

Principal Strategic Management In Improving The Quality Of Education

Saepul Palah^{1*}, Iim Wasliman², Supyan Sauri³, M. Andriana Gaffar⁴

^{1,2,3,4} Universitas Islam Nusantara, Jawa Barat Indonesia

*Corresponding author:

Email: saefulpalah85@gmail.com

Abstract.

This research is motivated by the phenomenon that the quality of education is still low because there are still many principals who have not implemented strategic management. Therefore, the focus of this research is that it is known that there are still many principals who have not optimally carried out strategic management so that it affects the quality of education. Another thing is also known that there are principals who do not have adequate competence, coupled with the lack of infrastructure, lack of support from the community and government, or stakeholders. This research is generally to obtain an overview of analyzing the strategic management of school principals in improving the quality of education at three Vocational High Schools (SMK) in Sukabumi Regency, namely SMK Yasidik Parakansalak, SMK Terpadu Al-Ittihad Purabaya and SMK Hassina Sukaraja. Specifically to describe and analyze the principal's strategic management in improving the quality of education, which includes: strategic environmental analysis, formulation of strategic management, implementation of strategic management, supporting and inhibiting factors of strategic management, evaluation of strategic management. The theories and concepts used in this study are strategic management theory according to the theory of quality education, the concept of principals and learning. The method used is descriptive method with qualitative data types. Data was collected through observation, interviews, and documentation studies. Data analysis was carried out by collecting all information, reducing data, presenting data and drawing conclusions. The results showed that the principal's planning was developed on the basis of the results of the assessment or evaluation in the previous year and contained development priorities with targets for achievement in the short, medium and long term. The implementation of strategic management is carried out through a series of managerial decisions and actions to determine school performance within a certain time span which in general have been in synergy with the internal environment. The supporting factors for the principal's strategic management, namely: the competence of the principal and the involvement of internal school parties in every policy formulation, while the inhibiting factors for the principal's strategic management, namely: ineffective communication between the principal and teachers and education staff, with parents students, as well as a lack of discipline and responsibility for efforts to improve school quality. The evaluation of the strategic management of improving the quality of education is carried out by the principal for teachers through meetings and other meetings to review external and internal factors encountered, to measure the performance of teachers and education personnel, and to further develop corrective actions on deviations that occur in schools.

Keywords: Management, Strengthening Character Education, National Spirit and Vocational High School Students

I. INTRODUCTION

Facing the demands of improving the quality or quality of education, an important component that should not be ignored is the principal. Principals are required to have competence and professionalism in carrying out their duties and responsibilities. The competence and professionalism of school principals can be carried out well, one of which is supported by the use of strategic management in implementing school programs that will have an impact on improving the quality of education. Thus, not just anyone can become a school principal. Adequate provisions are needed in the form of knowledge and skills according to their main duties and functions in an effort to improve quality in accordance with national education standards. The principal's strategic management in improving the quality of education is a quality improvement method that relies on the institution itself, applies a set of techniques, based on the availability of quantitative and qualitative data, and empowers all components of educational institutions to continuously improve organizational capacity and capability to meet the needs of participants. students and society. In an effort to improve quality is a comprehensive description and characteristics of the field or service that shows in the ability to satisfy the expected or implied needs. In the context of education, the notion of quality includes input, process and output of education. The implementation of educational activities must be able to guarantee the quality of its performance. Thus, education management is required to maintain consistency between the vision, mission, goals and targets that are guided by the educational strategic plan. With the implementation of strategic management, education will have the right decisions to achieve plans that will

lead to educational goals. In Government Regulation No. 19 of 2005 [1] concerning National Education Standards, Vocational Secondary Education is education at the secondary education level that prioritizes the development of students' abilities for certain types of work.

However, in the current phenomenon, the world of education and community development does not match and there is a significant gap. The needs of the community have not been fully realized by educational institutions. One of the indicators of this problem is that graduates from educational institutions are not ready to use them because they only master theory and are poor in skills. The industrial world finally left school because there was no linkage. Mendikbudristek Nadiem Anwar Makarim at the end of 2021 issued Permendikbudristek number 40 of 2021 [2] regarding the assignment of teachers as principals. Revised Permendikbud Number 6 of 2018 and the regulation is set on December 17, 2021. In this regulation, it is stated that one of the requirements for a teacher to be appointed as principal is if he has a driving teacher certificate. Motivating Teacher Certificate is a certificate given to a teacher who has attended and is declared to have passed the driving teacher education. Of course, this is good news for teachers who currently hold the title of driving teacher, because they have the opportunity to become school principals. This requirement is a new point because in the previous regulations this requirement did not exist. Seeing the various policies above, school principals have a very heavy burden in managing educational units. The principal has a leadership obligation and motivates teachers in educating their students, has a vision and is consistent in advancing the school, is democratic and respects the views of others. In addition, school principals are required to have good skills in their fields, be able to create a conducive atmosphere for teachers and education personnel and create a comfortable learning atmosphere for students. The principal's efforts to implement strategic management have been carried out in various schools, including the Vocational High School (SMK) in Sukabumi Regency, West Java. Related to this, researchers have conducted a preliminary study on the efforts of school principals in order to improve the quality of education. Some of the findings of the preliminary study show that:

First, principals do more coaching on managerial aspects than academics. This coaching basically provides assessment, assistance and guidance starting from program plans, processes, to results. Guidance provided by the principal to teachers and education personnel in the management and administration of education to improve school performance. Meanwhile, the academic aspect aims to assist teachers in improving the quality of the learning process or guidance and the quality of student learning outcomes.

Second, the principal has not made an innovative program to improve the quality of education in his school. The methods used by principals in developing educational institutions tend to be monotonous which results in the performance of principals not being optimal.

Third, the principal recruitment pattern is more like and dislike, so the ability to lead the organization is not sufficient because many of those appointed do not have the competence and professionalism but because of the close relationship with officials at the provincial level. In private schools, the appointment of the principal is the responsibility and authority of the foundation, so that competence and professionalism are often not taken into account.

Fourth, limited scientific activities for school principals, inadequate compensation, and small development funds are also interrelated parts of the low level of efforts to improve the quality of education.

Fifth, in general, school development strategies have been more input oriented. This strategy relies more on the assumption that if all school inputs have been met, such as the provision of teaching materials and other learning tools, provision of school facilities, training of teachers and staff to other schools, the school will automatically be able to produce quality output as expected. It turns out that the input-output strategy does not fully function in school institutions, but only occurs in economic and industrial institutions. dalam institusi ekonomi dan industri.

The principal bears no light responsibility because he is required to have strong leadership to realize the school's vision, mission, goals, provide basic skills improvement in schools, and create a conducive and comfortable atmosphere for all civitas in the school environment. Principals are also required to have big ideas for school progress, organize teachers and staff to carry out established programs and motivate teachers

and staff. Principals are also required to be able to objectively evaluate the work completed by teachers and staff, as well as serve as inspiration for future improvements.

II. METHODS

In this study, the research used qualitative research methods with the intention of wanting to know descriptively about education management. This research was conducted at Yasidik Parakan Salak Vocational School, Al-Tihad Purabaya Integrated Vocational School And Hassina Sukaraja Vocational School Sukabumi District by taking data sources using purposive sampling technique. Purposive sampling as explained by Arikunto [3]"is carried out by taking the subject not based on strata, random, or regional but based on a certain purpose".Sources of data and information in this study, which are primary data, were obtained through the main respondents, namely school principals, Deputy Principals for Curriculum, and students. To reach the level of validity of the data and information, the researchers also obtained information from administrative staff and school committee administrators. Meanwhile, to support the primary data, secondary data is needed which is taken from various archival documents.

The techniques used to collect data in qualitative research generally use observation, interviews, and documentary studies. On the basis of this concept, the three data collection techniques above were used in this study.The data and information that have been obtained will be analyzed and interpreted continuously from the beginning of the study until the end of the study. Data analysis and interpretation refers to the theoretical basis related to the problem under study. The data analysis procedure is based on three stages as suggested by Nasution (1988) namely "(1) reduction; (2) displays; and (3) conclusion and verification".According to Nasution [4] that "to determine the validity (thrutworthiness) an examination or testing technique is needed and that the level of trust in qualitative research results is determined by the criteria (a) credibility; (b) transferability; (c) dependability; and (d) confirmability"

III. RESULTS AND DISCUSSION

Environmental Analysis in Improving Education Quality

Environmental analysis (enviromental scanning) is an in-depth study of environmental factors, both internal (ALI) and external environmental analysis (ALE), to measure their influence on improving the quality of education in the three vocational schools in Sukabumi carried out as the basis for the preparation of the Medium Term Work Plan (RKJM).) or RENSTRA). Identify and review the quality that has been achieved as material for the preparation of future work plans. In general, the principles of strategic management in the steps of internal analysis and external analysis have been applied and provide advantages to the work program, because the work plans that have been prepared have been adapted to developments that occur in the environment around the school. The influence of the environment is managed so that it will optimize the improvement of the quality of education. The purpose of environmental analysis is to identify the organization's internal strengths and weaknesses and understand the organization's external opportunities and challenges, so that the organization can inspire change efforts that must be made in the future.

Environmental analysis is useful for detecting important changes and events, especially those related to the field of science and technology (IPTEK), which identify challenges, opportunities or changes caused by these important events to the organization. Provide information on future orientation to every level of leadership and staff; signal to all levels about what to do with the organization. Through an in-depth environmental analysis process using data processing Internal factor analysis summary (IFAS) and External factor analysis summary (EFAS) it can be identified how much influence strengths, weaknesses, opportunities and challenges have on the school. Improving the quality of education in the three SMKs in Sukabumi has not conducted a more in-depth study of IFAS and EFAS with the fulfillment of the National Education Standards (SNP) and Education Management Standards. Through the results of the SWOT analysis as a study in determining strategic planning, it will produce accurate data input according to the RKJM, RKT and RKAS.

The Formulation of the Principal's Strategic Management in Improving the Quality of Education in Three Schools.

Strategic management that combines science and art in developing resources to implement certain policies, or as a plan of activities to achieve specific goals and objectives [4]. So the strategic management of education quality improvement, in carrying out the strategy that has been designed systematically in accordance with the management functions, which directs it to the strategic goals of education. Improving the quality of education at the three vocational schools in Sukabumi has a special advantage, namely the field of study. Systematic education process through science and technology (IPTEK), is very influential on improving the quality of education. Strategic management as an analytical step in strategic planning, implementation and evaluation is an effective step in improving the quality of education in the three SMKs in Sukabumi. Quality principles that pay attention to the management of documents, records, procedures and audits, both internally and externally. Potential in developing maximum services and successfully placing graduates in DU-DI or continuing their studies at various universities by utilizing scholarship facilities.

Improving the quality of education at the three vocational schools in Sukabumi. Develop with Islamic education in accordance with the field of study program expertise. The formation of personality and role model becomes a force to build excellent quality education. The school was developed by an Islamic foundation in Sukabumi district, so the implementation of strategic management is supported by human resources who have high integrity, with strong loyalty to the ideals of the foundation. Integrity is very supportive of the implementation of the system, and also in maintaining habits, which have sensitivity to new things that develop. To improve the quality of education in the three SMKs in Sukabumi, strategic management steps have been taken so that the improvement in the quality of education can be achieved, and can still be improved optimally.

Strategic management in improving education, as a systematic approach in education is a unity of various elements that are interrelated and dependent on developing in achieving the goals of the system. The elements from outside that enter the internal system which then undergo a process are called outputs. The Management Functions [5] in the educational process are as follows:

- 1) Planning (Planning). The earliest function of all management. Planning is an activity process to systematically present all activities that will be carried out to achieve certain goals. Planning can be defined as setting goals, budgets, policy procedures, and programs of an organization. With the planning, the management function is useful for setting goals to be achieved, setting costs, establishing all the rules and guidelines that must be implemented. Planning includes several aspects, including what will be done, when it will be done, where it will be done, how to do it, what is needed to achieve the goal optimally.
- 2) Organizing (Organizing). In the management system, organizing is a continuation of the planning function. For an institution or organization, organizing is the lifeblood of the organization. Therefore, the continuity of the organization or institution is strongly influenced by the organization. Organizing according to Heidjarachaman Ranupandjo is an activity carried out by a group of people to achieve certain goals, its implementation by dividing tasks, responsibilities, and authority among the group, it is also determined who will become leaders and actively integrate with each other.
- 3) Actuating. Mobilization serves to realize the results of planning and organizing. Mobilization is an attempt to direct or move the workforce or man power and utilize the available facilities to carry out work simultaneously. This function motivates subordinates or workers to work seriously so that the goals of the organization can be achieved effectively. This function is very important to realize the goals of the organization.
- 4) Supervision (Controlling). Supervision is an activity to observe and measure all operational activities and achievement of results by comparing the standards seen in the previous plan. The supervisory function ensures that all activities run in accordance with the policies, strategies, plans, decisions in the work program that have been analyzed, formulated and determined previously.

Furthermore, in accordance with the basic elements of strategic management in improving the quality of education at the three SMKs in Sukabumi, strategic steps have been taken to improve the quality

of schools consisting of environmental analysis, strategic formulation, strategic implementation, as well as supervision and assessment. Good strategic management will improve the quality of schools. Measuring tools in the EDS process, accreditation program and school achievement . The value system in the theory of 6 value systems is theological, physiological, ethical, logical, aesthetic, and teleological. At the level of understanding, it generally underlies every process of implementing strategic management, although it still needs improvement through a deeper understanding. The implementation of strategic management [6] is also able to increase the effectiveness and efficiency of school management. Through a good understanding of the environmental changes that occur, direct the goals to be achieved in accordance with a developing and dynamic paradigm. By identifying a comparative advantage in change at a high risk level, it is possible for schools to be able to compete in facing the challenges of globalization. Problems from outside and from within the school have been anticipated early on. Thus, school management takes place effectively through efficient strategic steps. Implementation of strategic management in improving the quality of education in the three vocational schools in Sukabumi. The stages of the process with the application of strategic management consist of: Environmental analysis (environmental scanning) is an in-depth study of environmental factors, both internal (ALI) and external environmental analysis (ALE) [7], to measure their influence on improving the quality of education in the three SMKs in Sukabumi. as the basis for the preparation of the Medium Term Work Plan (RKJM) or RENSTRA).

Identify and review the quality that has been achieved as material for the preparation of future work plans. In general, the principles of strategic management in the steps of internal analysis and external analysis have been applied and provide advantages to the work program, because the work plans that have been prepared have been adapted to developments that occur in the environment around the school. The influence of the environment is managed so that it will optimize the improvement of the quality of education. The purpose of environmental analysis is to identify the organization's internal strengths and weaknesses and understand the organization's external opportunities and challenges, so that the organization can inspire change efforts that must be made in the future. Environmental analysis is useful for detecting important changes and events, especially those related to the field of science and technology [8], which identify challenges, opportunities or changes caused by these important events to the organization. Provide information on future orientation to every level of leadership and staff; signal to all levels about what to do with the organization. Through an in-depth environmental analysis process using data processing Internal factor analysis summary (IFAS) and External factor analysis summary (EFAS) it can be identified how much influence strengths, weaknesses, opportunities and challenges have on the school. Improving the quality of education in the three SMKs in Sukabumi has not conducted a more in-depth study of IFAS and EFAS with the fulfillment of the National Education Standards [9] and Education Management Standards. Through the results of the SWOT analysis as a study in determining strategic planning, it will produce accurate data input according to the RKJM, RKT and RKAS.

Implementation of Principal Strategic Management in Improving Education in Three Schools

Based on research that has been carried out in improving the quality of education in the three vocational schools in Sukabumi. It has been shown that the principal's leadership in carrying out his duties has followed his main duties as a principal. In carrying out their duties, the principal gives something new to every action and policy in leading teachers, such as working together, setting an example, encouraging to motivate teachers, who position themselves as fathers, mothers, friends, and friends and parents in carrying out their duties. poko as the head of the school. The principal's leadership [10] becomes personal behavior, influence on others, patterns, interactions, cooperative relationships between roles, the position of an administrative and persuasive position, and perceptions of others about the legitimacy of influence. The principal's leadership is closely related to personality, and the principal's personality as a leader will be reflected in the traits of being honest, confident, responsible, daring to take risks and decisions, big hearted, stable emotions and role models. The leadership style in implementing leadership functions, which according to this theory is very influential and very decisive in making the organization effective in achieving its goals. Behavior and leadership style in the realization of leadership functions, is a leadership strategy that has two orientations consisting of task orientation and subordinate orientation.

Leadership behavior is a leadership style that focuses not on the characteristics of the leader but on interactions with people around his work and on a group of subordinates. In addition, the development of the quality of school principals is also needed for the progress of the existing learning process. So that in carrying out the education that occurs can be maximized and directed, to print the next generation who is competent and superior. Principal leadership here is needed to motivate school principals to be able to maximize their quality. In this case the principal also applies to lead the principals and other school members so that their quality becomes even better. Indirectly, the process of developing the quality of school principals will get better. But all of that is not enough to measure the quality of effective and efficient principals, in this case it has been proven in improving the quality of education at the three SMKs in Sukabumi. Having a competent principal, and also a disciplined vice principal.

The description of the research findings and the steps of the principal's leadership are as follows :

- 1) The principal of the school sets an example
- 2) The principal provides encouragement and motivation
- 3) The head positions himself as a father, mother, friend, and friend.

Based on the research that has been carried out, it shows that the efforts made in improving the quality of education in the three vocational schools in Sukabumi include:

- 1) Efforts are made through the development of the quality discipline of school principals,
- 2) provide motivation and encouragement to school principals,
- 3) give awards to school principals who excel.

The principal in an effort to improve the quality of education at the three vocational schools in Sukabumi, formulated several aspects that the researchers found in the research process while at school. So that what the principal does can be formulated by looking at the situation and conditions that have occurred in the school. In fostering discipline, motivation and rewards are as follows:

- 1) Discipline development, a leader must be able to cultivate discipline, especially self-discipline. Leaders must be able to help employees to develop patterns and raise standards of behavior, and use rule enforcement as a tool to enforce discipline.
- 2) Motivation, the success of an organization or institution is influenced by various factors, both internal and external factors. Penghargaan (Reward), penghargaan sangat penting untuk meningkatkan mutu kepala sekolah dan untuk mengurangi kegiatan yang kurang produktif.

The principal of improving the quality of education at the three SMKs in Sukabumi, namely maintaining and increasing the work motivation of educators and education staff by using a system of awarding achievements and sanctions for violations of regulations and codes of ethics. In this case the principal must be able to position himself as an educational leader who must dare to take responsibility. In a school, an educational leader is needed who is truly responsible for what has been planned and implemented. Based on the research findings above, the writer argues that for the next steps in the efforts made in improving quality are as follows:

- 1) Discipline development for school members so that they can be on time in learning, in fostering discipline, school principals are required in all respects, both in terms of being on time teaching or coming on time to school and being able to complete assignments on time. The work discipline of a school principal is compliance and behavioral efforts to work in accordance with applicable regulations. Good discipline will improve the quality of the principal so that the workload and responsibilities can be carried out and completed properly and do not interfere with the learning process in the classroom.
- 2) Increasing the motivation of school residents is also included in the principal's efforts in improving the quality of school principals, seen from their character, many of them are less enthusiastic in teaching or in carrying out their duties, so how the principal must be able to solve problems by finding solutions in order to provide motivation to school principals who are less enthusiastic in teaching or carrying out their duties.

- 3) Giving awards to school residents who excel, including in the principal's efforts to improve quality, from this award, other school principals can be motivated by their colleagues who get the award, so school principals will compete in order to maximize the quality of school principals in the future .

Strategic management [11] in improving the quality of education at the three SMKs in Sukabumi has been carried out consistently with the implementation of a quality management system. The vision, mission, goals, objectives, strategies and policies that are socialized and contained in the RKJM and Renstra, are displayed in several strategic places, and discussed specifically at school meetings. The formulation of the vision and mission is carried out first by examining the environment. The basic needs of the educational environment can be provided in the steps of strategic formulation, namely: (1) the formulation of the mission (mission determination), namely the image of how the school should exist; (2) assessment of the external environment (environmental external assessment), namely to accommodate the need for the quality of education that can be provided by schools; (3) organizational assessment, namely formulating and optimally utilizing school resources; (4) Formulation of specific objectives (objective setting), namely the elaboration of the achievement of the school's mission as manifested in the school's goals and objectives of each subject; (5) strategic setting, namely choosing the most appropriate strategy to achieve the stated goals by providing the budget, facilities and infrastructure, as well as the required facilities. The vision of the school as a far deep and broad perspective which is the power of thought, has tremendous power and can penetrate the boundaries of physical, space and time, and place.

Establishing a vision must also look at the capabilities and internal conditions of the organization. The school's vision is an agenda of goals as an achievement that must be achieved in school activities. The process of formulating a vision begins with creative ideas or by creating new ideas by exploring the demands of the environment. If the vision has been formulated, then the mission statement and mission statement are formulated as a reference for preparing school plans and programs. School mission as a description of what is to be achieved and for whom. school mission as a fundamental and unique goal that shows the difference between a school and other similar organizations and identifies the scope of the organization. The purpose of the school from the point of view of strategic management is to provide direction by describing future conditions that result in a general agreement which is a source of legitimacy that justifies every school activity regarding the mission in determining the field of work, the type and volume of work that must be done and always trying to be pursued and realized by the school. school, as well as the existence of the school itself. Strategic is a comprehensive plan that integrates all resources and capabilities with a long-term goal of winning the competition. Strategic is a plan that contains a comprehensive and integrative way that can be used as a guide to work, fight and act in order to win the competition. Strategy is a powerful and unavoidable management instrument, not only for survival and winning the competition to grow and develop.

The school's strategy describes the methods and approaches used to achieve its strategic goals. Strategic implementation in school management consists of how the school's mission is consistent with the goals, objectives, and work programs of the school that are visible in the work program, namely focusing on the quality of management and the quality of learning services using various relevant systematic approaches. Determine and provide learning facilities in classrooms, laboratories, libraries, practical workshops, and so on with sufficient materials and proper equipment to use, then fulfill and use the budget for all school operations. As a basis for understanding the strategic formulation [12] , it is important to borrow the management principle, namely to lift the company's downturn from the effects of the crisis, the main points of organizational quality excellence, namely: "Winning concept, winning system, and winning teams". This shows how important the strategic formulation step is based on the ALI and ALE studies. Improving the quality of education at the three SMKs in Sukabumi, has formulated the Vision, Mission, Objectives, Targets, and Strategic Policies as the main guidelines in determining the next strategic steps in a sustainable effort to improve the quality of their schools. Program planning, including the school's vision, has a reference that is used as a shared goal of school residents and all interested parties in the future. Must be able to provide inspiration, motivation, and strength to the school community and all interested parties. Formulated based on input from various school residents and interested parties, in line with the vision of the institution

above it and the vision of education, it is decided by a board of educators meeting led by the principal, taking into account the input of the school committee. After that, it is socialized to the school community and all interested parties; then reviewed and reformulated periodically in accordance with developments and challenges in society.

All school personnel have agreed to set lofty goals for the next five years for the establishment of a vocational education and training center in the fields of agribusiness, agrotechnology, information and communication technology. Information and communication technology expertise is the focus of deepening scientific fields that must be mastered as well as possible. Have a strong commitment to create independent students with professional, skilled, and good character. The strategic concept to produce graduates who are professional, skilled in their field of expertise, and have noble character must be developed to the fullest to become the advantages of this school. The above statement is a promise for the two schools to their stakeholders, it has become a must to be fulfilled within a period of five years. To realize this target, the mission is set as a strategic concept. Vision and Mission become the spirit for school life. While the embodiment of the vision, mission into strategic goals and objectives is reviewed with the principles of strategic management through a SWOT analysis so that the work plans that are prepared actually produce effective work references in improving quality on an ongoing basis, the two schools seem to provide a clear picture, through the preparation of strategic formulations. by heeding self-evaluation studies using either a SWOT analysis or special applications such as the use of contact analysis. Vision-Mission, goals, objectives, and policies. The success of the concept to build school quality excellence. It would be nice if the study of the internal and external environment was carried out by deepening the SWOT matrix to measure how much influence one factor had with another on the quality of the school to be achieved. All activities are presented with a good management of the documentation system so that it is possible to conduct traceability (trust ability).

Supporting and Inhibiting Factors of Principal Strategic Management in Improving Education Quality in Three Schools

The level of strategic management in improving the quality of education at the three SMKs in Sukabumi is divided into three categories, namely [2]: some are less effective, the majority are effective, and a small part are very effective. The principal's strategic management is in a less effective condition because basically the implementation of strategic management contains several risks, namely: (a) the time used by managers in the strategic management process may have a negative influence on operational responsibilities; (b) if strategic makers are not directly involved in its implementation then they can shirk personal responsibility for decisions made in the planning process; (c) there will be disappointment from subordinates who participate in strategic implementation because their goals and expectations are not achieved; (d) the risks that must be overcome in implementing the strategic management above that make the principal's strategic management less effective. The weakness of educational institutions that are less capable and unable to compete is due to lack of institutional organizing skills. This situation relates to the development of human resources, principals and other education personnel, teaching and learning processes, supervision, curriculum, and principals of school facilities and infrastructure. Everything rests on the weakness of the resources involved in the management and education process. Indicators of unprofessionalism can be seen from weak work discipline which results in low productivity, weak orientation to the student learning system, and weak quality control of educators. The principal's strategic management is mostly effective and very effective. The principal is one of the most important people in the school, in leading and setting the school atmosphere. The principal is the leader of the school's management. As a professional, the principal must have and receive the support of the competencies as required as follows: personality competence, managerial competence, entrepreneurial competence, supervisory competence, and social competence.

The principal's strategic management provides support for the class and functions to synchronize these various inputs or synergize all components in teaching and learning interactions between the principal, students and supporting facilities in the classroom and outside the classroom, both in the curricular and extra-curricular contexts, both within the scope of academic and non-academic substances in an atmosphere that supports the learning process. The principal obstacle in improving the quality of education at the three

vocational schools in Sukabumi is that the principal does not involve efforts aimed at transforming strategic goals into action, namely the implementation of school programs. The ability of principals and other school personnel to implement a strategy in school management is very important in relation to the skills of the principal as a leader and the principal as a professional who is responsible for the progress of student learning. The principal as an education manager needs to understand his role well. In a modern organization there are levels of each. Where each level also has its own function. The position of the manager is far more complex than that of the employee if we want to place his capabilities and competencies in making decisions. Of course, every manager is required to understand the concept of management properly and perfectly, with the aim that the work being carried out by the manager can be carried out systematically and measurably and with quality. Stakeholders view administration as important when experiencing traffic jams for various affairs. When all goes well, many people forget the essence and existence of school administration or administration. The real purpose of supervision is to develop better teaching and learning situations. What is meant by teaching and learning situation here is a situation where there is a process of interaction between the principal and students in an effort to achieve the specified learning objectives. Efforts towards improving learning are aimed at achieving the ultimate goal of education, namely the formation of children's personalities who are independent, disciplined, and responsible in all matters.

Supervision is carried out to prevent deviations in the operationalization of a strategy, while the techniques that can be carried out include the following:

- 1) Direct observation by managers to see for themselves how operational officers carry out their duties and responsibilities for completion
- 2) Assess reports by comparing field data with submitted reports
- 4) Through the use of a questionnaire whose respondents are field implementers
- 5) Interviews with the organizers in the form of unstructured, structured interviews or other combinations.

The quality capability of the leadership greatly determines the effectiveness of supervision. The supervisory system is expected to be not only a control activity but also as an effort to ensure that every method developed is effective. The model to be developed should be known to all organizational components, especially operational actors at the strategic implementing level. If it is connoted to the implementation of a strategy, the direction of our thoughts has been directed to efforts to assess strategic inputs, implementation, including a supportive environment as well as outputs and even expected outcomes in the management corridor.

Evaluation of the Principal's Strategic Management in Improving the Quality of Education in Three Schools

Evaluation of strategic management in improving the quality of education in the three vocational schools in Sukabumi. Evaluation of strategic management related to the quality of principals is often designed to serve the quality of education [13], namely: (1) to measure the competence of principals; (2) support professional development. The principal quality evaluation system should provide benefits as feedback to meet various needs in the classroom (classroom needs), and opportunities to develop new techniques in teaching, as well as get advice (counseling) from the principal or other principals to make various changes. in the classroom.

To achieve this goal, an evaluator must first be able to develop specific procedures and set standards. Standard setting should be linked to [14]:

- a) Skills in teaching
- b) Be as objective as possible
- c) Clear communication with the principal before the evaluation is carried out and reviewed after completion of the evaluation, and
- d) Associated with the professional development of the principal

Evaluation in considering aspects of the diversity and teaching skills of the principal. By using various sources of information about the quality of school principals, they can provide a more accurate evaluation. Some of the procedures that can be used by evaluators, including:

- a) Observing class activities (observe classroom activities). This is a common form of collecting data in evaluating the quality of principals. The purpose of classroom observation is to obtain a representative picture of the quality of the principal in the classroom. However, to achieve this goal, the evaluator in determining the results of the evaluation is not enough with relatively little time or only one class. Therefore, observations can be carried out formally and planned or informally and without prior notification so that valuable information can be obtained.
- b) Re-analyze the teaching plan and notes in class. The teaching plan can reflect the extent to which the principal understands the teaching objectives. Reviewing classroom notes, such as test results and assignments, is an indicator of the extent to which the principal can link teaching planning, teaching processes and testing (evaluation).
- c) Expand the number of people involved in the evaluation. If the purpose of the evaluation is to increase the growth of the quality of the principal, then the evaluation activity should be able to involve various parties as evaluators, such as: students, colleagues, and administrative staff. Even self-evaluation will give perspective on the quality. However, for the purposes of competency testing, in general, the principal or supervisor acting as an evaluator is the school principal or supervisor.

Principals and vice principals and teachers who wish to improve their teaching are usually eager to understand how other principals and students perceive themselves. Indeed, in the process of evaluating the views of those involved in daily life, it is not possible to simply ignore them. Post-observation conferences can provide principals with feedback on their strengths and weaknesses.

IV. CONCLUSION

Based on the findings, interpretation and discussion, the general conclusion about the strategic management of school principals in improving the quality of education at Vocational High Schools in Sukabumi districts has been implemented, but has not provided an optimal impact. This can be seen from the still not maximal impact seen from the achievement of the National Education Standards. Improving the quality of education is still constrained from internal and external schools. Internal constraints are still low, understanding, skills and motivation to make improvements from the principal and teachers. Meanwhile, external constraints include the lack of community involvement.

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