

Enhancing Competitive Advantage in the Disruptive Era: Strategy Formulation Framework in Model Public Junior High Schools in Indonesia

Kamaludin^{1*}, Himmah Taulany², Slamet³

¹Islamic Educational Management Department, Universitas Majalengka, Majalengka, West Java, Indonesia

²Early Childhood Education Programs Department, Universitas Ngudi Waluyo, Semarang, Central Java, Indonesia

³Sekolah Menengah Pertama Negeri 29, Semarang, Central Java, Indonesia

Email: kamaludin.abahrizka@gmail.com¹, taulany27@gmail.com², slamet291067@gmail.com³

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Abstract:

This research aims to obtain a strategic decision framework through the strategic formulation stages as a solution to the problems found by researchers in implementing strategic formulation at Model Middle Schools in Semarang City. This research uses sequential mixed methods. The data collection techniques used in this research are observation, interviews, questionnaires, and documentation. Triangulation data collection techniques are used to obtain data validity. This research determines strategic planning decisions for Model State Middle Schools in Semarang City, namely service development strategies. The service development strategy is the primary strategy chosen from four existing alternative strategies with strategic actions that can be carried out by Model State Middle Schools in Semarang City, namely developing and establishing service standards, compiling and establishing standard operational procedures, improving the quality of service to the community by tightening supervision through establishing school units and developing a customer complaints system.

Keywords: *Strategy Formulation Framework, Competitive Advantage, Disruptive Era*

Abstrak:

Penelitian ini bertujuan untuk memperoleh kerangka keputusan strategis melalui tahapan perumusan strategis sebagai solusi dari permasalahan yang ditemukan peneliti dalam pelaksanaan perumusan strategis di SMP Negeri Model Kota Semarang. Penelitian ini menggunakan metode campuran sekuensial. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi, wawancara, angket, dan dokumentasi. Triangulasi teknik pengumpulan data digunakan untuk memperoleh keabsahan data. Penelitian ini menentukan keputusan perencanaan strategis SMP Negeri Model di Kota Semarang yaitu strategi pengembangan pelayanan. Strategi pengembangan pelayanan merupakan strategi utama yang dipilih dari empat alternatif strategi yang ada dengan tindakan strategis yang dapat dilakukan oleh SMP Negeri Model di Kota Semarang yaitu mengembangkan dan menetapkan standar pelayanan, menyusun dan menetapkan standar operasional prosedur, meningkatkan mutu pelayanan kepada masyarakat dengan memperketat pengawasan melalui pembentukan unit sekolah dan mengembangkan sistem pengaduan pelanggan.

Kata Kunci: *Kerangka Perumusan Strategi, Keunggulan Kompetitif, Era Disruptif*

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INTRODUCTION

Strategic formulation is the determination of plans poured into the vision and mission, which are the basis for implementing the organization's strategy to achieve the expected goals (Priyambodo & Hashanah, 2021). In formulating a strategy, four things must be considered: a broad or narrow mission, goals, strategies, and policies (Wittmann et al., 2021). The formulation of a strategy is the development of a long-term plan for effective management of various environmental opportunities and threats, as seen from strengths and weaknesses (Suriyanti, 2020; Dewi et al., 2021). Educational institutions must achieve goals based on their vision and mission. The desire for what kind of educational institutions to achieve in the future is contained in the vision. All stakeholders in an educational institution have agreed upon a vision that serves as the foundation for all of the institution's activities. Educators and educational staff make the vision a view in carrying out their duties and obligations and in carrying out all forms of activities so that they have the same attitudes, thoughts, and actions that are oriented toward the vision of the educational institution. All school members must thoroughly understand the vision because educational institutions have a distinct identity and character that follow the institution's vision (Vaughn, 2021; Alvarez-Peregrina et al., 2021). A complete understanding of the set vision will determine the success of the management of educational institutions (Alqahtani & Rajkhan, 2020). Vision is not a symbol that is written without meaning. Setting a vision without considering internal and external factor analysis will result in educational institutions being unable to achieve their goals because the vision is not objective to the situation in educational institutions. Such a vision is only a symbol without meaning.

A mission is a statement that encourages the achievement of a predetermined vision (Maryani et al., 2021; Cortés et al., 2022). The mission is a differentiator between one institution and other institutions engaged in the same field. The community can recognize an educational institution through the mission it carries out. In other words, the mission is an educational institution's identity that users can feel directly. The basic concepts, service standards, organizational resource allocation, and development are contained in the mission set by the organization. The mission of an organization must be clearly defined because the vision facilitates the translation of goals into a work structure that involves assigning responsible parts within the organization and the mission of determining organizational goals, which will become a reference for goals to units within the organization so that cost, time, and performance parameters can be assessed and controlled.

Vision and mission based on internal and external factor analysis produce realistic long-term goals (Jelonek et al., 2022). These long-term goals represent the expected results of pursuing specific strategies, and the strategies represent the actions that educational institution members must take to achieve long-term goals. Educational institutions need a time frame to consistently carry out their goals and

strategies for determining long-term goals. This time frame is usually one to five years. The goals set by educational institutions must be quantitative, measurable, realistic, understandable, challenging, hierarchical, achievable, and aligned among organizational units (Aithal & Aithal, 2023). The properties of setting goals are intended so that goals provide direction, assist in evaluation, set priorities, reduce uncertainty, minimize conflict, stimulate action, assist in resource allocation and job design, and establish standards by which individuals, groups, and all members of educational institutions can be evaluated (Parker et al., 2021). Setting long-term goals as results to be achieved through actions based on certain strategies must be determined rationally and realistically based on the vision and mission of the organization (Gharachorloo et al., 2021).

In formulating strategic planning, educational institutions must consider current developments (Mian et al., 2020). The development of the current era is synonymous with innovation and full of uncertainty, or the Disruptive Era (Shufutinsky et al., 2020). The disruptive era is a condition where all activities carried out by humans are full of uncertainty (Choi et al., 2022). This uncertainty requires educational institutions to adapt and anticipate the changes that occur (Aldianto et al., 2021). The Disruption Era is a period when innovations replace past innovations. These innovations were initially seen as limited to the development of creativity (Lee et al., 2020). Still, these innovations gradually replaced old innovations over time due to the dynamic development of technology and societal needs. Disruptive does not only mean the phenomenon of change today but also reflects the meaning of the phenomenon of future change (Koops, 2021). In this regard, educational institutions need adaptive abilities in the face of tight competition for educational services (Diana & Zaini, 2023). Educational institutions must understand the need for change in the disruptive era, where increased competitive advantage answers the current uncertainty in the education services market (Ellitan, 2020). By developing the best strategy to produce strategic decisions considering educational institutions' capabilities and external environmental conditions, educational institutions can gain a competitive advantage (Langrafe et al., 2020).

Based on observations and initial interviews conducted by researchers, there is a gap in determining strategic formulation in Model Public Junior High Schools in Semarang City, which consists of State Junior High School 1, State Junior High School 6, State Junior High School 29, and State Junior High School 31, namely that the determination of the mission in the strategic plan is general and does not yet have overall relevance to the school program as a real form of implementing the school's mission. In addition, establishing a strategic plan has a short time frame, which does not differentiate the implementation of specific strategic actions as a differentiator between the model junior high school and the affected junior high school. In theory, mission determination in strategic formulation should be specific as one of the concrete forms of mission implementation so that the competitive advantage and positioning of the Model State Junior High School in Semarang City can be seen because the mission serves as a differentiator between one school and another.

Besides that, the formulation of a school strategic plan should have a time frame that functions as a time limit for the implementation of the strategic formulation to facilitate monitoring and evaluation of the implementation of the school's strategic formulation. Several empirical studies show that public junior high schools have not optimally implemented strategic formulation because strategic formulation has not become the primary reference in developing school programs, and strategic formulation has not been formulated logically and realistically, so school members have difficulty implementing school programs because there are no references in the context of developing school programs.

Based on this gap, the problems in the strategic formulation of Model Public Junior High Schools in Semarang City, namely the determination of missions in strategic plans, are general and still need to have overall relevance to school programs as an actual form of implementing school missions (Fantauzzi et al., 2021). Besides that, the determination of the strategic plan has a short time frame, which results in the absence of a differentiator in the implementation of specific strategic actions as a differentiator between the model junior high school and the affected junior high school. Previous research shows that school reform requires efforts to create and continually negotiate a shared vision and build trust for the community. Besides that, research shows that the organization's vision and mission only have a minimal impact on students' daily practice, so continuous effort is required to develop the vision and mission. Apart from that, research shows that vision and mission differentiate the management of one school from another. This research is vital because school development requires a strategic decision framework through strategic formulation stages relevant to school needs and competitive conditions.

This study aims to obtain a strategic decision framework through the stages of strategic formulation as a solution to the problems found by researchers in implementing strategic formulation at Model Public Junior High Schools in Semarang City. Besides that, this research also strengthens the theoretical framework for formulating strategic plans, providing a comprehensive concept for understanding the strategic formulation of educational institutions.

RESEARCH METHODS

This study uses a sequential mix method based on the research objectives and the problems studied (Harrison et al., 2020). To obtain qualitative data for this study, we first observed and interviewed people before surveying them to gather quantitative data. This research was carried out for six months, from January to June 2023, with research locations in Semarang City, Central Java Province. The focus of the research is to analyze the establishment and implementation of strategic plans in Model Public Junior High Schools in Semarang City, which consist of Public Junior High School 1, Public Junior High School 6, Public Junior High School 29, and Public Junior High School 31. which is a school with the highest accreditation score in the city of Semarang.

The data collection techniques used in this study are observation, interviews, questionnaires, and documentation. A triangulation of data collection techniques is used to obtain data validity (Quintão et al., 2020). The data obtained in this study are primary and secondary. Primary data were obtained from

observation in the field, in-depth interviews with informants, and questionnaire filling results. Secondary data were obtained from documents in photos, notes, recordings, pictures, and others. Purposive Sampling is an informant collection technique used in this study. Purposive Sampling is where researchers choose informants who know the information and problems in depth and can be trusted to become reliable sources of data. The informants in this study were one school principal and three vice principals for each model state junior high school in Semarang City.

Data analysis techniques using the Interactive Model of Analysis (Dey et al., 2020), namely (1) Data collection, where researchers collect data from various sources, including relevant books and information in the form of opinions, responses, and views obtained from informants; (2) Data reduction, where the researcher determines several informants who are most suitable for what is needed by the researcher so that the data to be obtained becomes more accurate; (3) Presentation of data, in which the researcher describes the reduced information in the form of narrative sentences, pictures/schemes, or tables that allow research conclusions to be carried out; (4) Concluding, in which the researcher concludes the research conducted.

RESULTS AND DISCUSSIONS

The stages of strategic formulation at Model Public Junior High Schools in Semarang City show that the primary strategy chosen from the four alternative strategies is the service development strategy. The education service development strategy is an effort to improve the quality of service to customers, including students, parents, the community, and other stakeholders. The development of this service is expected to become excellent. Development in excellent service includes attitude, attention, and action.

Input Stage

The input stage in formulating the strategy Model for Public Junior High Schools in Semarang City includes the Internal Factor Evaluation Matrix (IFE Matrix) and External Factor Evaluation Matrix (EFE Matrix).

Internal Factor Evaluation Matrix Analysis (IFE Matrix)

The Internal Factor Evaluation Matrix (IFE Matrix) is a matrix that describes the internal condition of an organization. The IFE Matrix provides descriptions of the internal strengths and weaknesses of Model Public Junior High Schools in Semarang City. The weight assigned to each factor ranges from 0.0 (not significant) to 1.0 (significant). Then, each factor will be ranked according to the conditions in the internal organization, rating 1 (very weak), rating 2 (weak), rating 3 (strong), and rating 4 (very strong).

The weight and ranking in the IFE Matrix are based on the results of interviews with the principal and deputy principal of Model Public Junior High Schools in Semarang City. IFE Matrix Model Public Junior High Schools in Semarang City are as follows:

Table 1. IFE Matrix Model Public Junior High Schools in Semarang City

No	Strength	Weight	Rating	Score
1	Good human resources competence	0,08	4	0,32
2	Adequate classrooms and school facilities	0,09	3	0,27
3	Information technology-based school management	0,095	4	0,38
4	Strategic school location	0,08	4	0,32
5	Good student service	0,075	4	0,3
6	Extracurricular activities according to students' interests	0,08	3	0,24
Sub- Total				1,83
Weakness				
7	The number of counseling teachers could be better	0,09	2	0,18
8	Non-government employee teachers dominate	0,08	2	0,16
9	Libraries could be better	0,07	2	0,14
10	The number of toilets could be better	0,075	1	0,075
11	Lack of school research and development	0,095	2	0,19
12	Less efficient use of school funds	0,09	1	0,09
Sub- Total				0,835

Based on the IFE Matrix mentioned above, several conclusions about the internal conditions of Model Public Junior High Schools in Semarang City can be drawn. Information technology-based school management, on the strength factor, has the highest results with a total score of 0,38. Information technology-based school management supports the development and progress of schools. School research and development on the weakness factor had the highest results, with a total score of 0,19. School research and development are inhibiting factors in the development and progress of schools. The weighted total score of the IFE Matrix mentioned above is 2,665. Model Public Junior High Schools in Semarang City have a strong internal position.

External Factor Evaluation Matrix Analysis (EFE Matrix)

Table 2. EFE Matrix Model Public Junior High Schools in Semarang City

No	Opportunity	Weight	Rating	Score
1	The social environment of the school is very conducive	0,105	3	0,315
2	The cooperation between the school committee and the school is relatively high	0,115	3	0,345
3	The geographical location of the school in a quiet and comfortable environment (residential area and far from noise / not on the side of the highway)	0,110	3	0,33
4	The community still sees it as the school of choice	0,080	2	0,16
5	Support from various organizations (Association Teachers of the Republic of Indonesia, Banks, and the government) is relatively high	0,090	2	0,18
6	Close to Islamic boarding schools that support school programs	0,090	2	0,18

7	Close to tertiary institutions, which are expected to establish cooperation in improving school quality	0,090	3	0,27
Sub- Total				1,78
Threat				
1	The readiness of students to accept lessons still needs to be improved	0,090	4	0,36
2	The support of students' parents in increasing students' learning motivation still needs to be improved	0,080	3	0,24
3	Teenagers' cinematography shows on private television screens that are less educational	0,070	2	0,14
4	The participation of school graduates in improving school activities still needs to improve	0,080	1	0,08
Sub- Total				0,82
Total			1	2,60

The EFE matrix summarizes the opportunities and threats in a school. From the EFE matrix above, several conclusions can be drawn that describe the external conditions of Model Public Junior High Schools in Semarang City. On the opportunity factor, the highest result is obtained with a weight of 0,115 and a rating of 3 with a total score of 0,345, namely that the cooperation between the school committee and the school is relatively high, which can be a considerable opportunity for Model Public Junior High Schools in Semarang City to improve school quality. Some students' readiness to accept lessons still lacks a weight of 0,090 and a rating of 4, with a total score of 0,360 on the threat factor, indicating that these factors affect schools because low student readiness to participate in learning will affect student achievement and the impact on Student Learning Outcomes Reports (report cards) will decrease. The total weighted score of 2,60 obtained from the results of the EFE analysis shows that Model Public Junior High Schools in Semarang City respond strongly to facing the opportunities and threats that exist.

Matching Stage

This matching stage aims to create feasible alternative strategies by considering the internal and external conditions of Model Public Junior High Schools in Semarang City. It is a follow-up step from the input stage. The analysis used is the Internal-External Matrix, SWOT Matrix, and Grand Strategy Matrix (GSM) analysis.

Internal-External Matrix (IE Matrix) Analysis

IE Matrix Analysis aims to determine a company's strategic position and alternative strategies that are appropriate to face competition and business growth in the future. The results of the IFE and EFE matrix analyses are used to compile the IE matrix so that the position of Model Public Junior High Schools in Semarang City can be identified. With this position, what strategy suits Model Public Junior High Schools in Semarang City? The following is a picture of the IE Matrix Model Public Junior High Schools in Semarang City.

		IFE		
		Strong	Average	Weak
		3,0 - 4,0	2,0 - 2,99	1,0 - 1,99
	4,0			
	High			
	3,0 - 4,0	I	II	III
	3,0			
EFE	Middle	IV	V	
	2,0 - 2,99			VI
	2,0			
	Low	VII	VIII	IX
	1,0 - 1,99	1,0		
	4,0	3,0	2,0	1,0

Figure 1. Matrix IE Model Public Junior High Schools in Semarang City

The average total score in the IFE matrix is 2,665. At the same time, the EFE matrix had a score of 2,60. The results of the IE Matrix analysis in the figure place Model Public Junior High Schools in Semarang City in cell V, which is called Hold and Maintain. Based on the figure, the average cell is for the IFE matrix, and the middle cell is for the EFE matrix. In this position, Model Public Junior High Schools in Semarang City can develop Market penetration, products, and services.

SWOT Matrix Analysis

SWOT matrix analysis as an analysis in the matching stage is a follow-up step for EFE and IFE as input stages. This SWOT matrix aims to determine and develop appropriate strategic alternatives. The SWOT matrix analysis will produce several alternative strategies for Model Public Junior High Schools in Semarang City: SO, ST, WO, and WT. The SWOT Matrix table can be seen in Table 3.

Decision Stage (Quantitative Strategic Planning Matrix, QSPM)

After selecting the strategy from various alternative strategies, the Quantitative Strategic Planning Matrix (QSPM) analysis objectively shows the best strategy. A quantitative Strategic Planning Matrix (QSPM) is a strategic design formulated to determine available alternative options, thus providing an overview of what, how, when, where, and who runs the QSPM. The alternative strategies to be chosen for analysis with QSPM are the Backward Integration Strategy, Horizontal Integration Strategy, Service Development, and Market Penetration. In the QSPM, weighting and Attractiveness Scores (AS scores) are calculated

objectively based on interviews with the top management of Model Public Junior High Schools in Semarang City, namely one principal and three deputy principals. The weight value is the same as the weighting in the EFE and IFE Matrix, while the Attractiveness Score (AS) is a value that indicates relative attractiveness for each of the selected strategies. The Total Attractiveness Score (TAS) table value is obtained by multiplying the weight by the AS value. The total attractiveness score (STAS) shows the most attractive thing about existing alternative strategies. The results of the QSPM analysis will be shown in Table 4.

Table 3. SWOT Matrix Model Public Junior High Schools in Semarang City

SWOT Matrix Model Public Junior High Schools in Semarang City	Opportunity	Threat
	<ol style="list-style-type: none"> 1. The school's social environment is very conducive 2. Cooperation between the school committee and the school is relatively high 3. The geographical location of the school in a quiet and comfortable environment (residential area and far from noise / not by the main road) 4. The community still views it as the school of choice. 5. Support from various organizations (Association Teachers of the Republic of Indonesia, Banks, and government) is relatively high 6. Close to Islamic boarding schools that support school programs 7. Close to tertiary institutions, which is expected to establish cooperation in improving school quality 	<ol style="list-style-type: none"> 1. Part of the readiness of students to accept lessons is still lacking 2. The support of students' parents in increasing students' learning motivation still needs to be improved. 3. Teenagers' cinematography on private television screens must be more educational. 4. The participation of school graduates in improving school activities is still low
Strength	SO Strategy	ST Strategy
<ol style="list-style-type: none"> 1. Good human resources competence 2. Adequate classrooms and school facilities 3. School-based management information Technology 4. Strategic school location 5. Good student service 6. Extracurricular activities are appropriate student interest 	<ol style="list-style-type: none"> a. Increasing cooperation with school committees, both developing the participation function of school committees and exploring sources of funds in the community (O1, O2, O5, O7, S2, S3) b. Development of Information and Communication Technology-based management pattern (S3, S5, O2) c. Optimizing extracurricular activities, optimizing BK in self-development, and Forming Top Subject Teams (S1, S5, S6, O4) 	<ol style="list-style-type: none"> a. Workshop on learning models and development of contextual learning (S1, A1) b. development of student study groups with peer tutors and implementation of moving classes, Subject Clinics (S5, A1) c. Procurement of tools and materials to support learning in class (VCD, Tape, LCD), learning media, multi-media tools, and a complete library (S2, A1) d. Procurement of computers with internet access in libraries and

		strategic places (S2, A1) e. Parenting activities so that parents understand the needs of children and supervision at home against the dangers of non-educational shows (S5, A2, A3) f. Making communication and networking with school graduates through the website (A4, S4)
Weakness	WO Strategy	WT Strategy
1. The number of counseling teachers is not ideal	a. Complete the library by utilizing good cooperation with school committees, the surrounding environment, and universities that are near schools (W3, O1, O2, O7)	a. Motivate Counseling and State Civil Apparatus teachers to pay more attention to student's needs, especially for learning readiness (W1, W2, A1)
2. More non-government employee teachers dominate	b. Construction of toilets in proportion to the number of school residents (W4, O3, O2)	b. Improving communication between the counseling teacher and parents to discuss the situation and condition of children at school and home (A2, A3, W1)
3. Libraries are less than ideal	c. Opening the acceptance of counseling teachers and increasing opportunities for ASN teachers to be more active (W1, W2, O5)	c. Involve school graduates in school research and development activities (A4, W5)
4. The number of toilets is less than ideal	d. Develop school research and development (W5, O6, O7)	
5. Lack of research and development school	e. Efficient use of school funds (W6, O2)	
6. Less efficient use of funds for school		

Table 4. Matrix QSPM Model Public Junior High Schools in Semarang City

Critical Success Factors	Weight	Development Service		Market penetration		Backward integration		Horizontal Integration		
		AS	TAS	AS	TAS	AS	TAS	AS	TAS	
No	Strength									
1	Good human resources competence	0.08	4	0.32	4	0.32	4	0.32	4	0.32
2	Adequate classrooms and school facilities	0.09	3	0.27	3	0.27	3	0.27	3	0.27
3	Information technology-based school management	0.095	4	0.38	2	0.19	3	0.285	3	0.285
4	Strategic school location	0.08	4	0.32	4	0.32	3	0.24	4	0.32
5	Good student service	0.075	4	0.3	3	0.225	3	0.225	3	0.225
6	Extracurricular activities according to students' interests	0.08	3	0.24	3	0.24	3	0.24	3	0.24

No	Weakness									
1	The number of Counseling Guidance teachers could be better	0.09	3	0.27	2	0.18	3	0.27	2	0.18
2	Non-government employees teachers dominate	0.08	3	0.24	3	0.24	3	0.24	2	0.16
3	Libraries could be better	0.07	4	0.28	3	0.21	3	0.21	3	0.21
4	The number of toilets could be better	0.075	4	0.3	4	0.3	2	0.15	4	0.3
5	Lack of school research and development	0.095	3	0.285	3	0.285	2	0.19	3	0.285
6	Less efficient use of school funds	0.09	3	0.27	3	0.27	2	0.18	3	0.27
No	Opportunity									
1	The social environment of the school is very conducive	0.105	4	0.42	4	0.42	3	0.315	4	0.42
2	The cooperation between the school committee and the school is relatively high	0.115	4	0.46	4	0.46	3	0.345	3	0.345
3	The geographical location of the school is in a quiet and comfortable environment (residential area and far from noise / not on the side of the highway)	0.11	4	0.44	4	0.44	4	0.44	3	0.33
4	The community still sees it as the school of choice	0.08	3	0.24	3	0.24	3	0.24	4	0.32
5	Support from various organizations (Association Teachers of the Republic of Indonesia, Banks, and the government) is relatively high	0.09	3	0.27	3	0.27	3	0.27	3	0.27
6	Close to Islamic boarding schools that support school programs	0.09	3	0.27	2	0.18	3	0.27	3	0.27

7	Close to tertiary institutions, which is expected to establish cooperation in improving school quality	0.09	3	0.27	2	0.18	2	0.18	2	0.18
No	Threat									
1	The readiness of students to accept lessons still needs to be improved	0.09	3	0.27	3	0.27	3	0.27	2	0.18
2	The support of students' parents in increasing students' learning motivation still needs to be improved	0.08	3	0.24	3	0.24	2	0.16	2	0.16
3	Teenagers' cinematography on private television screens needs to be more educational	0.07	3	0.21	3	0.21	3	0.21	2	0.14
4	The participation of school graduates in improving school activities still needs to improve	0.08	2	0.16	2	0.16	2	0.16	2	0.16
Total (STAS)				6.725	6.12	5.68	5.84			

From the results of the QSPM that has been analyzed, an STAS value of 6,725 is obtained for service development, an STAS value of 6,12 for a market penetration strategy, an STAS value of 5,78 for a horizontal integration strategy, and an STAS value of 5,84 for a backward integration strategy, so it can be concluded that Model Public Junior High Schools in Semarang City are better off considering a service development strategy as the primary strategy to be chosen.

Strategic Actions

Based on the results of the QSPM analysis at the Decision Stage, the primary strategy chosen from the four alternative strategies is the service development strategy. The education service development strategy is an effort to improve the quality of service to customers, including students, parents, the community, and other stakeholders (Nanang, Setiawan, & Hadiwidjojo, 2020). The development of this service is expected to become excellent. Development in excellent service includes attitude, attention, and action. The service development strategy is the primary strategy chosen from the four existing alternative strategies, so the strategic actions of Model Public Junior High Schools in Semarang City can be carried out by (1) developing and setting service standards. It is developing and setting service standards that follow customer expectations, procedures, costs, time, and supporting facilities and infrastructure; (2) preparing and determining standard operating procedures so that the internal service system can be carried out following precise rules, consistently, and responsibly; (3) improving the

quality of service to customers by tightening supervision by establishing a school unit that is responsible for ensuring services are following standard operating procedures; and (4) developing a customer complaint system to maintain the consistency of the quality of service provided to customers. Therefore, it is necessary to have a customer complaint system that objectively provides input to improve the quality of service provided to customers by Model Public Junior High Schools in Semarang City.

Service quality is everything capable of meeting customer desires or needs. Quality service makes education users loyal to the school, increasing trust and causing them to recommend the school to other users. Quality is vital for schools to survive in the increasingly competitive world of education. Quality is essential to improve through continuous innovation. This research also strengthens the theoretical framework for formulating strategic plans, providing a comprehensive concept for understanding the strategic formulation of educational institutions. In practical terms, this research illustrates that in Model State Middle Schools in Semarang City, the strategy for developing educational services needs to be pursued to improve the quality of service to customers, including students, parents, the community, and other stakeholders.

The research on strategic formulation stages at Model Public Junior High Schools in Semarang City reveals that the service development strategy is considered the most relevant. It aims to enhance the quality of services to students, parents, and the community, emphasizing excellence in attitude, attention, and action. The internal analysis identifies strengths such as human resource competence and technology-based school management, but weaknesses like a shortage of counseling teachers and dominance of non-government employee teachers. The external analysis highlights opportunities from a conducive social environment and high collaboration with the school committee but also indicates threats from the need to improve students' readiness. The Matching Stage suggests developing market penetration, products, and services. SWOT Matrix Analysis produces alternative strategies based on strengths, weaknesses, opportunities, and threats. Service Development is identified as the primary strategy in the Decision Stage through Quantitative Strategic Planning Matrix (QSPM) Analysis. The school is encouraged to take strategic actions, including developing service standards and improving communication with graduates to support educational service excellence.

This research contributes to identifying service development strategies as the primary approach to improve the quality of education in the Model Public Junior High Schools in Semarang City. These findings provide valuable insights for schools and other stakeholders by revealing internal and external factors influencing school performance.

CONCLUSION

Based on the research that the researchers have done, it can be concluded that the strategies chosen were market penetration, product and service development, backward integration, and horizontal integration. The four strategies were chosen because they have the highest total value among the other

strategies. Then, the highest Sum Total Attractive Score (STAS) in the QSPM Matrix Analysis obtained a product/service development strategy with a value of 6,725, so it can be concluded that Model Public Junior High Schools in Semarang City are better off considering a product/service development strategy as the primary strategy.

This research was only conducted on one school principal and three vice principals for each model state junior high school in Semarang City, so it has limited analysis to formulating strategic plans in the model state junior high school. Thus, further research can be carried out on privately managed junior high schools to provide a different picture of the formulation of strategic plans in junior high schools. Further research can also be carried out in different regions and countries, so it is hoped that it can produce more general findings.

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