

Management Strategy to Improve the Image of Favorite Public Schools

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Abstract: The purpose of this study is to examine the strategic management of building the image of favorite schools in senior high schools. The study employs qualitative methods. Data collection methods include interviews, documentation, observation, and a review of the literature. The descriptive qualitative analysis was used to analyze the data. According to the findings, the strategy for State Senior High Schools was to improve school quality, which included the quality of learning, the quality of school output, the participation of school members and the community, the quality of teachers, and the quality of school infrastructure. The challenge in implementing the strategy to improve the quality of learning that can always keep up with changes is the strategy to improve the image of favorite public schools. As a result, schools must continue to make efforts to increase teacher's competency and capacity building activities through education and training, workshops, socialization, and training. Management strategy to build the image of a favorite high school that focuses on school output quality has a high public interest impact.

Keywords: Favorite School, School Image, Strategic Management

A. Introduction

In a dynamic environment, educational organizations must be able to create institutions capable of providing satisfactory services to society in general and educational objects (students and parents) in particular (Hidayat, 2013). One of them is by creating a popular image for education that is also highly competitive. As a result, long-term strategic management is required to determine how educational organizations can align their internal strengths and weaknesses with external opportunities and threats in order to maintain a competitive advantage that can lead to success in achieving their goals (Dessel, 2010).

Every parent hopes that their son or daughter will be accepted or continue their studies at a popular and high-quality school. Parents are frequently willing to pay a high enough fee as long as their children are accepted into good quality schools. However, the public's perception of schools that are considered favorites is not based on academic achievement or the amount of government program support. The reason for selecting a favorite school is due to the large number of graduates accepted at State

Universities (PTN) and the competitiveness of graduates based on the level of absorption in the world of work (Joko, 2020). According to Ali (2013), aspects of human resources, teaching and learning processes, asset management, development of academic culture, quality and quantity of cooperation, and quality of graduates, particularly in the absorption in the world of work, must be considered in an effort to improve the quality of graduates to face the globalization of the workforce. As a result, every effort must be made to improve the quality of graduates. As a result, quality improvement management must empower and involve all elements of the school in order to satisfy students, parents, and the community.

From the perspective of parents and the community as users of educational services, there are several factors that underpin parents and the community's decision to become users of educational services, including 1) the provision of a curriculum that adds to the curriculum other than that set by the government, such as foreign language lessons and computers now available in elementary schools; 2) The tendency of parents to choose schools is also based on knowledge of the quality of educators in schools; 3) complete and good school facilities and infrastructure in schools are assumed to facilitate children's learning activities so that children's intelligence and knowledge can be developed; 4) Extracurricular pursuits. 5) a good and safe school environment that is assumed to provide comfort to children in learning activities, and 6) having a well-maintained reputation and name will cause prospective student guardians to choose the school (Bakar, 2014). Furthermore, the level of parental knowledge about the educational needs of their children is the most important factor in selecting a destination school, where parents as members of the community have hopes, interests, and a sense of joy that can motivate parents to send their children to school. the desired school (Susilowati, 2012). When parents choose a school for their children, they consider five factors: 1) the teacher's ability to teach; 2) the social environment of students; 3) facilities/facilities; 4) school image; and 5) instilling religious values (Trimantara, 2007).

Thus, the requirement for educational institutions to maintain a positive image is to entice education consumers to enroll in the school. To become a different alternative, educational institutions must be able to provide a different advantage from other educational institutions. The image of a quality school can be realized if educational institution members work optimally, with commitment, and persistence. Educational institutions will not be realized without it. According to (Samani dan Hariyanto, 2013), a school is said to be successful if: (1) students are satisfied with school services, including the lessons received, the treatment by teachers and leaders, the facilities provided by the school, and so on; (2) parents of students are satisfied with the services provided to their children and to parents; and (3) users or recipients of graduates (universities, industry, society) are satisfied because they receive graduates with the quality that is in line with expectations; (4) Teachers and employees are content with school services, such as the division of labor, the relationship between teachers/employees/leaders, salary or honorarium, and so on.

This study was carried out at SMA Negeri 1 Tanjung Lubuk, one of the most popular high schools in Tanjung Lubuk District. Based on the preliminary findings of researchers from June 19 to June 23, 2022, it can be stated that the favorite image that describes the quality of SMA Negeri 1 Tanjung Lubuk is the availability of facilities and infrastructure that can be maximized in the learning process has an impact on the maximum teaching and learning process. Furthermore, effective guidance, coaching, and supervision of learning activities has an impact on efforts to maintain SMA Negeri 1 Tanjung Lubuk's reputation as a favorite school. This reputation is reflected in the public's strong desire to send their children to this school. The main agenda of SMA Negeri 1 Tanjung Lubuk is to maintain the image of a favorite public school by encouraging all school members to work completely and to have a vision for school progress.

Management of Image Building Strategy through School Quality Improvement

Strategic management is large-scale planning (called strategic planning) that is oriented towards the distant future (called vision), and is determined as the decision of the highest leadership, in order to enable the organization to interact effectively (called mission), in an effort to produce something (operational planning for produce quality goods and/or services and services, directed at optimizing the achievement of goals (called strategic goals) and various goals (operational goals) of the organization (Nawawi, 2013). Strategic management is a process or series of fundamental and comprehensive decision-making activities, accompanied by a determination of how to carry them out, made by leadership and carried out by all levels of an organization to achieve goals. Plans for execution (implementation) designed to achieve organizational goals (Pearce & Robinson, 2014). Meanwhile, in the context of education, quality includes the input, process, and output of education. Educational input must be available because it is required for the process to take place. During the educational process, something is transformed into something else. Furthermore, school performance, or school achievement as a result of school processes and behavior, is an output of education. As a result, in the world of education, quality can be defined as prioritizing student success (Zahroh, 2015). In principle, quality improvement management empowers and involves all elements of the school, with the goal of schools providing satisfaction to students, parents, and the community (Syahbudin, 2018). Favorite schools generally have the following characteristics: (1) a high-effective learning process; (2) strong school leadership; (3) a safe and orderly school environment; (4) effective management of education personnel; (5) schools with a quality culture; (6) schools with compact, intelligent, and dynamic teamwork; (7) schools with authority (independence), high participation from community members; and (8) schools with management transparency; (9) Schools have a willingness to change (both psychologically and physically); (10) Schools conduct continuous evaluation and improvement; (11) Schools are responsive and anti-additive to needs; (12) schools have effective communication; (13) schools are

accountable; and (14) schools have effective subsistence management skills (Machali, 2012).

Another strategy that school principals can use to improve educational quality is to (1) empower teachers' potential by encouraging and motivating teachers; (2) empower educators and education staff as well as all other school members to create a quality, smooth, and productive learning process; (3) empower education staff through collaboration or cooperative means that increase the professionalism of school education staff; (4) provide opportunities for teachers to improve their profession; (5) encouraging the involvement of all educational staff; (6) completing tasks on time and on target; (7) establishing a harmonious relationship with the community so that they can be actively involved in realizing the school's vision, mission, and educational goals; (8) applying leadership principles that are appropriate for the level of maturity of educators and other educational staff in schools; and (9) working collaboratively with school management; (10) achieving school objectives in an effective, efficient, productive, and accountable manner in accordance with predetermined provisions (Mulyasa, 2011).

Thus, efforts to build a favorite school's image by improving school quality can be formulated through strategic management as a system that coordinates various interconnected and influencing components that move simultaneously towards the goal. The first component is strategic planning, which includes the vision, mission, objectives, and main strategy of the organization. The second component is operational planning, which includes operational goals and objectives, as well as implementation.

B. Methods

This study employs a descriptive qualitative approach. School principals, teachers, and students from SMA Negeri 1 Tanjung Lubuk became key informants. Data collection methods include interviewing, observing, and documenting. The goal of this study is to analyze and observe the strategic management process of developing a favorite public school's image. Data analysis employs qualitative data analysis, which organizes data, sorts it into manageable units, synthesizes it, searches for and finds patterns, discovers what is important and what is learned, and what can be communicated to others (Moleong, 2014). The stages of the research are related to the theory (Miles and Huberman, 2013). The preliminary stage of data collection. The researcher collects all data at this stage using predetermined data collection techniques, such as interviews, documentation, and observation. Data reduction is the second stage. The researcher summarizes or searches for key points in the data collected. The third stage is data presentation, in which the compiled data is presented in a systematic manner. The final stage is drawing conclusions and verifying the findings.

C. Results and Discussion

Management Strategy to Improve the Image of Favorite Public Schools

According to the findings of data collection by researchers, the principal's strategy in building the image of the favorite public school at SMA Negeri 1 Tanjung Lubuk is a quality and competitive school. The activities planned to improve the quality and competitiveness of SMA Negeri 1 Tanjung Lubuk are aimed at the future (vision). The following findings are based on the results of data collection carried out by researchers. According to the findings, the planning carried out by the school principal from March 13 2022 to March 20 2022 refers to all planning components, beginning with the development of a competitiveness improvement program oriented towards the vision of SMA Negeri 1 Tanjung Lubuk, namely to become a middle-level education center that is insightful cultured environment (Clean, Green, Healthful), with national character, and capable of competing in the global era.

With the mission of creating a conducive learning environment, activities that can improve the quality of learning and creativity of SMA Negeri 1 Tanjung Lubuk students in carrying out varied teaching and learning activities, creating students who achieve while still holding fast and upholding cultural values as part of SMA Negeri 1 Tanjung Lubuk students' character. SMA Negeri 1 Tanjung Lubuk strives to produce graduates who excel in both academic and non-academic fields that are beneficial to religion, the nation, and the nation through this vision and mission. The number of school graduates accepted at PTN is also affected by the quality of graduates.

Efforts to improve the image of the school's favorite public school were planned in collaboration with school stakeholders. The program is developed collaboratively by the school principal, with the assistance of a team formed by the principal and comprised of teachers deemed competent to help formulate the program. During the formulation process, the school principal and his or her team outline which programs will be implemented later in the year.

According to the results of an interview with the Principal, the Principal of SMA Negeri 1 Tanjung Lubuk stated that the formulation of a short-term program carried out at the start of the school year was intended so that the program could be integrated into overall school activities, as well as its implementation at the start of the school year, at the start of each semester, and at the start of the school year (Results of Interview with the Principal on 12 April 2022).

The school principal has formulated how the school's efforts are so that SMA Negeri 1 Tanjung Lubuk can become a community-targeted school at the start of each new academic year. Attempts are being made to increase public interest in sending their children to SMA Negeri 1 Tanjung Lubuk because it offers advantages over other schools. SMA Negeri 1 Tanjung Lubuk also involves all students' parents so that their input can become a benchmark for the school in terms of community needs. Involving students' parents in order for schools to obtain as much information as possible, particularly in terms of improving the quality of school services (Results of Interview with Principal on 12 April 2022).

Meetings with students' parents are frequently held by the school. However, in this case, the school wants to hear from parents of students about what their complaints are and what has been well received by parents of students while their children were enrolled at SMA Negeri 1 Tanjung Lubuk. As a result, in order to obtain information from the perspective of students' parents' needs, the school principal routinely holds meetings with students' parents as part of an effort to build a positive image of the school (Results of interview with SMA Negeri 1 Tanjung Lubuk teacher on 12 April 2022).

Based on the results of data collection conducted by researchers, it is clear that efforts to build the image of favorite public schools based on the SWOT analysis indicate that there are several advantages that can be used as opportunities for schools to build the image of favorite public schools. The principal encourages SMA Negeri 1 Tanjung Lubuk teachers to create a new paradigm curriculum-based teaching and learning process that is effective in improving student learning outcomes. According to the findings of an interview with the principal of SMA Negeri 1 Tanjung Lubuk on April 12, 2022, teachers must be capable of developing a curriculum as part of the learning planning process. Teachers are encouraged to be creative and to understand technical issues in managing learning so that it can run smoothly. Long-term efforts to improve the quality of the teaching and learning process at SMA Negeri 1 Tanjung Lubuk by completing infrastructure and increasing teacher competence, as a means of meeting the eight National Education Standards. SMA Negeri 1 Tanjung Lubuk engages in innovative activities to improve the quality of the teaching and learning process, such as adopting the advantages of other institutions and providing adequate learning infrastructure. SMA Negeri 1 Tanjung Lubuk teachers' learning innovations aim to improve students' knowledge, skills, and personality in accordance with the school's vision.

SMA Negeri 1 Tanjung Lubuk's main activity that distinguishes it from other schools is the planting of character values so that one day they can have good and noble character. Character values are used to carry out programs at SMA Negeri 1 Tanjung Lubuk. In terms of educational output, the principal works hard to improve the number of graduates who excel at the national and international levels. As a result, schools constantly strive to maintain and improve student achievement, both academic and non-academic, by accompanying and encouraging students to participate in both academic and non-academic school activities.

Thus, SMA Negeri 1 Tanjung Lubuk's strategy to build the image of a favorite public school is carried out by improving the quality of the learning process, carrying out innovative activities, namely prioritizing the school's advantages, programs in SMA Negeri 1 Tanjung Lubuk are carried out with character values, and assistance and guidance from the school to improve SMA Negeri 1 Tanjung Lubuk's output quality. Parents are expected to fully participate in supporting the school program in order for the learning process to run smoothly. The most expected participation by the school is that of parents in providing input and participating in efforts to become a connector for learning activities at home. Furthermore, the principal involves all

educators and educational staff in the success of the school's strategy to build a favorite public school image. The quality of educators and education staff is also improved by improving academic qualifications and participating in training activities, allowing educators to provide quality learning and education staff to provide the best service possible.

The strategy for enhancing the image of a favorite public school is implemented under the supervision of the principal. Each management process necessitates an evaluation to determine and follow up on accomplishments. Supervision is used to determine how far the school's goals have been met, as measured by evaluation and assessment.

According to the findings of an interview with the Principal of SMA Negeri 1 Tanjung Lubuk on April 12, 2022, improving the quality of learning is incorporated into the vision and mission of SMA Negeri 1 Tanjung Lubuk, with the goal of graduating with academic and non-academic achievements (skills according to their interests and talents). This is accomplished through two channels, namely the intracurricular and extracurricular routes. The world of education will produce good and quality products if it goes through a good and quality process. School output is said to be of high quality if school achievement, particularly student learning achievement, demonstrates high achievement in 1) academic achievement (general test scores, scientific work, academic competitions), and 2) non-academic achievements (extracurricular activities).

A quality education is one that meets one or more of the needs of those involved in education, particularly students, so that they are satisfied. Students at SMA Negeri 1 Tanjung Lubuk are currently achieving well in both academic and non-academic fields, as evidenced by their high achievement at both the district and national levels. Furthermore, graduates of SMA Negeri 1 Tanjung Lubuk must be self-confident and curious, as well as honest and able to work in groups. SMA Negeri 1 Tanjung Lubuk has carried out the school's vision, where schools have been able to have good outputs if school achievements, particularly student achievements, show high achievements in both academic and non-academic fields. These accomplishments become provisions for students in their daily lives at home and school, as well as provisions for their future.

Constraints of SMA Negeri 1 Tanjung Lubuk Building the Image of a Favorite Public School

According to the findings of data collection conducted by researchers, the obstacles encountered in efforts to build the image of favorite public schools lie in the strategy to improve the quality of learning. The image of the school must be built through effective promotion. The most effective promotion is the school's own quality. SMA Negeri 1 Tanjung Lubuk, as a result, has created a work program to serve as a model for implementing learning quality improvement at SMA Negeri 1 Tanjung Lubuk. Improving the quality of learning requires a collaborative effort from all parties, with direct involvement from the school's human resources. Not only that,

but all school facilities and infrastructure must be maximized in order to improve learning quality at SMA Negeri 1 Tanjung Lubuk (Results of an interview with the principal on April 7 2022 with a SMA Negeri 1 Tanjung Lubuk teacher).

SMA Negeri 1 Tanjung Lubuk educators and education staff cannot fully rely on the school principal to develop a program to improve the quality of learning at SMA Negeri 1 Tanjung Lubuk. As a result, the principal and all school personnel must form a team that works in accordance with their roles and responsibilities.

Some of the challenges that arise, such as teachers' inability to manage learning due to their limited ability, particularly in managing digital-based learning, become impediments to strategies for improving the quality of learning at SMA Negeri 1 Tanjung Lubuk. Furthermore, a number of teachers were relied on not only by the principal, but also by other teachers, to carry out their duties as delegates to Dinas training. This has an impact on efforts to improve maximum learning quality (Results of an interview with the Principal of SMA Negeri 1 Tanjung Lubuk on 12 April 2022).

Concerning efforts to improve the academic qualifications of SMA Negeri 1 Tanjung Lubuk teachers, they are encountering difficulties in that some teachers are not financially prepared to continue their education to the next level because some teachers are still not certified and are on honorary status. The financial constraints of SMA Negeri 1 Tanjung Lubuk are another impediment to improving the teaching skills of SMA Negeri 1 Tanjung Lubuk teachers.

Strategy of SMA Negeri 1 Tanjung Lubuk Facing Obstacles to Build the Image of a Favorite Public School

According to the findings of data collection conducted by researchers, the principal's solution in dealing with the obstacles faced by SMA Negeri 1 Tanjung Lubuk in building the image of a favorite public school is to provide continuous guidance through supervision, evaluation, and providing directions for improvement. This activity is carried out by hand so that specific weaknesses, deficiencies, and strengths can be identified. So that our goals for improvement are clearer. It is hoped that by participating in this activity, each teacher will be able to improve his or her own performance in order to achieve the desired competencies.

The principal of SMA Negeri 1 Tanjung Lubuk provides guidance and assignments, as well as opportunities for students to participate in extracurricular activities. Assignments are one of the principal's efforts to improve teacher competence and experience, both in academic and non-academic fields, with a focus on improving the quality of teachers' teaching abilities through the holding of IT-based learning workshops and the provision of supporting facilities to teachers. Furthermore, an independent curriculum workshop was held, as well as increased KKG activities, regular coordination meetings and evaluations, assistance in the preparation of learning tools, and class supervision. Increasing social competence by involving teachers in various student guardian meetings and other school and community relations activities (interview with the principal of SMA Negeri 1 Tanjung Lubuk on 15 April 2022).

Addressing the presence of several teachers who were dissatisfied with the school program was accomplished by inviting them to communicate either through meetings or by personally summoning them by the school principal. The principal takes the initiative by appointing teachers whose job it is to assist the principal in building the image of a beloved public school. The principal's strategy of communicating with teachers is quite effective in finding solutions. For me, the principal's efforts were quite effective in increasing the competence of SMA Negeri 1 Tanjung Lubuk teachers.

According to the findings of the study, the strategy for SMA Negeri 1 Tanjung Lubuk to build the image of a favorite public school is to improve the quality of learning, maintain the quality of school output, maximize the participation of school members and the community, increase teacher competence, and create a conducive school climate. The school principal's strategy has an impact on efforts to build the school's image to become the community's favorite school, as community interest grows as a result of SMA Negeri 1 Tanjung Lubuk's effective performance. According to research findings from (Muhibah & Jannah, 2018), maintaining a positive image of the school is accomplished by performing management functions and establishing harmonious relationships and collaboration with internal and external school parties.

The strategy of SMA Negeri 1 Tanjung Lubuk in constructing the image of a preferred public school is examined in several ways, beginning with an examination of the Internal and External Environment. Second, the external environment analysis yielded a number of opportunities that must be capitalized on and threats that must be avoided or avoided. Third, the internal environment analysis entails determining realistic perceptions of all of SMA Negeri 1 Tanjung Lubuk's strengths and weaknesses. As a result, in order to avoid wasting time and money, this school must maximize its strengths while working to overcome its weaknesses. According to (Ratnasari & Suradika, 2020) research, efforts to build a better reputation through the advantages they have. Development and innovation in learning systems, teacher dedication, and parental collaboration all have an impact on the perceptions that schools create.

The emphasis on the objectivity of the SMA Negeri 1 Tanjung Lubuk strategy is critical for strategy implementation. The strategy was developed not only on the basis of the school principal's personal will, but also on the common will of all school members in meeting public needs based on the principles of objectivity, science, and systematics. The goal is to develop a school management system and strategy that will undoubtedly improve competitive and profitable quality.

SMA Negeri 1 Tanjung Lubuk understands its basic conditions after gaining an understanding of its internal and external environment. As a result, when developing strategies and efforts, it is critical to consider a variety of factors, including human resource capabilities (such as teachers, principals, and staff) and budgets. The steps for developing a school management strategy begin with establishing the school's overall vision and mission by involving community and school stakeholders, followed

by conducting school assessments to respond to changes and setting directions and suggestions for the school to achieve the predetermined goals and targets.

To maintain the image of a favorite school, the school strives to maintain every achievement that has been achieved, which results in school resources with high carrying capacity, which has been proven to provide success for schools in building the image of a favorite school. There are ongoing efforts to improve school management and administration through strong and visionary leadership as well as solid teamwork, increase the availability of learning resources, increase the success of curriculum implementation, increase the availability of procurement and maintenance of infrastructure, and increase school accountability.

The community has a strong influence on the school as a social institution, and it also has an impact on the individuals within the school environment. The findings of the study demonstrate how important and necessary the school program is in maintaining the cooperative relationship between the school and the community. A complex society made up of small groups with unique characteristics, where the school is located, and sometimes the school's policies, such as goals, objectives, curriculum, and programs.

As a result, it must be seriously considered when improving and considering the cooperative relationship between schools and the community, specifically by involving parents and the community, as well as the issues that arise and how to resolve these issues. A school principal serves as an important link between the local school and the larger community. If teaching and learning processes are to be improved, appropriate intellectual, technical, and material supports must be used. Similarly, relationships with the community, which provide support in the development of school improvement programs, must be nurtured on an ongoing basis.

In an effort to improve the quality of education and the competitiveness of schools, there are two major factors that are critical to a school's competitiveness: improving teacher quality and the process of reforming education administration. Improving teacher quality should be a top priority in both policy development and implementation. Among them is the formation of a teacher network, either within the same school, within one field of study, or across fields of study, in which teachers communicate (hold regular meetings) with one another. Teachers can be proactive in their professional development by participating in these activities. Renewal in education administration is the application of new and creative methods in the selection, active, innovative, effective, organization, and use of human and material resources, with the goal of improving the quality of the educational management process and its results in a more efficient and competitive manner (Danim, 2011).

D. Conclusions

SMA Negeri 1 Tanjung Lubuk's strategy is to build the image of a favorite public school by improving the quality of learning, maintaining the quality of school output, maximizing participation of school members and the community, increasing teacher

competency, and providing quality infrastructure. Because of SMA Negeri 1 Tanjung Lubuk's effective performance, the strategy adopted has an impact on efforts to build the school's image to become the community's favorite school. Obstacles encountered in implementing the strategy to build the image of favorite public schools in order to improve learning quality at SMA Negeri 1 Tanjung Lubuk. Some of the challenges encountered in increasing competitiveness through quality of learning at SMA Negeri 1 Tanjung Lubuk include developing teacher competence through supervision and providing improvement directions, as well as capacity building activities such as training, workshops, outreach, and training.

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