IMPLEMENTATION OF STRATEGIC MANAGEMENT IN EDUCATION INSTITUTIONS: CASE STUDY IN MADRASAH IBTIDAIYAH (MI) SYAICHONA CHOLIL KUTAI TIMUR

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Abstract

Education can be implemented if schools implement proper management strategies. Starting from these assumptions and the problem of weak school management today, the authors are interested in presenting the results of this study to describe the strategic management process of educational institutions. This research is a qualitative descriptive study conducted at Madrasah Ibtidaiyah (MI) Syaichona Cholil Kutai Timur by making the principal, vice-principal, treasurer, administrative staff, and teachers as research subjects. The data collection technique is done through, interview, and documentation study. The results showed that the implementation of the strategy at MI Syaichona Cholil Kutai Timur was carried out through the activities of the school's internal and external environment which were described through the school organizational structure, teamwork, and division of school assignments, study days and times, financial assets, curriculum, school promotion, new student admissions, school culture, code of ethics, school policies, the existence of geographic environment, demographics, cultural environment and community appreciation, government regulations, developments in science and technology, the involvement of school committees, partner institutions, alumni and strategic implementation to meet national education standards. The evaluation at MI Syaichona Cholil Kutai Timur is carried out continuously involving top management and all school personnel, both short, medium, and long term through school and teacher self-evaluation instruments.

Keywords: Implementation, strategic management, Educational Institutions, Madrasah Ibtidaiyah, Case Study

1. Introduction

Schools as one of the centers for implementing educational activities are structured institutions that have a role in improving the quality of education. Schools as micro institutions that play a direct role in producing a quality Indonesian generation should receive great attention from the government and society. Schools will function optimally if they are supported by a planned management system that is supported by quality human resources (HR), facilities, and appropriate education funds/costs [1]. The implementation of standard regulations and management systems in educational institutions is of course very much needed to maximize the potential of schools so that quality education can be created. A quality school correlates to the improvement of quality human resources. The better the quality of a school, ideally, it will produce better inputs, processes, and outputs.

Competition in the world of education is so fast that it requires schools to think creatively, innovatively, and responsively in maintaining and developing their schools. One of the efforts that can be done is to implement strategic management in managing schools [2] argues that *"strategic management is an activity that top management and personnel must do continuously, and is a cycle that can produce decisions to meet the relevance of organizational needs with environmental needs. ".* In today's context, through strategic management, the top leadership in an organization, especially an educational organization, must be able to formulate and determine the right organizational strategy so that the organization concerned is not only able to maintain its existence but is tough to make adjustments and changes as needed so that the organization will increase its effectiveness and productivity [3].

Several problems attract the attention of the author to research strategic management processes in educational institutions. First, the low quality of education and the competitiveness of schools in Indonesia. Based on data from "*Education for All (EFA) Global Monitoring Report* issued by UNESCO in 2011, Indonesia's education development index was 0.934, placing Indonesia in 69th position out of 127 countries in the world" [4] Furthermore, Balitbang data states that "in At the high school level (SMA) only seven schools have received world recognition in the category of *The Diploma Program* from 8,036 high schools in Indonesia "[5]. This shows that education in

Indonesia is still low. Schools face the development and challenges of globalization where these challenges include the impact of globalization and competition. By looking at the phenomenon of development and increasing competition between schools, schools are required to be able to implement various superior strategies in dealing with competitors.

Strategic management is one of the right choices in dealing with these problems because strategic management is future-oriented management and is based on an analysis of the internal and external environment [6]. By following the process of strategic management stages schools can consider decisions, follow-up, and choice of appropriate strategies in dealing with developments and changes in educational situations. Second, the perception arises that with the change in leadership, school performance will also change. The application of strategic management provides solutions in observing, managing, and evaluating how effectively and efficiently a school works in achieving its goals and organizational performance systematically and synergistically, such as answering the question of why a school is successful and fails to manage the school, why by facing the same school environment but schools show different achievements and performance, and why different leadership shows different performance in managing schools [7].

In the context of strategic management, principals need to reflect a coordinative role, as facilitators and *decision-makers* who are right for the school's strategic programs run by the team for a certain period, both long, medium and short term so that the planning that has been made can be carried out properly. The relationship between planning, implementing and strategic evaluation across leaders is interrelated and cannot stand alone, there are systematic stages that schools must carry out following the programs that have been and will be determined to minimize the potential for deterioration of school performance with a change of leadership [3].

2. Literature Review

2.1 Definition of Strategic Management

David defines strategic management as "the art and knowledge of formulating, implementing, and evaluating cross-functional decisions that enable an organization to achieve its goals" [8]. Furthermore, Sagala (2011: 129) explains that strategic management is "a systematic approach to management responsibility, conditions the organization to a position that is ensured to achieve goals in a way that will ensure sustainable success and make schools guarantee or secure shocking format "[7].

Several experts in the field of management science explain the definition of strategic management in articles written by Nugraha, Agung Widhyanrama Afrianty, Tri Wulida, quoting the opinions of these experts:

1. J. David Hunger

According to J. David Hunger, the notion of strategic management is a series of decisions and actions managerial which determines the performance of a school in the long term. So, in essence, strategic management is an act of planning and setting an effective strategy that is carried out to achieve business goals, and of course, the business can last a long time [7].

2. Thomas Wheelen and Co.

According to Thomas Wheelen (2010), strategic management is a series of managerial decisions and various activities that determine the success of schools for the long term. These activities include strategy formulation/planning, strategy implementation/implementation, and evaluation.

3. Nawawi

According to Nawawi, strategic management is a large scale planning oriented to achieve future goals and is defined as a fundamental decision. Such planning allows the organization to carry out its mission to produce something, (operational planning to produce goods and/or services and services) quality, and optimization directed at achieving the organization's strategic goals.

4. Bambang Haryadi

According to Bambang Haryadi (2003), the notion of strategic management is a process that is systematically compiled by management to formulate strategies, implement strategies, and evaluate the strategies implemented. All of these series of activities aim to realize the vision and mission of an organization.

5. Mulyadi

According to Mulyadi (2001), the notion of strategic management is a process carried out by managers and employees to formulate and implement strategies in providing the best customer value to realize the organization's vision.

In the field of education, Siagian (2012: 27) suggests strategic management as a dynamic process carried out by educational organizations that take place continuously which creates strategic and a series of effective and efficient decisions in producing educational products or outputs capable of displaying high performance and achievement. , following the organizational principles, namely the achievement of the vision and mission.

Based on several definitions of strategic management above, it can be concluded that strategic management of educational institutions is a series of managerial decisions and actions of educational institutions which include formulation, implementation and evaluation activities both short and long term repeatedly and continuously in an educational institution organization involving human and non-human resources in moving it and providing strategic control to achieve the desired goals.

2.2 Strategic Management Process The strategic

management process consists of four stages, namely environmental observation, strategic formulation, strategic implementation/implementation, and strategic evaluation and control (Murniati, 2008: 50).

1) Environmental observation is a series of descriptions of an organization's environmental conditions including the internal and external environment. The internal environment includes strength and weakness variables which include organizational structure, culture, and resources "(Murniati & Usman, 2009: 46). Furthermore, Siagian (2011: 33) divides the external environment into two parts, namely: the near external environment and the far external environment. The close external environment is an environment that has an impact on the operational activities of the organization such as various forces and conditions within the scope in which the organization operates, competitive situations, market situations, and so on. Meanwhile, the external environment can be far from political, economic, technological, security, legal, socio-cultural, educational, and the culture of the wider community which indirectly affects the operational activities of the organization.

2) Strategic formulation of a strategic formulation is a process of preparing future steps including developing a vision and mission, identifying opportunities and external threats to an organization, awareness of internal strengths and weaknesses, setting long-term goals, setting strategic and financial goals of educational institutions, and designing strategies. to achieve organizational goals to provide the best customer value.

The formulation of the vision and mission is done first by assessing the environment, namely what is the basic environmental need for education that can be provided by schools. The results of the environmental assessment are several opportunities (opportunities) that the organization must take advantage of and threats that must be prevented or avoided. The internal environmental assessment consists of determining a realistic perception of all the strengths and weaknesses of the organization.

Akron emphasized that the target/objective of the organization is very important because it is one of the pillars of an effective strategic planning formulation process that supports each goal item and states specific tasks to be completed in the short term if the organization is to be successful.

Organizational strategy is a statement regarding the direction and actions desired by the organization in the future. The organizational strategy includes policies, programs, and management activities to carry out its mission. For this reason, there are several steps that the principal needs to take as follows:

1) Identify the environment that the school will enter in the future. Determine the mission of the school to achieve the vision that you aspire to in that environment.

2) Analyze the internal and external environment to measure the strengths and weaknesses as well as the opportunities and threats that the school will face in carrying out its mission and achieving a competitive advantage.

3) Formulate the key success factors according to the changing environment at hand.

The methodology for the formation of Strategy Formulation is as illustrated in the following figure:
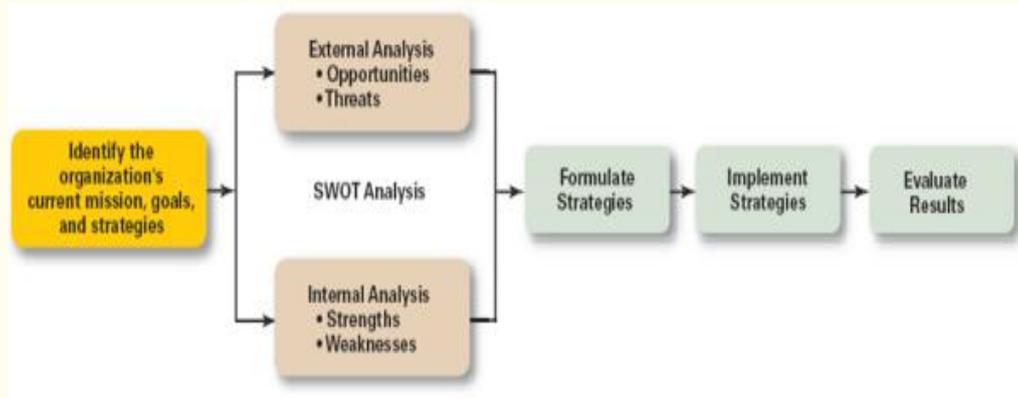

Figure 1: Strategy Formulation

Determine measurable goals and targets, identify and evaluate alternative strategies, and formulate the chosen strategy to achieve the goals and measures of success. In this stage, the strategist must analyze the options that the school has by considering the resources they have with the external facts they are facing. Determine the strategic option that is most desirable among the options following the mission of the organization. Set long-term goals and key strategies for achieving the most desirable options. Determine annual targets and short-term strategies that are in line with the long-term goals and main strategies.

1. Strategic implementation is often called the action stage of strategic management which is the embodiment of the programs that have been established in the strategic formulation process (Murniati & Usman, 2009: 50). Several things must be considered in the education implementation process, namely programs, budgets, and procedures. The program is the steps needed to carry out planning while the procedure is the steps for implementing the program that has been systematically ordered. The budget is a program cost expressed in units of money.

   Prim Masrokan emphasized that strategy implementation describes how to achieve the goals formulated by the organization. This activity is a continuation of strategy formulation which has several activity principles, namely: (a) analysis of strategic choices and keys to success, (b) setting goals, objectives, and strategies (policies, programs and activities), (c) implementation, monitoring and supervision systems which must be formulated based on the results of the analysis that has been carried out to achieve the goal effectively and efficiently.

   As a school principal, two big tasks are carried out in implementing the strategy, namely; The first task is that the process of implementing this strategy is properly managed so that what has been previously formulated can be carried out properly and following common expectations. The second task is to utilize all existing resources, both human and non-human resources, to support the implementation of all the strategy formulations that have been determined.

2. Strategic evaluation and control is the final stage in strategic management. Evaluation is an assessment of performance and is a comparison of the results of the activation process that has been carried out with the planning that has been determined previously. There are three fundamental strategic assessment activities, namely: "(1) reviewing the external and internal factors that are the basis for current strategy, (2) performance measurement, namely by comparing the results implemented with the actual results, and (3) taking corrective steps to ensure that performance is following the plan "(David, 2009: 506).

   Strategic evaluation in strategic management is an effort to monitor the results of the formulation (formulation) and implementation (implementation) of strategies including measuring organizational performance, and taking corrective steps if necessary.16 With strategy evaluation,

educational organizations are expected to be able to evaluate ourselves to clean up better in the future to improve the quality of education.

Three kinds of basic activities for evaluating strategy are:
1) Reviewing external and internal factors that form the basis of the current strategy.
2) Measure achievement.
3) Take corrective action. The strategic formulation, implementation, and evaluation activities occur at three hierarchical levels in a large organization, a corporation, a strategic and functional division or business unit.

Meanwhile, the strategy evaluation process includes:
1) strategy evaluation stimulates a critical attitude towards existing expectations and assumptions, reassessing goals and values, and stimulating creativity to produce alternatives and formulating evaluation criteria
2) Strategy evaluation must be carried out continuously to quickly take corrective action if needed.

There are several activities in the strategy evaluation process: (a) reviewing the strategic foundation, (b) revising the internal factor evaluation matrix: strengths & weaknesses, (c) comparing the revised IFE matrix with existing ones, (d) making a revision of the matrix evaluation of external factors (EFE): opportunities & threats, (e) compare the revised EFE matrix with existing ones.

Organizational control consists of three types, namely strategic control, management control, and operational control. Strategic control is the process of strategy evaluation, which is carried out both when the strategy is formulated and after it is implemented. Management control focuses on achieving the goals of various sub-strategies in accordance with the main strategy and achieving the goals of the medium-term plan. Meanwhile, operational control is centered on individual and group performance compared to the roles of individuals and groups determined by the organizational plan. Each type of control is not separate and does not differ significantly and in reality, may not differ from one another. There are four basic types of strategic control:

1. Premise control, which is that each strategy is based on planning on certain premises, namely assumptions or predictions. The management process of systematic and continuous examination to determine whether the thinking on which the strategy is based is still valid or not. Planning thinking is mainly concerned with environmental and industrial factors.
2. Strategic observation is management's effort to monitor a broad range of events inside and more often outside the company, which are likely to influence future strategy execution.
3. Special warning controls are actions taken by management carefully, and generally very quickly, to rethink company strategy because of a sudden and unexpected event.
4. Control over implementation is a management effort designed to assess whether the overall strategy should be changed taking into account the results associated with additional actions in the overall strategy. This usually deals with the specific objectives of a strategy or project and with an examination of predetermined milestones. (Pearce / Robinson 2008: 511-515).

In addition to strategic control, in strategic management, it is also necessary to pay attention to the strategy evaluation framework which includes:

1) Review Based on Strategy is to examine the basic principles of organizational strategy by revising the EFE and IFE matrices. The IFE matrix should focus on changes in organizational management, marketing, finance/accounting, production/operations, R&D, and the strengths and weaknesses of management information systems. The revised EFE matrix should show how effective the company's strategy is in responding to opportunities and threats. Various internal and external factors can prevent a company from achieving its long-term goals and annual goals. Externally, the actions of competitors, changing demand, technological changes, economic changes, demographic shifts, and government actions can hinder the achievement of organizational goals. Internally, ineffective strategies may be chosen or poor implementation may be undertaken. Goals may be too optimistic. Therefore, failure to achieve goals may not be the result of the unsatisfactory work of managers and employees. All members of the organization need to know this to encourage their support for strategy evaluation activities. Organizations strive to find out as soon as possible when their strategy is no longer effective. Sometimes, managers and frontline employees know this before strategists (Fred R. David, 2006: 443 - 445).
2) Measuring Organizational Performance is measuring organizational performance which is useful for comparing expected results with actual results, investigating deviations in plans, evaluating individual performance, and assessing developments in achieving predetermined goals. The quantitative criteria commonly used in strategy evaluation are financial ratios, which are used by strategists to make three comparisons, including comparing company

performance in different time periods, comparing company performance with competitors, comparing company performance with industry averages (Fred R David, 2006: 445 - 446).

a) Some of the potential problems associated with using quantitative criteria for evaluating strategy include:
b) Most quantitative criteria refer to annual goals rather than long-term goals.
c) Different accounting methods can produce different results on various quantitative criteria.
d) Intuitive assessment is almost always carried out in terms of quantitative criteria (Fred R. David, 2006: 446).

Given these and other reasons, qualitative criteria are also needed in evaluating strategy. Human factors such as high levels of absenteeism and turnover ratios, low quality and quantity of production, or low levels of employee satisfaction, are the causes of decreased performance. Factors in marketing, finance/accounting, R&D, or management information systems can also cause financial problems (Fred R. David, 2006: 446).

3) Taking Corrective Action is taking corrective action is making changes to reposition the company to a more competitive place for the future. Examples of changes that might be needed are improving the organizational structure, replacing an important individual or two, selling a division, or revising the company's mission. Other changes include creating or revising goals, creating new policies, issuing shares to raise capital, adding to the sales force, allocating resources differently, or creating new performance incentives. Taking corrective action does not mean that the previous strategy will be completely abandoned or even make a new strategy (Fred R. David, 2006: 447).

2.3 Strategic Management Process in MI Syaichona Cholil Kutai Timur

2.3.1 Strategy Formulation of MI Syaichona Cholil Kutai Timur Institution

The environmental assessment consists of two elements, namely the external and internal environment. The results of the environmental assessment are a number of opportunities (opportunities) that the organization must take advantage of and threats that must be prevented or avoided. MI Syaichona Cholil KUTIM takes advantage of the student's ever-increasing achievement, the graduates produced are always accepted in favorite schools, the human resources they have are very competent, the environment is conducive, and adequate infrastructure as a force to realize the vision and mission formulated. Meanwhile, the public interest is so great and the intense competition between schools is used as an opportunity to move forward in order to realize the vision and mission.

After the vision and mission have been formulated, the next step to take is to determine the goals and targets. Akron emphasized that the target/objective of the organization is very important because it is one of the pillars of an effective strategic planning formulation process that supports each goal item and states specific tasks to be completed in the short term if the organization is to be successful.

After the goals and targets are formulated, the next step is to determine a strategy to realize the vision, mission, goals, and targets that have been set. In formulating a strategy MI Syaichona Cholil KUTIM utilizes a working meeting forum to formulate the best strategy. In accordance with the results of the research obtained, there are five strategies formulated by MI Syaichona Cholil KUTIM. These strategies are curriculum development, improving the quality of performance and human resource welfare, building a school image, and increasing student academic achievement, creating a harmonious school environment, procuring, and standardizing infrastructure. The strategy taken to improve the quality of education through the curriculum is to develop the curriculum. Curriculum development is the first focus on improving the quality of education.

Meanwhile, the second strategy is to improve the quality of education through increasing human resources, the essence of empowerment itself includes three things, namely development, strengthening potential/power, creating independence. Meanwhile, to improve quality through increasing natural resources, it will focus on improving facilities and infrastructure. Management of educational facilities and infrastructure is very supportive of the achievement of educational goals [9].

The next step taken by MI Syaichona Cholil KUTIM is to increase student academic achievement. Increasing student academic achievement is important because student achievement is a factor in the quality of education. To achieve this, student achievement, both academic and non-academic, are required to be really improved. The final strategy to improve the quality of education is to build the image of the institution. One of the ways to build the image of the institution adopted by MI Syaichona Cholil KUTIM is to establish social relations both with fellow educational institutions

and with the community. The school's relationship with the community is a more focused communication activity between the school and the community through the following steps: getting to know each other, understanding each other, loving each other, helping each other, and mutually supporting, so that good and mutually beneficial cooperation can be realized to the parties who related, with the main objective is to improve the quality of education [10]. In accordance with Prim Masrokan's theory which explains that strategy formulation reflects the real wants and goals of the organization. In this case, the organization must formulate a vision, mission, values, pay close attention to the internal and external environment, and draw conclusions on the analysis of internal and external factors.

2.3.2 Strategy Implementation MI Syaichona Cholil Kutai Timur

The school structure illustrates the clarity of the relationship between cooperation and authority in the school organization of SMAN 10 Fajar Harapan. Functionally, the structure of MI Syaichona Cholil Kutai Timur has clarified the existence of a clear job description based on the authority of personnel in managing and developing the school management sector which has been endorsed in the stated position structure. Thus, the school structure has explained the existence of coordination and teamwork relationships that are formed based on the area of expertise in managing schools [11].

Furthermore, teamwork and the distribution of school assignments are described in a combination of school management work where each has responsibilities, authorities, and tasks that must be done daily, weekly, monthly, semester, beginning of the year, and the end of the school year. Teamwork was formed based on school deliberations and decrees of school principals and related parties. MI Syaichona Cholil Kutai Timur has a school development team, a team of subject teachers who are members of the MGMP, KKG. Each team has a work plan that is reflected in various school development activities and programs based on their respective areas of development.

Strategy implementation in the context of strategic management is the process of describing strategies that have been formulated into concrete actions. These actions are then managed properly so that these strategies are realized. In the process of implementing the strategy, a school principal must utilize all available resources, both human and non-human resources to realize the strategy. Placing human resources according to their abilities and using non-human resources to the maximum will be able to realize this strategy. On the other hand, if it is not managed properly, the strategy will not materialize [12].

In implementing the formulated strategy, MI Syaichona Cholil Kutai Timur formulated several activities. The technical implementation of these activities is left to the respective coordinators. In its implementation, the principal uses a control system by establishing intensive communication with the activity coordinator. Another system implemented by the principal of MI Syaichona Cholil Kutai Timur is to observe, monitor, and check regularly. The control system used by the principal of MI Syaichona Cholil Kutai Timur varies. Sometimes by going directly to the field, sometimes using the morning apple and sometimes only meeting representatives of the school principal.

The handover of technical implementation to the activity coordinator was not wrong. However, as a leader, it would be better to know the technicalities of the implementation of these activities. This is intended to simplify the control, supervision, and monitoring system. Therefore, as a school principal in addition to placing human resources according to their abilities and utilizing non-human resources to the maximum extent possible, the principal must also supervise the best possible so that the implementation of the strategy goes according to plan.

In implementing this strategy, schools are also guided by the fulfillment of Indonesian national education standards, including the fulfillment of standards for content, process, the competence of graduates, educational staff, infrastructure, management, financing, and educational assessments (BSNP, 2013: 23). MI Syaichona Cholil Kutai Timur has been guided by the implementation of national education standards by making school development plans that are listed in the Rienstra, RKS, and RKAS.

Based on the research results, the school implements several policies such as school and boarding regulations, educational calendars, lessons and teaching schedules, employee leave policies, and so on. Rohman (2012: 108) states that: "education policy is a public policy that specifically regulates the absorption of resources, allocation, and distribution of resources, and regulation of behavior in education" [13]. Based on Rohman's statement above, it can be explained that the policy states that behavior arrangements are made to ensure the success of the implemented strategy. The existence of an external environment also affects the strategic implementation of the school. The external environment of MI Syaichona Cholil Kutai Timur illustrates that geographically

the position of the school is very strategic in attracting public interest to send their children to this school. The demographic and economic conditions of the students' parents, the participation of school committees, alumni, partner institutions, culture, and community appreciation show harmony in supporting school programs and activities [7].

The curriculum applied by MI Syaichona Cholil Kutai Timur refers to the development of KTSP and the 2013 curriculum. This is in accordance with Law of the Republic of Indonesia Number 20 of 2003 concerning the national education system and Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning the implementation of the Education Unit Level Curriculum (KTSP) at the elementary school level. Furthermore, the school curriculum also refers to the Regulation of the Minister of Education and Culture Number 69 of 2013 concerning the basic framework and structure of the SD curriculum to implement the 2013 curriculum starting in the 2013/2014 school year. The promotion and admission of new students of MI Syaichona Cholil Kutai Timur were carried out through electronic and print media publications. There are two important variables in strategy implementation through "marketing, namely market segmentation, which is the division of the market into different parts of consumers according to needs and product positioning, which is an effort to find out what consumers want and expect" (David, 2009: 454).

In organizing new student admissions, the school holds administrative selections, academic tests, and interviews. As a superior school in the academic field, MI Syaichona Cholil Kutai Timur input students with academic achievements scattered throughout Aceh Province. Only students who are academically good can be accepted as students in this school. This is in line with the statement of the Ministry of Education and Culture (Muhaimin, 2009: 71-72) which states that "input (input) for superior schools is students who are strictly selected using certain criteria and procedures that can be accounted for, such as superior achievement with a report card score indicator. , UAN, academic and psychological tests ".

Furthermore, the school culture and code of ethics. In this case, MI Syaichona Cholil Kutai Timur has built a good student culture, namely a learning environment, planting Islamic values, habituation, and modeling programs created in daily school activities. Meanwhile, the education work culture and educators of MI Syaichona Cholil Kutai Timur have been good, each employee and teacher carry out their respective duties and responsibilities and the development of a school shame culture slogan that requires school personnel to actively work and be disciplined.

Cultural aspects also have a role in strategic implementation. Marquardt (Usman, 2013: 214) states that "every organization has a culture that includes a series of values, beliefs, attitudes, habits, norms, personalities, rituals and mutual love for the organization". The role of culture in strategic implementation is very large in achieving the success of the strategic implementation. The success of an organization is determined by how much environmental support the strategy gets from the organizational culture.

2.3.3 Strategic Evaluation of MI Syaichona Cholil Kutai Timur

The strategic evaluation carried out by MI Syaichona Cholil Kutai Timur is to hold regular internal meetings and comprehensive meetings. MI Syaichona Cholil Kutai Timur used these two types of meetings to evaluate the strategies that have been implemented. The institution will take corrective steps in the future so that the strategies formulated will run smoothly. Akron explained that in general there are two types of evaluation, namely: a. The formative evaluation includes evaluations that are carried out before the program runs, or is in progress, or after the program is finished and the results and impacts can be examined; b. summative evaluation, which is an evaluation that is carried out for several periods/years so that it requires collecting time-series data for several years being evaluated. According to the researcher's analysis, the two types of evaluation described by Akdon have been applied by the institutions under study, both formative and summative evaluations. Therefore, the results of the strategy evaluation are a reference in efforts to improve the quality of education and school development plans, and at the same time serve as input for efforts to foster and develop the performance of school members in the context of implementing the vision, mission and increasing the status of school accreditation, including being used as benchmarks. a measure for school quality competition at the international, regional, national, provincial, and district/city levels.

Just like a school in general, MI Syaichona Cholil Kutai Timur also conducts strategic evaluation and control by self-evaluating schools, teachers, and even benchmarking. Evaluation is carried out when the strategy is being implemented after the strategy is implemented and before the new strategy is implemented by reflecting on the strategy that has been implemented by the previous school.

3. Conclusion

Based on the results of research and discussion in the previous chapter, it can be concluded as follows:

1. Strategy formulation in MI Syaichona Cholil Kutai Timur is carried out by first formulating a vision and mission by considering the internal and external environment, followed by setting goals and targets and followed by determining the strategy.

2. The strategy implementation at MI Syaichona Cholil Kutai Timur is carried out by describing the strategies that have been formulated in the form of activities. The technical implementation is left to the activity coordinator while still coordinating with the school principal. The monitoring system is carried out by applying intensive communication and routine control to the activity coordinator.

Strategy evaluation at MI Syaichona Cholil Kutai Timur was carried out through informal and formal meetings. Formal meetings are held regularly both at the internal sector level and as a whole.

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