

PRINCIPAL'S STRATEGY FORMULATION IN IMPROVING STUDENT ACHIEVEMENT

Chusnul Chotimah

Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung
chusnultata@gmail.com;

Ali Mansur

Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung
alimansur0390@gmail.com

Abstract

This research aims to find out how principals formulate strategies to improve student achievement. This research used a qualitative approach, seeking to explore the vision and mission, environmental analysis and selection of strategies implemented by Principals. Data were collected using participant observation at MA NU Mojosari Nganjuk as well as interviews with the head of the madrasa and deputy head of the madrasa at the institution. This study produced three main findings: First, the vision and mission implemented by principal in achieving academic and non-academic achievements must be formulated clearly, comprehensively and specifically mentioning achievement. Second, there are two parts to the environmental analysis carried out to improve achievement, namely internal and external analysis. Internal analysis covers the weaknesses and strengths of the institution, while external analysis covers opportunities and threats. Third, strategy selection is carried out based on environmental analysis. The chosen strategy must lead to increased academic and non-academic achievement.

Keywords: *Achievement Principal, Formulation Strategy*

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana kepala sekolah merumuskan strategi untuk meningkatkan prestasi siswa. Penelitian ini menggunakan pendekatan kualitatif, berupaya menggali visi dan misi, analisis lingkungan dan pemilihan strategi yang diterapkan oleh kepala sekolah. Pengumpulan data dilakukan dengan menggunakan observasi partisipan di MA NU Mojosari Nganjuk serta wawancara dengan kepala madrasah dan wakil kepala madrasah pada lembaga tersebut. Penelitian ini menghasilkan tiga temuan utama: Pertama, visi dan misi yang dilaksanakan kepala sekolah dalam mencapai prestasi akademik dan non-akademik harus dirumuskan secara jelas, komprehensif dan menyebutkan prestasi secara spesifik. Kedua, analisis lingkungan yang dilakukan untuk meningkatkan prestasi ada dua bagian, yaitu analisis internal dan eksternal. Analisis internal mencakup kelemahan dan kekuatan lembaga, sedangkan analisis eksternal mencakup peluang dan ancaman. Ketiga, pemilihan strategi dilakukan berdasarkan analisis lingkungan. Strategi yang dipilih harus mengarah pada peningkatan prestasi akademik dan non-akademik.

Kata Kunci: Prestasi Kepala Sekolah, Perumusan Strategi

INTRODUCTION

The quality of education is highly dependent on the leadership skills of the principal, a professional official in the field of education who manages all educational management resources and works with academic staff to educate students to achieve academic goals. (Arian Fitry, 2022) The experience of the principal makes it easier for teachers to develop their teaching experience (Nurmaini et al., 2014). The principal knows the needs of the school he leads in his work, so that teacher competence is not only based on the competence he previously had, but increases and develops well to fulfill teacher professionalism.

In fact, the principal as the principal of an educational institution has a very important role because he is the designer,

organizer, implementer, manager of academic staff and supervisor of the school or madrasa (Ihsan et al., 2014). "As an architect or school development planner, the principal must carefully formulate a strategic plan that includes vision, mission, goals, policies, strategies and projects in the long and short term of 5 to 10 years. - The long-term plan includes 3 "Contains strategies and programs that will be implemented for ~5 years. Short-term plans include programs planned and implemented each academic year."(Lilis Suryani dan Komarudin et al., 2014)

A successful and outstanding madrasa cannot be separated from the role of principal as the main actor in the educational institution. In this case, school principals are required to be able to produce outstanding students by carrying out education in the institution they lead (Ajepri et al., 2022; Arfin & Anggraeni, 2017). Education as an effective means of forming a person's personality is seen from the perspective of a person's behavior or success in carrying out a business (Nafindra & Rifqi, 2022; Syamsul, 2017). Such an atmosphere will require educational institutions to be able to show the public the level of success and achievements they have achieved. In this context, education is a core component in forming students' personalities whose output can produce achievements.

Principal is one of the educational components that plays the most role in improving the quality of education (Suryani, 2021; Yulista et al., 2020). Apart from that, the head of the madrasah also as a leader has an important educational role in developing educational institutions, namely as the holder of control in educational institutions. The achievement of educational goals is very dependent on the leadership skills and policies of principal.

Educational institutions need leaders who are able to create strategies that can overcome various problems that occur in madrasahs. To create the best educational institution, it cannot be separated from the guidance and direction of principal, who is the main role in the educational institution. Principals have an important

role in coordinating, mobilizing and aligning educational resources. Apart from that, the head of the madrasah is one of the driving forces in achieving the vision and mission of the madrasah, bringing change for the better, being able to improve teacher performance, having responsibility for educational and learning activities in the madrasah, supervising and coaching educators and educational staff, and utilization and maintenance of existing facilities and infrastructure in madrasahs. This is very important considering the job of principal as a leader who must be able to carry out his responsibilities well in managing needs and making policies correctly. This is where the position of principal as a leader is important, who must have a good strategy or the right steps to improve the performance of teachers at the madrasa (Hamzah & Aliah, 2023; Wibowo & Subhan, 2020)

Lidya, (2019) stated that the school principal is one of the human components in the educational process who plays a role in efforts to form potential human resources in the field of development. Therefore, the Principal is one of the elements in the education sector who must play an active role and position himself as a professional staff, in accordance with the growing demands of society. The head as the highest leader is very influential and determines the school's progress in seeking to improve student learning achievement through the principal's leadership strategy. Osreni, (2020) Linguistically, strategy is defined as tactics, tips, tricks, or methods. Meanwhile, in general, strategy is an outline of the direction of action to achieve predetermined goals. Suarga, (2017) defines that strategy is a tool to achieve goals successfully. Sulastri, (2014) defines that strategy as planning which contains a series of activities designed to achieve goals.

A good madrasa must have a madrasa development system that is integrated and implemented in the learning process. Madrasahs also innovate school cultural activities and inventory madrasah culture so that it is in line with local, national and international values. All these

efforts aim to combine academic and non-academic activities through curricular and extracurricular activities, as well as strive to become a madrasa (school with superior results) that excels in the future.

Academic achievement is an achievement achieved by a person within a certain period of time through learning outcomes in the form of understanding. Application skills, analysis skills and evaluation are expressed in the form of concrete numbers and symbols using standardized evaluations and tests given directly by the teacher. Academic achievement is a change in behavior or ability that can improve over time and is caused by learning situations rather than by the developmental process.

For more than a decade, the Wallace Foundation in (Rosyada, 2021) conveyed the results of its research that there is a very strong relationship between leadership in schools and increasing student academic achievement. Referring to this opinion, the principal's leadership has a very significant influence directly and indirectly on student academic achievement. Student academic achievement is determined by the instructional program carried out by the teacher. However, the teaching and learning process carried out by teachers is influenced by the principal's strategies and practices in directing teachers in the teaching and learning process. Research results (Anderson, 2017) show that transformational leadership has a positive correlation with students' improvement in academic achievement, growing self-interest in the things being studied, and students' self-confidence. Teachers also see that transformational leadership can be used as a role model that can inspire and foster trust from all stakeholders in the school. Burhanudin Ata Gusman in his research found that the school principal plays an important role in determining and improving student academic achievement. The school principal has the perspective that student academic achievement is the school's vision and mission (Gusman, 2021)

RESEARCH METHODS

This research used qualitative approach. This research method is a case study. According to (Creswell, W. John & Creswell, 2018), a case study is an investigation of a limited system or case (or cases) that occurred over a certain period of time through detailed investigation and detailed data from various sources. Reliable information about the veracity of what you say. According to Cresswell, collecting information in case studies can be done through interviews with informants, direct observations in the field, various existing documents and reports, as well as audiovisual materials.

The data obtained came from participant observation at Madrasah Aliyah Nahdlatul Ulama Mojosari Nganjuk and interviews with the head of the madrasa and deputy head of the madrasa at the relevant institution. Principal was chosen as the key informant because he is the actor in leading the institution and the teachers were chosen as accompanying informants because of their experience in coordinating in the field of achievement. Data collection focused on the vision and mission, environmental analysis, and the selection of strategies for principal in improving students' academic and non-academic achievements at this madrasa.

The research began with observations at MA NU Mojosari Nganjuk which was used as a research site either through the school website or directly into the field. After that, the research conducted interviews with the head of the madrasa and two deputy heads of madrasa at the institution. Interviews were conducted directly. This collection process allows researchers to obtain relevant and comprehensive data. Documentation data was obtained through the madrasah website and documentation in the madrasah. Meanwhile, data analysis was carried out using three stages, namely data condensation, data presentation, and finally drawing conclusions.

RESULTS AND DISCUSSION

Principal's Vision and Mission in Improving Student Achievement

The research findings show that the first strategy formulation carried out by MA NU Mojosari was the formulation of the vision and mission. The vision proclaimed by MANU Mojosari Nganjuk is the formation of a generation that is masterful, skilled in the fields of science and technology and IMTAQ, has a national outlook, has good morals and has the aqidah style of Ahlu Sunah Waljama'ah.

Explicitly, the terms mastery and skill in the field of science and technology (Science Knowledge and Technology) in this vision includes an understanding that in the institution's efforts to form a generation of achievers. The research findings are in line with the opinion of JB Whittaker in his book "Strategic Planning and Management" quoted by Rahayu Puji Suci, Vision is defined as a picture of the future that will be chosen and which will be realized at a certain time. Meanwhile, according to almost the same understanding, AB Susanto in his book "Vision And

Mission", A vision is a description of the future goals and aspirations that an organization must have before a plan is drawn up on how to achieve them.

Meanwhile, research findings regarding the mission of MA NU Mojosari Nganjuk are "Developing academic and non-academic potential in accordance with students' talents and interests. Educate and train students with science and technology so they can continue to higher education. Providing students with skills to enter the world of business and society. Instilling the Values / Spirit of Islamic Boarding Schools." This mission is clearly explained in the first point which states developing academic and non-academic potential according to talents and interests. This shows that the mission carried out by the MA NU Mojosari institution includes wanting to achieve academic and non-academic achievements.

According to (Tukiman & Jabar, 2014), a mission is a statement about what an institution must do in its efforts to realize its vision. Regarding the mission, Tukiman emphasized that the mission must explain the following: 1) What are today's aspirations. 2), A statement that is the organization's intention for its existence. 3) A specific statement of the organization's intentions, 4) Is the primary object of the organization's plans and programs to be achieved. 5) Something that needs to be done. In the opinion above, it can be concluded that one of the missions that must be completed by MA NU Mojosari is to establish academic and non-academic achievements.

Meanwhile Rahayu Puji Suci also explains mission in his book entitled "Essence of Strategic Management", mission is a statement about what an institution must do in its efforts to realize its vision. A mission is something concrete to aim for and can also provide an outline of how to achieve the vision.

Principal's vision and mission play a key role in guiding the direction and goals of the educational institution. A vision provides an ideal picture of a desired future, while a mission details the concrete steps that will be taken to achieve it. The vision and mission of the madrasah principal focuses on improving student achievement such as developing and implementing innovative learning strategies and ensuring the continuity of teacher training to improve the quality of teaching, establishing an effective monitoring and evaluation system to track student progress, responding to changing learning needs, and providing appropriate support time, instilling moral values and Islamic character in students' daily lives, with a focus on honesty, responsibility and empathy, increasing parental involvement in children's education, involving the community in madrasah activities, and building positive relationships between madrasahs and society, utilize educational technology to support interactive learning, motivate students, and increase administrative efficiency, encourage active participation of

students in various extracurricular activities, competitions, and research projects to develop their potential in academics, arts, and sports, provide counseling support and coaching for students, especially for those who experience academic difficulties or personal problems, building strong partnerships with other educational institutions, religious organizations, and government institutions to support each other in achieving educational goals, encouraging creativity and innovation in the learning process, providing space for experiments and innovative projects that engage students, organize literacy and life skills development programs, prepare students to face real-world challenges with confidence.

This vision and mission is designed to create a madrasah that not only focuses on student academic achievement but also on developing Islamic character, creativity, and life skills that will help students succeed in their lives.

Environmental Analysis of Madrasah Principals in Improving Student Achievement

The environmental analysis carried out by MA NU Mojosari is divided into two, namely internal analysis and external analysis. The internal analysis is that this institution is under the auspices of an Islamic boarding school, and is also equipped with teaching staff who are highly competent in their fields and complete infrastructure, making this institution optimal in its efforts to achieve achievement. The purpose of environmental analysis is to anticipate the organization's environment so that it can react quickly and appropriately to make the organization successful. Environmental analysis is a process used by strategic planners to monitor the environment to determine opportunities or threats.

This is in line with the opinion of Ardinus and Hermanto, namely internal analysis, namely the environment where the institution looks at the conditions within the institution internally relating to individuals, assets, capabilities and resources owned by the madrasah institution. Meanwhile, research findings regarding

internal analysis carried out by MA Al Hidayah were by utilizing the large number of expert teaching staff to shape students to excel, establishing strict training programs, as well as providing supporting infrastructure for academic and non-academic activities. A comprehensive and detailed internal analysis can determine strengths and weaknesses and then choose the most appropriate strategy to maximize the institution's potential. On the other hand, David and Wheelen also stated the same thing as quoted by Rushdi Fauzan. Every institution that carries out analysis must pay attention to the institution's resources, the institution's ability to empower resources, have a competitive advantage and long-term core competencies in order to maintain its existence.

This is in line with the opinion of Zakiah Drajad who stated that environmental analysis is everything that is visible and found in nature which is always developing. It is everything that exists, whether humans or man-made objects, or things that move or not, events or everything related to a person.

Madrasah principal environmental analysis involves an in-depth understanding of the internal and external factors that can influence madrasah performance and student achievement. The following are several environmental aspects that need to be analyzed by Principals:

1. Internal Factors:

- Quality of Teaching and Curriculum: Assessing the effectiveness of teaching methods, curriculum selection, and the teacher's ability to deliver material well.
- Human Resource Management: Ensuring that educational staff including teachers and other employees have sufficient skills, motivation and support.
- Madrasa Leadership: Evaluation of principal's ability to provide direction, motivate staff, and create a positive learning culture.

2. External Factors:

- Social and Economic Conditions of the Community: Understanding the characteristics of the community where the

madrasah is located can help in designing educational programs that suit local needs.

- Parental Support: Assess the level of parental involvement in their children's education, as parental support can have a positive effect on student achievement.
- Madrasah Physical Environment: Ensures that madrasah facilities and infrastructure support effective and safe learning for students.
- Educational Regulations: Understanding applicable educational policies and regulations can help madrasah principals adapt to policy changes and ensure compliance.

This environmental analysis can help madrasa heads design strategies that suit the needs and challenges faced by madrasahs and students. This allows madrasah principals to identify opportunities for improvement and overcome obstacles that may arise in order to holistically improve student achievement.

Selection of Madrasah Principal Strategies in Improving Student Achievement

Based on the environmental analysis above, a strategy formulation was born which was used by the MA NU Mojosari institution. The results of field research findings show that the formulation of strategies implemented by the MA NU Mojosari institution is through the application of competencies in the form of skills in learning the Yellow Book, Calligraphy, Qiroatul Qur'an, tahfidz, culinary arts, and Information Technology. Starting from there, a program of activities, organization and allocation of funds will be formed.

The research findings regarding the decision to determine strategy above are in line with Mulyadi's opinion quoted by Minnah El Widad and Syamsul Huda in their book which states that determining strategy is the main action chosen to realize the organization's vision through achieving the organization's mission and goals. In other words, strategy in educational organizations is a patterned action in moving and deploying all organizational

resources effectively towards realizing the vision and mission of the madrasah institution.

This strategic decision really determines the success of an institution in achieving its vision, therefore a strategic decision must have the following characteristics and fulfill the following characteristics: 1) A strategic decision that covers all components of the organization which can be carried out by the head of the institution and the teaching staff. 2) strategic decisions have sufficient supporting capacity, including human, financial, information and other resources. 3) strategic decisions must have an impact on long-term goals.

The selection of strategies by Principals in improving student achievement can involve several strategic steps that are adapted to the specific context and needs of the madrasah. The following are steps that Principals can consider:

1. Analysis of Student Achievement Data:

- Evaluation of Test and Assessment Results: Conduct in-depth analysis of student test and assessment results to identify achievement trends, areas of weakness, and potential for improvement.

2. Setting Achievement Goals:

- Setting Clear Goals: Identifying specific goals in improving student achievement by considering current conditions and future expectations.

3. Learning Program Development:

- Curriculum Innovation: Implementing changes in the curriculum to adapt to student needs and development.
- Use of Active Learning Methods: Encourage the use of active and interactive learning methods to increase student engagement.

4. Teacher Training:

- Identification of Training Needs: Identifies teacher training needs through performance evaluation and student feedback.

- Organizing Training: Organizing regular training to improve teachers' skills and teaching methods.
5. Use of Educational Technology:
- Investments in Technology Infrastructure: Ensure the sustainability of educational technology infrastructure and provide adequate access to teachers and students.
 - Technology Training: Provide training to teachers to maximize the use of technology in learning.

The choice of strategy must reflect a deep understanding of the conditions of the madrasah, students, and environmental factors that influence achievement. Principals need to continue to be involved in monitoring and evaluation to ensure that the strategies implemented have a positive impact on student achievement.

CONCLUSION

Based on the results of the explanation above, it can be concluded that in achieving academic and non-academic achievements, the head of the madrasa must make a clear and comprehensive formulation of the vision and mission. because this vision and mission is the initial foundation for various series of subsequent strategy stages. The vision and mission must explain clearly and in detail about achievements. This shows that when the vision and mission are explained regarding achievement, the goal of achieving achievement becomes right on target.

There are two parts to environmental analysis carried out to improve achievement, namely internal and external analysis. Internal analysis covers the weaknesses and strengths of the institution, while external analysis covers opportunities and threats. It is very important to carry out this environmental analysis carefully because this process will influence the determination of strategy. Strategy selection is carried out based on environmental analysis. The chosen strategy must lead to increased academic and non-academic achievement.

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