



Excellent Vocational School Development Management in Indonesia

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Abstract

This study aims to analyze the formulation/planning, implementation, evaluation, barriers, and solutions to strategies for improving the quality of Vocational High Schools in Kebumen. This research is qualitative research with the subject of research is Vocational High School which has an excellent predicate in Kebumen Regency, which is 3 schools are SMK N 1 Gombong, SMKN 2 Kebumen dan SMK Ma'arif 1 Kebumen. Data collection techniques in the form of questionnaires, interviews, and documentation. The data analysis technique uses your Miles Huberman model. The results of the analysis show that the strategic management of superior vocational school includes planning, implementation, and evaluation. Planning includes environmental analysis, SWOT analysis, formulation of goals such as making a global standard vision and mission. Implementation refers to three things, namely development, establishment, growing up. While the evaluation uses a monitoring technique with the POAC stage. Some of the obstacles faced in developing superior vocational schools are the limited skills possessed by human resources, lack of link and match with the international community, lack of language skills, and so on.

Kata kunci : School development management, excellent school, vocational school

Abstrak

Penelitian ini bertujuan untuk menganalisis rumusan/perencanaan, pelaksanaan, evaluasi, hambatan, dan solusi strategi peningkatan mutu SMK di Kebumen. Penelitian ini merupakan penelitian kualitatif dengan subjek penelitian adalah SMK yang mempunyai predikat unggul di Kabupaten Kebumen yaitu 3 sekolah yaitu SMK N 1 Gombong, SMKN 2 Kebumen dan SMK Ma'arif 1 Kebumen. Teknik pengumpulan data berupa angket, wawancara, dan dokumentasi. Teknik analisis datanya menggunakan model Miles Huberman. Hasil analisis menunjukkan bahwa manajemen strategis SMK unggul meliputi perencanaan, pelaksanaan, dan evaluasi. Perencanaan meliputi analisis lingkungan, analisis SWOT, perumusan tujuan seperti pembuatan visi dan misi standar global. Implementasi mengacu pada tiga hal, yaitu pengembangan, pembentukan, pendewasaan. Sedangkan evaluasinya menggunakan teknik monitoring dengan tahapan POAC. Beberapa kendala yang dihadapi dalam mengembangkan SMK unggul adalah terbatasnya keterampilan yang dimiliki sumber daya manusia, kurangnya link and match dengan dunia internasional, kurangnya kemampuan berbahasa, dan lain sebagainya.

Kata Kunci : Manajemen pengembangan sekolah, sekolah unggulan, sekolah kejuruan

INTRODUCTION

Currently, the educational paradigm has shifted from input-oriented to outcome-based which sees that the quality of education must begin with a clear expected outcome from an educational institution. This view is based on the mutual recognition between

developed countries regarding the qualifications of graduates so that there is a need for a transnationalization process and superior competence of education unit graduates from local specific to global universal as the key to a survival kit. Economic globalization is both a challenge and an opportunity for the world of education.

Ng & Chan (2008) stated that education has been and will continue to be the key to the national strategy of economic competitiveness. Sreenivas, et al (2014) stated that superior and quality education leads to interest in economic development. The wave of internationalization through globalization has opened a new civilization in the world of education which has an impact on the development of the quality of education based on global competencies.

Vocational schools are part of the secondary education unit level that has a strategic role in encouraging superior and competitive Indonesian resources towards the demands of job competition in the global job market. One indicator of an educational unit having good quality is to look at the school's output. Gandhi (2014) stated that producing knowledgeable and skilled graduates greatly contributes to the school.

Vocational and vocational education is one of the educational institutions that prepare human resources who are ready to work, skilled, and competitive (Rahayu, et al: 2018). According to the National Education System Law No. 20 of 2003 article 15, vocational education is secondary education that prepares students to work in certain fields. Vocational High School according to the provisions of Government Regulation No. 17 of 2010 is a vocational secondary education (vocational) that organizes certain skill study programs. The SMK curriculum is designed to be able to facilitate the realization of graduates who have life skills and are ready to work. According to Suderadjat (2011: 6), the competence of the vocational secondary education curriculum is grouped into three domains, namely normative (emotional-spiritual), adaptive (intellectual), and expertise (career work).

Quality education is education that can link and match with the world of further education and/or with the world of work, as well as the demands of society so that it can become an agent of change, agent of innovation, and at the same time as a normative escalator of life. The concept of an educational approach that is generally applied in the world of education is the social demand approach, the manpower approach, and the rate of return. This concept is very appropriate if it is carried out in a focused and controlled manner through quality control. The increase in quantity at the SMK level is also accompanied by a policy on Link and Match. The existence of a link and match will encourage the quality of vocational school graduates who represent practice in the industry according to their field. Facing the competitive challenges of vocational schools to produce a professional and superior workforce (Johan, et al: 2019).

The Indonesian Ministry of National Education in its Long-Term Strategic Plan 2005-2025 set a target to expand the ratio of the number of Vocational High Schools to Senior High Schools which in 2005 the ratio was 30%:70% to 70%:30% in 2025. Central Java Province is declared as the second-best Vocational Province after DKI Jakarta. Kebumen Regency is part of Central Java Province which supports Vocational Regency. Even

though at the time of the initial research no declaration was made as a vocational district, in real terms the public had opened their awareness to choose a vocational school. The percentage of 70/30% has gone too far before the Province of Central Java declared it a vocational area.

Excellent vocational schools must be supported in an integrated system consisting of quality educational inputs, quality learning processes, quality outputs and quality outcomes. Education will be impossible to produce quality graduates if education does not carry out quality education programs, where the core of the quality education process is the outcome. Rajitanon & Usaho (2020) states that to realize a superior school, it is necessary to increase student outcomes, increase organizational practice, increase student skills, increase human resources, improve strategy, and improve organization.

In theory, until now there has not been found a strategic management model that is effective and efficient in the development of leading vocational schools. Nuryanta (2018) states that strategic management has proven positive as a model for developing educational management. Wheelen & Hunger (2012) states that strategic management is a set of managerial decisions and actions that determine the long-term performance of an institution such as environmental analysis, strategy formulation, implementation, and evaluation and control. Departing from the background thinking of the problems above and supported by the facts of the problem as well as analysis of relevant discourses or theories, the purpose of the research is to analyze the formulation/planning, implementation, evaluation, barriers, and solutions to strategies for improving the quality of superior vocational schools in Kebumen.

METHOD

This research is qualitative research with the subject of research is Vocational High School which has a superior predicate in Kebumen Regency, which is 3 schools. Data collection techniques in the form of questionnaires, interviews, and documentation. Primary data sources consist of principals of vocational schools, teachers, administration, and school committees in the city of Kebumen, who are considered representative and support data sources for the research objectives. Supporting data sources consist of: students, school supervisors, city education council, K3S, various excellent achievements that have been achieved by schools both in academic and non-academic fields, as well as other supporters who have not been programmed. The data analysis technique uses your Miles Huberman model which consists of data reduction, data display, and conclusion drawing/verification data.

RESULT AND DISCUSSION

1. Planning

Strategic planning is a very important initial baseline that must be carried out carefully in the development of quality and superior vocational schools. Sallis (2011) states that in realizing a superior and quality school, strategic planning is needed. To produce proper planning as a basis for school policy making towards superior school quality,

starting with environmental mapping activities as a form of environmental and social analysis of existing conditions. This step is based on the idea that mistakes in planning can be fatal for the continued success of the school as an excellent school.

Schools carry out planning in the development of superior schools starting with a qualitative and quantitative environmental scanning study. In addition, measurements are also carried out to determine the current conditions, ideal conditions, and the level of a gap between current and ideal conditions. Strategic environmental analysis is carried out to examine the extent of the potential of schools to be developed as superior schools. Mustika & Rahmayanti (2019) stated that environmental analysis is the process of identifying information about the environment from an organization. Gupta (2013) explained that environmental analysis greatly affects the prospects of an organization. He continued that environmental analysis is an important component of strategic management because it produces a lot of information to assess prospects.

This analytical study was conducted as the first step in formulating development policies for schools of superior quality. Before conducting the school analysis, first, formulate a clear and well-measured environmental mapping instrument. The formulation of the environmental analysis instrument was made based on a reference from the Directorate of School Development. Furthermore, it is determined based on the existing environmental context. The instrument can be added or subtracted from the existing standard. However, in general, superior schools in Kebumen apply based on existing provisions. Mapping begins with what is called a strategic environmental analysis.

Strategic environmental analysis is to carry out a process of environmental analysis, both the external environment and the school's internal environment. The external environment includes political, economic, socio-cultural conditions, information and communication technology, customers, users (business world), and government policies. The internal environment includes school components in accordance with the components in the 8 National Education Standards-based on PP.19 of 2005. Besides that, it is also based on 9 indicators of Vocational School Quality Assurance, namely: 1) School-Based Management with a business approach; 2) Open a variety of majors that suit industry needs and can adopt changes in fiber technology to increase the productivity of school graduates; 3) A learning environment that is supported by adequate facilities and infrastructure as well as educators and education personnel; 4) ICT-based relevant and up-to-date learning methodology; 5) Focus on entrepreneurship (entrepreneurship); 6) Having Leading Industry/institutional partners (MN-MI/Benchmark); 7) Efficient in resource utilization; 8) Act as a skill development center for the surrounding community; 9) Optimizing the implementation of bilingual learning in Indonesian and English (Guidelines for the Development of Vocational Schools, Directorate of Vocational School Development, Ministry of National Education, Republic of Indonesia).

Based on the findings, the application of environmental analysis in each school has its style depending on the typology of the principal's leadership. For example, one of the leading schools states that environmental analysis is carried out democratically.

Through this democratic forum, open mapping was carried out jointly between school leaders, committees, and teachers. Sharing ideas or brainstorming does flow without any gaps in the status of participants. Workshop participants were given the freedom to express their thoughts to formulate and answer the mapping of the internal and external environment. Arguments are also something that cannot be avoided. However, each participant upholds the spirit of togetherness in building excellent schools through environmental analysis.

In contrast to the above, there are excellent schools that use a short and fast approach, namely applying a top-down approach. In this school the role of the principal dominates the environmental analysis made. According to his confession, the environmental mapping in superior schools is basically the same. For this reason, schools should not be too focused on massive environmental mapping. Different confessions say that this school applies an environmental mapping approach by involving outside staff who are experts in planning. This is aimed at more depth and validity of the data made in environmental analysis.

The SWOT technique is part of the environmental analysis which is considered to have complex and critical data accuracy. In addition, SWOT is part of the procedures set out in the guidelines for developing superior schools, the Directorate of Vocational Schools. Through SWOT analysis, the position of the school will be known from the perspective of strengths, weaknesses, opportunities, and challenges. This analysis technique is the first step to find out the factors of strength, weakness, opportunity, and threat if it is developed into a superior SMK. SWOT steps are carried out through a qualitative approach with predetermined factor variables.

Keban, et al (2019) stated that strategies in education management can be identified through SWOT analysis. He continued that SWOT analysis is a tool used to analyze and test internal factors (strengths and weaknesses) and external factors (opportunities and threats). SWOT analysis is an analytical tool that is often used in the strategic planning and strategic management of an organization (Gurel & Tat, 2017; Shvardak, 2021). Each aspect is mapped through a factor analysis of strengths, weaknesses, opportunities, and challenges. Based on the research findings, it can be described the formulation of strategies that are ideally made in each school.

Based on the findings in the field, the SWOT analysis process carried out by superior schools is known to be carried out seriously by school residents. Each factor is discussed carefully so that there are no mistakes in the planning concept. Shvardak (2021) states that having expert opinions and assessments from various resources is an important stage in developing a SWOT analysis matrix.

Table 1. Integrated SWOT Analysis

EXTERNAL ENVIRONMENT INTERNAL ENVIRONMENT	OPPORTUNITY a. There are scholarships for educators for further studies b. The government promises to increase the allocation of funds c. There is an opportunity to submit a proposal d. Relations with vertical agencies are quite good. e. There are several agencies that use teaching staff and school facilities for several activities. f. Relatively stable social, political, and security conditions g. The development of information technology that is easily accessible.	THREAT a. Curriculum changes are relatively too fast b. There is a downward trend in budget allocations. c. There are DU/DI that cannot accept internships for students and educators. d. Absorption capacity of the labor market is still low e. There are job market competitors. f. The absence of professional associations g. The limited number of DU/DI along with their supervisors who meet the qualifications for the development of science and technology
	STRENGTH a. Open & participatory management b. Cooperation is quite good. c. Sufficient practice facilities are available. d. The physical facilities of the building are adequate. e. Most of the teachers have S1 education. f. Most teachers have national level upgrading certificates g. There are already teachers who have certificates as TOEIC examiners, professional testing, and computer national exams h. Internet network will work soon. i. Strategic location j. The School Council cares enough k. Cooperation has been well established with several Institutions/DU-DI l. The school has become an ETC. m. There is a production unit n. Has won several events.	STRENGTHS-OPPORTUNITIES (SO) a. Empowering human resources b. Develop and improve production units c. Optimally utilize information technology d. Increase promotion e. Seek support from the community and government in financing education f. Optimizing the use of building facilities and other facilities
WEAKNESSE a. Not all teachers understand the competency-based curriculum. b. Time discipline needs to be improved. c. The ratio between the number of teachers and the number of classes is not balanced. d. Most of the teachers have not been able to communicate in English. e. Most of the productive program teachers have not attended an internship. f. Some teachers and education staff do not use technology (computers). g. The competence and professionalism of teachers are still diverse. h. Some of the education staff do not have the ability as expected. i. The number of education personnel is still lacking	WEAKNESSES-OPPORTUNITIES (WO) a. Train teachers in implementing learning with a competency approach b. Improving the quality of human resources c. Outsourcing to meet the human resource needs d. Develop/compile teaching materials to facilitate the learning process e. Optimizing the utilization of facilities f. Improve your English language skills with courses and English days g. Improve cooperative relationship h. Allocating funds based on	WEAKNESSES-THREATS (WT) a. Activities are based on a priority scale b. Optimizing the utilization of available facilities and funds.

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- e. Self-development has not gone as priorities expected
 - f. Limited allocation of education operational funds
 - g. The number of tools and practice rooms is not in accordance with what is needed
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In addition to analyzing the current conditions, leading schools in Kebumen also complete an analysis of ideal conditions. The ideal condition is a standard formula that will be achieved in getting to a superior school. The superior standard formula for superior schools in Kebumen refers to the formulation of the Directorate of Vocational School Development, namely superior schools = vocational schools (8 SNP) + X. From this formula, superior schools are national standard schools that have advantages. The advantages are symbolized by X. "X" is the deepening, expansion, and development of the 8 SNPs to produce excellent graduates. The Element X formula is an Additional Key Performance Indicator in the perspective of 9 quality assurance indicators. If this is fully realized, the key indicator of excellent schools lies in the content of international insight (Sumintono, et al: 2012). If it only meets 8 national education standards, it means that it only meets the minimum standards.

By comparing the current real conditions of schools (from the environmental analysis instrument/questionnaire and the expected ideal conditions (component 9 quality assurance) it can be seen the level of gaps that exist. Based on this gap analysis, development targets are made to reduce and eliminate these gaps (Gandhi, 2014) Based on the findings, it is known that the Kebumen flagship school has an average gap of 40%.

In the next stage, after it is known in each superior school about environmental analysis based on a study of supporting factors, opportunities, threats and obstacles and knowing the current position, ideal and level of gaps in superior schools in Kebumen, a strategy formulation is carried out. Strategy formulation is part of strategic planning towards leading schools. In general, strategy formulation is carried out by reviewing the formulation of the vision, mission, values, goals, objectives, performance indicators, strategies and policies. Amoli & Aghashahi (2016) state that the formulation of a strategy can increase the efficiency and effectiveness of the success of an institution. It was continued that the formulation of a strategy provided an opportunity for planners to act proactively in welcoming the future by looking at all potentials as a whole. Strategy formulation is determined based on the principle of partnership among all education stakeholders including beneficiaries (Amoli & Aghashahi, 2016). Nuryanta (2018) states that strategy formulation aims at developing long-term plans for effective management of environmental opportunities by considering SWOT.

The formulation of the vision is carried out by referring to the formulation of the National Strategic Plan of the Directorate of Vocational Development. The previous vision of Kebumen's excellent school was still national, so the strategy was to increase the level of achievement in the vision on an international or global scale. Vision is a very principle in making concrete steps. Therefore, the vision is a description of the achievement of something ideal and a shared dream for the school community. The vision must also be strategic and not something that exists. Thus the vision of the flagship state school of Kebumen is a derived vision from the vision of the Directorate of

School Development from various regulatory sources such as the National Education System Law and Government Regulations.

Vision formulation is more top-down because vision ideas flow from top management rather than exploring aspirations from below. The reasons given are for time effectiveness and standardized references. According to a teacher who also serves as a committee member and plays an active role in the development of a superior school, the school community does not have to be directly involved in the formulation of the vision, but what must be known is that the school community must understand and support that in the flagship state school of Kebumen there has been a change in the new vision. related to the status of the school as a superior school. Mpolomoka, et al (2019) stated that the top-down approach is a situation where superiors/leaders can formulate ideas, then give them to subordinates to ponder and then provide feedback to the leadership. Followed by using the top down, the leader gets absolute power in making decisions.

Based on the findings in the field, it was noted that one of the leading schools in Kebumen formulated a vision after being designated as a superior school. The formulation of the vision is more of an editorial change than the substance by adding the word international or global. The results of the first review gave birth to the vision of the flagship school of Kebumen: *"To become an educational and training institution of science and technology-based on faith and piety to be able to compete in the global era"*. While the formulation of the latest vision is: *"To become an international standard education and training institution for science and technology-based on faith and piety to be able to compete in the global era"*.

The school's mission is not only to form skilled human beings but to prepare them to continue to higher education. Compared to other school missions, the formulation of point two is unique, because in general public vocational schools are more focused on preparing workers. After clarification to the school, it was clearly explained that the mission was a response to customer expectations given by students at the beginning as new students. The tradition that is always carried out by schools to provide satisfactory service, at the beginning of the new school year always distributes a questionnaire containing student expectations for the school. From these results, it was later discovered that many school customers (students) who entered the state vocational school route did not want to go straight to work but could continue their higher education.

Based on the existing data, no fundamental changes were found from the original formulation before becoming a flagship school. The reason put forward by the school is that the mission is still in line with and does not conflict with the formulation of the new vision. It's just that explicitly the formulation of the mission is understood to include international strengthening. The only editor in the mission that supports the international vision as referred to in paragraph 7 is "implementing the ISO Management System".

Values are not an operational formulation that must be formulated in strategic planning. However, values are something that is inherent and exists and becomes an active

atmosphere so that it influences the pattern of policies in it. Vision changes, mission basically must change values. The values that have been developing at excellent schools before becoming superior are considered final values and have become the character and philosophy of the school profile.

To be able to change teaching and management skills, of course, it must be initiated by changing personal values so that the values of school academic culture will be created. Strategic steps to change values are carried out by efforts to develop international insight/understanding and get used to applying international values. For example, the habit of teachers not smoking, the habit of living clean, professional habituation and habituation of openness, and the habit of accepting foreign cultures. The government through the Directorate of Vocational School Development is promoting the Benchmarking program in the form of visits to other countries that are members of developed countries, such as the OECD. Schools should be encouraged to do internationalization without having to leave the local character.

Values are not an operational formulation that must be formulated in strategic planning. However, values are something that is inherent and exists and becomes an active atmosphere so that it affects the pattern of policies in it. Vision changes, mission basically must change values. The values that have developed in superior schools before becoming superior are considered final values and have become the character and philosophy of the school's profile. The school recognizes the demands for changes in values that must be cultivated in superior schools. Doğan (2016) states that the values that exist in an institution are revealed through the determination of the vision and targets that have been determined. Values are not only based on the local content of the school but must be combined with universal values that are developing internationally

Value is something good, which is aspired to. Values are used as guidelines, references for every member of the organization. In the Strategic Plan formulation, one of the state vocational schools was developed based on the following values: 1) Work as worship; 2) Prioritize the future interests of students; 3) Attitude to follow changes; 4) Active, proactive, and ready to take risks; 4) Tenacious and Tough; 6) Discipline and hard work; 7) Schools that are adaptive to the demands of needs; 8) Industrial culture in schools; 9) Mutual trust and respect.

Targets in strategic planning must be properly formulated so that in time the goals can be achieved effectively and efficiently. The school's targets are displayed in various socialization media such as madding, leaflets, websites, and so on. School residents can easily find out the direction the school wants to achieve. Goals at school are short, clear, and interesting. The target is packaged in a motto or slogan that is easy to remember and memorize as well as a choice of words that are familiar to our ears. The school's target is based on the principle of quality assurance, which is to produce MANTAP and IDEAL graduates. The word MANTAP stands for independent, actual, national, transparent, accountable, professional while the word Ideal stands for faith and piety, democratic, energetic, trustworthy, and loyal. In addition, each term in the target has also been explained its conceptual meaning so as not to cause misinterpretation or other interpretations. This can be seen in the following description: 1) Independent: Having

confidence in one's abilities, which includes knowledge, experience, skills, and mastery of technology; 2) Actual: Oriented to the latest things in accordance with the development of science and technology, responsive to changes and developments of the times; 3) National: The nature of love for the nation and homeland. For example more loving and proud of their own nation's products; 4) Transparent: Open, honest and responsible nature; 5) Accountable: Accountable (Professional) Competent and expert in their field.

2. Implementation

The implementation of the development of excellent schools refers to the strategic program that has been formulated in the 5-year Strategic Plan. The strategic plan is described in an annual program using certain work achievements. Based on the strategic plan, it is illustrated that in approximately 5 years, all excellent schools in Kebumen have a target of achieving independence as excellent schools. Hunger (2003) states that strategy implementation is the key to success in strategic management. This is where it is important to determine who the implementer is and how skilled a person.

In general, the process of development activities is carried out through 3 stages, namely the stages of development, establishment, and growing up. At this basic stage (first year) excellent schools are targeted to meet performance with the following development programs: a) Implementation of the ISO quality management system; b) Preparation of bilingual teaching materials (modules) of at least 2 skill programs; c) Commitment among stakeholders; d) Improving infrastructure; e) Preparation of strategic plans; f) Preparation of educational resources.

In the second stage of establishment, it is hoped that schools will be able to fulfill market penetration, namely having good customers, customers receiving graduates, and customers receiving products and services produced by schools. In addition, schools can carry out the brand image of international vocational schools. In the third year of growth (growing up) it is expected that schools will have: a) Independence in terms of resource management, product and service innovation, promotion, learning processes, production and aids, entrepreneurship, implementation of ICT, and quality-based school management; b) Supporting the growth of the area where the school is located; c) Supporting the improvement of regional competitiveness; d) School yields can support 30% of business results for school operations; e) Professional in serving the target market.

To achieve the above program, superior schools are committed to performance promises. Performance promise refers to the 9 components of quality assurance. The implementation of school development in each school has a standard SOP reference. The implementation of the performance promise programs that have been realized by the school includes: 1) Accreditation of all study programs from BAN Central Java Province with a target of predicate A; 2) ISO 9001:2000 Quality Management System; 3) Procurement of Science Lab facilities and infrastructure; 4) Procurement of information technology-based library service system; 5) Development of English Language Lab facilities and infrastructure; 6) Procurement of infrastructure for Self Access Study (SAS)/internet; 7) Arrangement of environmentally friendly culture (Green School) in

the form of a school garden; 8) Procurement of ICT Learning equipment (LCD and teacher's laptop); 9) Development of workshop infrastructure for each study program; 10) Procurement of Bilingual Modules and Lesson Plans; 11) Procurement of distance learning devices (teleconference); 12) School imaging facilities as a superior school (plangization); 13) Comparative visits to OECD countries (benchmarking); 14) ICT training for teachers; 15) English language training for teachers; 16) Improved linear master teacher qualification.

3. Evaluation

There are two stages of quality assurance in implementing superior school development control, namely the monitoring and evaluation stages. Monitoring is an integral part of school administration. Monitoring is carried out to determine the achievement and conformity between the plans that have been set and the results achieved based on the programs and activities in each education unit. Specifically, monitoring is carried out to provide early warning in the event of deviations from the input and process of implementing flagship schools. Monev is the controlling instrument in the main management activity, namely POAC (Planning, Organizing, Actuating, and Controlling). Narindro (2019) states that there are 4 POC functions, namely planning, organizing, implementing, and evaluating. Sudaryono, et al (2019) stated that POAC is a de facto international standard that has been universally accepted as the theory behind the successful implementation of management.

The evaluation is carried out based on the following principles: (1) clarity of objectives and results to be obtained from the evaluation, (2) implementation is carried out comprehensively (input, process, and output), objective, transparent, and accountable, (3) carried out by professional evaluators, (4) carried out in a participatory manner by involving stakeholders, (5) carried out on time, (6) carried out regularly and continuously, and (7) referring to indicators of performance success.

Strategic management evaluation refers to environmental mapping, strategy formulation, and strategy implementation. The development of excellent schools is a high performance that requires an appropriate evaluation model. Strategic evaluation is an assessment and measurement of the results of school performance to determine the progress of achievement. Assessment is the process of determining the results that have been achieved from various planned activities to support the achievement of goals. Meanwhile, measurement is a form of quantitative assessment. Assessment and measurement in excellent schools is a systematic effort to collect, compile, process and interpret reliable data, facts, and information to conclude the value or ranking of a person's competence in a particular type or area of expertise in accordance with the duties, principals, and functions. The assessment is based on objective work norms. The use of the results of the appraiser becomes the decision-making authority.

4. Obstacles and Solutions

In strategic management, the barrier factor is something that naturally occurs and must be anticipated so that everything can go as expected. Based on the findings in the field on developing the quality of superior schools, it is known that various obstacles arise, resulting in less effective strategic management.

In general, principals and committees of excellent schools admit that there is still a lack of understanding of strategic management which has been defined as a management approach in developing the quality of excellent schools. This is due to a lack of socialization or a conscious effort made by top school leaders in equipping themselves with the concept of management. The paradigm of thinking is that school managers place themselves more as executives than as policymakers. Planning analysis is not fully studied and understood in depth. As a result of the incomplete understanding of the basics of applied management, it gave birth to a simple and technical way of thinking and short-term oriented. This is very evident in planning applications that do not seriously understand the importance of environmental analysis as a baseline in developing school excellence. The main factor that becomes a fundamental obstacle is the educational qualification of the principal as the top leader who does not come from the management discipline.

The concept of business-oriented strategic management has created controversy over the educational paradigm and the values of local wisdom. Likewise, the spirit of economic globalization which triggers the birth of excellent schools has created concerns that it could undermine the national character as the nation's identity. The existence of this value conflict resulted in schools feeling awkward in understanding the concept of superior schools based on advanced world education (OEICD). In addition, the concept of superior school management as a miniature industry that is forced to use pure business management has an impact on the loss of social values in education and shifts to be replaced by commercialism.

Another obstacle that was found and became a common obstacle was the inconsistency of schools in implementing environmental analysis and planning. Schools feel complicated and impatient and thorough in mapping the environment. The demand for detailed planning through the introduction of the environment based on SWOT analysis and analysis of the gap between ideal conditions and existing conditions is considered impractical and wants to always do instant model planning. Environmental analysis that should be done carefully through scientific studies seems less attention. There are even schools that do not take this study seriously. The formulation of the environmental analysis was bought out to one or two people without being shared. As a result, school leaders do not understand the planning baseline. In addition to the lack of intensity and depth of study on important issues in strategic management, it is also influenced by the limitations of principals who only have a working period of 4 years. Even though strategic management is serious and total concentration (extra power) so it takes a long time to achieve the goal of being a superior school.

Strategy formulation is made by ignoring strategic planning. The formulation of the vision, mission, goals, values, targets, strategies, and policies are made only based on derivatives of central government policies. This complaint is acknowledged by schools that carry out government policy demands from the top (top-down) rather than basing environmental analysis in planning. This is very visible in the formulation of missions, goals, and objectives which tend to copy and paste from other schools.

The implementation of the strategy formulation is fixed on the budget sourced from top-down assistance. As a result, this makes schools have a dependence on aid orientation from the government. Efforts to find sources of education funding sourced from students' parents have caused a lot of protests from the community. Meanwhile, extracting resources from the business center business unit seems unproductive due to difficulties in penetrating the tight market competition.

A strategic management orientation that will lead schools towards a world job market that must use a business approach creates an image of a superior school that leads to negative opinions that can harm the good image of the school. Among the public's concerns about the emergence of superior schools are 1) Establishing elite, commercial and expensive schools; 2) Forming schools that are not in line with the values of local wisdom and national identity; 3) School management controversy that is assumed to be an industry

The weaknesses that occur that become obstacles internally are 1) Requires a long time; 2) Requires large resources and costs; 3) Creating personal value events with company values; 4) Creating competitive rivalry; 5) Not ready for open management, for example, openness of free planning; 6) Fear of taking risks; 7) Limited relations with business and industry; 8) Lack of knowledge about strategic management.

The following is a description of the specific and technical barriers found in superior schools in Kebumen. Student input for schools has different levels of human resources. This is due to the low interest in certain study programs such as the Department of Building and Electrical Engineering. Because the demand is limited, the input standard is finally lowered. This is very different compared to students who take the Automotive Study Program where a strict selection is carried out. The abundance of assistance to excellent schools makes the school neglectful of school independence. There is an impression in the field that one of the schools has been satisfied with the assistance received due to the establishment of a superior school. From this thought it developed that excellence or not is not important, the important thing is that schools currently benefit greatly from the existing assistance so that they experience various improvements.

Teachers have an important role in excellence, unproductive teachers create obstacles to the overall system. School "X" is the oldest school, so many of the teachers come from the old generation and become senior teachers. Age differences greatly affect the motivation of teacher performance. For example, many of them ignore the demand for S.2 teacher qualifications because it will only be a hassle and have no consequence on the honorarium as a civil servant teacher. Limited ICT tools, ICT-based learning in schools is experiencing obstacles due to the lack of availability of LCD, laptop and internet facilities. In general, teachers do not have independence in the procurement of laptops as a learning tool. They are waiting for help from the government. Several aspects of international content that were emphasized through the promise of SBI performance encountered many obstacles due to the lack of strong international networks and constraints on costs and language communication.

The development towards superior schools carried out by SMK "X" is already relatively good when compared to other schools in Kebumen. However, there are still many obstacles. Some of the known obstacles include: Ideally, the learning system at superior vocational schools should be truly IT-based, but in general students do not have computer support facilities independently. As a result, learning is still carried out in only one direction, namely the role of teachers who use IT. The demand for cooperation in the expansion of learning with developed schools and countries is hampered due to network factors and costs. In the end, the cooperation was only limited to an MoU. Likewise, the demands for cooperation with the international business world, are also still constrained by language communication and costs. The demands of teachers for S.2 at accredited A tertiary institutions are an obstacle because of the unavailability of S.2 in the Kebumen environment. As a result, many teachers are reluctant to S.2 because of the transportation factor.

Although various efforts have been made maximally in the development of superior schools, this does not mean that everything is running smoothly as expected. In general, the existing obstacles can be classified as follows: The concept of implementing strategic management has not been fully implemented because it still depends on the policies of the Directorate of Vocational School Development. Technical barriers include High standards of principals and teachers, especially regarding S.2 qualifications. The use of bilingual language (Indonesian and English) in learning is caused by both teacher and student factors. Curriculum enrichment by referring to the educational standards of one of the developed countries that are members of the OEICD and or other developed countries that have certain advantages in the field of education along with granting accreditation. Other implementation barriers include compliance with:

- 1) International certificate
- 2) Overseas institutional partners
- 3) Standard training workshops/Advanced training workshops
- 4) Production unit or teaching factory
- 5) The existence of products from production units contributes 10-20% to schools
- 6) Outcome of graduates who are accepted to work in companies at home or abroad
- 7) Active use of foreign languages for graduates.

Based on the results of interviews, observations, and documentation studies. Departing from these aspects raises something that must be followed up, namely problem-solving solutions. Barriers that occur in private schools include: a) Input of students from underprivileged families; b) Strong family system; c) Limited facilities and infrastructure; d) Weak support from international schools in developed countries; e) Weak international standard business support.

The above are the constraining factors that arise as a result of the development of schools towards superior schools. From the obstacles above, it seems that schools still have great opportunities so that they reach the realization of excellent schools. However, schools must immediately take appropriate solution steps.

In responding to the obstacles that arise, superior schools have taken various steps to solve them. However, in general, this solution is still hoped or thought for some actions

that will be taken. The following is a summary of the solutions expected by schools: 1) Local governments have an important role in controlling schools as superior. Although development is generally at the Provincial Government level, resource control is under the authority of the district. If you want to be developed as a superior, it is necessary to arrange teachers that are relevant to the competence of the school. 2) It is necessary to increase supervision to the maximum from certain parties inherently. There is inherent supervision from the region so that the achievement of progress can be identified. 3) Strengthening management based on strategic management. The management factor is the main key in building the school system towards leading schools. Strategic management must be carried out consistently with business management. The school budget is developed based on the school's original income. This is to reduce the school's dependence on aid orientation. Strengthening international networks without having to abandon local wisdom values.

Solutions that are expected to be carried out in schools include: Giving school autonomy as wide as possible to schools, School courage is needed to implement business management by top school leaders, internal fundraising to be maximized, the need for mediation from local governments in network development. Meanwhile, the Kebumen private superior school solution requires an ideal and strategic solution, including Total business management development, being selective in teacher recruitment, developing international networks, developing teachers and managers in the language aspect, optimally implementing strategic management, developing funding sources through business management. , competitive input selection, strict application of learning SOPs, the real development of overseas cooperation, expansion of time in the development of excellent schools.

Based on the expected solutions for schools as mentioned above, in general, the solutions expected by schools in overcoming the obstacles that arise include those that are considered very urgent, namely: First, strengthening international achievements. The development towards excellent schools is a standard change from a National Standard School to a superior standard school enriched with international standards. The school concept of a superior school is a superior school that has international competitiveness. To be able to achieve excellence requires a mature conceptual study. There is a need for school autonomy in a broad capacity. For example: in the selection of teachers, the appointment of principals, curriculum development, and the determination of school policies. The second is regular budget assistance for approximately 10 years until the realization of a superior school. The third is strengthening the aspects of school independence.

CONCLUSION

The results of the analysis show that the strategic management of superior schools includes planning, implementation, and evaluation. Planning includes environmental analysis, SWOT analysis, formulation of goals such as making a global standard vision and mission. Implementation refers to three things, namely development, establishment, growing up. While the evaluation uses a monitoring technique with the POAC stage. Some of the obstacles faced in developing superior vocational schools are the limited skills possessed by human resources, lack of link and match with the international

community, lack of language skills, and so on. Suggestions for superior school development management are that schools can prepare human resources who are committed to always maintaining the quality and quality of schools. Because basically the quality of graduates is strongly influenced by the abilities and skills of educators in directing students.

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