

Transforming The Management of Educational Institutions Through Strategy Formulation: Case Study at Yayasan Sosial dan Pendidikan Bina Muda Cicalengka

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ABSTRACT

Education significantly contributes to the quality of human resources in a country. However, Indonesia currently faces educational challenges, with uneven quality and quantity across institutions. Therefore, strategic planning is crucial to enhance education quality at all levels. This study aims to formulate strategies for improving the management of Yayasan Sosial dan Pendidikan Bina Muda Cicalengka. Employing a qualitative and quantitative approach, the research utilizes SWOT and QSPM methods. The findings yield eight consecutive alternative strategies: 1) Developing collaborations and partnerships to enhance internal quality and funding sources, 2) Improving the competence and qualifications of human resources according to national standards, 3) Establishing policies and technical standards for educational management through an integrated information system 4) Enhancing motivation, discipline, and work ethic among human resources, 5) Optimizing information technology for monitoring educational institution performance, 6) Improving educational facilities, 7) Efficiently allocating budget plans, and 8) Enhancing socialization and promotion to boost the institution's reputation in the community. This study's limitation lies in its sole focus on enhancing organizational capacity from an internal perspective. Therefore, future research could delve into external aspects or a combination of both and utilize the Five Forces Porter's analysis method as its analytical tool.

Keywords: SWOT Matrix, QSPM, Education Strategy, Yayasan Bina Muda

ABSTRAK

Pendidikan merupakan sektor yang berkontribusi besar terhadap tingkat kualitas sumber daya manusia di suatu negara. Namun, saat ini terdapat permasalahan pendidikan di Indonesia yaitu belum meratanya kualitas dan kuantitas lembaga pendidikan. Oleh karena itu, dibutuhkan suatu perencanaan strategis untuk membenahi kualitas pendidikan mulai dari tingkat terkecil. Tujuan penelitian ini yaitu merumuskan strategi pengembangan kualitas manajemen lembaga pendidikan di lingkungan Yayasan Sosial dan Pendidikan Bina Muda Cicalengka. Penelitian ini menerapkan pendekatan kualitatif dan kuantitatif dengan memanfaatkan metode SWOT dan QSPM. Hasil penelitian ini menghasilkan delapan strategi alternatif secara berurutan yaitu: (1) Mengembangkan kerja sama dan kemitraan untuk meningkatkan mutu internal dan sumber pendanaan; (2) Meningkatkan kompetensi dan kualifikasi SDM sesuai standar nasional; (3) Membuat kebijakan dan standar teknis pengelolaan manajemen pendidikan yang diimplementasikan melalui sistem informasi terpadu; (4) Meningkatkan motivasi, kedisiplinan, dan etos kerja SDM; (5) Optimalisasi teknologi informasi dalam upaya pengawasan kinerja lembaga pendidikan; (6) Meningkatkan fasilitas sarana dan prasarana pendidikan; (7) Membuat perencanaan alokasi anggaran yang efektif dan efisien; dan (8) Meningkatkan sosialisasi dan promosi lembaga pendidikan peningkatan reputasi di masyarakat. Keterbatasan penelitian ini terletak pada fokusnya pada peningkatan kapasitas organisasi dari perspektif internal. Oleh karena itu, penelitian selanjutnya dapat mendalami aspek eksternal atau kombinasi keduanya, dan memanfaatkan metode analisis Five Forces Porter sebagai alat analisisnya.

Kata Kunci: Matriks SWOT, QSPM, Strategi Pendidikan, Yayasan Bina Muda

Introduction

Education is a pivotal sector that influences the quality of human resources and drives national infrastructure development efforts in any country. The correlation is evident: higher levels of education within society contribute positively to enhancing human quality, thereby bolstering the Human Development Index (HDI) scores and fostering social welfare on a cumulative basis (Maulana & Bowo, 2013).

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ARTICLE INFO

Article History:

Received: 29 April 2024

Accepted: 19 May 2024

Available online: 31 May 2024

However, challenges persist within Indonesia's educational landscape, notably the unequal distribution of the quantity and quality of academic institutions across regions. This disparity significantly impacts the accessibility of adequate education for communities nationwide, highlighting the need for concerted efforts to address educational inequalities (BPS RI, 2023).

Based on the Attachment of the Regional Regulation (Perda) of Bandung Regency No. 9 of 2021 concerning the Medium-Term Regional Development Plan (RPJMD) for the year 2021-2026, there is a significant issue in the education sector that becomes a strategic concern in the development focus of the Bandung Regency. The main problem revolves around the uneven quantity and quality of education. This issue is evident in the low percentage of formal and non-formal educational institutions in the Bandung Regency, holding an A accreditation index or excellent, which was only 15.87% in 2019. Unfortunately, this percentage further declined to 11.25% in the year 2020.

Table 1. The Trend of The Percentage of Formal and Non-Formal Educational Institutions

Performance Indicators	Realization (%)				
	2016	2017	2018	2019	2020
Percentage of Formal and Non-Formal Education Providing Institutions with an Accreditation	8.46	8.47	8.50	15.87	11.25

Accredited with A Grade in Bandung Regency from 2016-2020

Source: RPJMD Bandung Regency 2021-2026. Recreated by the researcher

According to data from the National School/Madrasah Accreditation Agency (BAN-SM), a staggering 27.73% of primary and secondary education institutions in Indonesia experienced a decline in their accreditation ratings in 2020. This decline was primarily due to the institution's failure to meet accreditation indicators, particularly in the school management component. This component is crucial as it supports the availability of quality and quantity of school facilities, which have struggled to keep pace with the cumulative increase in the number of students and the quality standards set by the government (BAN-S/M, 2020b). The implications of this decline are significant, as it directly impacts the quality of education provided by these institutions. In the educational context, management activities are undertaken to maximize the utilization of the school's potential in organizing and managing all educational activities systematically to achieve the standards or educational goals set (Mayasari, 2023).

Strategic steps to ensure the overall quality of education at all levels of the national education system, especially in the Bandung region, need to be implemented starting from the most basic level, namely at each educational unit. One academic institution in Bandung is Yayasan Sosial dan Pendidikan Bina Muda Cicalengka, commonly known as Yayasan Bina Muda, located in the Cicalengka District, Bandung Regency. This foundation, established in 1974, primarily focuses on developing education and social welfare in the community.

The phenomenon observed by the researcher at Yayasan Bina Muda is directly related to the issue of the inadequate fulfillment of school accreditation

aspects in the educational management component that supports the quality of educational services. In terms of meeting school accreditation indicators, the educational units of Yayasan Bina Muda have not been able to effectively implement school management components, particularly in the area of school financing, as evidenced by the absence of comprehensive and measurable financial management and budget projections for each educational unit in each budget period. This results in the foundation, specifically the school units, needing more accurate and comprehensive financial data for planning and accountability in school and foundation financial matters. The extensive scope of the educational units at Yayasan Bina Muda necessitates professional and responsible resource management and educational management to provide optimal educational services for all involved parties.

Based on educational management issues, particularly concerning education management activities, there is a need for appropriate policy reform to rectify the management process, especially in the financial management and educational resources sectors, and to enhance the overall quality of educational services. Strategic steps in improving work process efficiency and organizational management issues can be pursued through scientific management methods using factual databases to solve problems or formulate policies (Taylor, 2006). The process of developing organizational policy designs can be conducted through strategic formulation activities in determining the appropriate strategies based on factual data obtained from observations and analysis of the organization's external and internal conditions (Rachmi et al., 2023).

Previous research has conducted various studies on improving educational management instruments. However, there still needs to be more specific research addressing the strategies that need to be applied by an educational institution managed by a foundation with high complexity in efforts to enhance school management quality. For instance, the study by Junaidah et al. (2020) concluded that the excellence of Islamic higher education can be achieved through ten managerial aspects, including improving human resources quality and financial independence. However, this research could have provided detailed practical strategies that must be implemented. Furthermore, Fajrin (2018) delineates the strategic stages of implementing school-based management for enhancing educational quality, consisting of five steps: establishing the school's vision-mission and objectives, identifying factual challenges, identifying functions to achieve goals, analyzing issues using the SWOT method, and implementing quality improvement plans. Therefore, this study is expected to contribute to the state of the art by formulating practical strategic outcomes for an educational foundation managing diverse and complex educational units to enhance the quality of educational management implementation.

Based on the phenomenon described earlier, there is a need for appropriate policy reform to improve the management process of educational management activities, especially in the financial management and educational resource sectors, at Yayasan Bina Muda. Therefore, the problems to be discussed by focusing on the needs of the chosen themes in this study are as follows:

RQ1: How were the results of the external and internal environmental analysis of educational management at Yayasan Bina Muda obtained through interview techniques and the analysis of IFE, EFE, and IE matrices?

RQ2: How was the strategy formulation in implementing educational management at Yayasan Bina Muda carried out through a SWOT matrix analysis?

RQ3: What strategies can be prioritized in implementing educational management at Yayasan Bina Muda using QSPM analysis?

This study is a case study related to organizational strategy formulation activities aimed at improving the quality of educational management. The focus is addressing the gap in meeting school management quality standard indicators, which government policies must implement optimally. The research process stages refer to the theoretical concept of the strategic management formulation stages (Wheelen & Hunger, 2018), which consist of environmental analysis, strategy formulation, implementation, and evaluation. The data analysis method used in this research follows the strategic formulation process (David, 2015), starting from the internal and external environmental analysis stage, which is then processed through the analysis of the IFE matrix, EFE matrix, IE matrix, SWOT matrix, and QSPM. The output includes strategies and recommendations for program initiatives to improve the quality of educational management in the environment of Yayasan Bina Muda Cicalengka.

Literature Review

Concepts of Educational Management and Education Accreditation Regulations

Based on Law No. 20 of 2023 concerning the National Education System (Sisdiknas), education is a conscious and structured action to create a learning environment for students to develop spiritual and intellectual abilities aimed at themselves, society, the nation, and the state. At various levels, education is carried out by various educational units, both formal and informal. According to the Regulation of the Minister of Education, Culture, Research, and Technology (Permendikbudristek) No. 32 of 2022 concerning the Minimum Technical Standards for Education Services, there are seven standards that every educational unit must apply: Graduation competency standards, content standards, process standards, facilities and infrastructure standards, management standards, financing standards, and education assessment standards.

Management activities involve planning, organizing, directing, and controlling organizational resources to achieve agreed-upon goals (Casmudi, 2020). In the context of education, management is carried out to maximize the potential of schools in systematically organizing and managing the educational process (Mayasari, 2023). Therefore, educational management is an effort to manage educational resources to achieve goals according to established standards. Efficient school management, guided by the School Based Management (SBM) policy, decentralizes administrative authority to the school level (Suparlan, 2013). This autonomy empowers educational institutions to allocate resources according to their priorities (Mulyasa, 2011). Effective planning within each educational

unit is crucial for achieving educational goals in alignment with government standards.

According to Sagala (2013), educational institutions generally implement various strategies to improve the quality of management and educational services. These strategies include strengthening the profession and leadership of school principals optimally, improving the quality of educational services by utilizing appropriate learning technologies, implementing effective school management in all work units, strengthening relationships between schools and all involved parties, improving the quality of educational facilities by standards, and enhancing the quality of human resources through institutional and personnel certification as well as regular evaluations according to established standards.

BAN-S/M implemented new standards in accreditation assessment outlined in the 2020 Educational Unit Accreditation Instrument (IASP-2020). Each educational unit must achieve five main components: graduate quality, learning processes, teacher quality, and school/madrasah management. Each accreditation indicator is assessed based on analysis using interview, observation, and document review methods, with weighting from level 1 (low) to 4 (high) according to criteria set by BAN-S/M. Scores from all indicators are accumulated to generate a final accreditation score and index, which are then categorized as A (excellent), B (good), C (sufficient), or Not Accredited (low). This process is updated every five years according to standards set by BAN-S/M (BAN-S/M, 2020a).

At the higher education level in Indonesia, accreditation tasks are overseen by the National Accreditation Agency for Higher Education (BAN-PT), operating under the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), Directorate General of Higher Education, Research, and Technology (Ditjen Diktiristek). Starting from 2022, in the evaluation of Study Programs (Prodi), BAN-PT has assigned five Independent Accreditation Agencies (LAM) to carry out accreditation tasks according to the scientific fields of the assessed Study Programs (Handini, 2022). Accreditation evaluations adhere to the National Standards for Higher Education (SN-Dikti) utilizing the Accreditation Instrument for Higher Education 3.0 (IAPT 3.0). This evaluation covers leadership and management performance, achievement and productivity of outputs, process quality, and input quality, with nine evaluation indicators applicable to all higher education institutions in Indonesia. The outcome of the accreditation assessment using the IAPT 3.0 standard yields accreditation ratings: Excellent, Very Good, and Good (BAN-PT, 2019).

Regulations Governing Foundations in Indonesia

According to Law Number 16 of 2001, later amended by Law Number 28 of 2004 regarding Foundations, a foundation is defined as a legal entity with separate assets used to achieve social, religious, and humanitarian goals. Most foundations are established as instruments for the community to carry out social and humanitarian activities that can only be performed by foundations as institutions with such objectives. The organizational structure of a foundation

consists of three main components: the Foundation Patron, the Foundation Supervisor, and the Foundation Board.

According to government regulations regarding the provision of formal education activities in Indonesia, educational institutions operated by private entities must be run by a legal entity organization, in this case, an educational foundation. Currently, 136,633 educational foundation units are spread across 39 provinces in Indonesia, with the West Java region contributing 24,890 units (Pusdatin, 2023). The legitimate sources of income or wealth for a foundation, according to the Foundation Law, can come from three primary sources: donations from founders or donors associated with the foundation in the form of grants or endowments, assistance provided by the government to the foundation, and contributions received from the community in line with the foundation's main activities.

Foundations are primarily obligated to manage finances transparently and apply sustainability principles to be accountable for funds received from the community, as regulated by Law No. 16 of 2001 in conjunction with Law No. 28 of 2004. Foundations that receive assistance from abroad, the government, or other parties with a minimum value of Rp 500,000,000 or assets worth at least Rp 2,000,000,000 excluding waqf assets, must prepare an Annual Foundation Report. This report includes a summary of Performance Reports detailing the progress of implemented programs and Financial Reports presented according to applicable Financial Accounting Standards.

Strategic Management

Strategy refers to the careful and effective planning of actions to achieve a competitive advantage in the market or a specific activity (Yam, 2020). On the other hand, strategic management refers to long-term planning involving organizational efforts to interact optimally and effectively in achieving strategic goals (Pearce & Robinson, 2003).

According to David (2015), strategic management types are categorized into four distinct classifications: Integration, Intensive, Diversification, and Defensive. Integration involves forward, horizontal, and backward strategies. Intensive strategies focus on market penetration, product development, and market expansion. Diversification includes unrelated and related approaches. Defensive strategies encompass divestiture, cost reduction, and liquidation.

According to Wheelen and Hunger (2018), strategic management involves four main stages. The first is environmental observation, where companies analyze internal and external information to understand relevant resources. The second stage is Strategy Formulation, which involves long-term planning using SWOT analysis. The third stage, Strategy Implementation, entails applying strategies through suitable procedures, programs, and budget allocations. The final stage, Evaluation, and Control, involves monitoring performance to assess strategy implementation's success and identify future improvements.

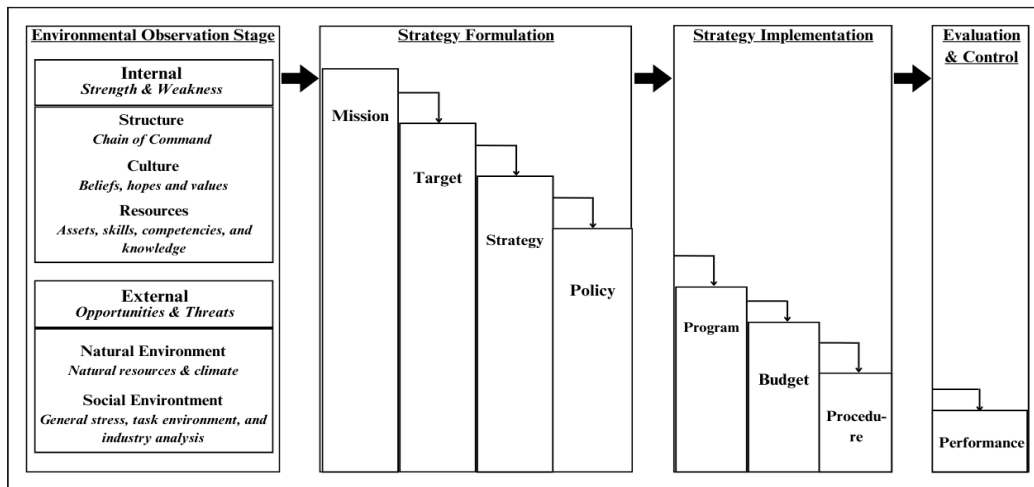


Figure 1. The Strategy Management Stage by Wheelen

Source: Wheelen and Hunger (2018)

According to David (2015), the concept of strategic formulation involves three main stages. The first stage is Strategy Formulation, where long-term planning is developed by analyzing internal and external organizational factors. This stage is divided into input, matching, and decision-making. The second stage is Strategy Implementation, often called the "action" stage, where formulated strategies are transformed into concrete actions. This involves motivating employees, setting policies, allocating resources, directing marketing strategies, and budgeting. The final stage is Strategy Evaluation, aimed at evaluating implemented strategies to measure the entire team's performance, including managers.

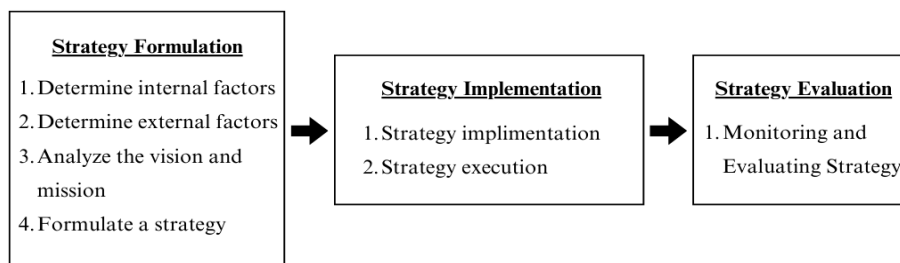


Figure 2. The Strategy Management Stage by David

Source: David (2015)

Strategy Formulation

Strategic formulation, also known as strategy formulation, is a systematic process aimed at identifying external and internal factors within an organization to create specific strategies that can be implemented (David, 2015). This process consists of three main stages:

1. Input Stage: This stage gathers general information about a company's external and internal situations. The information obtained in this stage serves as the database for the next strategy formulation stage, namely the matching

- and decision-making stage. Several analytical tools can be used in this stage, such as the Internal Factor Evaluation (IFE) matrix, External Factor Evaluation (EFE) matrix, and Competitive Profile Matrix (CPM).
2. **Matching Stage:** This stage involves processing data from the input stage to obtain specific strategies based on the factual conditions between internal and external factors. There are five matrices in this stage: the Strength Weakness Opportunities Threat (SWOT) matrix, Strategic Position and Action Evaluation (SPACE) matrix, Boston Consulting Group (BCG) matrix, Internal-External (IE) matrix, and Grand Strategy matrix.
 3. **Decision Stage:** This stage involves using the Quantitative Strategic Planning Matrix (QSPM) method to objectively select formulated strategies based on implementation priorities.

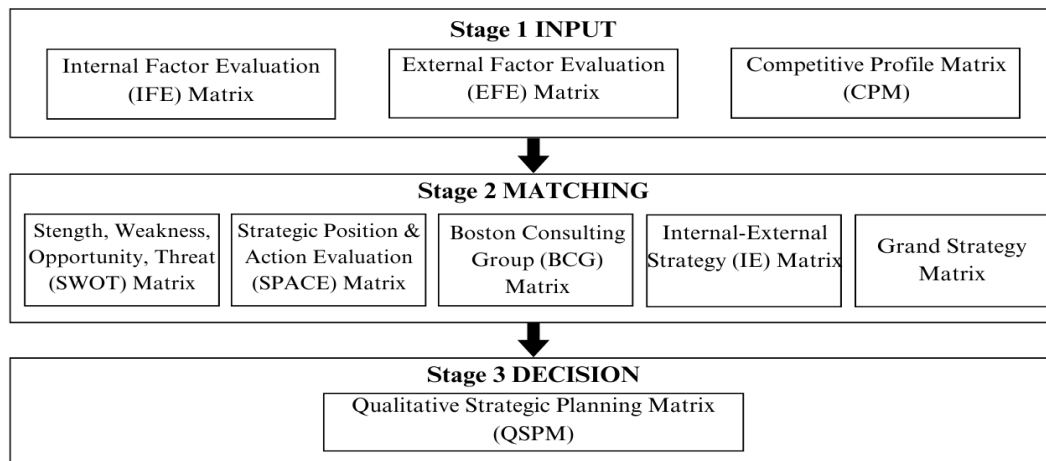


Figure 3. The Strategy Formulation Stage
 Source: David (2015)

Previous Studies

The utilization of previous research findings is crucial in composing research reports as it aids in expanding theoretical understanding, identifying knowledge gaps, and establishing argumentative foundations. Several studies referenced include Junaidah et al. (2020) work on strategic development in Islamic higher education institutions, Safa Nur Safina Rachmi et al. (2023) research on marketing strategies for Sharia banking products, Mochammad Syafiuddin Shobirin et al. (2023) study on formulating strategies to enhance the quality of educational institutions, Rakhil Fajrin (2018) research on implementing school-based management, and Ching Ting Tan (2017) investigation into enhancing the quality of early childhood education in Singapore.

This study refers to several previous research journals as the primary reference source. Junaidah et al. (2023) were used to determine strategies in educational institutions. However, their focus differs from this research because Junaidah et al. only focused on the State Islamic University (UIN) Raden Intan

Lampung, while this study considers Yayasan Bina Muda, which includes primary, secondary, and tertiary education units. Rachmi et al. (2023) research was adapted for the concept of strategic management, while the studies by Shobirin et al. (2023), Fajrin (2018), and Tan (2017) were used as guidelines for the stages of formulating educational management strategies to improve educational quality.

Research Methods

This research adopts a Mixed-Method Research approach, integrating qualitative and quantitative aspects. The qualitative approach is descriptive, involving interviews and direct observations to gather data on internal and external organizational factors. Meanwhile, the quantitative approach includes collecting and analyzing numerical data obtained from weighing the results of interview questionnaires. Additionally, the study applies the Delphi method in data collection, where the researcher interacts with a panel of experts identified in a specific topic through a series of questionnaires (Yousuf, 2007).

Population and Sample

This research focuses on analyzing the development of educational management strategies aimed at improving the quality of education implemented within the environment of Yayasan Sosial dan Pendidikan Bina Muda Cicalengka, located at Jl. Kapten Sangun No. 33, Tenjolaya, and Jl. Pamoyanan, No. 40, Panenjoan, District of Cicalengka, Bandung Regency. The sample selection in this research utilized the purposive sampling method, involving selecting respondents based on predetermined criteria.

The selected respondents are expected to have a relevant understanding of and expertise in formulating development strategies for educational institution management at Yayasan Bina Muda. The classification of respondents includes regulatory authorities, policymakers within the scope of Yayasan Bina Muda; practitioners, individuals with knowledge and direct involvement in the educational management process at the foundation's unit level; and experts, academics well-versed in theoretical and practical concepts related to organizational strategic management.

Table 2. List of Research Informants

Name Initials	Classification	Jabatan
FAL	Regulators 1	Management Secretary of Yayasan Bina Muda
AAA	Regulators 2	Management Treasurer of Yayasan Bina Muda
MHS	Practitioner 1	Financial staff Yayasan Bina Muda
FFF	Practitioner 2	Administrative staff Yayasan Bina Muda
SM	Practitioner 3	Headmaster TK Bina Muda
SNA	Practitioner 4	Headmaster SDIT Bina Muda
EM	Practitioner 5	Headmaster SMP FK Bina Muda
DRG	Practitioner 6	Headmaster SMA Bina Muda

Name Initials	Classification	Jabatan
RK	Practitioner 7	Rector STEI Bina Muda Bandung
CS	Practitioner 8	Treasurer TK Bina Muda
OAT	Practitioner 9	Treasurer SDIT Bina Muda
JS	Practitioner 10	Treasurer SMP FK Bina Muda
DS	Practitioner 11	Treasurer SMA Bina Muda
HSB	Practitioner 12	Director of Finance STEI Bina Muda Bandung
SRS	Expert 1	Lecturer Universitas Padjadjaran

Source: Researchers Analysis (2023)

Data Collection Technique

Data is the basis for analysis and concluding research, including testing hypotheses, answering research questions, and supporting emerging findings (Sekaran et al., 2019). This research employs two types of data sources: primary data and secondary data. Primary data is obtained through observation, interviews, and questionnaire distribution. Meanwhile, secondary data is collected from various sources such as books, journals, regulations, and official websites. The researcher applies various data collection methods to obtain information related to the research theme, including literature review through document analysis and written references, as well as field studies involving observation, interviews, and distribution of questionnaires to informants.

The research stages used in this study refer to the theoretical concepts of Wheelen and Hunger (2018) related to strategic management activities, which include four stages: environmental scanning, strategy formulation, strategy implementation, and evaluation and control. In the strategy formulation stage, the researcher adopts the strategic management theory from David (2015), which divides strategy formulation into three stages: input, matching, and decision-making, using data analysis tools such as SWOT analysis tool comprising Internal Factor Evaluation (IFE), External Factor Evaluation (EFE), Internal-External (IE) Matrix, as well as the Qualitative Strategic Planning Matrix (QSPM).

Result and Discussion

Result of RQ1. How were the results of the external and internal environmental analysis of educational management at Yayasan Bina Muda obtained through interview techniques and the analysis of IFE, EFE, and IE matrices?

Internal Evaluation Factor (IFE) Matrix

IFE Matrix is a strategy formulation tool that assesses and categorizes the key strengths and weaknesses in an organization's operations (David, 2015). The evaluation results of the IFE matrix are obtained through interview weighting using questionnaires filled out by regulators and practitioners at Yayasan Bina Muda. The questionnaire contains internal factors covering the strengths and weaknesses of the foundation in various aspects of educational management. The

data collected from the questionnaire aims to obtain each internal factor's weight, ranking, and score, serving as the basis for formulating strategies to improve educational management at Yayasan Bina Muda. The following are the results of the IFE matrix analysis:

Table 3. IFE Matrix Results

Internal Factor	Weight	Rating	Score
Strength			
1. The organizational culture of Bina Muda emphasizes religious elements in various aspects of life.	0,0682	3,5000	0,2389
2. The strong relationship between Bina Muda educational units and the foundation in implementing educational goals.	0,0557	2,8571	0,1592
3. The routine competence improvement program for Bina Muda educators aimed at enhancing teaching quality and educators' career development.	0,0627	3,2143	0,2015
4. Good loyalty of human resources in carrying out tasks and dedicating themselves to Bina Muda educational institution.	0,0571	2,9286	0,1672
5. The amount of financial resources obtained/managed by the Bina Muda educational institution is relatively large with diverse sources of income.	0,0515	2,6429	0,1362
6. The reporting of cash flow activities in the financing of the Bina Muda educational institution is well-documented and transparent.	0,0557	2,8571	0,1592
7. Comfortable and proportional classroom space to the number of students.	0,0585	3,0000	0,1755
8. The educational facilities of Bina Muda are located in a strategic and easily accessible location.	0,0585	3,0000	0,1755
Weakness			
1. Lack of understanding, awareness, and commitment from all parties to realize the vision and mission optimally.	0,0432	2,2143	0,0956
2. The organizational culture of Bina Muda that finds it difficult to adapt and implement changes, especially in innovative systems and technology.	0,0501	2,5714	0,1289
3. The quantity and qualifications of educators and educational staff do not yet meet national educational standards.	0,0501	2,5714	0,1289
4. The lack of programs for improving the knowledge and skills of educational or administrative staff, especially in finance.	0,0432	2,2143	0,0956
5. The weak motivation and productive, competitive work ethic among Bina Muda personnel.	0,0501	2,5714	0,1289
6. There is no financial report recording in accordance with the financial accounting standards of non-profit organizations.	0,0404	2,0714	0,0837
7. The ability and knowledge of Bina Muda's financial management personnel regarding data analysis and financial management are still inadequate.	0,0446	2,2857	0,1019
8. The absence of regulations from the foundation regarding guidelines and standards for the preparation, management, and	0,0418	2,1429	0,0895

Internal Factor	Weight Rating Score		
accountability of financial and budgetary matters.			
9. The lack of specialized facilities for people with disabilities in the Bina Muda educational environment.	0,0376	1,9286	0,0725
10. Incomplete inventory records of assets (type, quantity, nominal value, condition, maintenance schedule, etc)	0,0432	2,2143	0,0956
11. Maintenance and improvement of educational infrastructure are not optimal yet.	0,0446	2,2857	0,1019
12. Inadequate supporting educational facilities at Bina Muda, such as laboratories, sports facilities, libraries, warehouses, and others	0,0432	2,2143	0,0956
TOTAL	1		2,6317

Source: Analysis Results (2023)

Based on the calculation results in the above table, it is evident that Yayasan Bina Muda's main strength lies in its vision and mission, specifically in its organizational culture, which emphasizes religious elements in various management and learning activities, with a score of 0.2389. Meanwhile, concerning organizational weaknesses, the primary factor that serves as a weakness for YBM educational units is related to the facilities and infrastructure aspect, including the lack of classrooms and supporting learning facilities, with the lowest weakness score being 0.0725.

The total score obtained from the IFE matrix for YBM is 2.6317 on a scale of 4.00, above 2.5. Based on these results, it can be assumed that, in general, the internal conditions of Yayasan Bina Muda have strengths in educational management. However, these strengths are not significant enough, and proper attention is needed to address the existing weaknesses and leverage the strengths to improve the overall quality of the foundation's internal conditions, especially in the four managerial aspects examined in this study.

External Evaluation Factor (EFE) Matrix

The results of the EFE matrix analysis are obtained from the environmental analysis of external factors that create opportunities and threats for the foundation in various aspects of educational management. The data generated from this analysis serves as the foundation for the strategy formulation stage. The following are the results of the EFE matrix analysis:

Table 4. EFE Matrix Results

External Factors	Weight	Rating	Score
Opportunity			
1. The good reputation of the Bina Muda educational institution and the high interest from the community to enroll their children or family members in the Bina Muda educational institution	0,1006	3,3571	0,3379
2. Good relations between external stakeholders and Bina Muda educational institutions	0,0835	2,7857	0,2326
3. Involvement of experts/partnerships in efforts to improve the quality of Bina Muda's human resources	0,0749	2,5000	0,1874
4. Government programs aimed at enhancing the competency of educational personnel and staff nationally	0,0857	2,8571	0,2447
5. Stability in the fluctuation of income for the Bina Muda educational institution (no extreme decrease or increase)	0,0728	2,4286	0,1768
6. Massive government assistance in improving the infrastructure of the Bina Muda educational institution	0,0578	1,9286	0,1115
Threat			
1. Values or cultural beliefs in the community conflicting with the organizational culture in the Bina Muda environment	0,0749	2,5000	0,1874
2. The development of educational information technology not accompanied by the development of human resource competencies	0,0835	2,7857	0,2326
3. Government regulations related to wages and remuneration for labor not implemented according to standards in the Bina Muda educational institution	0,0600	2,0000	0,1199
4. The recruitment of civil/private educational and administrative staff affects the loyalty of Bina Muda's human resources	0,0642	2,1429	0,1377
5. Decrease in the economic capacity of students affecting the income of the Bina Muda educational institution	0,0578	1,9286	0,1115
6. Competition from similar educational institutions affecting the number of students, especially the revenue of the educational institution	0,0578	1,9286	0,1115
7. Difficulty in obtaining adequate land permits for the expansion of the Bina Muda educational area	0,0535	1,7857	0,0956
8. Existence of educational infrastructure involved in ownership disputes with third parties	0,0728	2,4286	0,1768
TOTAL	1		2,4639

Source: Analysis Results (2023)

Based on the data in the table above, it is evident that the factor of good reputation and high interest from the community in the Bina Muda educational institution obtains the highest opportunity score, namely 0.3379. Meanwhile, the main threat factor for YBM is found in the aspect of educational facilities and infrastructure, with a score of 0.0956, namely the difficulty in obtaining adequate land permits for the expansion of the Bina Muda educational area. The overall score of the EFE matrix obtained by Yayasan Bina Muda has yet to reach a figure

above 2.5, namely 2.4639, on a scale of 4.00. With this result, it can be assumed that the foundation faces quite significant external challenges but has not been able to respond optimally by leveraging existing opportunities and handling threats effectively.

Internal External (IE) Matrix

The IE matrix is a combination of the IFE and EFE matrices designed to conduct simultaneous analysis and provide strategic recommendations for the future by depicting the total EFE score on the Y-axis and the total IFE score on the X-axis (Mirzakhani et al., 2021). The mapping results for Yayasan Bina Muda (YBM), which obtained an IFE score of 2.6317 and an EFE score of 2.4639, are presented based on the IE quadrant matrix.

Table 5. IE Matrix Results

(IE MATRIX)		TOTAL SCORE IFE		
		Strong (3,00 - 4,00)	Average (2,00 - 2,99)	Weak (1,00 - 1,99)
T O T A L S C O R E E F E	High (3,00 - 4,00)	I	II	III
	Medium (2,00 - 2,99)	IV	V	VI
	Low (1,00 - 1,99)	VII	VIII	IX

Source: Analysis Results (2023)

Based on the results of the IE matrix above, it can be concluded that Yayasan Bina Muda is positioned in Quadrant V (stable or maturity). This position indicates that the management of YBM has relatively weak internal conditions when facing threats from external factors. Therefore, significant efforts are needed to improve internal aspects while enhancing the response to external factors. Thus, the formulated strategy should be defensive or focused on improvement to enhance the internal conditions of the foundation to better cope with external threats and leverage existing opportunities.

Result of RQ2: How was the strategy formulation in implementing educational management at Yayasan Bina Muda carried out through a SWOT matrix analysis?

Strength Weakness Opportunity Threats (SWOT) Matrix

SWOT analysis is a planning process used to identify strategies for overcoming challenges and evaluating new opportunities within a company (Wardana et al., 2022). Based on the results of the IE analysis, the formulated strategies for Yayasan Bina Muda primarily focus on resilience or directing efforts towards internal improvements to respond to threats and capitalize on opportunities from the external environment. Therefore, here are some specific alternative strategies formulated based on suggestions from researchers and YBM regulators.

Table 6. SWOT Matrix Results

	Strength	Weakness
INTERNAL →	1. The organizational culture of Bina Muda emphasizes religious elements in various aspects of life	1. Lack of understanding, culture awareness, and commitment from all parties to realize the vision and mission optimally
	2. The strong relationship between Bina Muda educational units and implementing educational goals	2. The organizational culture of Bina Muda that finds it difficult to adapt and implement changes, especially in innovative systems and technology
	3. The routine competence improvement program for Bina Muda educators aimed at enhancing teaching quality and educators' career development	3. The quantity and inqualifications of educators and educational staff do not yet meet national educational standards
	4. Good loyalty personnel of human resources in	4. The lack of programs for improving the knowledge and skills of educational or administrative staff, especially in finance
		5. The weak motivation and productive work ethic among Bina Muda
		6. There is no financial recording in accordance with the financial accounting

EXTERNAL ↓

to Bina Muda standards of non-profit educational institution organizations

5. The amount 7. The ability and of financial resources knowledge of Bina Muda's obtained/managed by financial management personnel the Bina Muda regarding data analysis and educational institution financial management are still is relatively large with inadequate diverse sources of 8. The absence of income regulations from the foundation

6. The reporting regarding guidelines and of cash flow activities standards for the preparation, in the financing of the management, and accountability Bina Muda of financial and budgetary educational institution matters is well-documented 9. The lack of specialized and transparent facilities for people with 7. Comfortable disabilities in the Bina Muda and proportional educational environment classroom space to the 10. Incomplete inventory number of students records of assets (type, quantity, 8. The nominal value, condition, educational facilities maintenance schedule, etc) of Bina Muda are 11. Maintenance and located in a strategic improvement of educational and easily accessible infrastructure are not optimal yet location 12. Inadequate supporting educational facilities at Bina Muda, such as laboratories, sports facilities, libraries, warehouses, and others

Opportunity	STRATEGY SO	STRATEGY WO
1. The good reputation of the Bina Muda educational institution and	A. Enhancing the promotion and socialization of the educational	C. Formulating policies and technical standards for management

the high interest from the community Bina Muda (Finance, HR, Infrastructure) to enroll their children or family educational institution implemented through an members in the Bina Muda educational to create awareness integrated information system institution among the public (W4, W6, W7, W8, W10, W11, W12),

2. Good relations between about YBM (S1, S7, O3, O4, O5, O6) external stakeholders and Bina Muda S8, O1, O2, O3) D. Enhancing educational educational institutions B. Developing facilities and infrastructure in

3. Involvement of collaboration and accordance with national experts/partnerships in efforts to partnerships to education standards (W9, W10, W11, W12), improve the quality of Bina Muda's enhance internal W11, W12, O3, O5, O6) human resources quality and diversify

4. Government programs aimed funding sources (S3, S4, O2, O3) at enhancing the competency of educational personnel and staff nationally

5. Stability in the fluctuation of income for the Bina Muda educational institution (no extreme decrease or increase)

6. Massive government assistance in improving the infrastructure of the Bina Muda educational institution

<i>Threats</i>	STRATEGY ST	STRATEGY WT
1. Values or cultural beliefs in the community conflicting with the organizational culture in the Bina Muda environment	E. Improving motivation, discipline, competence and work ethic of Bina Muda's human resources (S2, S4, S5, T1, T3, T4, T6)	G. Enhancing the qualifications and national accordance with national education, finance, and effective and efficient (W1, W2, W5, T1, T2, T3, T4, T6)
2. The development of educational information technology not accompanied by the development of human resource competencies	F. Creating an information technology fields to achieve YBM's H. program goals (S5, S6, T3, T5, T7, T8)	H. Optimizing information technology to intensively and continuously enhance the monitoring of educational institution performance (W1, W5, W11, T2)
3. Government regulations related to wages and remuneration for labor not implemented according to standards in the Bina Muda educational institution		
4. The recruitment of civil/private educational and administrative staff affects the loyalty of Bina Muda's human resources		
5. Decrease in the economic capacity of students affecting the income of the Bina Muda educational institution		
6. Competition from similar educational institutions affecting the number of students, especially the revenue of the educational institution		
7. Difficulty in obtaining adequate land permits for the expansion of the Bina Muda educational area		
8. Existence of educational infrastructure involved in ownership disputes with third parties		

Source: Analysis Results (2023)

Result of RQ3. What strategies can be prioritized in the implementation of educational management at Yayasan Bina Muda using QSPM analysis?

Quantitative Strategic Planning Matrix (QSPM)

Based on David (2015), the QSPM analysis is used to evaluate the relative attractiveness of various strategies that can be implemented. In this stage, the regulatory authorities, namely the Secretary and Treasurer of YBM, fill out questionnaires to collect the Sum of Total Attractiveness Scores (STAS). The strategy that obtains the highest STAS value will be ranked the highest. Respondents assess the alternative strategies obtained by considering critical internal and external factors. The following are the STAS calculation results for each formulated strategy.

Table 7. QSPM Strategy Results

Alternative Strategy	STAS	Rank
• Developing collaboration and partnerships to enhance internal quality and diversify funding sources	6,7385	1
• Enhancing the competence and qualifications of Bina Muda's human resources in accordance with national education standards, including education, finance, and information technology fields	6,3250	2
• Formulating policies and technical standards for educational management (Finance, HR, Infrastructure) implemented through an integrated information system	6,2140	3
• Improving motivation, discipline, and work ethic of Bina Muda's human resources	5,8663	4
• Optimizing information technology to intensively and continuously enhance the monitoring of educational institution performance	5,8590	5
• Enhancing educational facilities and infrastructure in accordance with national education standards	5,3352	6
• Creating an effective and efficient budget allocation to achieve YBM's goals	5,3312	7
• Enhancing the promotion and socialization of the Bina Muda educational institution to create awareness among the public about YBM	3,7605	8

Source: Analysis Results (2023)

Based on the previously formulated QSPM results, researchers and experts have proposed several initiative programs to the foundation's regulatory body for implementation within the YBM environment to execute the formulated strategies.

Table 8. Initiative Recommendations

Alternative Strategy	Initiative Recommendations
1. Developing collaboration and partnerships to enhance internal quality and diversify funding sources	<p>Recommendations and sequence of program implementation:</p> <ul style="list-style-type: none"> • (Program 1) - Implementing a collaborative program to enhance the internal quality of Yayasan Bina Muda with external parties that can be potential partners, such as parents of students, alums, community leaders, higher education institutions, communities, industries, and training institutions to assist the foundation in developing internal human resource skills and competencies, creating foundation policy regulations, developing and expanding integrated information systems, and optimizing the implementation of educational institution management activities and student learning activities that support internal quality improvement of the foundation. • (Program 8) - Initiating a funding cooperation program for Yayasan Bina Muda activities from external parties through providing promotional media/sponsorship and donations, establishing an endowment fund from alum associations, collaborating in foundation activities with parties having similar programs or activities, partnering with philanthropic institutions or charitable foundations, especially in education, and various other strategic partnership activities. • (Program 14) - Conducting benchmarking programs with other educational institutions that have better assessment index values compared to Bina Muda educational institutions to serve as a reference for improving the quality of management at YBM educational institutions.
2. Enhancing the competence and qualifications of Bina Muda's human resources in accordance with national education standards, including education, finance, and information technology fields	<p>Recommendations and sequence of program implementation:</p> <ul style="list-style-type: none"> • (Program 17) - Initiating a program to enhance the educational attainment and competence of educators and education personnel within Yayasan Bina Muda through activities such as financing, scholarships, or subsidies for employees to pursue further formal education or professional certification programs that align with government-set standards. • (Program 15) - Implementing periodic training workshops for all employees within Yayasan Bina Muda to enhance their skills and knowledge relevant to their positions or fields of work, particularly those related to the use of information technology. • (Program 16) - Starting a mentoring program among personnel within Yayasan Bina Muda to facilitate the exchange of knowledge and expertise related to educational management, particularly between experienced staff and newcomers or those with limited capabilities.
3. Formulating policies and technical standards for educational management (Finance, HR, Infrastructure) implemented through an integrated information system	<p>Recommendations and sequence of program implementation:</p> <ul style="list-style-type: none"> • (Program 2) - Implementing a program to formulate standard operating procedures and technical policies that outline the roles, duties, authorities, and responsibilities of each party involved, technical steps of work procedures, activity schedules, and targets, as well as consequences for violations across all management activities of the Bina Muda Foundation in a comprehensive and written manner. The output will be in the form of Foundation Regulations (Peryas) that are implemented and adhered to by all operational units and organs of Yayasan Bina Muda. • (Program 11) - Developing a program for planning, developing, implementing, and evaluating an integrated information system (especially for finance, human resources, and educational facilities) that supports management processes within the Yayasan Bina Muda environment based on previously established technical standards. • (Program 12) - Implementing a regular evaluation and performance

Alternative Strategy	Initiative Recommendations
	improvement program for the management of Yayasan Bina Muda based on data interpretation from the integrated information system, presented in the form of program and financial performance reports.
4. Improving motivation, discipline, and work ethic of Bina Muda's human resources	<p>Recommendations and sequence of program implementation:</p> <ul style="list-style-type: none"> • (Program 4) - Improving the discipline of implementing activity agendas and performance targets across all units and organs of Yayasan Bina Muda. • (Program 19) - Implementing a program to increase wages by government standards and a career development program for employees at Yayasan Bina Muda. • (Program 18) - Initiating a regular remuneration program for all employees of Yayasan Bina Muda based on their achievements and performance assessed through performance evaluations.
5. Optimizing information technology to intensively and continuously enhance the monitoring of educational institution performance	<p>Recommendations and sequence of program implementation:</p> <ul style="list-style-type: none"> • (Program 10) - Creating a specialized unit tasked with conducting foundation development studies and performing performance evaluations or internal controls within the scope of Yayasan Bina Muda units and organs. • (Program 7) - Implementing a budget formulation program and annual work program for Yayasan Bina Muda units that includes target achievement indicators for each activity along with its implementation timeline, using specific methods such as the Balanced Scorecard (BSC). • (Program 13) - Improving the routine performance evaluation and assessment program periodically (quarterly, semi-annually, and annually) aimed at the foundation units and organs of Yayasan Bina Muda (trustees, administrators, and supervisors) using data presented from the integrated information system.
6. Enhancing educational facilities and infrastructure in accordance with national education standards	<p>Recommendations and sequence of program implementation:</p> <ul style="list-style-type: none"> • (Program 22) - Planning a program for developing and providing special facilities for people with disabilities within the Yayasan Bina Muda environment, especially those that support the learning activities of students with special needs. • (Program 24) - Planning a program for the provision of public facilities and sanitation within the Yayasan Bina Muda environment that are adequate and comply with established standards. • (Program 23) - Planning a program for the addition of classrooms and educational facilities (especially at the high school level) to maximize new student enrollment potential and optimize the learning process.
7. Creating an effective and efficient budget allocation plan to achieve YBM's program goals	<p>Recommendations and sequence of program implementation:</p> <ul style="list-style-type: none"> • (Program 5) - Designing a program for strategic planning of short-term, medium-term, and long-term targets for Yayasan Bina Muda to determine the scale of priorities and the direction of foundation development systematically and sustainably. • (Program 3) - Initiating a program to discipline financial reporting within the scope of activity units and consolidated financial reporting of Yayasan Bina Muda by nonprofit organization financial accounting standards to facilitate financial evaluation and planning processes. • (Program 6) - Implementing a routine program of environmental analysis and budget performance evaluation to determine revenue sources and absorption amounts, routine spending allocations and priorities, as well as financing plans that also include implementation schedules for each budget component.

Alternative Strategy	Initiative Recommendations
	<ul style="list-style-type: none"> (Program 9) - Enhancing the routine budget implementation monitoring program to maintain performance target achievements aligned with agreed program targets.
8. Enhancing the promotion and socialization of the Bina Muda educational institution to create awareness among the public about YBM	<p>Recommendations and sequence of program implementation:</p> <ul style="list-style-type: none"> (Program 20) - Implementing a professional management program for Yayasan Bina Muda's official social media accounts by enhancing the intensity and quality of activity publications. This functions as a means of promoting the foundation's units to attract public interest and trust in YBM educational institutions. (Program 21) - Creating a professional management program for Yayasan Bina Muda's official website by developing an integrated website that provides accurate, comprehensive, and reliable information. This serves as a communication and information platform for both external and internal parties of the foundation. (Program 25) - Conducting a socialization program to introduce Yayasan Bina Muda activities to the community through various media, such as promoting at exhibitions or education festivals, placing promotional banners in strategic locations, advertising across various media channels, and optimizing the foundation's official website for Internet searches.

Source: Analysis Results (2023)

Conclusion

Based on the research results within the Bina Muda Foundation, the score of the IFE matrix analysis is 2.6317, and the EFE score is 2.4639. The IE analysis results show that Yayasan Bina Muda is positioned in quadrant 5, assuming a stable condition or maturation, requiring defensive strategies characterized by massive improvement of internal factors to face high external challenges. Strategies formulated based on the SWOT matrix analysis and prioritized through QSPM analysis resulted in eight alternative strategies for Yayasan Bina Muda. Based on interview results and foundation management policies, the strategy distribution is organized according to the detailed implementation plan:

Table 9. Strategic Implementation Plan

Implementation Plan	Alternative Strategy	Initiative Recommendations
Short-term (1-2 years)	<ul style="list-style-type: none"> Developing collaboration and partnerships to enhance internal quality and diversify funding sources 	The focus is on improving collaboration with external parties to enhance internal management performance.
	<ul style="list-style-type: none"> Formulating policies and technical standards for educational management (Finance, HR, Infrastructure) implemented through an integrated information system 	The focus is on developing all rules and written standards across all aspects of foundation management.
	<ul style="list-style-type: none"> Improving motivation, discipline, and work ethic of Bina Muda's human resources 	The focus is on improving and enhancing employee discipline, performance, and well-being.

Implementation Plan	Alternative Strategy	Initiative Recommendations
Medium-term (3-10 years)	<ul style="list-style-type: none"> Enhancing the competence and qualifications of Bina Muda's human resources in accordance with national education standards, including education, finance, and information technology fields 	The focus is on providing training and support to achieve alignment among teachers and educational staff.
	<ul style="list-style-type: none"> Creating an effective and efficient budget allocation plan to achieve YBM's program goals 	The focus is on budget allocation for foundation development plans.
	<ul style="list-style-type: none"> Optimizing information technology to intensively and continuously enhance the monitoring of educational institution performance 	The focus is on designing and building an integrated information system for foundation management.
	<ul style="list-style-type: none"> Enhancing the promotion and socialization of the Bina Muda educational institution to create awareness among the public about YBM 	The focus is on improving the quality of the publication platform and social media of all Bina Muda educational institutions.
Long-term (11-20 years)	<ul style="list-style-type: none"> Enhancing educational facilities and infrastructure in accordance with national education standards 	The focus is on building physical facilities according to national education standards.

Source: Analysis Results (2023)

Yayasan Bina Muda must enhance its information systems, particularly financial data, before proceeding with other strategies. This is essential for accurate strategic planning and improves management across employee welfare, educational facilities, and expansion efforts. Employee welfare improves educational and social services by boosting motivation and productivity. The foundation should also upgrade educational facilities to meet government standards through improved financial record-keeping, facilitating long-term budgeting, and strengthening the organization's foundation with religious values and innovative curriculum and facilities. The limitation of this study lies in its sole focus on enhancing organizational capacity from an internal perspective. Therefore, future research could delve into external aspects or a combination of both and utilize the Five Forces Porter's analysis method as its analytical tool..

Limitation

The main focus of this study is to provide alternative strategy recommendations for Yayasan Bina Muda and educational foundations in general, particularly related to specific components of educational management: 1) Vision, Mission, Objectives, and Strategy, 2) Human Resources (HR), 3) Finance and Budgeting, and 4) Facilities and Infrastructure. This study does not involve curriculum learning aspects, the primary focus of an educational institution's goals. The respondent sample in this study only includes internal stakeholders, without involving external parties such as parents of students, school committees, and relevant external parties.

Suggestions

This research's main recommendation for Yayasan Bina Muda is to enhance the quality of its information systems, especially financial information, before implementing other strategies. This is fundamental in projecting and analyzing the organization's readiness for accurate strategic planning. Additionally, it is advised to prioritize improving employee welfare conditions, enhancing educational facilities, and strengthening the organization's foundation with religious values and innovation.

Considering the research limitations, it is recommended for future research to involve a more diverse sample of informants, particularly external stakeholders. This step is crucial to avoid bias in research outcomes and to gain a more comprehensive understanding of the research findings. Suggestions for future research also include involving growing educational institutions to effectively enhance educational management and achieve more optimal impacts. Expanding the research scope to focus on curriculum improvement and student learning activities is also advised. Furthermore, utilizing additional analysis techniques such as CPM and Five Force Porter's in future research is expected to provide a more comprehensive insight into the competitive and external aspects of educational institutions.

Implication

The research is expected to contribute new knowledge that serves as a reference and source of information for subsequent research with similar topics related to case studies on the application of educational institution management development strategy formulation in a foundation or educational institution. Additionally, practically, the research findings are anticipated to serve as guidance and recommendations for Yayasan Sosial dan Pendidikan Bina Muda Cicalengka and educational foundations, in general, to identify, analyze, and determine effective strategies in improving educational management regulations, particularly in governance, human resources, finance, and educational facilities aspects, aiming to enhance the quality of services in each managed educational unit.

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