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## Strategic Management of Superior School

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### Abstract

*This study aims to describe and analyze the management strategies implemented by Public High School 1 Ciamis in realizing the efforts of excellent schools based on David Hunger's theory. By applying this theory, researcher emphasizes the importance of environmental analysis based on science and technology as the basis for the strategic formulation or planning of educational institutions. This study uses a qualitative approach with a descriptive analysis method. The results of the study are: 1) Public High School 1 Ciamis has carried out environmental analysis activities using a SWOT analysis. 2) Judging from the vision, mission, strategy and policy, strategy formulation has not focused on objectives. 3) Implementing the strategy in an effective manner, which is meant to be based on the implementation form program and the budget has been implemented in accordance with the procedure. 4) Evaluation and control of strategies has been implemented and carried out consistently, so that the results can show weaknesses in implementing the right strategy. The conclusion of this study is that schools implement four aspects of strategic management but are not yet optimal.*

**Keywords:** Management Strategic, Superior School

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## INTRODUCTION

In the era of the 21st century, the times is very dynamyc, that is the biggest challenge for the management of an educational institution in maintaining its existence. Especially for high school which is seen as a yardstick to determine the initial steps for the future of graduates. This situation creates an arena for competitiveness competition between schools to become schools that are superior to their competitors. So it is not surprising if there are educational institutions that are in demand by many prospective students and some are not even avoided. A report by *the American Assembly of Collegiate School of Business and the European Foundation Management Development* states "Living with uncertainty is the greatest challenge in management" (Wooldridge and Floyd; 1990). Therefore educational institutions should be prepared to prepare strategic steps to face various management challenges, so that schools are able to face the demands of change that are very dynamic and unpredictable. A superior school is a school that can maintain its existence in the various changes that occur and produce competitive graduates. As explained in *the Ministry of Education and Culture*, (Hunger&Wheleen; 2003:21) "Superior schools are schools that are developed to achieve excellence in educational output". To achieve this excellence, management as the foundation for the successful management of the education process, teachers and education personnel, educational services, and educational support facilities must be oriented towards improving quality and meeting customer expectations. As Wardiman, (2002: 96) states that: "*Superior schools can be developed with quality culture values built on the basis of a school system that upholds quality which has the characteristics of a quality system, namely: (1) customer-oriented, (2) active participation led by the principal, ( 3) every staff and employee understands their specific responsibility for quality improvement, (4) emphasis on activities*

*that are oriented towards damage / loss prevention measures, not only on detecting damage/ loss, and (5) based on the philosophy that quality is the "way life "(way of life)."*

Previous research relevant to this research was conducted by Sujadi and Sri Winarti, resulted in a conclusion that by implementing strategic management, educational organizations (schools) will have advantages, including: profitability, high productivity, competitive, technological advantages, excellence in human resources, a conducive work climate, ethics and growing social responsibility. The benefits obtained from the implementation of strategic management include: the organization runs dynamically, the control function runs effectively and efficiently and makes it easier to agree on changes or strategy development to be implemented.

Nadhirin (2018) State that "Good management education without the support of good organizational values will not achieve maximum results. Most educational institutions or organizations are less able to develop and sustain a value system that is adopted or used as a lifestyle for the entire school community. This value system is hidden or not explicitly visible on the surface which serves as a spirit and direction for students, teachers and the school community in carrying out their respective duties and obligations. Graduates with perfect personalities and achievement have academic abilities, physical and spiritual health, and understand the social life culture. This complete personality and achievement is what researchers call as superior students.

In international literature, the superior schools are frequently associated with lab school, effective school, demonstration school, experiment school, or accelerated school (Abidin, 2016 in Syarwan Ahmad, 2014). However, scholarly speaking, the concept of the excellent school is different from that of effective schools or high performing schools, even though one day the excellent school is hoped to become an effective school.

In Malaysia, superior school is often referred to 'memorable school' or 'high performing school.' Output, which is normally expressed in terms of students' academic achievement, is often measured as a standard of school effectiveness (Rahimah & Zulkifli, 1996). Taking output student achievement as a standard of school effectiveness is coincided with what elucidated by Idris (2006) that the main measure of effectiveness is higher student achievement, which is measured by employing standardized test. It is also found in the literature that aspects of school environment and school climate have also been used to measure the characteristics of superior schools because they affect student achievement as well.

In Aceh, Indonesia the status of the superior is decided and inscribed in an official decree by the Head of the Education Service Office of Regency/City level together with regents or mayors, and school administrators in Aceh (Laisani, 2010 in Syarwan Ahmad, 2014). Since the characteristics of superior schools are often found similar to those of superior schools, which are less frequently mentioned in international literature compared to effective schools, it is academically safe to discuss the characteristics of superior schools.

Hammond & Friedlander (2008) shows one characteristic of the five flagship schools studied in The United States is different from traditional high schools, it is the degree of their personality. Teachers are very responsible and close to students. In this case, the school forms a small learning environment; promote continuously, long term relationship between adults and students; and creating advisory systems that systematically manage counseling, academic support and family relationships make schools more effective.

The existing literature of Indonesian context on superior school indicates that they have something in common. They illustrate that superior schools generally accept only superior or academically excellent students; they have adequate facilities; at the end of the year, it is not surprising that the students reach a high level of achievement; grade point average of the

students is higher than those of “less effective schools;” students have no problem passing entrance test to further their education to a higher level or tertiary education (Ahsan, 2010 in Syarwan Ahmad, 2014); teachers and students are familiar with technology such as internet; teachers are recognized and given the opportunities to keep abreast of the development of the most current theories and practices in their fields (Zainoeddin, 2010 in Syarwan Ahmad, 2014).

Characteristics of an superior school vary in number. Garibaldi (1993), for example, set six characteristics of superior schools: the schools have pleasant environment and in which goals and rules are well articulated; takeover rates of the teachers are low; principals function as instructional leaders; teachers are involved in decision making; teachers feel that they are supported by the school leaders, parents and community; students enjoy the school learning and social atmosphere. The characteristics indicating an superior school not only vary in terms of size of characteristics, but also their substance.

According to McLaughlin (2005), an superior school is a school that can, in measured student achievement terms, demonstrate the joint presence of quality and equity. Said another way, an superior School is a school that can, in measured student achievement terms and reflective of its “learning for all” mission, demonstrate high overall levels of achievement and no gaps in the distribution of that achievement across major subsets of the student population.

Referring to the above definition, it can be inferred that an superior school is the school whose whole students could achieve a common quality and equity in measured student achievement terms, and there is no disparity among the students in terms of the achievement. superior school studies indicate that both students from less fortunate and wealthier family backgrounds are successful. The studies consistently show that instructionally superior schools set a high standard of expectations for student attainment. Principal instructional leadership plays the most significant role for success of these superior schools (Hallinger & Murphy, 1987). Most literature on superior schools has something in common that is the professional principal is counted as one of the most important elements of the criteria.

In Indonesia, the concept or dimension of superior or excellence of the schools as stated by the Ministry of National Education (1993) is indicated in the following criteria: the superiority of the student learning achievement demonstrated in school report card; the results of intelligence, creativity and physical test; the availability of infrastructure and structure that make it possible for students to channel their talents and ability both through curricular and extracurricular activities; conducive learning atmosphere both physical and psychological conditions for developing and realizing the talents; excellence in terms of teaching staff who are more capable and committed than those in regular schools; curriculum which is developed in such a way that is referring to the national curriculum with the enrichment and acceleration as needed; leadership capacity development of the student through practices around the schools.

To meet the criterias a superior school, a strategic management effort is needed. Therefore the author aims to further explore the concept of strategic management in superior schools by applying strategic management theory based David Hunger’s theory because this theory believes that the activities of analyzing the environment are the one of determining factors for the success of an institution including educational institutions beside the other factors such as formulating strategic planning, implementing strategic programs, monitoring and evaluating program implementation. As David Hunger’s state that “strategic management is a series of managerial decisions and activities that determine the success of the company. These activities consist of environmental analysis, formulation or strategic planning, implementation, evaluation and control.”(Wheelen & Hunger, 2003).

The purpose of this research is to find out: 1) Implementation of internal and external analysis, 2) Strategic plan, 3) implementation of strategic programs and 4) monitoring and evaluation carried out by Public High School 1 Ciamis. The benefits of this research are:

- 1) For institutions; as input in implementing appropriate strategic management
- 2) For the Principal; as input to maximize the role and function of the Principal as a manager to create superior schools that can be competitive
- 3) For students; motivating students to become graduates who are superior and competitive
- 4) For researchers; add insight and scientific knowledge in the field of strategic management

Currently advances in science and technology greatly affect the quality of information and data generated by the results of an analysis of the internal and external environment of an educational institution. The better educational institutions use technology, the better and more appropriate data and information will be obtained as references in strategy formulation.

According to Ali at Nanang Nuryatna (2018), the key for a nation in winning competition throughout globalization era is in the capacity in managing and empowering human resources, especially in science and technology. Some developed or developing countries realize the aforementioned fact; therefore, they invest heavily on improving their human resource quality. Based on the abovementioned data, the implementation of strategic management has become the center of attention of educators, especially in its application in educational settings. Strategic management has proven positively as an interactive model of management in business. As a management model, strategic management has several advantages in concept, process, strategy and evaluation. Thus, this model is then adopted and applied in education. The application of strategic management in education has been demonstrated by Wheelen and Hunger.

The novelty in this research is that the researcher emphasizes the importance of environmental analysis based on science and technology as the basis for the strategic formulation or planning of educational institutions. The environmental analysis in this research is using SWOT Matrix Analysis. TOWS Matrix or SWOT matrix is a theory has been selected and developed in this research as a matching stage with other strategies such as; SPACE matrix, BCG matrix, IE matrix and Grand Strategy matrix that have been developed by Fred R David and Forest R. David in the Concept of Strategic Management as the superior competition approach. SWOT matrix is an important measurement to help the managers developing the four strategic types; Strength-Opportunity - SO; Weaknesses-Opportunities - WO; Strengths-Threats – ST; and Weaknesses-Threats - WT, which is the SO strategy has applied the internal strength of the institution to get the profit from the external opportunity; WO strategy is to overcome the internal weakness using the external opportunity; ST strategy is using the institution strengths to avoid or to minimize the effect of external threats, but WT strategy is defensive tactics to minimize the internal weaknesses and to get rid of the external threats (Ismulyana Djan, 2017).

Public High School I Ciamis is one of the superior schools that has implemented strategic management based science and technology, therefore it is worthy of being a research subject.

## **RESEARCH METHODS**

This research uses a qualitative approach with a descriptive analytic method. The choice of approach is based on the author's objective to describe the phenomena in the field. In line with this, Sukmadinata (2006) states that the research statement has two main objectives, the first describes and reveals, and the second describes and explains. In this case, the author

wants to describe, reveal, and explain more deeply about the strategic management of superior schools based on the theory of J. David Hunger and Thomas L. Wheelen.

The reason for using qualitative descriptive methods is so that researchers can study the condition of natural objects in depth that can be understood with the environment, so that they can interpret and interpret phenomena and events in accordance with the research problem. As in Sugiyono (2012), suggests that qualitative research is a research method based on postpositivism, used to examine the condition of natural objects where the researcher is the key instrument, data source retrieval is carried out.

The research was conducted at Public High School 1 Ciamis for two months from 05 September 2020 to 10 November 2020 and in this study the researcher became a key instrument. Data collection techniques were carried out through triangulation, namely interviews, observation and documentation study. Interviews are conducted to research subjects namely The Principal, Deputy Principal, Teacher, Administrative and students. The questions are about how the Principal conducted the internal and external analysis?, 2) What is the principal's strategy plan?, 3) how implementation of strategic programs and 4) when and how the Principal conducts monitoring and evaluation?. Observation is focused on the principal's activities in analyzing the internal and external conditions of the school, formulating, implementing and evaluating strategies to create superior schools. Documentation studies are conducted by collecting documents to answer research questions such as school vision, mission and strategy, School Work Plan and Budget, school flagship programs, procedures for the implementation of activities, school curriculum development, and inventory of learning support infrastructure.

## RESULT AND DISCUSSION

Based on the characteristics of strategic management by David Hunger Theory's, it can be concluded that these characteristics make strategic management risk very high, so that in its implementation it requires encouragement and support from all available resources. In line with this theory Vania Mutiara Savitri and Yuris Tri Naili (2020) stated in their research that strategy as perspective refers to the organizational culture of business people to view themselves and their environment as a strategy. As with the theory, the results of this study can be described as follows:

### **Environmental Analysis for the Application of Strategic Management for Superior Schools at SMAN 1 Ciamis**

Hubeis and Najib (2014) stated that as a result of information reform and globalization, the environment is now undergoing tremendous changes and the intensity is now increasingly frequent and difficult to predict. As a result, competition is becoming increasingly fierce and the problems facing organizations are becoming more and more complicated. Therefore, before various other processes in strategic management are carried out, the analysis of the company's environment is the first thing to do. Analysis is a search of external and internal conditions that the company faces to its base. Thus the company will be able to be aware of and understand the implications of change to then be able to compete more effectively.

Strategy is a way or strategy used in doing something to achieve a particular goal appropriately, effectively and efficiently. Similarly, teaching and learning activities carried out in order to realize quality education and teaching certainly also have a goal and require the right strategy to achieve it. As Sallis (2008) SWOT analysis has become a common tool used in education strategy planning, which in its management will be associated with inputs,

processes and outputs. SWOT can be divided into two elements: internal analysis (test of strengths and weaknesses) and external or environmental analysis (opportunities and threats). The purpose of this test is to maximize strength, create minimal weaknesses, reduce threats, and build opportunities. Because what is discussed here is the quality of education, then what is meant is the strengths, weaknesses, opportunities, and threats that exist in schools.

Sallis (2008) states that SWOT stands for *Strengths, Weaknesses, Opportunities and Threats* He said:

1. Strength

*Strength* or strength are some of the things that are the advantages of the school in question. Things that have positive potential if developed properly. Strengths include strong recruitment, enthusiastic management team, good exam results, extracurricular units such as strong music, art, and drama, good parental support, good staff morale, and institutional leadership support.

2. Weakness (Weakness)

*Weakness* or weakness are components that do not support a successful implementation of education that is to be achieved by the school. These disadvantages are old buildings in poor condition, the average age of staff being too high, lack of parking facilities, insufficient spending budgets, and insufficient sports facilities.

3. Opportunity (Opportunity)

*Opportunities* or opportunities are possibilities that can occur if the potentials in the school can be developed or optimized by the school. As for the *opportunity* for example joining a local institution with a good place and a good reputation, building better sports facilities, passionate about establishing new institutions, giving staff the opportunity to develop expertise to increase bargaining power, expanding mergers with other institutions in order to become new funders.

4. Threats

*Threats* or threats referred to herein are possibilities that can occur or affect the sustainability and sustainability of organizing activities in schools. These threats are: loss of identity, strength and reputation, the risk of losing experienced teachers due to early retirement, the work ethic of other institutions may become dominant, and the possibility of losing the support of the institution's leadership.

SMAN 1 Ciamis has conducted an environmental analysis by processing data and information from both internal and external to the school through the use of technology owned by the school, so that the school can find out the various developments needed by the community. The results of the environmental analysis are:

- 1) Internal Environmental Analysis

Internal environmental analysis is conducted to measure the strengths and weaknesses of school conditions. With the potential of the school, superior schools can make it as one of the strategies of superior schools with their own characteristics and automatically the weakness of the school can be minimized.

The superior school of Public High School 1 Ciamis is a school that has a conducive internal environment, whether seen from the organizational structure, school culture, and school resources. Based on observations through a SWOT analysis. The strengths of Public High School 1 Ciamis include having adequate and adequate learning support facilities and infrastructure. School weaknesses include the unequal ability of teachers in the IT field and the high level of professional retirement for teachers.

2) External Environmental Analysis

Analysis of the external environment was carried out in order to see the weaknesses and challenges that exist in the Public High School 1 Ciamis environment to be used as strengths and opportunities. A superior school is a school that is able to take advantage of opportunities that come both opportunities from government policies or opportunities based on the interests or needs of the community as the times develop. Superior schools will easily absorb the various technological advances offered and make it a school innovation. Superior schools will easily adopt curriculum changes and will instead make it a curriculum innovation.

In this case the school has paid attention to all developments in data and information through social media to find out the quality standards that consumers expect. The strategies carried out by the Principal of Public High School 1 Ciamis include; making various breakthroughs in improving the quality of learning by producing high-achieving and superior students, apart from providing facilities such as study groups, Public High School 1 Ciamis also facilitates students to participate in various religious, arts, science, sports and martial arts Olympiads, and also empower and improve the use of infrastructure. For more details, the authors describe it in the table below

Picture 1. Swot Matrix

<p><b>ALE</b></p> <p><b>ALI</b></p>	<p><b>Opportunity</b></p> <ul style="list-style-type: none"> <li>• Increase public awareness of the importance of quality education</li> <li>• The existence of government policies to improve the quality of education</li> <li>• Ease of accessing technology and information</li> </ul>	<p><b>Threat</b></p> <ul style="list-style-type: none"> <li>• <u>Millennials</u> like creative and innovative learning methods</li> <li>• The shift in the school's existence</li> </ul>
<p><b>Strength</b></p> <ul style="list-style-type: none"> <li>• feasible and adequate facilities and infrastructure</li> <li>• Has a superior program</li> </ul>	<p><b>S-O Strategy</b></p> <ul style="list-style-type: none"> <li>• Improve superior programs and open pathways for student achievement through various Olympic channels</li> <li>• Improve the ability of teachers to use technology</li> <li>• Customer satisfaction oriented</li> <li>• Oriented to the quality of graduates</li> <li>• Increase the empowerment and utilization of <u>sarpras</u></li> </ul>	<p><b>S-T Strategy</b></p> <ul style="list-style-type: none"> <li>• Apply creative and innovative learning methods</li> <li>• Making teachers as agents of change</li> <li>• Developing a curriculum in line with the changing times</li> <li>• Creating superior programs that are of interest to the community</li> </ul>
<p><b>Weakness</b></p> <ul style="list-style-type: none"> <li>• Teachers' IT skills are not evenly distributed yet</li> <li>• High professional teacher retirement rates</li> </ul>	<p><b>W-O Strategy</b></p> <ul style="list-style-type: none"> <li>• Organizing workshops as well as education and training to improve teachers' IT skills</li> <li>• Recruit teachers according to the required qualifications</li> </ul>	<p><b>W-T Strategy</b></p> <ul style="list-style-type: none"> <li>• Teachers must adapt to the 4.0 industrial revolution</li> <li>• Improve teachers' technological skills</li> <li>• Increase the learner spirit of the teacher</li> </ul>

Based on the result of the study of SWOT analysis matrix, it has been indicated completely on table 1 SWOT Analysis Matrix. It has obtained 23 results of analysis each item on the opportunities, threats, weaknesses and strengths.

**Formulation of Strategic Management Implementation Strategy for Superior Schools at SMAN 1 Ciamis**

The strategy for the formulation of Public High School 1 Ciamis is carried out through efforts to determine the vision and mission of the school and the goals to be achieved. Basically every school will have a vision and mission, but not all schools are able to socialize it, even many of them school residents including teachers, business and students do not know the vision of the school's mission. A superior school is a school that is able to socialize, articulate and transform the vision of the school's mission into a strategic program that can be realized by all school residents.

The concrete steps in the formulation of the strategy above were actually carried out by the informants as follows:

*First*, formulating goals. Strategy formulation begins with formulating objectives to be achieved. As for the goals are:

- 1) Increasing the quality of learning in the classroom, through intensification of learning in standardizing methodologies, strategies and evaluations that are compiled in an integrated manner by each MGMP.
- 2) Improve the performance of all school components in an effort to improve the quality of education in schools through mastery of material, learning methods, an effective and efficient evaluation and work system from school administrators which is realized by a well-administrated planning and reporting system
- 3) Increasing information services as the basis for implementing learning and equitable mastery of computer operations for teachers and employees
- 4) Increasing the development of the fields of faith and devotion, character, language and art as part of improving the quality of graduates.

*Second*, formulating a vision and mission. The vision of Public High School 1 Ciamis is " as a school with local character with global insight, courteous in action, and of interest to the community". The missions are:

1. Fostering noble character and character
2. Improve education services for the community
3. Realizing the achievement of quality improvement and education

*Third*, Strategy Development. In terms of strategy development, Public High School 1 Ciamis does not appear to formulate it well, this can be seen from only the vision, mission and objectives formulated and socialized, while strategies are not developed.

*Fourth*, Establishment of Policy Guidelines. Policies are the basis for total decision making, as public schools, Public High School 1 Ciamis are: RI Law No. 20 of 2003 on the National Education System,

Thus, it can be concluded that the formulation of strategies in superior schools at Public High School 1 Ciamis has not been effective and efficient. This is based on the results of research findings which state that Public High School 1 Ciamis only formulate the vision, mission and goals the school wants to achieve, and establish policies that are used as guidelines for implementing learning, without formulating strategies to achieve these goals.

### **Strategy Implementation of Superior School Strategy Management at SMAN 1 Ciamis**

Research on strategy implementation at Public High School 1 Ciamis was conducted with reference to the implementation of the strategy which includes three aspects, namely, program development, budgeting and preparation of procedures. Superior schools are schools that can realize programs according to procedures, in accordance with the planned and compiled in the School Budget Work Plan. Based on the results of interviews with teachers.

*The first* step is program development. The learning program at refers to a KTSP curriculum which has two structures consisting of a curriculum structure for the Science Program and the Social Studies program.

*Second* step, Budget. The source of income is obtained from the central government through the APBN. Then from the Provincial Government it is distributed to the Provincial Regional Revenue and Expenditure Budget (RREB) and Ciamis Regency (RREB). The source of revenue from the government in the form of BOS (School Operational Assistance) is obtained through the submission of proposals.

*The third* step, Procedure. Based on observations obtained from interviews, observation and documentation study. Public High School 1 Ciamis experienced problems in implementing several programs. So that not all programs run in accordance with the SOP (Standard Operating Procedures).

Thus the authors conclude that the implementation of strategic management in the superior schools of Public High School 1 Ciamis is not running effectively and efficiently so that school goals are not well achieved. This happened with the findings of research on the implementation of a program that did not go well, which was caused by limited sources of funds, most of which were allocated from School Operational Assistance (BOS). Evaluation and Strategy Control for Superior Schools at Public High School 1 Cilamis

### **Evaluation and Strategy Control for Superior Schools at SMAN 1 Ciamis**

Based on the results of interviews, observations and documentation studies with the Principal, the evaluation and control strategy stages are carried out directly by the Principal in order to encourage the smooth implementation of the activities that have been carried out. The Principal always monitors and evaluates the progress of activities that have been implemented. This is done so that the monitoring results form the basis for decision making whether or not the predetermined strategy will continue. In addition, the performance data/information obtained from the evaluation is also used by the Ciamis 1 High School to take corrective actions and solve problems that arise.

According to the Head of Curriculum, one of the programs that requires evaluation and control of strategies at Public High School 1 Ciamis is the application of ICT to improve the quality of learning, in order to improve information services as the basis for implementing learning and equal distribution of computer operational mastery for teachers and employees. According to him, the program is not a program that can be released just like other programs. However, in its implementation, consistent and continuous controlling and monitoring of its development is needed and the results of its performance can always be monitored so that constraints and solutions are found to overcome them.

Because of that result, evaluation and control strategies in the superior schools of Public High School 1 Ciamis are running effectively and consistently. Evaluation is carried out on all programs that are run and carried out regularly every month, semester and once a year, so that the results of the assessment carried out can show the weaknesses of implementing the strategy appropriately.

## **CONCLUSION**

The conclusions of this study are as follows: The superior school of Public High School 1 Ciamis has succeeded in processing data and information obtained from the external environment, both macro and micro, so that in the end it can provide the threats it faces, and then make these threats as opportunities that are maximally utilized and ultimately become a product the flagship of the school. The formulation of strategies has no runs effectively and efficiently, this can be seen from the goals to be achieved by Public High School 1 Ciamis, which seeks to achieve with approval, mission, strategy development not directed policy

establishment. Implementation of strategic management are runs effectively and efficiently. Implementation of program development is not running effectively and efficiently so that school goals are not achieved properly. Strategies in superior schools are implemented effectively and consistently. This can be seen from the monitoring and costs of all programs that are run regularly every month, every semester and every year.

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