
Implementation of Strategic Management in Improving the Quality of Educators at MAN I and MAS Al Muhsin Metro Lampung

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Abstract

This article mainly focuses on the strategy formulation, implementation, and evaluation stages in MAN and MAS Lampung. This research is qualitative-descriptive research. The data sources are the head of the Madrasah, the deputy head of the Madrasah, and teacher representatives. Data collection was done by interview, observation, and documentation. Data analysis techniques include data reduction, data presentation, and conclusion drawing. The data validity test used the triangulation technique. The results showed that first, the strategy formulation phase is carried out by formulating a vision, mission, and goals based on the results of a study of the objective conditions of the internal and external environment, then formulating a strategic plan and Madrasah profile. Second, the strategy implementation stage is carried out by elaborating the strategy formulation into the activities of organizational structure preparation, Division of tasks according to qualifications and competencies, socialization of Madrasah potential and teaching staff, implementation of education and training, carrying out further studies, allocating teacher quality improvement budget, and carrying out development and mutation of teacher career improvement. The third evaluation stage of the strategy is carried out through teacher competency tests, teacher performance assessments, and teacher certification.

Keywords: Strategic Management, Education, Quality of Educators, Islamic Senior High School

Implementasi Manajemen Strategik dalam Meningkatkan Mutu Tenaga Pendidik Di MAN I dan MAS Al Muhsin Metro Lampung

Abstrak

Artikel ini Fokus pada tahapan perumusan strategi, tahap implementasi strategi dan tahap evaluasi strategi di MAN dan MAS Lampung. Penelitian ini merupakan penelitian kualitatif-deskriptif. Sumber data adalah kepala Madrasah, wakil kepala Madrasah dan perwakilan guru. Pengumpulan data dilakukan dengan metode wawancara, observasi, dan dokumentasi. Teknik analisis data meliputi reduksi data, penyajian data dan penarikan kesimpulan. Uji keabsahan data menggunakan teknik triangulasi. Hasil penelitian menunjukkan 1) Tahap perumusan strategi dilakukan dengan merumuskan visi, misi, tujuan dengan berlandaskan hasil kajian atas kondisi obyektif lingkungan internal dan eksternal, selanjutnya merumuskan rencana strategis dan profil Madrasah. 2) Tahap implementasi strategi dilakukan dengan menjabarkan perumusan strategi ke dalam kegiatan penyusunan struktur organisasi, pembagian tugas sesuai dengan kualifikasi dan kompetensi, sosialisasi potensi Madrasah dan tenaga pendidik, pelaksanaan pendidikan dan latihan, melaksanakan studi lanjut, pengalokasian anggaran peningkatan mutu guru, serta melaksanakan pengembangan dan mutasi peningkatan karir guru. 3) Tahap evaluasi strategi dilaksanakan melalui uji kompetensi guru, penilaian kinerja guru dan sertifikasi guru.

Kata kunci: Manajemen Strategik, Pendidikan, Mutu Tenaga Pendidik, Islamic Senior High School

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A. Introduction

One of the education problems is the low quality of educators caused by many factors. The factors are academic qualifications, competence, and the lack of quality development efforts. Although the government has tried to improve education quality through training and teacher competence, procuring textbooks, and improving educational facilities and infrastructure, it must be considered that the quality of education in Indonesia is still concerning. Based on UNESCO data in the 2016 Global Education Monitoring (GEM), education in Indonesia ranks 10th out of 14 developing countries.¹

The national average of the Teacher Competency Test (UKG) results in 2015 was 44.5. This figure still needs to catch up to the standard score of 55. Pedagogic competence as the primary competence of teachers is also low. Not a few teachers who teach still use the old method; of the textbook, which is very dull for students.² The data indicates that the competence and quality of educators in Indonesia, in general, still need to improve compared to the quality of teachers in various countries worldwide. This condition is a challenge for all parties to immediately find the best solution to improve the quality of education by improving the quality of teachers.

Efforts to improve the quality of educators can begin with strategic management-based education governance. This step is expected to reduce stagnation for the acceleration of educational development.³ The importance of effective management in the management of educational organizations is believed and recognized by many parties. The education and learning process in schools, madrasas, and universities is much more effective if managed using management principles. In the governance of educational institutions is possible to adopt a strategic approach that integrates several different aspects of management to organize and achieve the goals of educational institutions.⁴

¹ Aisya Maura, "Fakta Kualitas Guru di Indonesia yang Perlu Anda Ketahui," accessed October 27, 2022, <https://www.ruangguru.com/blog/fakta-kualitas-guru-di-indonesia-yang-perlu-anda-ketahui>.

² Syarifudin Yunus, "Mengkritisi Kualitas Guru," 2018, <https://mediaindonesia.com/opini/200182/mengkritisi-kualitas-guru>.

³ Mulyasa, *Manajemen & Kepemimpinan Kepala Sekolah* (Jakarta: Bumi Aksara, 2015), 160.

⁴ Bush, 17.

Competition for public trust in the world of education forces educational institutions such as Madrasah and the like to think more creatively, innovatively, and responsively in absorbing and developing various information for the progress of their educational institutions. In this context, the implementation of strategic management is an alternative option that can be done. Because strategic management is future-oriented management using internal and external approaches.

B. Literature Review

Strategic management is defined as the alignment of internal capabilities with external demands. This alignment can include plans, patterns, positions, perspectives, and plots. Strategic management is essential for organizational improvement because it can affect the organization's adaptability, performance, and legitimacy. Many factors are essential to an organization's ability to adapt to changing circumstances, improve services, create value, and maintain support. These factors include environment, regulation, funding, technology, organizational structure, and strategy.⁵

Strategic management is large-scale planning (strategic planning). It is oriented towards the far future (*vision*). It is determined as a top management decision (fundamental and principal) in order to enable the organization to interact effectively (*mission*) to produce something (operational planning to produce goods and or services and services) of quality directed at optimizing the achievement of goals (*strategic goals*) and various objectives (*operational goals*) of the organization. Strategic management can also be defined as planning, directing, organizing, and controlling various strategic decisions and actions to achieve competitive advantage. The goals of strategic management include excellence (competitive, organizational capability, business model design, sustainable performance), critical

⁵ Age Johnsen, "Strategic Management Thinking and Practice in the Public Sector: A Strategic Planning for All Seasons?" *Financial Accountability & Management Journal*, 31 (2015): 245.

phenomena (e.g., the role of technology in education, resource allocation decisions, university governance, innovation ecosystem)⁶.

Based on several definitions of these experts, an understanding of strategic management can be formulated:

- 1) It Is a series of strategic decisions and actions carried out through a comprehensive observation process of the current situation and conditions (formulation) as a basis for determining and formulating the desired future performance through implementation and evaluation to achieve organizational goals.
- 2) Related to efforts to decide on strategy and planning issues and how these strategies are implemented in practice.
- 3) Related to choosing strategies and policies to maximize the goals of the organization concerned.
- 4) Strategic management has typical operational stages of activity, starting from the formulating strategy stage, the implementing strategy stage, and the evaluating strategy stage for strategic decisions between functions that enable an organization to achieve future goals.

Some things that must be considered in formulating a strategy are to consider various factors that are critical: First, strategy means determining the primary mission of an organization, Second, developing a particular profile, Third, Introduction to the environment with which the organization will interact, Fourth, proper analysis of strengths and weaknesses, Fifth, identifying several options in order to achieve goals and objectives, Sixth, making a choice on one alternative that is considered the most appropriate, Seventh, long-term goals, Eighth, pay attention to the importance of operationalizing fundamental decisions made by taking into account the organization's capabilities in the fields of budget, facilities, infrastructure, and time, Ninth, prepare a workforce that meets various requirements, Tenth, the technology to be utilized, Eleventh, the form, type, and

⁶ Donald Siegel, *Special Issue of Strategic Organization: "Strategic Management Theory And Universities,"* 4th ed. (Berkeley US: Strategic Organization, 2015), 366.

organizational structure to be used, Twelfth, create a supervisory system, Thirteenth, assessment system, Fourteenth, create a feedback system. These are needed as materials and the basis for making future decisions.⁷

Broadly, strategic management aims to create a competitive advantage for an organization. Some indicators of competitive advantage in a company, according to Barney and Hasterly, include accounting performance and economic performance. When compared with other companies, information will be obtained by analyzing financial statements about accounting performance in terms of profitability and financial ratios. Thus it will be known whether the company has a competitive advantage.⁸

While the main benefit of implementing strategic management in educational institutions is to help educational institutions formulate more appropriate strategies by using a systematic, logical, and rational approach to the process of selecting educational management strategies in a changing global era⁹. This statement emphasizes that implementing strategic management in education is to allocate existing resources to achieve educational goals more effectively.

In this study, the strategic management process consists of three essential stages. First, Strategy Formulation. Strategy formulation is the initial stage of strategic management that includes developing a vision and mission, identifying the organization's external opportunities and threats, determining internal strengths and weaknesses, setting long-term goals, generating alternative strategies, and selecting a specific strategy to achieve the goals.

Second, Strategy Implemented. Strategy implementation is the next stage after strategy formulation. Implementation of the strategy requires decisions from those in charge of making decisions to set goals, formulate policies, motivate employees, and allocate resources so that the formulated strategy can be implemented. At this stage, a cultural support strategy is developed, planning an effective organizational structure, rearranging marketing efforts, preparing

⁷ Sondang P Siagian, *Manajemen Stratejik* (Jakarta: Bumi Aksara, 2012), 23–25.

⁸ Solihin, *Manajemen Strategik*, 11.

⁹ Winarto, *Manajemen Strategik Dalam Pendidikan* (Yogyakarta: Balai Besar Pengembangan Penjaminan Mutu Pendidikan Vokasi Seni Dan Budaya, 2020), 2.

budgets, developing and utilizing information systems, and linking employee compensation to organizational performance.

Third, Strategy Evaluation. Strategy evaluation is the final stage in strategic management. Managers desperately need to know when a strategy is not working effectively, and strategy evaluation is the primary tool for obtaining this information. Therefore, the assessment can include reviewing the external and internal factors that form the basis, measuring performance, and taking corrective steps. A company or organization needs strategic assessment because a strategy used today is only sometimes successful in the future.¹⁰

C. Research Method

This study employed descriptive qualitative research using a phenomenological approach. This research was conducted in Madrasah Aliyah Negeri (MAN) 1 Metro and Madrasah Aliyah Swasta (MAS) al Muhsin Metro. Furthermore, samples were taken purposively and snowball, consisting of the head of the Madrasah, the deputy head of the Madrasah, and teacher representatives. Data collection was conducted using interviews, observation, and documentation methods. Data analysis techniques include data reduction, data presentation, and conclusion drawing. The data validity test used the triangulation technique (source and method).

D. Research Results

Based on the description and analysis of the research data described above, the findings of this study can be stated and elaborated on in the following sections.

Strategy Formulation Stage

The stage of formulating strategies in improving the quality of teaching staff at MAN I and MAS al Muhsin Metro City for the 2019-2020 academic year includes the following steps: Vision, mission, strategic plan objectives, and profiles that have been formulated in improving the quality of educators, among others: first

¹⁰ Fred R David, *Manajemen Strategis: Konsep*, 7th ed. (Jakarta: Prenhallindo, 2004), 6.

Formulate a vision. The formulation of the vision of improving the quality of educators in the two Madrasahs is adjusted to the circumstances and conditions of Madrasahs, following the needs of teachers and Madrasahs, can motivate all Madrasah residents to achieve these expectations, describe future and long-term expectations. The formulation is easy to understand or straightforward.

The second is formulating the mission. The formulation of the mission to improve the quality of teaching staff in the 2 Madrasahs is relevant to the vision that has been formulated. The mission target is clearly stated and describes quite clearly how to achieve the vision. However, the formulation of the mission is less unique, making it easier to distinguish the mission of Madrasahs of the same level or similar.

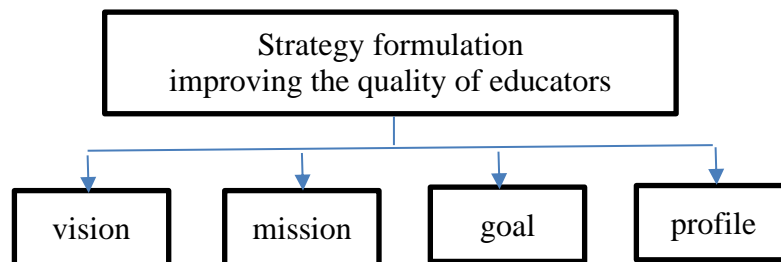
The third is formulating goals. The results of the interview The formulation of objectives to improve the quality of teaching staff in the two Madrasahs is still relevant because it describes the mission statement, where the goal will be achieved or produced within a predetermined period. Goal setting is based on the key success factors after determining the vision and mission. Based on observation and documentation, the Madrasah's objectives are published in the Madrasah's profile which is written and compiled in the form of a profile book. The goal of improving teacher quality is one of the contents of the Madrasah profile.

Fourth strategic planning. Both Madrasahs have done strategic planning to improve the quality of education personnel has been coordinated with employees to become the basis and work guidelines for each employee in carrying out their duties and functions together to achieve the desired goals. The observation results showed that Madrasahs' strategic plan was outlined in a remarkable strategic plan document (*Renstra*).

Fifth, formulating the profile. Both Madrasahs in improving the quality of Madrasah educators, at least include basic information such as the Madrasah name, Madrasah address, Madrasah accreditation status, Madrasah history, vision, mission, Madrasah objectives, the state of educators and education personnel, the state of Madrasah facilities and infrastructure, and so on. The process of madrasah profiling begins with analyzing all objective conditions of the Madrasah. The results are then socialized to the board of teachers, administrative staff, and all Madrasah

residents. The Madrasah development team formulated the Madrasah profile. Based on the observation, the madrasah profile was partially published in written form (madrasah identity), framed, and arranged on the headroom wall.

The implementation of Strategic Management in the Strategy Formulation Phase can be formulated in the following chart:



The Strategy Implementation Phase

This stage describes some of the programs implemented at MAN I and MAS Al-Muhsin, with the following explanation.

First, both Madrasahs have an organizational structure based on existing elements and adapted to communication, coordination, and accountability needs. The organizational structure at MAN I is more straightforward than the organizational structure at MAS Al-Muhsin. Another difference is that in the organizational structure of MAS Al-Muhsin, there is an assistant deputy head of the Madrasah. At the same time, in MAN I, there are only four deputy heads of the Madrasah.

Furthermore, based on the organizational structure of the two Madrasahs, the Division of tasks is given by the head of the Madrasah following their respective fields of work by taking into account competence and work experience. In addition, the socialization of the teacher quality improvement program in both Madrasahs is integrated with the Madrasah profile. The method of socialization is done directly (direct socialization) and indirectly (indirect socialization). Direct socialization is carried out through Madrasah routine activities such as meetings or meetings, ceremonies, the commemoration of holidays, and class III farewell. While indirect socialization is carried out using media such as Madrasah profile books and printed media such as newspapers and banners.

Furthermore, both Madrasahs have collaborated with third partners, namely with IAIN Jurai Siwo Metro, UMM, UNILA, UIN RIL, and ITERA for PPL student cooperation and teacher training as well as several banks such as BRI, BSM, Bank EKA, to support several Madrasah work programs including teacher quality improvement programs.

Additionally, improving teacher qualifications has been carried out in both Madrasahs by providing support and assistance for further studies in several universities in Lampung province. The teachers who took advanced studies were generally in the postgraduate stratum two (S2) program. Both Madrasahs view that improving the quality of teachers must begin with efforts to improve academic qualifications.

Furthermore, to build and improve the quality of Madrasahs in general and the quality of teachers in particular, both Madrasahs have allocated a budget for improving the quality of teachers in the Madrasah Strategic Plan and Budget Work Plan (*Rencana Kerja Anggaran Madrasah - RKAM*) of 7.5% of the total Madrasah budget and 10% of Madrasah Committee funds.

In this phase, both Madrasahs are very concerned about teacher career development. For teachers who have good performance, Madrasahs prioritize getting additional assignments such as becoming homeroom teachers, OSIS coaches, coaches of extracurricular activities, laboratory heads, to become deputy heads of Madrasahs for those who have met the applicable provisions in their respective Madrasahs.

Both Madrasahs view mutation as not a punishment given to problem teachers. Nevertheless, if the mutation is carried out, it must be oriented towards efforts to improve the teacher's career. Both Madrasahs have the same principle that if there is a problematic teacher, it is the leader's job to guide various approaches rather than transferring the teacher.

Strategy Evaluation Phase

Based on the data, the implementation of the strategy evaluation stage consists of the Teacher Competency Test (*Uji Kompetensi Guru - UKG*), Teacher Performance

Assessment (PKG), and Teacher Certification. The analysis results using the triangulation technique of sources and methods can be described as follows.

First, both Madrasahs consider the Teacher Competency Test (*Uji Kompetensi Guru - UKG*) necessary and essential for all teachers to participate without exception. Because through this program, the level of competence of each teacher can be known. However, because the implementation of the UKG is still under the central government's authority, the Madrasahs are waiting for information and opportunities to include their teachers in the program. The number of teachers participating in the UKG in both Madrasahs is still tiny compared to the total number of teachers.

The next is that teacher Performance Assessment (*Penilaian Kinerja Guru - PKG*) in both Madrasahs has been running well every year. PKG is carried out by a PKG team formed by Madrasahs following national regulations. The results of PKG in both Madrasahs are generally in the excellent category.

Furthermore, the data from the research finding shows that teacher certification at MAN I is running well following national regulations on teacher certification. Of the 68 teachers available until T.P. 2019/2020, there are currently 51 of them have passed certification and have received certification benefits. Meanwhile, at MAS Al-Muhsin, the Foundation and Madrasah leaders took a policy that the teachers also agreed not to participate in teacher certification. The policy was taken with the compensation that the Madrasah and the foundation had provided teacher welfare assistance whose value was more or less the same as the nominal teacher certification allowance.

E. Discussion

The implementation of strategic management in improving the quality of teaching staff at MAN 1 and MAS Al Muhsin Metro Lampung is categorized into three crucial stages.

Strategy formulation

The strategy formulation stage begins by conducting an internal and external assessment of the Madrasah. The assessment of both environments

resulted in many opportunities that must be utilized and threats that must be prevented and avoided. Various academic and non-academic achievements achieved by both Madrasahs as a form of successful performance of teaching staff are used as an element of strength to realize the vision and mission formulated.

The positive response of the community and the environment of both Madrasahs to the existence and achievements achieved, as well as quality competition between educational institutions that runs very dynamically, is used as an opportunity to realize the vision and mission of both Madrasahs. Madrasahs' vision and mission guide all learning process activities, whether academic or non-academic. Therefore, all academic or non-academic activities lead to the vision and mission of the school. Finally, the goal is achieved according to the vision and mission formulation. Without a vision and mission, these activities will run spontaneously and undirected. It jeopardizes the continuity of a school's achievements. Therefore, a vision and mission are necessary for a school.

After the vision and mission of the Madrasah are formulated, the next step is to formulate the goals and targets to be achieved. These goals can be traced from the vision and mission formulated by the organization.¹¹ Through the Mission of the Organization, we can know for what purpose the organization was established and why the organization exists. The mission is the basis for the goals and outline of planning in the whole organization. Corporate or organizational goals are an integral, inseparable part of strategic planning. The goals focus on action, namely activities that are specific, detailed, measurable, and can be realized in SMART (Specific, Measurable, Aggressive and Attainable, Result oriented, and timebound). Objectives must state the budget allocation and sources that will support the implementation of activities.¹²

The next step is to formulate the strategic plan to realize the vision, mission, goals, and targets and formulate the madrasah profile as an initial strategy for socialization to the community, both internal and external, of the

¹¹ Hindun Hindun, "Perencanaan Strategis Dan Prilaku Manajerial Lembaga-Lembaga Pendidikan" 6 (2015): 114.

¹² Sedarmayanti, *Manajemen Strategi*, 3rd ed. (Bandung: Refika Aditama, 2016), 139.

Madrasah. The formulation of the strategic plan and Madrasah profile involved all components of the Madrasah, such as the foundation, madrasah leaders, teachers, and madrasah committees led by the Madrasah quality development team.

The formulation of the strategic plan for the Madrasah is essential. Because strategic planning is the process of deciding on the program that the organization will do by identifying what should and can be done. A guide for the organization from the current conditions to the conditions of the next few years (future) in order to achieve maximum goals and as aimed ¹³.

The strategy to improve teacher qualifications as part of the strategic plan aims to encourage and motivate teachers to continue their studies at a higher level at government and private universities. Academic qualifications are one of the keys to success in improving teacher professionalism. With improving academic qualifications, qualified and professional teachers are likely to be realized. Quality education only happens when it is supported by teachers who have the capacity and are professional. Teachers are said to have capacity if they have minimum academic qualifications and are competent in their fields.¹⁴. Improving teacher performance is vital to improving the quality of learning, affecting the quality of graduates and the achievement of national education goals.¹⁵.

The steps in strategy formulation that the two Madrasahs have formulated align with the opinion that strategy formulation represents the ideals and goals the organization wants to achieve. To achieve this, the organization must formulate a vision, mission, and values by looking at the objective conditions of the internal and external environment and making conclusions based on the analysis.¹⁶. All stages of planning in the strategic formulation stage involve all elements of the existing Madrasah, such as Madrasah leaders (madrasah head and deputy madrasah head), teachers, administrative staff, and representatives of

¹³ Mayang Sari Lubis, "Perencanaan Strategik Pendidikan," *Ihya Al-Arabiyah* 4, no. 1 (2018): 49.

¹⁴ Ferdinal Lafendry, "KUALIFIKASI DAN KOMPETENSI GURU DALAM DUNIA PENDIDIKAN," *Tarbawi : Jurnal Pemikiran Dan Pendidikan Islam* 3, no. 3 (February 10, 2020): 13.

¹⁵ Lailatussaadah Lailatussaadah, "Upaya Peningkatan Kinerja Guru," *Intelektualita* 3, no. 1 (June 30, 2015): 17, <https://jurnal.ar-raniry.ac.id/index.php/intel/article/view/196>.

¹⁶ Prim Masrokan Mustohar, "Manajemen Strategik Dalam Meningkatkan Mutu Pendidikan; Konsep Dan Implementasinya Di Lembaga Pendidikan Islam," *Jurnal EPISTEME*, 2, 3 (2008): 158.

parents and guardians of students who are represented by the madrasah committee board. This aligns with the opinion that educational planning must be participatory and provide socially integrated educational experiences.¹⁷ The involvement of many parties will strengthen the existence, motivation, enthusiasm, and sense of responsibility for all plans made.

Strategy implementation

Strategy implementation is an effort to translate strategies that have been formulated into tangible actions that are well-managed. Professional human resources and adequate non-human resources must support efforts to realize various strategies to improve the quality of teaching staff. The achievement of these efforts is highly dependent on the management and leadership of the madrasah head supported by all madrasah stakeholders.

The implementation of strategies to improve the quality of teaching staff in both Madrasahs is manifested in several forms of activities, namely the creation of an organizational structure, Division of tasks, socialization as an effort to introduce planning in the form of Madrasah general programs, and programs to improve the quality of teaching staff is considered very urgent, cooperation with partners, Education and Training (*Pendidikan dan Pelatihan - Diklat*), improving educational qualifications, Provision of budget allocations to improve teacher quality, teacher career promotion, teacher mutations.

Strategy evaluation

Evaluation of the strategy to improve the quality of teaching staff in both Madrasahs is realized in three methods of activity, namely the Teacher Competency Test (*Uji Kompetensi Guru - UKG*), Teacher Performance Assessment (*Penilaian Kinerja Guru - PKG*), and Certification Examination. The level of managerial success of teacher quality development will be known through these three evaluation instruments. Technically substantive, the three evaluation

¹⁷ Banghart F.W and Trull, *Education Planning* (New York: The Macmillan Company, 1973), 197.

instruments are expected to reveal teacher achievement in carrying out education and learning tasks in Madrasahs.

Broadly, there are two types of evaluations: formative and summative. Formative evaluations are designed to improve programs. The primary audience must be people in a position to make changes in the program and its day-to-day operations.¹⁸ Formative evaluations are conducted on ongoing programs, such as assessing the quality of program implementation and the organizational context, which includes personnel, work procedures, and inputs.¹⁹ The goal is to provide feedback to improve ongoing program activities.

In addition to having standard competencies, a professional teacher must also have good performance. A performance evaluation is conducted as a Teacher Performance Assessment (*Penilaian Kinerja Guru - PKG*) to assess a teacher's performance. Meanwhile, teacher certification is intended as an effort to determine the eligibility of teachers as agents of renewal, improve the process and quality of education, improve the dignity of teachers, improve teacher professionalism, protect the teaching profession from practices that are detrimental to the image of the teaching profession, and protect the public from unqualified and unprofessional educational practices.²⁰

Furthermore, the research result findings show that the evaluation strategy for improving teacher quality using the three instruments (UKG, PKG, and Teacher Certification) is considered very appropriate because all three can reveal the actual state of teacher abilities in carrying out daily education and learning tasks at their place of work. These objective conditions can not only be used to assess and map teacher competence and performance in learning. However, they can also be used to consider choosing and setting policies, especially in efforts to improve teacher quality. Countries such as Singapore, South Korea, Japan, and America have developed policies to improve the quality of teachers by conducting teacher certification, which begins with the Teacher Competency Test (*Uji*

¹⁸ Jody L. Fitzpatrick et al., *Program Evaluation: Alternative Approaches and Practical Guidelines*, 4th ed (Upper Saddle River, N.J.: Pearson Education, 2011), 22.

¹⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. (Bandung: Alfabeta, 2017), 749.

²⁰ Sujanto Bedjo, *Cara Efektif Menuju Sertifikasi Guru* (Jakarta: Raih Asa Sukses, 2015), 9–10.

Kompetensi Guru - UKG)²¹. The benefits of the UKG, according to Mulyasa, are as a means to map teacher competencies, a selection tool for teacher recruitment, a means to classify teachers, a reference in curriculum development, a means for teacher development, a tool to encourage activities and learning outcomes and as a means of empowering teachers.²² Teacher Performance Assessment (*Penilaian Kinerja Guru - PKG*) guarantees that teachers can work or carry out their work professionally and provide quality services to the community. Therefore, teacher performance that is assessed includes three aspects: the ability to plan to learn, the ability to carry out learning, and the ability to carry out learning evaluation or assessment.²³

Therefore, efforts to improve teacher quality must be balanced with overall school quality improvement management. Both are integrated into one concept and implementation of strategic management. According to Syaiful sagala, there are six steps of school quality improvement management, namely 1) formulating a vision, mission, goals, and targets for continuous quality improvement, 2) preparing strategic planning, 3) implementing programs according to planning formulations, 4) conducting a continuous evaluation to determine the efficiency and effectiveness of the program, 5) preparing progress reports and reporting to stakeholders, 6) formulating new programs from evaluation results. 6) formulate a new program based on the evaluation results. These six managerial steps are particularly relevant in efforts to improve teacher quality.

F. Conclusion

Based on the results of the research and discussion above, it can be concluded that the strategy to improve the quality of teaching staff at MAN I Metro City and MAS Al Muhsin Metro Lampung City is carried out in the following stages.

The strategy formulation stage should be carried out by formulating the vision, mission, and goals by considering the objective conditions of the internal and

²¹ Mulyasa, *Uji Kompetensi Dan Penilaian Kinerja Guru*, (Bandung: Remaja Rosdakarya, 2017), 24.

²² Mulyasa, 57-60.

²³ Mulyasa, 91-103.

external environment of the Madrasah. Furthermore, formulating the Madrasah's strategic plan (Renstra) includes improving the teaching staff quality and formulating the profile of the Madrasah.

Then, the implementation stage of the strategy is carried out by describing the strategy at the formulation stage into several activities, such as the Preparation of an organizational structure as a guide to communication and coordination between Madrasah elements, Division of duties following the qualifications and competencies of each element, Socialization of Madrasah potential and the potential of teaching staff, implementation of education and training to improve teacher competence, Improving teacher qualifications by conducting advanced studies at the Strata Two (S2) level at several universities in Lampung Province, Allocating a budget to improve the quality of teachers, as well as implementing teacher career development and mutations to improve teacher careers. Finally, the evaluation of the strategy is carried out through three instruments, namely the Teacher Competency Test (*Uji Kompetensi Guru - UKG*), Teacher Performance Assessment (*Penilaian Kinerja Guru - PKG*), and Teacher Certification.

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