

STRATEGIC MANAGEMENT OF STIT BUNTET PESANTREN IN EFFORTS TO FACE ACCREDITATION

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Abstract

This research is motivated by the phenomenon of unpreparedness of higher education institutions in facing accreditation. This study aims to describe and analyze the strategic management carried out by the College of Tarbiyah Sciences (STIT) in an effort to realize STIT is ready to face accreditation. This research uses a qualitative approach with a descriptive analysis method. The results of the study are: 1) STIT Buntet has carried out environmental analysis activities using SWOT analysis. 2) Judging from the formulation of the vision, mission, strategy and policy, the formulation of the strategy has been focused on achieving the goals. 3) The implementation of the strategy has been effective but not optimal in the aspect of utilizing learning technology. 4) Evaluation and control of strategies have been implemented and carried out on an ongoing basis. The conclusion of this study is that the school has implemented four aspects of strategic management but it is not optimal.

Kata kunci: Strategic Management, STIT, Accreditation

I. INTRODUCTION

In Indonesia the determination of the quality Higher Education is determined based on the Accreditation of Higher Education by BAN-PT. To achieve the accreditation value to be in accordance with the desired, the university or study program must adjust the internal conditions with the standards that have been determined by BAN-PT. Whether or not an institution, either public or private, in graduating competent students both in terms of theory and practicum, can be seen from whether or not a university or study program has been accredited. Higher education accreditation status is a public concern in describing quality, relevance and efficiency (Sekarningsih & Alamsyah, 2019). Therefore, a university must be able to regulate itself with efforts to improve and ensure academic programs and services that will be provided to the community. (Nuphus, Rahmatullah & Sulastri, 2019),

Accreditation is carried out by BAN-PT on the basis of open criteria. Accreditation is a process carried out to determine the feasibility of educational programs and units in the formal and non-formal education pathways for each level and type of education. Decisions regarding quality are based on evaluation and assessment of various evidences related to established standards. The objectives and benefits of study program accreditation are to guarantee that the accredited study program has met the specified

quality standards, to encourage study programs to continuously improve and maintain high quality, and the results of accreditation can be used as a basis for consideration in the transfer of higher education credit. providing assistance and allocation of funds, as well as recognition from other agencies or agencies (Divayana and Suyasa, 2016). While aspects that need to be considered in the implementation of study program accreditation are accreditation standards, accreditation procedures, accreditation instruments and accreditation codes of ethics (Triwahyuni, 2014).

In accordance with Permenristekdikti No 32/2016, BAN-PT develops accreditation instruments that are relevant to the development of the higher education sector in Indonesia and follow global developments. The National Accreditation Board for Higher Education (BAN-PT) has developed the Study Program Accreditation Instrument (IAPS) 4.0 which is output and outcome-oriented. Quality measurement is more focused on aspects of process, output and outcome, while the previous instruments measured more on input aspects. With the development of the accreditation instrument, the study program (Prodi) must work hard to prepare for accreditation with 9 criteria that are much different from before, namely using 7 accreditation standards. This is as stated in Permenristekdikti No. 32 of 2016 concerning Accreditation and PerBAN No. 4 of 2017 concerning Accreditation Instruments. The criteria and elements of the assessment are divided into 9 indicators that must be met by universities or colleges, namely:

1. Vision, Mission, Goals and Strategy
2. Governance, Governance and Cooperation
3. Student
4. Human Resources
5. Finance, Facilities and Infrastructure
6. Education
7. Research
8. Community Service
9. Outcomes and Outcomes; Educational Outcomes, Research Results and PKM Results.

In an effort to face accreditation, the reality on the ground shows a phenomenon where there are still universities that are constrained in the use of learning technology, conducting research and community service even though the Tri Dharma is an obligation for universities. As explained in Permendikbud Article 1 Paragraph 9 of Law No. 12 of 2012 concerning Higher Education. The Tridharma of Higher Education is the obligation of Higher Education to organize education, research, and community service. In an effort to facilitate the Tri Dharma of Higher Education, a concerted effort is needed from the university management. This effort is a big challenge that must be faced in higher education management. Managers of Higher Education and Higher Education are

required to make strategic decisions and programs so that universities can prepare strategic steps to meet and even exceed the National Higher Education Standards.

Higher Education is included in the type of Higher Education which is distinguished based on the education system. If the Higher Education consists of several faculties that supervise several study programs in each faculty, the Higher School only manages one faculty which consists of several study programs. The Tarbiyah College of Sciences is an Institute for Higher Education that studies and develops Islamic religious knowledge, especially the science of tarbiyah. Colleges that are ready to face accreditation are those that are considered to meet and even exceed the criteria and elements of the accreditation assessment and the National Higher Education Standards. Therefore, universities/colleges should be able to implement strategic management in a systematic and sustainable manner. As stated by Savitri and Naili (2020) stated in their research that strategy as a perspective refers to the organizational culture of business people to view themselves and their environment as a strategy. This opinion is reinforced by David Hunger who states that "strategic management is a series of managerial decisions and activities that determine the success of the company. These activities consist of environmental analysis, formulation or strategic planning, implementation, evaluation and control." (Thomas L Wheelen and J. David Hunger, 2003:12).

Albar, Suhayria (2021), in his research suggests that education will run well, if the institution provides a good impact as well. Of course, an institution will have a certain way of managing its institution. Because it is impossible for the institution to progress, develop, improve and have quality if it is not managed properly and with discipline.

Hubeis and Najib (2014) in their research stated that as a result of information reform and globalization, the environment is now undergoing extraordinary changes and its intensity is now increasingly frequent and difficult to predict. As a result, competition is getting tougher and the problems facing organizations are becoming more and more complicated. Therefore, before various other processes in strategic management are carried out, an analysis of the company's environment is the first thing that must be done. Analysis is the search for external and internal conditions faced by the company to the bottom. Thus the company will be able to realize and understand the implications of change and then be able to compete more effectively.

Strategy is a way or strategy used in doing something to achieve a certain goal precisely, effectively and efficiently. Sartika (2019) states in his research that strategy has the meaning of an outline of the direction to act in an effort to achieve predetermined targets. In the world of education, of course this strategy is needed. In the context of marketing education services, institutional characteristics are needed to create bargaining power with other institutions. The school has a special strategy as an effort to increase competitiveness with other schools.

Previous research relevant to this research was conducted by Sujadi and Winarti (2011:101-117), in the Journal of STIE Semarang. 3(3). This study concludes that by applying strategic management, educational organizations (schools) will have

advantages, including: profitability, high productivity, competitiveness, technological advantage, human resource excellence, a conducive work climate, growing ethics and social responsibility. The benefits derived from the implementation of strategic management include: the organization runs dynamically, the control function runs effectively and efficiently and makes it easier to agree on changes or development of strategies to be implemented. Other relevant research includes research conducted by Syahri (2021:104-115), in the journal *Misbahul Ulum (Jurnal Institution I. 3(2))*. The results of this study are strategic management of Islamic education is a structured activity consisting of planning, organizing, placement of staff (employees) and supervision in all elements of implementing Islamic education. In its implementation, there are factors that affect the strategic management of Islamic education, including strategy without direction, planning paralysis, too focused on the process.

The aims of this study were to determine: 1) Implementation of internal and external analysis conducted by STIT Buntet Pesantren, 2) Strategic Plan of STIT Buntet Pesantren, 3) implementation of strategic program of STIT Buntet Pesantren, and 4) monitoring and evaluation carried out by STIT Buntet Pesantren. As Ali in Nanang Nuryatna (2018), the key to a nation in winning competition in the era of globalization is the capacity to manage and empower human resources, especially in the fields of science and technology. Few developed or developing countries are aware of this fact; therefore, they invest heavily to improve the quality of their human resources. China, for example, in response to globalization, which is currently known as the “rising giant”, has taken the international route by breaking through its own limited political culture to become more open. China is serious about investing in human resources by developing a well-planned scientific culture. The government specifically drafted a regulation, namely the Science and Technology Population Act of the People's Republic of China in 2002. As a result, China has succeeded in reducing its poverty rate in the last 20 years, from 65% in 1981 to 17% in 2001. Based on the data above, the implementation of strategic management has become the center of attention of educators, especially in its application in the educational environment. Strategic management has been positively proven as an interactive management model in business. As a management model, strategic management has several advantages in concept, process, strategy and evaluation. Thus, this model was then adopted and applied in education. The application of strategic management in education has been demonstrated by Wheelen and Hunger.

The novelty in this research is that the researcher emphasizes the importance of environmental analysis based on science and technology as the basis for formulating or strategic planning of educational institutions. SMAN I Ciamis is one of the leading schools that has implemented strategic management based on science and technology, therefore it is feasible to be used as research material.

II. METHOD

This study uses a qualitative approach with analytical descriptive method. The choice of this approach is based on the author's goal to describe phenomena in the field. In line

with that, Sukmadinata (2006:60) states that research statements have two main objectives, the first to describe and reveal, and the second to describe and explain. In this case, the author wants to describe, reveal, and explain more deeply about the strategic management of superior schools based on the theory of J. David Hunger and Wheelen.

The reason for using qualitative descriptive methods is that researchers can study the condition of natural objects in depth that can be understood with their environment, so that they can interpret and interpret phenomena and events according to the research problem. As in Sugiyono (2012: 9) suggests that qualitative research is a postpositivism-based research method, which is used to examine the state of natural objects where the researcher is the key instrument, the source of data. retrieval is done. Purposive, the data analysis technique is triangulation, the data analysis is inductive/qualitative, and the qualitative results emphasize the meaning of generalization.

Data mining techniques in this study were carried out by triangulation, namely interviews, observations and documentation. At the interview stage, the writer conducted interviews with the principal, vice principal in the curriculum field, and teachers. The questions posed are focused on the purpose of finding out how successful the principal is in managing the school so that it can produce strategic decisions to make the high school superior. At the observation stage, the authors observe how the management of the high school suppresses weaknesses, increases the potential of its resources, overcomes threats and makes it a strategic opportunity as the advantage of the Tarbiyah Buntet Pesantren High School of Science. In addition, the author also observes how the Head of STIT as a manager carries out strategic planning, strategy implementation, and strategy control. The documents reviewed included STIT self-evaluation documents, vision, mission documents, goals and strategies of STIT, Short and Medium Term Work Plan documents, financial documents, infrastructure facilities inventory documents, study program development documents and quality assurance documents.

III. DISCUSSION

Wheelen & Hunger (1999:4), states that strategic management is a series of managerial decisions and activities that determine the success of the company. These activities consist of formulation or strategic planning, implementation or implementation, and evaluation. Based on the characteristics of strategic management according to David Hunger's Theory, strategic management has several basic elements that must be met, namely:

Environmental Analysis

Environmental analysis is a method to learn more about everything that has to do with the company. Environmental analysis consists of two aspects, namely the analysis of the internal environment to observe the weaknesses and strengths, while the analysis of the external environment to observe the threats and opportunities faced. Environmental analysis can be done with a SWOT analysis. SWOT analysis is an analysis technique observing the environment by looking at the weaknesses, shortcomings, threats and

opportunities faced by universities. As David Hunger (2003:37) suggests that SWOT analysis has become a tool commonly used in educational strategic planning, which in its management will be associated with inputs, processes and outputs. SWOT can be divided into two elements, namely internal analysis (strength and weakness test) and external or environmental analysis (opportunities and threats).

The SWOT matrix is an important measure to help managers develop four types of strategies; Strength-Opportunity - SO; WeaknessesOpportunities - WO; Strength-Threat – ST; and Weaknesses-Threats - WT, ie the SO strategy has applied the internal strengths of the institution to take advantage of external opportunities; WO strategy is to overcome internal weaknesses by using external opportunities; The ST strategy uses institutional strengths to avoid or minimize the influence of external threats, while the WT strategy is a defensive tactic to minimize internal weaknesses and eliminate external threats (Ismulyana Djan, 2017).

The purpose of this test is to maximize strengths, minimize weaknesses, reduce threats, and build opportunities. The results of this environmental observation will affect the structure, culture, and resources of an organization. Structure is an organizational arrangement to facilitate communication between human resources. Culture is a pattern, value, certain beliefs that are inherent in an organization. Organizational culture will affect the nature of the human resources that run the organization. Human resources are a group of people who have their respective duties and authorities in running an organization.

Strategy Formulation

Strategy formulation is the process of combined management concepts for a long period of time so that the company is more advanced. Strategy formulation aims to minimize threats that can interfere with the management process. Strategy formulation consists of preparing the company's mission, goals, and policies. Mission is a supporting component that runs in accordance with company goals. The target is an object that will be used as the achievement of the goals of a company. Policies are certain rules that must be carried out by management so that they are not separated from their goals.

Strategy Implementation

Strategy implementation is a behavioral process as a result of strategy formulation. Implementation or implementation of the strategy has several stages of the process, namely program development, budgeting, and preparation of procedures. Program development is the steps needed to develop a strategy that has been formulated previously. The preparation of a cost budget is a statement of the company's needs that are equipped with the estimated costs needed to carry out the strategy. The preparation of procedures aims to create a standard within the company, so as to create a uniformity of results as desired.

Evaluation and Controlling

Evaluation is a process of reviewing strategic management based on deficiencies that existed in the implementation of the previous period. In the evaluation process, there is a restructuring of a new strategy to improve the previous strategy. While control is a process to limit the space for management implementers to comply with the plans that have been rearranged.

Based on the study of David Hunger's Strategic Management theory and the results of triangulation conducted at STIT Buntet pesantren, it can be concluded that:

First, STIT Buntet Pesantren has conducted environmental observations by conducting a SWOT analysis. SWOT analysis is done by doing internal environmental analysis and external environmental analysis;

1. Internal Analysis

STIT Buntet Pesantren has conducted an analysis of weaknesses and strengths based on 9 accreditation criteria including: 1) Vision, Mission, Goals, and Strategies, 2) Governance, Governance, and Cooperation, 3) Students, 4) Human Resources, 5) Finance, Facilities, and Infrastructure, 6) Education, 7) Research, 8) Community Service, and 9) Outcomes and Achievements of Tridharma.

Based on the results of the triangulation carried out, the advantages of STIT Buntet Pesantren are that they have owned, socialized and implemented the vision, mission, and goals of STIT and transformed them into a superior strategic program that answers the needs and expectations of the community. Performing governance, governance and cooperation with partners relevant to the field of study program. STIT Buntet Pesantren has data on the capacity of new students, new student registration data, achievement data, graduate data, and good college service data. The very rapid development of STIT Buntet pesantren is also supported by financial strength, supporting infrastructure.

In terms of the weakness of STIT Buntet Pesantren, which lies in human resources, STIT Buntet Pesantren is constrained by the low competence of educators and education staff in utilizing learning technology, so that it has an impact on the implementation of online learning based on LMS (Learning Management System). Likewise, the implementation of research and community service is still constrained by the problem of publishing scientific papers.

2. Eksternal Analysis

STIT Buntet Pesantren observes the external environment in local, national and international scope. Observation of the external environment is divided into two major parts, namely macro and micro observations. On a macro level, STIT Buntet Pesantren observes various things that threaten the existence as well as provide opportunities for the development of STIT such as political, economic, social, technological, and cultural and policy conditions. In Micro STIT Buntet Pesantren observes the condition of competing universities, graduate users, sources of prospective students, sources of

prospective lecturers, sources of educational staff, e-Learning, distance education, Open Course Ware (OCW), the needs of the business/industry world and society, partners, and alliances.

Second, STIT Buntet Pesantren has formulated a strategy. Strategy formulation is carried out by setting the mission, goals, objectives and relevant policies to achieve the vision that has been determined.

Third, Strategy Implementation. STIT Buntet pesantren already has several strategic programs, budgets and procedures that are used as operational guidelines in implementing the strategic programs that have been set. Some of these strategic programs include opening two selected study programs, BKPI (Islamic Education Counseling Guidance) and MPI (Islamic Education Management). The selection of the two study programs was based on several considerations including STIT Buntet Pesantren is a high school which was originally built to accommodate graduates of Madrasah Aliyah Buntet Pesantren, but in the end got a positive response from the community outside the boarding school because the study programs offered were very in line with geographical conditions, social conditions and economic conditions of the community which incidentally is a city of students with the majority of parents being ustadz, teachers, farmers, and fishermen with middle to lower social status. Therefore, one of the flagship programs offered by STIT Buntet Pesantren is to provide the Yellow Book and Tahfidz Study program, facilitate the Al-Qur'an and Hadith Study Center, Language Laboratory, Micro teaching Laboratory, and Investment Gallery.

In an effort to overcome weaknesses related to education and teaching, research and community service, STIT Buntet Pesantren has made various efforts such as:

1. Providing Tahfidz scholarships
2. Coordinate related to the location that will be used as a place for the implementation of KKN for STIT Buntet Pesantren Students in 2022.
3. In order to facilitate the publication of scientific papers as well as to prepare for university accreditation, STIT Buntet Pesantren conducts a Journal Meeting of STIT Buntet Pesantren. The STIT Buntet Pesantren Journal Meeting was held by the LPPM STIT Buntet Pesantren which was attended by the entire STIT Buntet Pesantren Journal Management Team from the Tsaqofatuna Campus Journal, MPI Tanzhimuna Study Program Journal and BKPI JIECO Study Program Journal. The STIT Buntet Pesantren journal is currently indexed by Garuda, Google Scholar, BASE, PKP, Jstor, researchgate, Academia.edu, and even Tsaqofatuna has been indexed by Sinta 6 since April 2022. Currently, the STIT Buntet Islamic boarding school journal has been submitted by universities in Indonesia. outside STIT Buntet Pesantren.
4. Managing Buntet Pesantren Press Book Publishers

5. Hold seminars on the Center for Religious Moderation Studies and other relevant seminars.

Fourth, Evaluation and Control Strategy. In an effort to measure the performance of the strategies that have been implemented, STIT Buntet Pesantren conducts and makes a Self-Evaluation Report in accordance with the real conditions of STIT Buntet Pesantren. The report is in the form of a description of the results of observations of the internal environment which is an illustration of the achievements of fulfilling 9 accreditation criteria including: 1) Vision, Mission, Objectives, and Strategies, 2) Governance, Governance, and Cooperation, 3) Students, 4) Resources Humans, 5) Finance, Facilities, and Infrastructure, 6) Education, 7) Research, 8) Community Service, and 9) Outcomes and Achievements of Tridharma. The results of the Self-Evaluation Report are used as the basis for analyzing and determining superior programs for sustainable institutional development.

In the implementation of Accreditation, the assessment of these 9 criteria is assessed from 3 instruments, namely Study Program Forms, Study Program Self Evaluations, and Forms filled out by Faculties/High Schools (Kiswanto, 2016). Accreditation instruments are assessed qualitatively and quantitatively. To determine the accreditation rating, the qualitative assessment is made into a quantitative score with the following details: Score 4 (Very good), if all the quality performance of each standard or element measured is very good. Score 3 (Good), if all the quality performance of each standard or element measured is good and there are no significant deficiencies. Score 2 (Enough), if all the quality performance of each standard or element measured is sufficient, but nothing stands out. Score 1 (Poor), if all the quality performance of each standard or element being measured is lacking. Score 0 (Very Poor), if all the quality performance of each standard or element being measured is very poor or non-existent. The final result of the instrument assessment will produce a statement that the Study Program is Accredited or Unaccredited. The ratings for Study Programs declared to be Accredited are: A (Very Good), B (Good), C (Enough), and Not Accredited. (Putro, 2014).

IV. CONCLUSION

Based on the theoretical study and the results of the triangulation carried out, strategic management is one of the efforts to make STIT Buntet Pesantren ready to face accreditation. Several aspects of strategic management include environmental analysis, strategy formulation, strategy implementation, evaluation and control of strategies that are carried out systematically and sustainably.

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