

SCHOOL PRINCIPAL'S STRATEGY MANAGEMENT IN IMPROVING THE QUALITY OF EDUCATION IN KOTA WARINGIN TIMUR

M. Lamri

Institut Pesantren KH. Abdul Chalim
lamry.muhammad@gmail.com

Ahmad Mulhakim

Institut Pesantren KH. Abdul Chalim
ahmadmulhakim96@gmail.com

Nanang Badrud Tamam

Institut Pesantren KH. Abdul Chalim
btamam929@gmail.com

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Abstract

The leadership of the school principal in an effort to improve the quality of education is closely related to the strategy he carries out, so that the principal's strategy is a determinant of whether or not the quality of a school institution is good. The purpose of this study was to determine strategic planning, strategy implementation, and evaluation of school principal strategies in improving the quality of education at MTs Negeri 1 Kotawaringin Timur. The research method is qualitative with a case study approach, collecting data by observation, documentation, and interviews. The results of the research are: (1) Planning for school principals is guided by regulations and refers to the Vision and Mission and goals of the school, conducting an analysis before formulating the program. The strategy set is: a). Teacher Competency Improvement, b). Development

and Maintenance of Facilities and Infrastructure, c). Budget Management Efficiency and Effectiveness, d). Discipline and Development of outstanding students, e). Activity Publication. (2) Implementation of the program that has been selected, namely through the process of analysis, communication and coordination with all fields. In implementation, the principal supervises directly the implementation of the program, with the aim of being able to directly address the obstacles found. (3) Evaluation and supervision is carried out directly by supervising the areas of each program. Through a quality assurance agency, the school principal can carry out an evaluation based on the report data for each program implementation.

Kepemimpinan kepala sekolah dalam upaya meningkatkan mutu pendidikan erat kaitannya dengan strategi yang dilakukannya, sehingga strategi kepala sekolah merupakan penentu dari baik atau tidaknya mutu dalam suatu lembaga sekolah. Tujuan penelitian ini adalah untuk mengetahui perencanaan strategi, implementasi strategi, dan evaluasi strategi kepala sekolah dalam peningkatan mutu pendidikan di MTs Negeri 1 Kotawaringin Timur. Metode penelitian yaitu kualitatif dengan pendekatan studi kasus, pengumpulan data dengan observasi, dokumentasi, dan wawancara. Hasil penelitian yaitu: (1) Perencanaan kepala sekolah berpedoman pada regulasi dan mengacu pada Visi dan Misi serta tujuan sekolah, melakukan analisis sebelum perumusan program. Strategi yang ditetapkan yaitu: a). Peningkatan Kompetensi guru, b). Pengembangan dan Pemeliharaan Sarana dan Prasarana, c). Efisiensi dan Efektivitas Pengelolaan anggaran, d). Pendisiplinan dan Pembinaan Siswa berprestasi, e). Publikasi Kegiatan. (2) Implementasi program yang telah dipilih yaitu melalui proses analisis, komunikasi dan berkoordinasi dengan semua bidang. Dalam pelaksanaan, kepala sekolah mengawasi secara langsung terhadap pelaksanaan program, dengan tujuan agar dapat mengatasi secara langsung terhadap kendala yang ditemukan. (3) Evaluasi dan pengawasan dilakukan secara langsung dengan cara melakukan supervisi perbidang setiap program. Melalui lembaga penjamin mutu kepala sekolah dapat melakukan evaluasi yang berpedoman pada data laporan setiap pelaksanaan program.

Keywords: strategic management, principal, improving quality

Introduction

In some recent years, education is seen as a product of trade services by various groups.¹ Education is a very important aspect in supporting the progress of a nation and state. The key to the progress of a nation lies within education. The world of education is an institution that is directly involved in preparing for the future of civilization.² To improve the quality of education, it is necessary to discuss how to minimize existing problems. We often encounter educational problems in Indonesia, starting from internal and external problems at school. Common problems that we will often encounter in undeveloped educational institutions are such as a lack of infrastructure, a lack of competent educators in their fields, then problems related to finance, and management that has not been implemented properly.

Education is supposed to have high quality. In achieving this quality, it certainly requires professional teaching and educational staff. Educators and educational staff must have a strategic role in developing knowledge, skill, as well as the formation of the character of students. Therefore, educators and educational staff should carry out their duties professionally and with full responsibility so as to produce graduates who are of high quality and able to compete.³ The quality of education will be qualified

¹ Ahmad Mulhakim and Sigit Priyo Sembodo, "Exploring Marketing Strategy for Islamic Boarding Schools in the Minority-Muslim Area of Jembrana Bali," *JIEMAN: Journal Of Islamic Educational Management*. Vol 4, No. 2 (2022): 4, <https://doi.org/10.35719/jieman.v4i2.22>.

² Chusnul Chotimah, "Peran Pendidik Dalam Membangun Peradaban Bangsa Melalui Pendidikan Karakter," *Jurnal Dinamika Penelitian* Vol 16 No (2016): 7, <https://doi.org/10.21274/dinamika.2016.16.1.1-26.8>.

³ Nurlindah, Muh. Khalifah Mustami, and Musdalifah, "Manajemen Pendidik dan Tenaga Kependidikan Dalam Meningkatkan Mutu Pendidikan," *Jurnal Idaarah* Vol. IV, N (2020): 16, <https://journal.uin-alauddin.ac.id/index.php/idaarah/article/view/13893/pdf.10>.

when it is supported by adequate educational components, these components become input to be processed until it produces a superior output or impact.⁴

The symposium of the education quality remains to deal with the topic within the leadership of the school principal. A good school principal refers to a professional who is able to manage and develop schools comprehensively. Therefore, the principal has a very important and strategic role in realizing the vision, mission, and goals of the school.⁵ The principal in carrying out his duties certainly has a strategy for quality improvement, so it can produce output and outcome quality, it can be concluded that the professionalism of the school principal determines whether or not the quality of school education is advanced.⁶

The leadership of the school principal in an effort to improve the quality of education is closely related to the strategy he carries out, improving the quality of education cannot be carried out haphazardly, especially because the principal is the person who is responsible for leading and managing all the educational processes in the school. Quality education is born from a good planning system with materials and a good governance system and delivered by a good teacher with quality education components, especially teachers.⁷ This requires the role of school principal management in managing various components, so that quality improvement can be

⁴ Nurhaya, "Kepemimpinan Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan Di SDN 4 Sungai Nilam Jawai," *Jurnal Pendidikan dan Pembelajaran Khtulistiwa*. Vol 6, No. (2017): 5, <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/22713>. 32.

⁵ Muhammad Zufahmi Akbar, "Kepemimpinan Kepala Madrasah Dalam Meningkatkan Mutu Pendidikan di MAN 2 BIMA," *EL-HIKAM-Journal of Education and Religious Studies* Vol 14 No (2021): 23, <https://ejournal.iainh.ac.id/index.php/elhikam/index>. 12.

⁶ Hasan Sodiqin and Diding Nurdin, "Kemampuan Manajerial Kepala Madrasah Dan Kinerja Mengajar Guru Dalam Mutu Pendidikan," *Jurnal Administrasi Pendidikan* Vol 13, No (2016): 11, <https://ejournal.upi.edu/index.php/JAPSPs/article/view/5636>. 22.

⁷ Ibid, 24.

achieved. Principals must have a strategy in developing and improving the quality of education in the schools they lead. Basic skills in analyzing problems and developing important strategies are owned by school principals, needs analysis, so that there is conformity between the administration of education and the needs of the wider community.⁸

Regarding the strategy adopted by the principal in improving the quality of education, the researcher chose MTsN 1 Kotawaringin Timur. The Madrasah was considered to be a school to have a quality education as it showed indications that led to meet quality school or institution standards, one of which is the fact that there are large number of people interested in sending their children to school had indicated that the school These institutions have good quality, on the other hand the institution has good achievements, many of its students become students with good achievements through participation in competitions to the large list of successful graduates in society. This becomes a big question mark about how the strategic management is carried out by the institution so that it becomes a good institution, so it is felt that it is very necessary to conduct an in-depth study regarding the management strategy used in improving the quality of education.

There are several previous studies that are relevant to this research, the first is Hayudiani et al's in 2020 entitled Strategy for Principals to Improve the Quality of Education Through the School Excellence Program.⁹ The second Adi Wibowo in 2022 is entitled Strategy for Madrasa Heads in Improving the Quality of Education.

⁸ Mukhtar, "Strategi Kepala Sekolah Dalam Meningkatkan Kinerja Guru Pada Smp Negeri di Kecamatan Masjid Raya Kabupaten Aceh Besar," *Jurnal Magister Administrasi Pendidikan* Volume 3, (2015): 105, <https://media.neliti.com/media/publications/93917-ID-strategi-kepala-sekolah-dalam-meningkatk.pdf>. 56.

⁹ Meila Hayudiyani, Bagus Rachmad Saputra, Maulana Amirul Adha, and Nova Syafira Ariyanti, "Strategi kepala sekolah meningkatkan mutu pendidikan melalui program unggulan sekolah", *Jurnal Akuntabilitas Manajemen Pendidikan*. Vol 8, No. 1, 2020, 89-95. <http://journal.uny.ac.id/index.php/jamp>.

The three are Risa Apriliya Cahyati and Supriyanto in 2020 entitled Strategy of Principals in Improving Quality at SMA Negeri 1 Menganti Gresik.¹⁰ Izzani Bilah Nafindra and Ainur Rifqi's research in 2022 titled Principal's Strategy in Improving the Quality of Education at the Primary and Secondary School Levels.¹¹ Ardhana Januar Mahardhani, Sela Ayu Rustiya, and Wily Adiyaksa's research in 2021 entitled Strategy for the Principal of SDN 1 Wagir Lor, Ponorogo Regency in Improving the Quality of Education.¹²

The difference between the previous research described above and this research lies in the location of the research and the context studied, in which this study focuses on strategic management of school principals through strategic planning¹³, strategy implementation, and evaluation of strategies by school principals in improving the quality of education at MTs Negeri 1 East Kotawaringin. With these three aspects explored in depth, it is hoped that later a detailed description will be obtained regarding the management of the school's coconut strategy in improving the quality of education.

Theoretically, this research contributes insights and new theoretical framework related to the strategic management of

¹⁰ Risa Apriliya and Cahyati Supriyanto, "Strategi Kepala Sekolah Dalam Meningkatkan Mutu di SMA Negeri 1 Menganti Gresik", *Jurnal Inspirasi Manajemen Pendidikan*. Vol 10, 02, 2022, 320-32. <https://core.ac.uk/download/pdf/539837611.pdf>.

¹¹ Izzani Bilah Nafindra and Ainur Rifqi, "Strategi Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan Pada Jenjang Sekolah Dasar Dan Menengah", *Jurnal Inspirasi Manajemen Pendidikan*. Vol 10, 3, 2022, 551-565. <https://ejournal.unesa.ac.id/index.php/inspirasi-manajemen-pendidikan/article/view/48626>.

¹² Ardhana Januar Mahardhani, Sela Ayu Rustiya, and Wily Adiyaksa, "Strategi Kepala Sekolah SDN 1 Wagir Lor Kabupaten Ponorogo Dalam Peningkatan Mutu Pendidikan", *Jurnal Nalar Pendidikan*. Vol 9 No 2 (2021) Pages 108-113. <https://ojs.unm.ac.id/nalar>.

¹³ Adi Wibowo and Ahmad Zawawi Subhan, "Strategi Kepala Madrasah Dalam Meningkatkan Mutu Pendidikan", *Indonesian Journal of Islami Educational Management*. Vol. 3, No. 2, 2020, 108-116. <https://ejournal.uin-suska.ac.id/index.php/IJIEEM/article/viewFile/10527/5639>.

school coconuts in improving the quality of education. While practically this research can later be a consideration for school principals in determining strategies to improve the quality of education. Hence, from this, researchers are interested in research and examine more deeply about strategic planning, strategy implementation, and strategy evaluation carried out by school principals in improving the quality of education at MTsN 1 Kotawaringin Timur.

Method

This type of research is qualitative using a case study approach. According to Creswell, Qualitative research is a type of research that explores and understands the meaning of a number of individuals or groups of people derived from social problems.¹⁴ The case study approach is a study that explores a case in depth, collects complete information using various data collection procedures based on a predetermined time.¹⁵ The reason for the researcher taking the case study approach is because it was easier for the researcher to collect more detailed information regarding the topic under study.

The research setting was MTsN 1 Kotawaringin Timur, on Jl. Pelita, Mentawa Baru Downstream, Mentawa Baru/Ketapan, Kab. East Kotawaringin. The research object was the principal's strategic management in improving the quality of education at MTsN 1 East Kotawaringin. Sources of data in this study were: (1) Head of MTsN 1 East Kotawaringin, (2) Deputy Student Affairs and Deputy Head of Curriculum, (3) Field of Facilities and Infrastructure, (4) Several teachers, as well as primary data as support such as documents, etc. Data collection techniques using three procedures, namely

¹⁴ John W Creswell, *Research Design* (Yogyakarta: Pustaka Pelajar, 2016), 245.

¹⁵ Unika Prihatsanti, Suryanto Suryanto, and Wiwin Hendriani, "Menggunakan Studi Kasus Sebagai Metode Ilmiah Dalam Psikologi. Buletin Psikologi," *BuletinPsikolog* Vol. 26, N (2018), 8-9.

interviews, observation, and documentation.¹⁶ Data analysis includes data collection, data reduction, data display, and drawing conclusions. Data validity was done through the preliminary stage, filtering, and completing the data that is still lacking.

Result And Discussion

Principal's Management Strategy in Improving Education Quality

1) Planning within the Principal's Strategy in Improving the Quality of Education

Planning is the first step in efforts to improve the quality of education. Through planning, strategies, policies or programs can be decided to achieve goals. Strategic planning allows the principal to see and choose greater opportunities in order to be able to improve the quality of education. The strategic planning carried out tests the ability of school principals to analyze the environment they face and formulate strategies in dealing with possibilities that will occur in the future. Strategic planning was carried out by the principal of MTs N 1 Kotawaringin Timur such as by conducting internal analysis, external analysis, and formulating strategies. Based on the results of the interviews and the findings of researchers in the field that "Planning begins with equating perceptions of all members of the organization and conducting an analysis of the internal conditions of the madrasa. Then carry out an external analysis related to the geographical environment, namely the strategic location of MTsN 1 Kotawaringin, which is easy to reach by all parties."¹⁷

The next step is to determine the strategy to support the efforts in improving the quality of education. Based on the results of interviews and findings in the field regarding the strategy determined by the Head of MTsN 1 Kotawaringin Timur, the

¹⁶ Afifudin and Beni Ahmad Saebani, *Afifudin, Dan Beni Ahmad Saebani* (Bandung: CV Pustaka Setia, 2019), 134.

¹⁷ School Principal's Interview, February 09th, 2022.

Program "(1) Improved Teacher Competence, (2) Infrastructure Program, (3) Budget Management Efficiency, (4) Student Discipline and Development of Outstanding Students, and (5) Activity Publication".¹⁸ Determining the strategy was done through the selection process in choosing the alternative will be used to achieve the goal. Taking into account the analysis that has been done previously, the head of the Madrasah MTsN 1 Kotawaringin Timur formulates a strategy to be developed as the best option in improving the quality of education in accordance with the vision, mission and objectives of the madrasa

Based on the above statement, it is in line with Richard's opinion regarding the analysis of the external environment, including the identification and evaluation of social, cultural, political, technological, and trends that may affect the organization. The results of the external environment analysis are a number of opportunities that must be exploited by the organization and threats that must be prevented.¹⁹ For the analysis of the internal environment to be decisive realistic perception of all the strengths and weaknesses of the organization. An organization should take advantage of its strengths and strive to overcome its weaknesses.²⁰

Regarding the establishment of the first strategy, which is to increase the competence of teaching staff (teachers), the principal must be able to understand the extent of competence possessed by all teaching staff. In regards with increasingly advanced changes, of course teachers need guidance and training, so that the principal provides opportunities for them in various types of training. For example, workshops on K-13 preparation of learning media, use of information technology, and so on.²¹ In examining the strategic functions of teaching staff, it can be seen that the actors who play a role must be people who have

¹⁸ School Principal's Interview, February 09th, 2022.

¹⁹ Ibid, 121.

²⁰ Daft Ricard. L, *New Era Of Management* (Jakarta: Selemba Empat, 2010), 120.

²¹ Interview with deputy head of curriculum, February 08th, 2022.

professional competence, so that the expected goals and targets can be implemented optimally.²²

Next is the program strategy for facilities and infrastructure formulated in MTsN 1 East Kotawaringin in order to manage existing facilities and infrastructure to maximize the process of activities in schools.²³ The results of the interview that "we manage the budget according to the procedure, which allocates the budget proportionally and prioritizes the allocation of funds for programs that are urgent in improving the quality of education".²⁴ In order to support and facilitate all activities of providing education, adequate facilities and infrastructure are needed. Not only in the learning process, management of facilities and infrastructure can also support activities that are supportive of the process of scientific transformation.

The next program to determine is related to fostering outstanding students. The principal must view students as an orientation of improving the quality of education, so that strategies related to students directly become the priority program of the head of MTsN 1 Kotawaringin Timur, through the student council, a program is made that can improve student discipline and development and coaching of outstanding students.²⁵ The last one is the publication of activities, in any activity carried out by the school must be known by the whole community as a form of transparency, and will receive input as well as suggestions and sympathy from the community.²⁶

2) Implementation of the Principal's Strategy in Improving the Quality of Education

²² Jamal Ma'mur Asmani, *Tips Praktis Membangun Dan Mengelola Administrasi Sekolah* (Jogjakarta: Divapress, 2011), 81.

²³ Interview with deputy head of infrastructure, February 09th, 2022.

²⁴ School Principal's Interview, February 09th, 2022.

²⁵ Ricard. L, *New Era Of Management*.

²⁶ School Principals' Interview, February 09th, 2022.

Strategy implementation is the process by which management puts strategies and decisions into action through developing programs, budgets and procedures.²⁷ Strategy that has been decided in planning needs to be translated properly so that it can be understood by all elements of the organization, because implementing a strategy requires coordination among many individuals. At this stage expertise in leading the organization is needed to control the course of the program that has been formulated:

(a) Teacher Competency Improvement

Increasing the competence of teaching staff (teachers) is related to programs in the curriculum, because competent teaching staff will create an effective learning process or implementation of the curriculum in improving the quality of education. Based on interviews and findings in the field that suggested, "the program to increase the competence and professionalism of educators in MTsN 1 East Kotawaringin environment through several strategies, such as: (1) Arrangement of Teacher Work Programs, (2) Teaching and Learning Activity Programs, (3) Implementation of Teaching and Learning Activities, and (4) Education Report".²⁸

Teacher work program arrangements are made to match subject being studied. Involving teachers in workshops and training activities is one of the activities in setting up teacher work programs in increasing the competence and capacity of teachers as educators.²⁹ Teachers as educators have an essential role that has multiple tasks, both developing the science and morals of a student. Therefore, a teacher must analyze learning programs, create annual programs, semester programs, and billing programs: compile syllabus, develop lesson plans and assess learning.³⁰

²⁷ Whelen, *Manajemen Strategis (Terj, Agus Julianto)*, 22.

²⁸ Interview with deputy head of curriculum, February 09th, 2022.

²⁹ School Principal's Interview, February 08th, 2022.

³⁰ Asmani, *Tips Praktis Membangun Dan Mengelola Administrasi Sekolah*, 76-78.

Regarding the teaching and learning program, where the Head of MTsN 1 Kotawaringin Timur decided to have a Socialization for the curriculum, all teaching staff are required to prepare learning tools such as annual program, promissory notes, lesson plans, and syllabus.³¹ Teachers and principals as educators and educational staff can implement the curriculum when it is supported by adequate competence. The competencies possessed by teachers and principals can enable them to carry out their duties and responsibilities in a professional manner. The curriculum can be implemented properly if the supporting factors are properly considered, such as the availability of adequate facilities and infrastructure (school buildings, facilities, learning media, as well as financial and financing capabilities).³² By paying attention to the determining and supporting factors, it means that the implementation of the curriculum really requires careful preparation and ability. The readiness and capability of existing resources, especially at the school level, must be sought before the curriculum is implemented.³³

Then in the implementation of teaching and learning activities, beside the KBM itself, the teacher is required to carry out periodic assessments or evaluations through daily tests (UH), Remedial and score's improvement are given to students who have not been able to meet the KKM (Minimum Completeness Criteria), emphasis is on filling in the KBM journal regularly. regularly to monitor the course of learning so that it runs effectively. Then the education report becomes an evaluation benchmark, where the Head of MTsN 1 Kotawaringin imposes on each subject teacher to report regularly in order to find out the learning progress that has been taken by students, the reporting is done in written form in the form of an assessment of every aspect of the student.

³¹ Ricard. L, *New Era Of Management*.

³² Andang, *Manajemen Dan Kepemimpinan Kepala Sekolah: Konsep, Strategi, dan Inovasi Menuju Sekolah Efektif* (Yogyakarta: Ar-Ruzz Media, 2014) 192-193.

³³ Ibid, 196.

(b) Provision of Facilities and Infrastructure

Educational facilities and infrastructure are the most important aspects that must be provided by educational unit institutions. Quality education can be produced through the transformation of an education system that is supported by quality input components. One of the input components is facilities and infrastructure, so it is necessary to manage it in such a way to use it effectively.³⁴ Based on the results of the interviews and the findings of researchers in the field related to the provision of facilities and infrastructure, "the management of the infrastructure, such as: (1) Data Collection on Infrastructure, (2) Submission and Provision of Material Equipment, (3) Maintenance of Facilities and Infrastructure, and (4) Elimination".

Progressing from the idea of advancing to be schools having quality education, the provision of good facilities and infrastructure can support every process of implementing education both academic and non-academic.³⁵ Data collection activities are carried out with the aim of being able to control all infrastructure facilities that are available and suitable for use, those that are damaged and not suitable for use, then data collection of all infrastructure needs. Thus, from such process, it will be known how the condition of infrastructure and its needs in total.³⁶ Based on the data that contains all the conditions and needs of facilities and infrastructure, then suggestion and provision are carried out. Both the infrastructure that is held in total and the infrastructure that needs repair. Then maintenance of facilities and infrastructure can be carried out by painting, rehabilitation, and cleaning, it is expected that the existing facilities and infrastructure are always maintained

³⁴ Agustinus Hermino, *Asesmen Kebutuhan Organisasi Persekolahan: Tinjauan Perilaku Organisasi Menuju Comprehensive Multilevel Planning* (Jakarta: PT. Gramedia Pustaka Utama, 2013), 178-179.

³⁵ Andang, *Manajemen Dan Kepemimpinan Kepala Sekolah: Konsep, Strategi, Dan Inovasi Menuju Sekolah Efektif*.

³⁶ Interview with Head of Administration, February 18th, 2022.

and ready to use. Finally, those that are no longer suitable or unused will be eliminated through elimination activities.

(c) Budget Management Proficiency and Efficiency

Results of interviews and findings showed that "Financing at MTsN 1 Kotawaringin is based on priority programs and planning, so that the budget management for each school program will be effective and efficient".³⁷ Budgeting process needs proper and efficient management, proper management is a manifestation of the thoroughness of a school principal in designing a budget plan. Programs that are directly related to the main program such as increasing teacher competence, providing adequate infrastructure and fostering outstanding students need to be encouraged with good budget management.³⁸

(d) Promoting Discipline and Coaching for Outstanding Students

The quality of an educational unit is an implication of creating a culture of fully discipline school members. MTsN 1 East Kotawaringin emphasizes the naissance of a culture of discipline for all school members. By providing appropriate strategy, initiating disciplined atmosphere can be achieved.³⁹ The coaching given to students who excel both academically and non-academically is a step to maintain and improve their achievement, both academic and non-academic, which is an icon of the madrasa that needs to be considered according to their field. MTsN 1 East Kotawaringin conducts coaching for outstanding students with further training.

(e) Publication Activity

In this strategy, the focus is to publicly inform all of the activities and programs organized by MTsN 1 Kotawaringin Timur,

³⁷ School Principal's Interview, February 17th, 2022.

³⁸ Interview with deputy head of curriculum, February 17th, 2022.

³⁹ Interview with deputy head of students' affair, February 18th, 2022.

corrected, and received suggestions from the wider community.⁴⁰ MTsN 1 East Kotawaringin, has publicly informed each program both from the planning and implementation aspects below public relations responsibilities. Programs designed to improve the quality of education need encouragement from all interested elements, both internal and external parties. In this case, this is the role of public relations to become a liaison or facilitator between the school and those outside the school. Broadly speaking, the existence of public relations in an organization is needed to establish communication with members stakeholder to communicate the vision, mission, goals of the school program to the general public.⁴¹

The role of public relations at MTsN 1 Kotawaringin Timur is expected to influence the general public, form opinions, and sympathize with the school. The results of the development of school programs in the field of public relations can provide input for the development of other programs because they can identify public policies with an organization. Therefore, the steps or strategies of school principals through the public relations sector as a way to improve the quality of education are very appropriate for identifying the needs and wants of customers and stakeholder of the program that will be developed by the school.⁴²

3) Evaluation of the Principal's Strategy Implementation in Improving the Quality of Education

The evaluation carried out by the Head of MTsN 1 Kotawaringin Timur is inseparable from his planning in realizing the quality of education. This evaluation focuses on programs that have been implemented to correct, and examines common threads

⁴⁰ Interview with School's Public Relation, February 17th, 2022.

⁴¹ Zakirun Pohan, "Peran Humas (Public Relathions) Pada Bidang Pendidikan", *Jurnal Sintesa*. Vol. 18. No. 1, 2018, 25-35 <https://jurnal.kopertais5aceh.or.id/index.php/SINTESA/article/download/26/16>.

⁴² Ibid

that impede the success of program implementation. The results of the interviews and findings in the field show that evaluating the implementation of the school principal's strategy in improving the quality of education "(a) direct supervision of the program, (b) implementation of routine evaluation of the learning process".

In management theory, the principal functions as leader required to be able to move and control all elements of the organization in an effort to achieve organizational goals. In strategic management, to determine whether the implementation of the strategy that has been formulated is carried out according to plan or not, it is necessary to supervise, make assessments, and require feedback to provide input. So that the last step in the strategic management process is checking or evaluating the results of program realization.⁴³

a) Direct Supervision Program

Through direct supervision of each program, based on the results of interviews and findings in the field, the school principal can see how far the implementation of these programs has progressed and is immediately aware of the obstacles encountered so that solutions can be found immediately.⁴⁴ Each program is inseparable from things that threaten the succession of its implementation in the field, so that the principal is a person leader and supervisor it is important to carry out monitoring and evaluation to be one way to anticipate failure in the implementation of each program. At this level, the effectiveness of a strategy as an instrument for achieving the goals and objectives of an organization is not seen in the formulation and determination process as a result of the strategy analysis carried out on various alternatives that are worth considering, but in their implementation.⁴⁵

⁴³ Whelen, *Manajemen Strategis (Terj, Agus Julianto)*, 25.

⁴⁴ Interview with deputy head of curriculum, February 17th, 2022.

⁴⁵ Ibid. 26.

b) Implementation of Routine Evaluation of the Learning Process

Based on the results of interviews and findings in the field, MTsN 1 Kotawaringin Timur conducts routine evaluations of the learning process. In order to examine and find out how far students understand the material provided, the teacher has an obligation to provide an evaluation of daily test learning material. So that when students are found who still do not meet the target, they can immediately be given guidance and enrichment. Schools also provide regular evaluations through mid-test, final-test and tryout activities as a means of preparing students for exams. Through this evaluation it will also be known the quality of the learning process carried out by the teacher. If the results of the evaluation show that the majority of students have not met the target, action can be taken immediately, either improving the teaching process or providing coaching or enrichment. From the educational report will be known the development of the student learning process.

As one of the factors to consider in improving the quality of education, the accomplishment of learning objective in the learning process is an activity that needs to be evaluated regularly. Monitoring and evaluation are key elements in strategic planning. The evaluation process itself must focus on the customer, in this case not only students but also stakeholder.⁴⁶ The evaluation process must address both individual and institutional goals, one of which is to carry out daily checks on student progress.⁴⁷ Evaluation of student learning outcomes aims to examine and assess student learning processes and outcomes, both in the form of curricular and extra-curricular activities. Assessment of learning outcomes in

⁴⁶ Ida Rohmah Susiani and Nur Diny Abadiyah, "Kualitas Guru Dalam Meningkatkan Mutu Pendidikan Di Indonesia," *MODELING* Volume 8, (2021): 16, <https://jurnal.stitnualhikmah.ac.id/index.php/modeling/article/download/1098/689>, 11.

⁴⁷ Fitriani, "Proses Perencanaan Total Quality Management Dalam Pendidikan Islam," *Didaktika Jurnal Kependidikan* Vol. 11 No (2017): 20, <https://jurnal.iain-bone.ac.id/index.php/didaktika/article/download/164/93>, 55.

order to see progress learning students or students in mastering the teaching material that has been studied in accordance with the goals that have been set.⁴⁸

Conclusion

Management of the principal's strategy in improving the quality of education at MTsN 1 Kab. East Kotawaringin is carried out through 3 aspects: planning, implementation, evaluation and supervision.

The planning process is guided by regulations and refers to the Vision and Mission and goals of the school, conducting analysis before formulating a program. From the results of the analysis that has been carried out, then the principal coordinates together to formulate a program. The strategies used by MTsN 1 Kotawaringin Timur in improving the quality of education are: a). increasing teacher competence, b). development and maintenance of facilities and infrastructure, c). budget management efficiency and effectiveness, d). disciplining students and fostering outstanding students, e). activity publication.

The implementation of the program that has been selected is through an analysis process, in which by communicating and coordinating with all fields. In implementation, the principal of MTsN 1 Kotawaringin Timur supervised directly the implementation of the program, with the aim of being able to directly address the obstacles found.

Evaluation and supervision, the principal of MTsN 1 East Kotawaringin is supervised directly by supervising all fields in each program and carrying out routine evaluations of the learning process. Through the quality assurance agency, the school principal can carry out an evaluation based on report data on each program implementation for improvement to the next stage.

⁴⁸ Hermino, *Asesmen Kebutuhan Organisasi Persekolahan: Tinjauan Perilaku Organisasi Menuju Comprehensive Multilevel Planin*, 180.

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