

Best Practice Strategic Management of Educational Development in College of Teacher Training and Education Singkawang

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Abstract—Implementation of the strategic management of education will provide guidelines to the achievement of organizational goals. The purpose of this article is to provide a conceptual representation of aspects of the strategic management of education adopted by the College of Teacher Training and Education Singkawang (STKIP Singkawang). This paper uses a qualitative approach with multiple case study design. The data collection techniques used were interviews, observation, and documentation. The collected data were analyzed with descriptive steps (1) reduction of data (data reduction), (2) presentation of data (data display), and (3) conclusion and verification (conclusion drawing / verification). There are two strategic management practices which are applied and appear in STKIP Singkawang's management; (1) the existence of a factual model of strategic management application in the management of STKIP Singkawang, and (2) types of innovative strategic decisions which are implemented in STKIP Singkawang.

Index Terms—strategic management, strategic planning, strategy implementation, evaluation process, strategy innovation, higher education management, STKIP Singkawang

I. INTRODUCTION

The development of higher education can not be separated from the development of the global world. Globalization as a phenomenon, in its development has forced universities to conduct various improvements and quality assurance system improvements to survive.

In early July 2014 the number of public universities in the Ministry of Education and Culture (Kemdikbud) were 120 State Universities with 2,271,387 students. The number of Private Universities (PTS) at the beginning of the 1st half of 2014 according to the Higher Education Data Base (PDPT), Directorate General of Higher Education were 2,882, consisted of University, Institute, College, Polytechnic Academy and the number of students were 3,318,154 students consisting of students of the Diploma program, S1 (Bachelor Degree), S2 (Masters Degree) and S3 (Doctorate). Total students of Private universities reaches 59% of the total number of

students in the Ministry of Education and Culture (5,589,541 students). [1]

Along with globalization, colleges are faced with a great challenge to be able to not only be responsive but can also be responsible for long-term sustainability within its institutions and also for the society outside the institution. One of the steps private universities can take that is by creating a competitive advantage for universities to compete with other universities.

College of Teacher Training and Education (STKIP) Singkawang, as a newly established college and start their academic activities in 2011, is also facing the same problems with other universities. Common issues faced by various universities in the world [2], [3], see also [4], at this time are: (1) lack of funds, (2) the quality of graduates, (3) the rapid development of communication technology, (4) inadequate student ratio, (5) Having to increase the number of students from poor families, and (6) the increased demands from external stakeholders.

Universities should be able to anticipate the above problems through the preparation of a strategic plan to achieve competitive advantage. These advantages can be obtained if there is strong leadership from the leaders. Thus, "the key to success for institutional leadership, management and progress is the design and implementation of the strategic planning process and long-term functional [5].

By implementing the strategic management, the understanding of organizational strategy will provide direction to achieve an organizational goal.

The implications of the Dibrell [6] findings, stated that the management of an organization should strive to integrate a formal strategic planning process of their company with a clear concept, a flexible response to plans to effectively manage an increasingly rapid environmental change. The challenge for managers is to combine the benefits of a formal strategic planning process and planning flexibility to handle the adaptive nature of strategic initiatives.

Great potential will be created if the organization dare to choose to formalize the strategic planning process, or perhaps, and more likely, to put a well planned manner with an emphasis on flexibility to anticipate adverse formal implementation of the organization's strategic plan.

II. STATEMENT OF THE PROBLEM

After four (4) years of operational, STKIP Singkawang inception in 2011 started from not having anything, into what now has been transformed into a highly regarded college in West Kalimantan Province, by having a very adequate campus and nearly 1,234 students, and able send lecturers to pursue master's and doctoral degrees as many as 50 lecturers at its own expense.

The focus of this paper is to analyze how the application of strategic management in STKIP Singkawang, especially about the following aspects: (1) strategic formulation, (2) strategies implementation (3) the process of program evaluation activities to manage STKIP Singkawang

The purpose of this article is to provide a conceptual overview of the key aspects of; (1) strategic planning, (2) execution of strategy, (3) evaluation process, and (4) what innovation strategies are applied by STKIP Singkawang.

In analyzing the formulation of the problem mentioned above, this paper uses a qualitative approach with multiple case study design. The data collection techniques used were interviews, observation, and documentation. The collected data were analyzed with descriptive steps; (1) reduction of data (data reduction), (2) presentation of data (data display), and (3) conclusion and verification (conclusion drawing/ verification). In order to obtain the validity of the data carried by four criteria: credibility, transferability, dependability, and confirmability.

III. LITERATURE STUDY AND DISCUSSION

A. Strategic Formulation

Strategic formulation is a key document to translate the college mission statement into a set of goals and objectives. This is done by making the analysis and priorities and to set the starting point from which all the more detailed operational planning and activities should be rooted [7]. After the vision, mission and values are formed they need to be translated into ideals to be achieved.

In the strategy formulation measurable objectives must be made so that the end result can be evaluated. Goals must be realistic and achievable [8]. Clear and consistent objectives, expressed in terms of desired outcomes for learning and personal development is very important in creating a good educational institution [9]. The goal is to determine with precision what should be done if an organization to achieve its mission or vision [10].

De Baerdemaeker and Bruggeman [11] in a study stating that the purpose of the study was to provide empirical evidence whether and how the level of participation of managers in touch with the managers of the organization in the creation of budgetary slack through affective organizational commitment and motivation on budget autonomy.

De Baerdemaeker and Bruggeman analysis shows that the PSP indirectly reduce the budget slack creation through mediation influences affective organizational

commitment. PSP is laying on behavior and decisions to managers with organizational objectives and thereby instilling it to the managers. Affective commitment on the part of managers who are committed to act in accordance with the objectives and their organizations and create budgetefficiency. De Baerdemaeker and Bruggeman made several important contributions to the areas of accounting and practice management.

De Baerdemaeker and Bruggeman research and literature expand the budget efficiency by identifying an important factor that affects: the level of participation of the managers. Previous researches have primarily focused on a lot of generic strategies and ignore the effect of the level of participation despite the managers pointed to the importance of strategic management literature. Specifically, this study shows that the level of participation of managers can improve the efficiency of the budget through affective commitment.

The leaders of STKIP Singkawang apply five (5) key steps in the formulation of strategies (Fig. 1), namely: 1) the formulation of the vision and mission, 2) analysis of the external environment, 3) analysis of the organizational environment, 4) the formulation of goals and objectives, and 5) strategies to achieve goals.

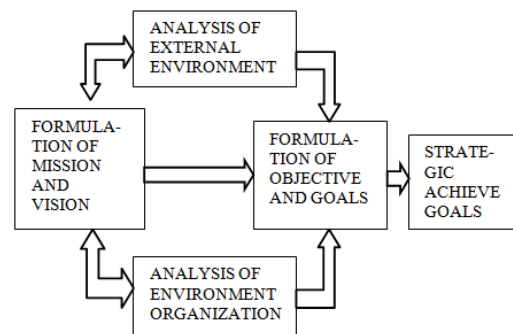


Figure 1. Strategic formulation process of STKIP singkawang

B. Strategic Implementation

Findings of the feasibility study conducted by Malekpour [12], shows how scientific thinking in strategic planning organization has changed over time, in line with the context of the history and development of concepts and ideas in greater intellectual landscape. Because of the minimum documentation of knowledge about the practice of strategic planning, and considering the gap between science and the world 'knowledge of practice makes it difficult to establish organizations of sustainable managerial transition process.

Incremental approach establishes reactive planning culture, in which the adaptation of the system is only done when the development conditions dictate action context. As a result, strategic planning for sustainable development requires proactive planning culture that created the conditions for change to deliberately deal with the problem of the future. Even the managerial approach, which expands the boundaries of the system to incorporate a variety of solutions, it fails to characterize the extent of the uncertainty of the future, which can hamper the support options that are very different in the analysis of costs and benefits.

The development of effective intervention planning for a sustainable concept requires in-depth knowledge on the main things to be done. Policy making and research planning that promotes sustainable transition planning to connect to the system that has been working in incremental mode for so long and the intervention of all parties concerned. They need a diagnostic tool to identify the norms and culture, opportunities and challenges in practice in a variety of contexts that are very dynamic in the organization.

Udoji in Wahab [13] clearly stated that: *“The execution of policies is more important than policy making. Policies will REMAIN as dreams UNLESS they are implemented”*. Implementation of the policy is something that is important in the manufacture of wisdom. Wisdom will just be a dream or a good plan neatly stored in the archive if it is not implemented.

Further Jones, in ref. [14] formulated the limits of implementation as “a process of getting additional resources so as to figure out what is to be done”. The implementation in this regard is the process of obtaining additional resources so that it can calculate what will be done. What is proposed by Jones on the implementation is a policy that requires at least two kinds of sequential actions. First: to formulate actions to be taken, Second: to implement what measures have been formulated earlier.

According Dibrell [6], managers were accustomed to working with the uncertainty associated with innovation, as well as managers who handle the dynamic of external environment, can be better prepared to handle the delicate balancing act of formal and flexible approach. By contrast, managers who are not experienced with adaptive or flexible strategy and results produced may want to emphasize the strategic planning process is more formal; because it allows more control of the perceived formulate strategies and implementation processes.

According to the Grindle in ref. [15]: “Implementation of the policy is basically determined by the contents of the policy and the policy context”. Fill the policy indicates the status of the policy-makers so that the position of this position affects the policy implementation process; policy contexts include power, interests and strategies of actors who are involved. Successful achievement of a policy is highly dependent on actors who have a role outside of the policy. Therefore, in determining the success of a program the suitability models in DC Korten by Tjokrowinoto [16], is an ideal form to achieve the success of a program / policy. The success of a program also occurs if there is a match between the results of the program to the needs of the target, terms of job tasks with the ability of the organization in implementing the program, as well as the decision-making process of the organizations by means of targeted disclosure requirements.

Companies that are able to put the optimal combination of flexibility with planning and strategic planning have an advantage over companies that are not able to manage the diverse and often contradictory relationship. The organizations which are able to synchronize all the resources available to the maximum

movement allowed them to streamline their resources and minimize unproductive costs. The integration of managerial skills, or resources and capabilities that occurs as a result of the integration of the two approaches, which produce distinctive, value-forming advantages to be achieved by the organization [6].

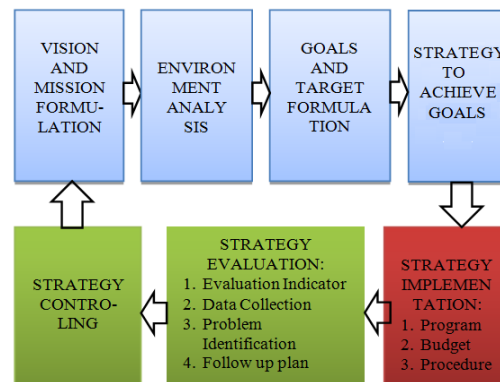


Figure 2. Position formulation, implementation, and evaluation of strategic management in STKIP Singkawang

Implementation phase as shown in Fig. 2 above, were performed by the Chairman STKIP Singkawang with the following steps: (1) make annual, semester, and monthly programs, (2) create a budget plan for the program compiled, and (3) establish various procedures related to the mechanism of action.

C. Activity Program Evaluation

Monitoring and evaluation are key elements in the strategic planning. If the place becomes a learning institution rather than a static organization, evaluation process and feedback should be an important element in the culture. The evaluation process should focus on the customer, and explore two issues: first, the extent to which these institutions meet the individual needs of customers, both internal and external; and secondly, how far it is achieving its mission and strategic objectives [8].

The final stage in the planning process is monitoring. The aim is to assess the progress made towards achieving the proposed targets and thereby to inform the updating and revision of the plan, including the introduction of new or modified targets [7]. Regarding the strategic importance of monitoring the implementation process, Herbst [17] found that good planning practices of the past would have been unthinkable without monitoring or performance measurement, as unthinkable driving a car without seeing where the car is heading and without steering to keep the vehicle on track or out of trouble. As a result, the monitoring and evaluation process of the implementation of the strategy in higher education institutions is very important to check whether the performance practice initiatives and planned activities are being implemented according to plan.

Leaders of STKIP Singkawang have to do supervision in order to promote the smooth implementation of the activities that have been implemented. Leaders also need to know or monitor the progress of the activities that have been implemented. Based on the monitoring results, if necessary, all the strategies that have been applied can

be modified in the future due to external and internal factors. Four kinds of fundamental activities to evaluate strategies, namely: (1) Determination of evaluation indicators grounded in the plan of activities and budget of the institution, (2) Gathering information and data through: monitoring and evaluation, supervision, personal meetings, meetings colleges, internal and external audits are conducted systematically (3) Analyze and identify the problems that constrain the implementation of higher education programs, and (4) Implement an action plan for activities and budget plans in a sustainable college.

D. Strategic Innovation

Empirically, research of Dibrell [6], shows the importance of flexibility in the planning of the innovation process. Moderate than the strategic planning process of innovation formal relations, planning flexibility is positively associated with innovation. Thus, in our minds, planning flexibility, represented by the extent to which affirm can respond to changes in customer preferences or economic conditions, the emergence of new opportunities, the entry of new competitors, the emergence of new technologies, or changes in government regulations, an important precursor to innovation.

There are two strategic innovations that appears in the management of STKIP Singkawang; 1) the existence of a factual model of strategic management application in the management of STKIP Singkawang (Appendix A, Fig. 3), and 2) types of innovative strategic decisions which are implemented in STKIP Singkawang (Appendix B, Table I).

IV. CONCLUSION

First, the strategic formulation in managing STKIP

Singkawang includes: (1) The existence of full authority to the Chairman of the STKIP Singkawang Foundation, as well as the high commitment from the leaders and foundation, (2) has a strategic plan that is used as a guide in managing universities, (3) has a strong base in the preparation of the vision and mission of the college, (4) conduct environmental analysis of STKIP Singkawang both on internal and external aspects, (5) the purpose of formulating the college in accordance with the vision and mission of the college, and (6) establish strategies and operational objectives comprehensively and equipped with a key performance index (KPI).

Second, the implementation of strategies in managing STKIP Singkawang consists of: (1) makes annual, semester, and monthly work plans, (2) create a budget plan for the program compiled, and (3) establish the procedures related to the mechanism of action, as well as making (1) the establishment of a clear organizational structure, (2) the policy and programs are rational and relevant, (3) developing a healthy working environment and healthy academic atmosphere, (4) using and developing college resources, and (5) the effective involvement of the Foundation in educational activities at the university.

Third, the evaluation process in managing college program consists of: (1) Determination of evaluation indicators that rests on the plan of activities and budget of the college, (2) Gathering information and data through: monitoring and evaluation, supervision, personal meetings, colleges meetings, internal and external audits are carried out systematically (3) Analyze and identify the problems that constrain the implementation of higher education programs, and (4) Implement an action plan for activities and budget plans sustainably.

APPENDIX A FACTUAL MODEL OF STRATEGY MANAGEMENT APPLICATION IN MANAGING STKIP SINGKAWANG

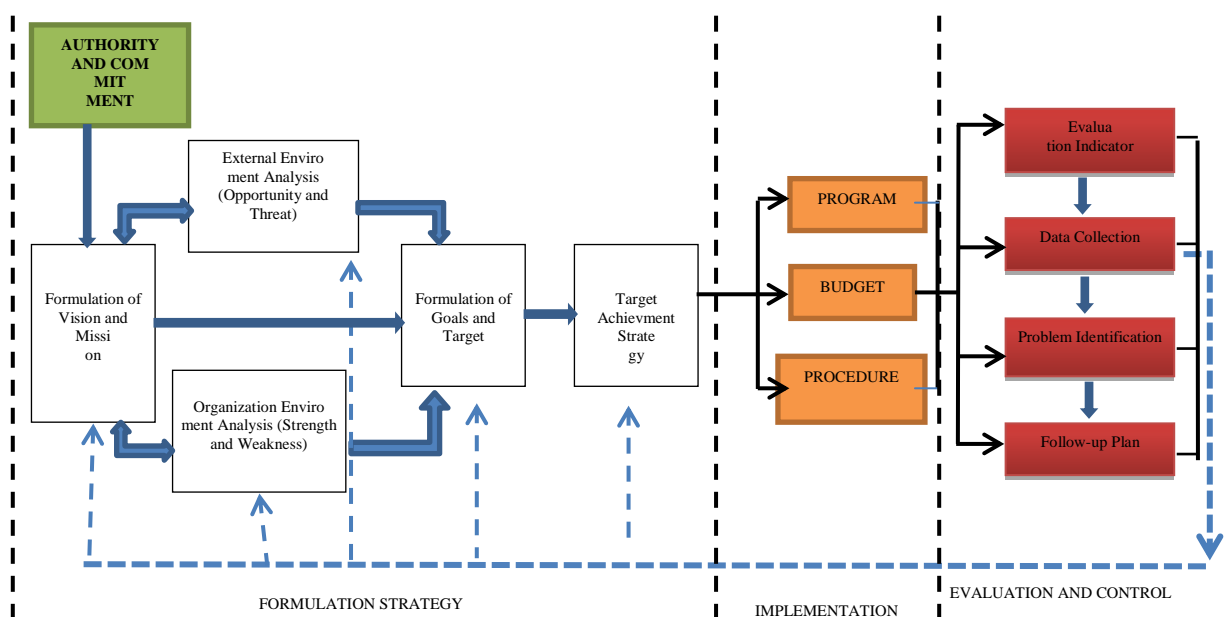


Figure 3. Factual model of strategy management application in STKIP Singkawang management. (model from Wheelen and Hunger [18] conformed the condition of STKIP Singkawang)

APPENDIX B THE TYPES OF INNOVATIVE STRATEGIC DECISION IMPLEMENTED BY STKIP SINGKAWANG

TABLE I. THE TYPES OF INNOVATIVE STRATEGIC DECISIONS IMPLEMENTED BY STKIP SINGKAWANG

No	Problems	Strategic Decision	Decision Impacts
1	Do not have land and campus (classrooms, office, hall), because of financial limitations, and the difficulty of finding bank loans	The first year: buying the necessary piece of land and build 12 units of classes and 1 block of office space and a ballroom that were located 800 meters from the highway, in order to get a lower price, the source of financing was through personal loans. Classroom; Air-conditioned, LCD TV 50 “, and LCD Projector.	<ul style="list-style-type: none"> • The price for a land/area are cheap • Need to build an access roads • Need to establish the electric network • People might complain/talk because the campus is built in the woods • Entering the second year, the institution have had a campus of its own • Comfortable classrooms improve the students and community's trust. • An increase in the number of new students
2	There are only 3 qualified lecturers with Masters Degree, while the demands of 4 departments are to have (minimum) 24 lecturers with Masters Degree in 2015 (in accordance with the Decree on Teachers and Lecturers).	Recruiting bachelor degree graduates in the second year with minimum GPA of at least 3.5 and directly send them to pursue their Masters Degree, up until 2015 there has been 50 permanent lecturers to pursue Masters and Doctorates Degrees. This program is under the financing of STKIP Singkawang. Office operations are still deficits, and are covered by the management.	<ul style="list-style-type: none"> • The majority of lecturers until 2014 are part-time lecturers. • In 2014 there are 4 lecturers who are already completed their Masters Degree. • The targets of 24 lecturers with Masters Degree will be achieved by 2015. • The courage to send 50 lecturers to pursue their degree for an institution which has been established for 4 years received appreciation from the Coordinator of Private University and the Director General of Higher Education.
3	Year 3: Shortage of classrooms, lack of laboratories and libraries.	Build 13 new classrooms, but finances are still deficit. Steps taken: Auctioning off campus construction jobs by paying 30% during construction, and the rest is paid for 2 years starting by the time the campus was completed. The first 30% was a loan from the bank. Procurement: Micro teaching Laboratory, Computer Laboratory, Multimedia Laboratory, and Library.	<ul style="list-style-type: none"> • Managed to build 13 new classroom so that the institution had a capacity of 2,000 students • People respect STKIP Singkawang and consider it as a bona fide college • Raising the tuition fee up to around IDR 8 million/year/student.
4	Accreditation	Entering the third year (with the data from the previous 2 years), apply for accreditation to BAN-PT.	<ul style="list-style-type: none"> • Year 3 (2014) all courses and institutions already have accreditation from BAN-PT. • Receiving more public trust.
5	Reward and punishment system in applying the Three Basic Principles of Higher Education	Establishes the obligation of lecturers with 12 credits per week; 9 credits of teaching, 2 credits of research, and one community service credit. If in one year the lecturer could not produce a single study, then the following year he/she will receive only 11 credits of teaching. The lecturers who are conducting research will receive grants.	<ul style="list-style-type: none"> • Normal regular teaching schedule. • Every year the lecturers are required to have at least one research and community service. • The lecturers' researches shall be published in a scientific journal or scientific seminar, minimal on national level. • It supports the preparation of re-accreditation after each has a graduate studies program
6	Information and Technology Development	Application of IT in the management and publication: • The institution has a page with an ac.id. domain. • The institution has a social networking account (Facebook) • Online administration of correspondence.	<ul style="list-style-type: none"> • Increasing public trust, because the campus email system did not use free domains such as yahoo or gmail. • Increasingly effective publicity • The flow of mailing system is running even when the stakeholders are not available at certain occasion.
7	Academic Atmosphere is yet to form	<ul style="list-style-type: none"> • Requiring each department to at least hold a public lecture/seminar each semester. • Scheduling to at least hold a National Seminar each year. • For the seminar off campus, the institution will only fund lecturers and students who become presenters, not participants. 	<ul style="list-style-type: none"> • The Department is cooperating with Student Association to conduct a seminar. • developing good academic atmosphere. • Lecturers become International Seminar Speakers: 7 lecturers • Students become International Seminar Speaker: 3 students • Lecturer become Speaker of the National Seminar: 16 lecturers • Students become Speaker of the National Seminar: 28 students • STKIP Singkawang is better known in national and international forum
8	STKIP Singkawang's way of delivering development to the wider community	The publications in the mass media by issuing press releases for each activity which is being conducted, the goal is that the journalists will become easier to make the news.	STKIP Singkawang news coming out of the mass media is always an element of education and promotion.
9	How to give a chance to students who potentially capable of graduating earlier (cum laude) to pass it within 7 semesters.	Students who have a GPA above 3.5 are required to prepare a thesis in semester 7, so that at the end of the semester 7 (March 2015), they were able to receive their degree.	<ul style="list-style-type: none"> • Encourage students to be more diligent in learning. • On 25 April 2015 there were nine students had successfully finished their study within 3 years 8 months. • The best graduates from each of our courses are directly appointed as Candidate Lecturer in STKIP Singkawang and in 2015 were also sent to pursue their Masters Degree with the full funding from STKIP Singkawang. • Improving Singkawang STKIP's image. • Able to file a re-accreditation sooner.

Source: STKIP Singkawang (data processed)

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