month. So some teachers will visit to see the problems or problems experienced by students by asking their parents. After knowing the issues or concerns, it will be easy to make methods according to the problems, interests, and talents students possess.

Apart from visiting students' homes, the institution will invite students' parents to attend school. After that, an explanation will be given regarding the development of educational institutions; the activities carried out, and their children's development. Then the following verbal bill method is for educational institutions to invite guardian parents to attend special meetings, which all parents of students will follow. Usually, in this meeting, the educational institution forms a committee to organize the activities of the meeting, as for what was discussed in the discussion related to the obstacles of educational institutions and the achievements that have been achieved.

Movement method

This method is almost the same as the oral bill method above, but the difference is that the movement method is more about providing explanations through performance activities. So the institution will hold demonstration activities from the results of students' achievements and will be attended by all parents of students. This activity does not only provide information orally or in writing in the form of values and achievements, but in this activity, it will indeed prove that the achievement is by the existing reality. On this occasion, the school principal, teacher, or caretaker of the Islamic boarding school can convey programs to improve the quality of education and problems or obstacles encountered in implementing existing programs.

IV. CONCLUSION

From the results of research conducted by researchers at SMP Muhammadiyah 9 Boarding School Tanggulangin Sidoarjo, it was found that school principals carried out several strategic management practices in developing Islamic education institutions, including curriculum and learning management, personnel management, student management, administrative management, facility and infrastructure management, financial management, public relations management.

REFERENCE

- [1] E. Kurniawati, Y. Arafat, and Y. Puspita, "Peran Kepemimpinan Kepala Sekolah dalam Meningkatkan Mutu Pendidikan melalui Manajemen Berbasis Sekolah," *J. Educ. Res.*, vol. 1, no. 2, pp. 134–137, 2020, doi: 10.37985/joe.v1i2.12.
- [2] E. P. Zai, "Peran Kepala Sekolah dalam Pelaksanaan Manajemen Berbasis Sekolah di SMA Negeri 1 Ulugawo," *J. Pendidik. Ekon.*, vol. 3, no. 2, pp. 3867–3874, 2022, doi: 10.31004/basicedu.v6i3.2766.
- [3] M. Y. DJ, S. Syamsudduha, and M. Rapi, "Pengaruh Penerapan Manajemen Strategis dan Kompetensi Kepala Sekolah Terhadap Pencapaian Standar Pengelolaan Pendidikan di SMA Negeri 19 Makassar," *Idaarah J. Manaj. Pendidik.*, vol. 4, no. 1, p. 77, 2020, doi: 10.24252/idaarah.v4i1.13494.
- [4] J. Jaliah, H. Fitria, and A. Martha, "Pengaruh Kepemimpinan Kepala Sekolah dan Manajemen Kepala Sekolah terhadap Kinerja Guru," *J. Educ. Res.*, vol. 1, no. 2, pp. 146–153, 2020, doi: 10.37985/joe.v1i2.14.
- [5] M. R. A. Rahman, "Strategi Kepemimpinan Kepala Sekolah dalam Meningkatkan Mutu Pendidikan di Masa Pandemi Covid-19," *J. Pendidik. dan Konseling*, vol. 4, pp. 5860–5869, 2022.
- [6] Y. Puspitasari, T. Tobari, and N. Kesumawati, "Pengaruh Manajemen Kepala Sekolah Dan Profesionalisme Guru Terhadap Kinerja Guru," *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, vol. 6, no. 1, pp. 88–99, 2020, doi: 10.31851/jmksp.v6i1.4036.
- [7] S. Marce, S. Ahmad, and S. Eddy, "Faktor Pendukung : Manajemen Kepemimpinan Kepala Sekolah Sebagai Administrator dalam Peningkatan Kompotensi Guru," *DAWUH Islam. Commun. J.*, vol. 1, no. 2, pp. 76–81, 2020, [Online]. Available: <https://siducat.org/index.php/dawuh/article/view/138>.
- [8] T. Marliyani and S. Iskandar, "Program Sekolah Penggerak (PSP) Terhadap Kinerja dan Manajemen Kepala Sekolah," *J. Basicedu*, vol. 6, no. 4, pp. 6679–6685, 2022, doi: 10.31004/basicedu.v6i4.3255.
- [9] N. Seriyanti, S. Ahmad, and D. Destiniar, "Pengaruh Kepemimpinan Kepala Sekolah Dan Peran Komite Sekolah Terhadap Keberhasilan Manajemen Berbasis Sekolah," *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, vol. 6, no. 15–33, 2020, doi: 10.31851/jmksp.v6i1.3922.
- [10] B. Basri, K. Khairinal, and F. Firman, "Manajemen Kepala Sekolah dalam Meningkatkan Fungsi Guru di Sekolah Menengah Atas Negeri 4 Merangin," *J. Ilm. Dikdaya*, vol. 11, no. 2, p. 349, 2021, doi: 10.33087/dikdaya.v11i2.233.
- [11] W. Siregar, "Kepemimpinan Kepala Sekolah dalam Pelaksanaan Manajemen Sekolah Wahyuni," *J. basicedu*, vol. 6, no. 3, pp. 3867–3874, 2022, [Online]. Available: <https://doi.org/10.31004/basicedu.v5i4.1230>.
- [12] M. Fadhli, "Implementasi Manajemen Strategik Dalam Lembaga Pendidikan," *Contin. Educ. J. Sci. Res.*, vol. 1, no. 1, pp. 11–23, 2020, doi: 10.51178/ce.v1i1.7.
- [13] F. Fauzi, "Implementasi Manajemen Strategis pada Program School Improvement di MTsS Maqama Mahmuda," *J. Manaj. Pendidik. Islam*, vol. 5, no. 1, pp. 26–43, 2020, [Online]. Available: <http://ejournal.uin-malang.ac.id/index.php/jmpi/index>.
- [14] F. Husni and D. Wahyudiati, "Relevansi Manajemen Strategik Kepala Sekolah dalam Meningkatkan Mutu Pendidikan dan Daya Saing di Sekolah Dasar," *Website J.*, vol. 8, no. 1, pp. 2503–3506, 2022.
- [15] S. Anam, "Manajemen Strategis Kementrian Agama Kabupaten Serang dalam Pengembangan Madrasah," vol. 3, no. 1, pp. 1–18, 2021.
- [16] M. Ilham and A. Rahmat, "Manajemen Strategi Kepala Sekolah dalam Membangun Budaya Organisasi di SMP Islam Terpadu Luqmanul Hakim Aceh Besar," *Manaj. Strateg. Kepala Sekol. Dalam Membangun Budaya Organ. di SMP Islam Terpadu Luqmanul Hakim Aceh Besar*, vol. 12, no. 1, p. 153, 2021.
- [17] N. Laeli, "Implementasi Manajemen Strategik dalam Meningkatkan Mutu Pendidikan di Madrasah Ibtidaiyah Miftahul Huda Bulaksari Cilacap," *J. Manaj. Pendidik. dan Stud. Islam*, vol. 8, no. 1, pp. 56–73, 2021.
- [18] S. Budiman and S. Suparjo, "Manajemen Strategik Pendidikan Islam," *JISIP (Jurnal Ilmu Sos. dan Pendidikan)*, vol. 5, no. 3, pp. 515–523, 2021, doi: 10.36312/jisip.v5i3.2197.
- [19] F. Setiawati, "Manajemen Strategi untuk Meningkatkan Kualitas Pendidikan," *J. At-Tadbir Media Huk. dan Pendidik.*, vol. 30, no. 1, pp. 57–66, 2020, doi: 10.52030/attadbir.v30i01.31.
- [20] R. I. Aulia, "Pengaruh Manajemen Strategi Pendidikan Dalam Meningkatkan Mutu Dan Daya Saing," *Edukatif J. Ilmu Pendidik.*, vol. 3, no. 4, pp. 1578–1586, 2021, [Online]. Available: <https://edukatif.org/index.php/edukatif/article/view/626>.
- [21] A. N. Kholili and S. Fajaruddin, "Manajemen Strategik Peningkatan Mutu Lembaga Pendidikan Muhammadiyah di Kabupaten Gunungkidul," *J. Akuntabilitas Manaj. Pendidik.*, vol. 8, no. 1, pp. 53–69, 2020, doi: 10.21831/jamp.v8i1.31630.
- [22] O. Dermawan, "Manajemen Strategik Dalam Peningkatan Kualitas Pendidikan Di Sekolah Menengah Atas Negeri 1 Metro Lampung Strategic Management in Improving the Quality of Education in the State Senior High School 1 Metro Lampung," *JIEM (Journal Islam. Educ. Manag.)*, vol. 4, no. 1, pp. 72–81, 2020, doi: 10.24235/jiem.v4i1.6828.

- [23] I. Turmidzi, "Implementasi Perencanaan Strategis Dalam Meningkatkan Mutu Pendidikan Madrasah," *Tarbawi*, vol. 5, no. 2, pp. 90–100, 2022, [Online]. Available: <https://stai-binamadani.e-journal.id/Tarbawi>.
- [24] M. Fuad, H. Metarum, and A. Majid, "Manajemen Strategis Supervisi Kepala Sekolah dalam Membangun Pendidikan Karakter di Madrasah Ibtidaiyah Swasta Pendahuluan Sekolah menjadi lembaga pendidikan sebagai media berbenah diri dan membentuk nalar berfikir yang kuat dengan ilmu pengetahuan dan te," *J. Manaj. dan Pendidik. Islam*, vol. 7, no. 1, pp. 23–34, 2021, [Online]. Available: <http://www.journal.unipdu.ac.id/index.php/dirasat/article/view/2417%0Ahttp://www.journal.unipdu.ac.id/index.php/dirasat/article/download/2417/1242>.
- [25] Nova, "Pengambilan Keputusan Oleh Kepala Sekolah Melalui Pendekatan Manajemen Strategis Dalam Upaya Peningkatan Kualitas Pendidikan Di SMA Negeri 2 Bireuen," *J. Pendidik. dan Konseling*, vol. 4, no. 6, pp. 11882–11888, 2022.
- [26] H. G. Adilah and Y. Suryana, "Manajemen Strategik Dalam Meningkatkan Mutu Pendidikan Madrasah Ibtidaiyah," *J. Isema Islam. Educ. Manag.*, vol. 6, no. 1, pp. 87–94, 2021, doi: 10.15575/isema.v6i1.11037.
- [27] M. H. Samiaji, I. Hidayat, and S. Najah, "Manajemen Strategi dalam Pengembangan Mutu Pendidikan Anak Dini," *J. Pelita PAUD*, vol. 5, no. 2, pp. 184–192, 2021, doi: 10.33222/pelitapaud.v5i2.1290.

Conflict of Interest Statement:

The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.