



## Strategy for Improving the Quality of Education Management at SMPN 3 Margahayu

Rita Sulastini<sup>1</sup>, Nana Supriatna<sup>2\*</sup>, Erna Rostika Erawati<sup>3</sup>, Tuti Heryati<sup>4</sup>, Uyun Mulyanah<sup>5</sup>

<sup>1</sup>Universitas Islam Nusantara

<sup>2,3</sup>Pakar Pendidikan, Bandung

<sup>4</sup>Pakar Pendidikan, Tasikmalaya

<sup>5</sup>Pakar Pendidikan Tingkat TK

**Corresponding Author:** Nana Supriatna; [nanasupriatna060469@gmail.com](mailto:nanasupriatna060469@gmail.com)

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### ABSTRACT

Effective management of education at the junior high school level requires mature strategic planning to face the challenges of improving the quality of education. SMPN 3 Margahayu, Bandung Regency, faces the need to design a strategy that can improve the quality of education management in a sustainable manner. This study aims to describe the strategy developed by SMPN 3 Margahayu in this effort. The main problem identified is how schools design and implement strategies to improve the quality of education management. This study uses a qualitative approach with data collection techniques in the form of interviews, observations, and documentation studies. The results of the study indicate that the strategies implemented include strengthening the leadership of the principal, improving teacher competence, implementing school-based management (SBM), and developing facilities and infrastructure in stages. This strategy is developed through a process of self-evaluation and active involvement of all school stakeholders. The conclusion of this study shows that collaborative strategic planning that is oriented towards sustainable development greatly contributes to improving the quality of education management

## **INTRODUCTION**

Management of education in basic education units, especially at the Junior High School (SMP) level, plays a strategic role in determining the quality of the learning process and the final results achieved by students. In Indonesia, the quality of education management is greatly influenced by various aspects, such as principal leadership, teacher competence, resource management, and community and stakeholder involvement. Strategic planning is an important part of education management, because it provides measurable direction and targets for educational institutions in responding to internal and external challenges.

SMPN 3 Margahayu, Bandung Regency is one of the state schools that continues to strive to improve the quality of its education management. The vision of this school is "To become the best junior high school in West Java in 2015," with missions including implementing an Islamic education system, implementing technology-based professional learning, improving quality human resources, and creating graduates who are ready, skilled, independent, and have high insight. The strategic programs implemented include strengthening leadership, improving teacher competence, developing facilities and infrastructure, and implementing school-based management (SBM).

However, many schools still have difficulty in formulating and implementing systematic, focused, and sustainable strategies. Common problems faced include weak situation analysis, low participation of teachers and school committees in the planning process, and limitations in the development of supporting facilities and infrastructure. These challenges often cause education management to run administratively without strategic strength, thus affecting the quality of education achieved.

In this context, SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis becomes an effective tool in strategic planning to improve the quality of education. SWOT analysis helps identify internal strengths and weaknesses, as well as external opportunities and threats faced by educational institutions. Thus, the strategies formulated can maximize strengths and opportunities, and minimize weaknesses and threats. The application of SWOT analysis in educational management has been proven to provide a comprehensive picture of the internal and external conditions of educational institutions, help create a vision of the future, and develop relevant and innovative programs.

Based on this background, this study aims to describe the strategy formulated by SMPN 3 Margahayu in improving the quality of education management. This study also aims to identify supporting and inhibiting factors in the implementation of the strategy. A qualitative approach is used to deeply understand the managerial dynamics that occur in the school environment through interviews, observations, and document analysis.

Thus, the results of this study are expected to provide theoretical contributions to the development of educational management literature, especially in the aspect of strategic planning in secondary schools. Practically, this study is expected to be a reference for other schools in developing participatory, adaptive, and sustainable quality improvement-oriented strategies.

## **LITERATURE RIVIEW**

### ***Educational Management***

Educational management is a process of planning, organizing, directing, and supervising educational resources to achieve educational goals effectively and efficiently (Mulyasa, 2013). In the context of schools, educational management includes the management of human resources, curriculum, finance, facilities and infrastructure, and relations with the community. The main objective of educational management is to create a system that can support the teaching and learning process to be more optimal.

### ***Strategic Planning in Education***

Strategic planning is a systematic process in determining the future direction of an educational institution by considering the strengths, weaknesses, opportunities, and threats it has (David, 2011). In the world of education, strategic planning allows schools to set relevant and realistic visions, missions, and goals, and to develop tactical steps to achieve them. One of the most frequently used tools in strategic planning is the SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis (Mashuri & Nurjannah, 2020).

### ***Principal Transformational Leadership***

Transformational leadership is a leadership style that focuses on inspiring, motivating, and empowering members of the organization to achieve higher performance (Bass & Avolio, 1994). In the context of schools, principals who have a transformational leadership style are able to build a positive work culture, increase teacher morale, and direct schools towards achieving higher education quality (Baidowi, 2021).

### ***School-Based Management (SBM)***

School-Based Management (SBM) is an education management model that gives schools greater authority to manage resources and make decisions independently according to local needs. SBM emphasizes the importance of community participation, transparency, and accountability in school governance (Mulyasa, 2013; Kurniawan et al., 2020). This model has been proven to increase the effectiveness and efficiency of education management in various developing countries, including Indonesia.

### ***Previous Research***

A number of previous studies have examined various strategies in improving the quality of education management. Although the focus and approaches used are different, there is a common thread that connects these findings.

First, research by Yanti (2023) emphasizes the importance of developing human resource (HR) management in improving the quality of education management. This study highlights that effective HR management, including training and development of educator competencies, contributes significantly to improving the overall quality of education.

Second, Desfriyati et al. (2023) discusses strategies for effective education management in elementary schools. This study identifies that government support, strong leadership, and the use of technology in learning are key factors in improving the effectiveness of education management at the elementary level.

Third, a study by Ayusaputri et al. (2024) focuses on the management of facilities and infrastructure as an important element in improving the quality of education services. This study shows that good management of educational facilities, including proper planning and maintenance, creates a conducive learning environment and supports teaching and learning activities.

The similarities of the three studies lie in their main objectives, namely improving the quality of education management through different approaches. They agree that managerial aspects, be it in HR management, institutional strategies, or physical facilities, play a crucial role in achieving quality education goals.

Differences emerge in the focus of each study: Yanti (2023) focuses more on the internal aspects of the organization through human resource development; Desfriyati et al. (2023) examines external roles such as government support and technology; while Ayusaputri et al. (2024) highlights the importance of physical infrastructure in supporting the education process.

This study contributes to enriching strategic studies at the secondary education level, especially through a case study at SMPN 3 Margahayu. By considering the findings of previous studies, this study attempts to integrate various managerial aspects to formulate a comprehensive and contextual strategy for improving the quality of education management.

## **METHODOLOGY**

This study uses a descriptive qualitative approach that aims to gain an in-depth understanding of the education management strategy designed and implemented by SMPN 3 Margahayu. This approach was chosen because it is appropriate for revealing managerial dynamics, planning processes, and perceptions of education actors in a contextual and naturalistic manner. Qualitative research also allows exploration of complex and layered phenomena, which cannot be fully explained through a quantitative approach.

Data collection techniques are carried out through three main methods: in-depth interviews, participant observation, and documentation studies. Interviews were conducted with the principal, vice principal, teachers, and school management staff to gather information about the preparation and implementation of educational management strategies. Observations were conducted by directly participating in school activities to observe managerial practices and interactions between school elements. Documentation includes analysis of strategic plan documents, school work programs, and internal evaluation reports.

To maintain data validity, researchers applied source and method triangulation techniques. Data from interviews were compared with observation results and school documents to obtain a more complete and objective picture. Data analysis was carried out inductively, starting from data reduction, data presentation, to drawing conclusions based on patterns of findings that emerged during the research process. With this approach, the results obtained are expected to be able to comprehensively describe strategic planning practices in the school environment.

## RESULT

The results of the study indicate that the preparation of the strategic plan at SMPN 3 Margahayu began with the implementation of a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis by the school management team. This process involves the principal, vice principal, teachers, and school committee. The SWOT analysis was conducted to map the school's internal strengths and weaknesses, as well as external opportunities and threats that could affect the education process. From this analysis, the school formulated a vision, mission, and strategic objectives that became the basis for annual planning and decision making.

The main strategies designed include strengthening the principal's leadership. The principal plays a central role as a transformational leader who encourages a collaborative, innovative, and quality-oriented work culture. This leadership is demonstrated through the initiation of teacher competency improvement programs, ongoing professional development, and strengthening the culture of discipline and responsibility in the school environment.

In addition, there is a teacher competency improvement program implemented through internal training, academic supervision, and comparative studies to other schools. Teachers are encouraged to apply active and innovative learning approaches and involve technology in the teaching and learning process. The school also encourages teachers to participate in various external training as an effort to increase individual and collective capacity.

In terms of school-based management (SBM), SMPN 3 Margahayu implements a participatory decision-making pattern. Every policy and program is formulated based on joint deliberation, with the involvement of the school committee and representatives of parents. In addition, the school gradually develops facilities and infrastructure by utilizing BOS funds, voluntary donations, and support from the local government.

## DISCUSSION

The findings of this study strengthen the view that SWOT analysis is an important initial step in formulating a school's strategic plan. This activity not only describes the objective conditions of the school, but also builds collective awareness of the need for change and continuous improvement. This is in line with the theory of strategic planning in educational management which emphasizes the importance of comprehensively identifying internal and external conditions (David, 2011).

Strengthening the role of the principal as a transformational leader is a key factor in driving change. The principal not only acts as an administrator, but also as an agent of change who is able to build a shared vision, motivate teachers, and create a healthy work climate. This is in accordance with the study of Bass & Avolio (1994) which states that transformational leadership can increase organizational effectiveness through empowering team members.

Improving teacher competency through training and supervision supports the theory that teachers are strategic actors in improving the quality of education. The continuing professional development program at SMPN 3

Margahayu shows that investment in human resources has a positive impact on the quality of learning. As stated by Mulyasa (2013), improving teacher capacity should be a priority in school management strategies.

The practice of school-based management (SBM) carried out by schools shows effectiveness in creating contextual and adaptive policies. Stakeholder participation in the decision-making process strengthens the sense of ownership and shared responsibility for the success of school programs. This strengthens the research results of Kurniawan et al. (2020) which shows that SBM can increase the efficiency and effectiveness of school management if supported by strong leadership and open communication.

## **CONCLUSIONS AND RECOMMENDATIONS**

Based on the results of the study conducted at SMPN 3 Margahayu, Bandung Regency, it can be concluded that this school has prepared and implemented a strategy to improve the quality of education management in a planned and participatory manner. The strategy includes strengthening the leadership of the principal, improving teacher competency, implementing school-based management, and developing facilities and infrastructure in stages. The strategy formulation process begins with a SWOT analysis involving various school stakeholders to ensure the relevance and sustainability of the program.

The strategies implemented not only reflect effective education management practices, but also demonstrate the school's commitment to continuous quality improvement. The principal's transformational leadership has been shown to play a significant role in driving positive change, while teacher and community involvement is a major force in creating an adaptive and innovative school atmosphere. The implementation of school-based management has also been shown to increase a sense of ownership and shared responsibility for the strategic programs being implemented.

As an implication, a similar strategy can be used as a development model for other schools, especially in the context of strengthening education governance at the elementary education unit level. Recommendations for schools are to increase technology-based training for teachers, strengthen partnerships with the community, and develop measurable strategic performance indicators. Meanwhile, further research is suggested to explore the impact of implementing this strategy on students' academic and non-academic achievements more specifically and quantitatively.

## **FURTHER STUDY**

This research still has limitations, so further research needs to be conducted on the topic of Strategy for Improving the Quality of Education Management at SMPN 3 Margahayu in order to perfect this research and increase insight for readers.

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