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RESEARCH ARTICLE

THE STRATEGIC MANAGEMENT AT STATE VOCATIONAL HIGH SCHOOL 2 KALIANDA, SOUTH LAMPUNG, INDONESIA

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Abstract

The increasingly fierce competition mechanism inspired this research in vocational high schools in Indonesia. The State Vocational High School (SMK Negeri) 2 Kalianda, South Lampung, lacked facilities and human resources that can support students' success. It also lacked the motivation to face the era of the industrial revolution 4.0. This phenomenon is interesting to explore. This research aimed to illustrate the strategic management of the school. The research was an interpretive paradigm by employing the descriptive qualitative method. The research data were obtained from the principal, curriculum representatives, teachers, education personnel, and school committees. The data collecting techniques employed were observations, interviews, and documentation. Based on the research, it was found that (1) the strategic formulation done by SMK Negeri 2 Kalianda consisted of vision and mission, SWOT analysis, short, medium and long term planning, as well as determining strategic superiority that can be categorized as good, but the development of educational facilities (infrastructure) still needs to be optimized. 2) Strategic implementation was ineffective, especially in utilizing information systems and linking employee competencies with educational institutions' performance. Those problems were caused by the mismatch between work performances and the roles, considering the limited allocation and operations. 3) Strategic evaluation can be categorized as reasonably good, which covered monitoring the results of strategic planning and implementation, measuring individual and school performance, and determining improvement steps.

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Introduction:-

Societies' demand marks the industrial revolution 4.0 era for various digital applications [1]. It poses a challenge for vocational high school education in Indonesia to continue to exist and advance. The quality of these educational institutions shows competitiveness indicators because competitive education is quality education. Although vocational schools of mediocre quality have plenty of students, it is only a temporary indicator. If the competition mechanism continues to be tight at one point in time, communities need formality and substance. Thus, education that does not promise quality because it does not develop strategic management will not get public trust [2].

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Strategic management is an activity carried out by all human resources on an ongoing basis. It is a cycle that can produce decisions to answer the relevance of organizational and environmental needs[3]. In the current context, through strategic management, the vocational high school principals must formulate and establish the correct organizational strategy so that the organization can continue to exist and be strong in adapting and innovating. It is needed so that the organization can increase its productivity and effectiveness [4].

Two benefits can be obtained from the application of strategic management in vocational high school education. Those benefits are 1) education can always adapt to users' demands to support the quality improvement and will not encounter significant difficulties and 2) the measurement and evaluation of the success rate can be determined to improve the quality of education[5]. Strategic management in vocational high schools reflects the desire of school principals, education personnel, and teachers to adopt strategy-making processes that are focused, intelligent, and relevant to the students and stakeholders' needs. The strategic processes can be combined with management functions, namely planning, implementing, and monitoring often referred to as strategic management[6]. In principle, strategic management is a strategic thinking method in dealing with problems related to everyday vocational school education activities. This thinking process can also be used and applied as a practical pattern in decision making when facing various problems that require the best solutions for schools.

Furthermore, the research data based on the external and internal environment analysis of SMKN 2 Kalianda, South Lampung, was in the form of a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats). The formulation of the external and internal environmental analysis was done through consultation with the principal, vice-principal of public relations, curriculum, student affairs, the teacher council, and the school committee. Strength was done to minimize the existing weaknesses. The school tried and improved its strength optimally so that the existing weaknesses can be overcome. Likewise, in facing challenges (threats), the opportunities were utilized to minimize the threats. The school tried and utilized opportunities optimally so that existing challenges can be faced and overcome. Based on the preresearch data, the school lacked facilities and human resources that can support students' success. It also lacked the motivation to face the era of the industrial revolution 4.0. This phenomenon is interesting to explore so that the strategic management of the school can be illustrated.

Based on the theoretical and empirical data, this research focused on the strategic management of SMK Negeri 2 Kalianda, South Lampung. The strategic management sub-foci covered three elements: strategic formulation, strategic implementation, and strategic evaluation.

Research Method:-

This study employed the interpretive paradigm with a descriptive qualitative method. The approach used was naturalistic phenomenology. An interpretive paradigm is a perspective to understand and explain the social world from the actors involved in it. Therefore, Burrell and Morgan state that its value lies in its voluntaristic ontology of human nature. Subjectivity plays a vital role than objectivity, as found in the functionalist or positivistic paradigm[7].

The interpretive paradigm aspires to understand and interpret the meaning of reality. This thought school has become the root of qualitative research approaches, often labeled as phenomenologism[8]. According to Cresswell, in the phenomenological approach, the researchers collect data through participant observation to determine participants' essential phenomena in their life experiences[9]. The qualitative-descriptive method aims to reveal facts, circumstances, phenomena, variables, and circumstances that occur during the research and present them as they are[10].

This research method aimed to capture the meaning and understanding of the symptoms, events, facts, and incidents of certain events regarding social events in deep complexity. The approach used was phenomenological-naturalistic. It tries to explain or reveal concepts or phenomena that occur naturally. The qualitative method was chosen because it was expected to describe and understand the meaning underlying participant's behavior. The approach here was the researcher's perspective in researching experiment or non-experiment. However, the approach also showed the type of research viewed objectively, for example, exploratory, descriptive, or historical[10].

Furthermore, the research data taken were primary and secondary data. Primary data was sourced from informants, namely school principals, leaders, teachers, school committees, and students' guardians. The secondary data

were obtained from schools' archives in the form of magazines, special books reports, newspapers, encyclopedias, brochures, and websites. Observation, interview, and documentation served as the data collecting technique. The data were analyzed by collecting existing data, compiling the data systematically, then presenting the results of the analysis. This procedure of data analysis was based on Miles' opinion that qualitative data analysis is an activity carried out simultaneously and intertwines between data reduction, data presentation, and drawing conclusions or verification[11]. These researchers conducted examination techniques to assure the validity based on four criteria, namely 1) credibility; 2) transferability; 3) dependability; and 4) confirmability[10].

Results and Discussion:-

Strategic management is a process that contains information about the past, present, and future of activity and the environment that goes through interrelated stages leading to a goal. The stages of strategic management of SMK Negeri 2 Kalianda include formulation or planning, implementation, and evaluation. The stages are in line with Fred R David's opinion that there are three stages in the strategic management process: formulation, implementation, and evaluation [12].

Strategic Formulation at SMK Negeri 2 Kalianda:

Based on the obtained data, the strategic formulation of SMK Negeri 2 Kalianda includes vision and mission, SWOT analysis, short, medium, and long term planning, and determining strategic excellence. The data were relevant to Fred R David's opinion[12] that strategic formulation includes the development of a vision and mission, identification of external threats and opportunities to an organization, awareness of internal strengths and weaknesses, setting long-term goals, searching for alternative strategies, and selecting specific strategies to achieve goals. According to Sutikno, there are two major stages in strategic management, namely, strategic formulation and strategic implementation. The strategic formulation includes planning and setting the vision and mission of the organization, creating an organizational profile, assessing the environment by recognizing the internal strengths and weaknesses of the organization, recognizing the opportunities and external threats to the organization, establishing long-term and short-term directions and goals, and determining strategies[13]. Furthermore, according to Calam and Amnah Qurniati, vision is a realistic picture of the future to be realized within a certain period [14].

The principal formulated the formulation of the vision and mission at SMK Negeri 2 Kalianda South Lampung by involving stakeholders when it was first established. The current principal is the new school principal and only continues the previously formulated vision and mission. The new principal's reason to continue the vision and mission was that he considered that the vision and mission that had been formulated were right and following the school's needs. The achievement of the vision and mission is the goal of the education unit. The vision and mission of SMK Negeri 2 Kalianda are being a superior school among all vocational schools in South Lampung, forming human resources with religious personalities and noble morals, and being professional and competitive in achieving competence in their respective fields of expertise. The vision can be summarized into three words: Pious, Professional, and Competitive. The three words become the spirit or soul for each school member to carry out their respective duties and functions. The implementation of the vision and mission at SMK Negeri 2 Kalianda can be said as good. It can be seen from the implementation of learning that reflects the efforts to achieve excellent learning outcomes. The learning is supported by an adequate, conducive, and pleasant learning and school atmosphere. This condition is relevant to research by Asni[15]. However, it turns out that some school members do not understand the vision, mission, and goals of the school. Also, the empowerment of school residents has not been optimal. Thus, all school members need intensive socialization of the vision, mission, and goals.

Furthermore, the strategic management formulation process at SMK Negeri 2 Kalianda South Lampung departs from environmental analysis, both external and internal. The external factor analysis consists of opportunities and challenges. The internal factor analysis consists of strengths and weaknesses. This model is called SWOT (Strengths, Weaknesses, Opportunities, and Threats)[16].

Based on the interviews and documentation, several problems could be identified. The problems are the lack of facilities and infrastructure, professionalism of human resources (teachers and students), low graduates' competency standards, and ineffective learning processes. To overcome these problems, the strengths have been utilized to minimize the existing weaknesses. The school will continue to increase its strength optimally so that the existing weaknesses can be resolved. Likewise, in overcoming threats, opportunities have been utilized to minimize the threats. The school will continue to try and use opportunities optimally so that existing challenges can be overcome. The analysis of internal and external issues can be used as a consideration in making decisions and

determining strategic plans for improving the quality of education to make the schools superior. This is following the opinion of Sujiko [17]

Short, medium, and long term planning and strategic management play an essential role in an educational institution. Through careful planning, schools can produce appropriate strategies to achieve predetermined goals. This is also relevant to research conducted by Mappasiara, stating that the implementation of strategic management and operational management in educational institutions produce positive impacts on the development by guiding to overcome current and future problems and better accuracy in decision making and technical implementation [18]. It is essential to plan before carrying out activities. The goal is to ensure that every activity can be carried out effectively and efficiently based on shared expectations and goals. It is necessary to decide by sorting and choosing alternatives.

Strategic Implementation at SMK Negeri 2 Kalianda:

The strategic management implementation activities at SMK Negeri 2 Kalianda include 1) compiling and implementing annual programs, 2) establishing school policies, 3) motivating educators and education personnel, 4) developing a culture that supports the strategies, 5) determining budgets, and 6) utilizing the academic performance information system.

The strategic management implementation activities at SMK Negeri 2 Kalianda follow the programs and the policies set by the government and the school, creating rules for teachers and students and developing human resources. The school allocates human resources to create an effective learning process. Human resource is a work business or service that can be provided in the production process. Human resources are related to people who can work to provide services [19]. The allocation of human resources at SMK Negeri 2 Kalianda is based on observations on the respective fields. Based on the obtained data, human resources have been adjusted by selecting and looking at the education history and certificates. Gomes states that human resource allocation through prior selection and placement is essential in human resource management [20].

On the other hand, the management implementation at SMK Negeri 2 Kalianda has not been optimal and as expected. It can be seen from the indicators of the educational qualifications of the teachers are relatively diverse. Some teachers could not communicate using English. In the learning process, they have not implemented IT optimally. Also, they have a poor understanding of learning tools that facilitate HOTS skills, starting from syllabus design, lesson planning, implementation of learning, and learning assessment.

Furthermore, there is educational personnel who do not have bachelor's degrees. Their knowledge of taxation is inadequate, and skills in correspondence and computers are also inadequate. Educational personnel must master official correspondence and taxation; however, they have inadequate ability to make official documents and possess low computer literacy.

Furthermore, the principal of SMK Negeri 2 Kalianda motivates, directs, and instructs the teachers to achieve the standards and competencies. To further stimulate the teachers and education personnel's enthusiasm in honing their abilities, the principal provides rewards. This action is in line with Septiana's opinion that the principal should motivate teachers more, for example, by giving awards to teachers who excel so that the motivation can run correctly [21]. By giving the rewards, teachers and education personnel are expected to carry out their duties better.

Furthermore, the professionalism culture has been applied in SMK Negeri 2 Kalinda. This culture reflects the abilities or competencies of a teacher. Professional culture includes doing work according to job competence, being sincere and disciplined in working, and doing controlled work. This data is reinforced by Muhaimin's opinion that one of the cultural values in school is the value of discipline. Discipline keeps all people around the school to know what is essential and unimportant [22]. Robbins expresses a similar opinion that responsibility is the granting of authority to someone to carry out a task or to assume responsibility in a positive direction [23].

Based on the data analysis, SMK Negeri 2 Kalianda has not implemented an effective management information system. The school's practical facilities are incomplete. Vocational-based high school requires a higher cost compared to other high schools. Since the costs are too expensive, and the teachers' abilities are not optimal, especially in the field of IT, SMK Negeri 2 Kalianda cannot carry out the Management Information System properly. However, the school is trying to implement IT. All academic staff and teachers continue to make efforts

to improve the system using the existing facilities. According to Lipursari, the management information system is a network of information needed by leaders in carrying out their duties (for the benefit of the organization), especially in achieving organizational goals [24].

Strategic Evaluation at SMK Negeri 2 Kalianda:

The evaluation carried out by SMK Negeri 2 Kalianda is aimed at continuous improvement to improve the achievement of teachers, students, and the quality of education. The strategic management evaluation in improving the quality of education consists of planning, implementing, and supervising activities. If a deficiency is found, the evaluation will provide a record of improvements that must be carried out later. Based on the data, meetings with stakeholders are ways to monitor the planning and implementation of strategic management. The stakeholders consist of the principal, vice-principal, teachers, and the school committee. The meetings are aimed to direct, guide, and monitor the progress of each activity. The supervisions and intensive performance measurement processes are also performed. This study's results are relevant to the research conducted by Atikah, which reveals that monitoring activities carried out by the principal can support school performance [25].

Strategic management planning at SMK Negeri 2 Kalianda includes vision and mission, SWOT analysis, short, medium, and long-term plans, and determining superior strategies. The planning follows the national education objectives stated in Law Number 20 of 2003 article 3 on National Education Standards. Also, the planning pays attention to the surrounding environment and the world's abilities so that it is suitable to be used as a reference in the formulation of the vision and mission.

Overall, the strategic management at SMK Negeri 2 Kalianda has gone well, starting from strategic planning, strategic implementation, and strategic evaluation. This assessment can also be observed directly from the school's strategic plan and operational plan documents, starting from the vision and mission, SWOT analysis, the short and long-term plans for the next few years. The strategic planning prepared by SMK Negeri 2 Kalianda aims to manage current conditions to project future conditions to serve as guidelines that can be used for the next five to ten years. Meanwhile, the operational plan is a plan that focuses on tactical planning to achieve operational goals consisting of more specific short-term goals. Good strategic management positively impacts school inputs, processes, and outputs.

Conclusion:-

Based on the data analysis results, it can be concluded that 1) the strategic formulation of SMK Negeri 2 Kalianda includes vision and mission, SWOT analysis, short, medium, and long-term planning, and superior strategy can be categorized as good. However, the development of educational facilities (infrastructure) needs to be optimized. 2) the implementation of strategic management at SMK Negeri 2 Kalianda includes several activities emphasized on setting annual goals, setting policies, motivating employees, developing a supportive culture, establishing an effective organizational structure, setting budgets, utilizing information systems, and linking teachers' competencies with the performance of educational institutions or companies. The strategic implementation is not effective, especially in utilizing information systems and connecting employee competencies with educational institutions' performance. The problems are caused by the mismatch between work performance and its role, considering the limited allocation and operations. Some teachers and staff have not mastered IT and practical facilities, especially the room used for practice. However, the principal strives to optimize human resources in the IT field by providing training. 3) The strategic evaluation of SMK Negeri 2 Kalianda can be categorized as reasonably good, including monitoring the results of strategic planning and implementation, measuring individual and school performance, and determining corrective measures.

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