

# Strategic Management to Improve the Quality of Online Media-Based Learning

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**Received:** 20 January 2023

**Accepted:** 15 April 2023

**Citation:** Hamid EA, Sauri S, Tejawiani I, Koswara N(2023)Strategic Management to Improve the Quality of Online Media-Based Learning. History of Medicine 9(1): 157–164. <https://doi.org/10.17720/2409-5834.v9.1.2023.021>

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## Abstract

The background for writing this dissertation is based on the fact that the quality of learning is not yet optimal, so far in carrying out learning strategies schools tend not to utilize media, even though the availability of ICT resources is available. The purpose of this study was to obtain an overview and analysis of strategic management to improve the quality of online media-based learning in SMK, while the specific objectives of this study were to obtain an overview and analysis of (1) environmental analysis, (2) formulation, (3) implementation, (4) Evaluation, (5) Obstacles and Solutions in improving the quality of online media-based learning in Vocational High Schools. The theoretical basis used is the strategic management theory of Thomas L. Wheelen & J. David Hunger and Edward Sallis's TQM theory. This research uses a qualitative analysis study approach at SMK Maarif 2 Sumedang and SMK Ardli Sela Sumedang. The results of the study were (1) strategic management at the school environment analysis stage, school management, had not utilized ICT optimally; (2) The formulation stage has not utilized the results of an environmental or SWOT analysis based on ICT; (3) The implementation phase of the school ICT management strategy has been running effectively; (4) Evaluation of strategies (programs, budgets, procedures) is not yet related to the school's vision and mission as embodied in the school work plan; (5) Obstacles found, namely a. Policy changes from the government which will automatically have an impact on learning policies in schools, b. Lack of HR capabilities due to lack of self-awareness to learn new things and adapt to technological advances, c. Limited facilities because the adjustment is so fast it takes a long time to complete the facilities that support online learning. The solution provided is that the strategy for solving the problem is carried out in an anticipatory way, namely efforts to prevent the problem from becoming severe, namely by routine and programmed supervision and coaching, for example, monitoring absenteeism, checking lesson plans adapted to online learning, syllabus, discussions between subject matter teachers. Whereas curatively, namely handling problems after they arise, usually with guidance and training programs for teachers, as well as completing the facilities needed in the teaching and learning process activities with online media

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## Keyword

Management Strategy, Online Media, School Quality.

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The size of a good school is not solely seen from the perfection of its components and the strengths it has, but is measured by the school's ability to anticipate changes,

conflicts, and deficiencies or weaknesses that exist in the school (using SWOT analysis). This research is based on the assumption that strategic management of online media is a

strategy to improve the quality of learning in vocational high schools by optimally utilizing online media. The resources in question include synchronous and asynchronous.

Several factors can improve the quality of learning including: 1. Professional teachers with pedagogic competence and teaching skills (teaching skills), 2. Curriculum that is adaptive to the characteristics and needs of children (competence-based), 3. Scientific approach and contextual learning methods, 4. ICT-based learning media, 5. Conducive school organizational culture, and 6. Achievement motivation (Renstra Director General of Secondary Education 2020-2025). There needs to be a comprehensive effort to improve the quality of learning, as well as efforts to improve it. The efforts that can be made to improve the quality of learning include conducting learning based on online media so that by using suitable media it is hoped that the quality of learning will always increase.

Several factors become the background of this research product are:

- a. The big problem that is still being faced by our national education is the problem of quality, relevance, effectiveness, and efficiency of education.
- b. Second, it is less effective and efficient in its implementation, regarding the effectiveness of the student learning process, teacher motivation and performance are still low.
- c. Third, the principles of education management have not been understood and implemented optimally.

## Research Methods

This research was conducted in 2022 at SMKs in the Sumedang district, precisely at Maarif 2 Sumedang Vocational School and Ardli Sela Vocational School. The selection of Maarif 2 Sumedang Vocational School was based on (a) Sumedang Maarif 2 Vocational School has implemented ICT, (b) Maarif 2 Sumedang Vocational School is a leading private Vocational School in Sumedang Regency, proven to have received COE (Center Of Excellence) sarpras assistance and become a private PK Vocational School (Center of Excellence) the only one in Sumedang

Regency. So that the infrastructure is complete. Meanwhile, the location selection at Ardli Sela Vocational School was based on the considerations (a) this school has implemented ICT, (b) this school is under the Asyrofuddin Foundation which includes Islamic boarding schools, Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA) and vocational high schools (SMK) (c) these schools are easily accessible to obtain research information, and (d) these schools are still one of the choices of the people of West Java, especially those who want their children to attend Islamic boarding schools. In writing this article to use a descriptive qualitative method with the Library Research approach (research of literature review) (Sawarjuwono, 2003) dan field research (Edmondson & Mcmanus, 2007). Literature review research was carried out with various supporting books in order to deepen the scientific field theoretically from Strategic Management to Improve the Quality of Online Media-Based Learning. Meanwhile, field research was carried out by means of interviews and observations with the leadership, namely the principal and teachers to obtain actual data regarding the strategic management used to achieve an increase in the quality of learning, especially based on online media.

To analyze the data, researchers used the Miles and Huberman model. The steps for data analysis according to Miles and Huberman are data reduction, data display or data presentation, and data verification or inference. (Huberman & Miles, 1992). After the interview data was collected, the researcher carried out data reduction, where the researcher sorted the data that had been obtained from the informants and sorted it out, and separated the data that was considered important and not important to be used and could be set aside. The next step, presenting the data, the researcher presents the data according to the focus of this research. And the last step, data verification or conclusion, the researcher concludes all data and makes a final analysis in the form of a research report. Conclusions will be considered valid if supported by valid and real data. Therefore, in this study required techniques to check the validity of the data. In

this case, the researcher uses triangulation. Triangulation is a way of checking the correctness of data by utilizing different points of view (Moleong, 2002). The triangulation used is source triangulation by synchronizing the results of interviews with one informant with other informants, and comparing the whole through the results of data analysis.

## Results and Discussion

### Environmental scanning

The analysis of the current school environment in question is related to internal aspects (internal environment). The internal environment consists of variables (structure, culture, organizational resources) that exist within the organization but are usually not under the short-term control of school leaders. Educational organizations such as schools should not be complacent or comfortable with internal environmental analysis because schools still have more difficulties with external parts.

Seeing the conditions faced by schools today there are still many problems that require serious handling both internally and externally. The problems in question are: teacher's understanding of the new curriculum; Utilization of information and communication technology in the learning process; Consistent application of authentic assessments; and empowerment of teacher resources.

Therefore components such as program planning, implementation of work plans, monitoring and evaluation, as well as school management information systems are important aspects in improving the quality of school management standards.

Internal and external environmental analysis is often known as a SWOT (Strength, Weakness, Opportunity and Threat) analysis. This analysis is used to understand internal conditions (strengths and weaknesses) and external situations (opportunities and obstacles), so that the position of an organization or issue in the context and content can be obtained. (Rangkuti, 2002).

Based on the findings and interpretation of the research results, it can be seen that there are structured and systematic steps taken in the

context of implementing strategic management of the utilization of information communication technology in educational institutions both in environmental analysis, strategic formulation, strategic implementation and evaluation of strategic management to improve the quality of media-based learning online in vocational high schools. At the environmental analysis stage, both Sumedang Maarif 2 Vocational High School and Ardli Sela Vocational School conduct an analysis of the external conditions and internal conditions of the school, identify the most important weaknesses and threats to overcome and then identify strengths and opportunities that are likely to be appropriate to overcome these weaknesses and threats. then carry out a swot analysis so that strategies can be formulated in terms of implementing a strategic management system for the use of ICT, especially in dealing with weaknesses and threats as well as being strategic in solving problems and improving and developing and then determine priorities for preparing action plans for handling. Based on the results of the research above, it can be seen that the two schools in the SWOT diagram are in quadrant 1 position, which is a situation where the institution has internal strength and also has many opportunities that can be utilized to expand the market. Therefore, the two must use and make the most of their internal strengths and take advantage of existing opportunities to develop their institutions. The right strategy or step for this condition is to support an aggressive growth policy (growth oriented strategy). Meanwhile, in the IE matrix, it was found that both Maarif 2 Sumedang Vocational High School and Ardli Sela Vocational School were in position V which indicates that the two institutions can be controlled with a guard and maintain strategy, market penetration and market development are strategies that are commonly used. Based on the strategic alternatives developed through the SWOT matrix, the strategies that support market penetration and market development in relation to educational institutions are the implementation of education using web-based (online) e-learning and the design of subject matter using multimedia.

### Strategy formulation

With regard to the formulation of strategic management strategies to improve the quality of online media-based learning in vocational high schools, it is described through how the vision, mission, objectives, strategy and policies of the institution are elements in strategic management planning for the use of information and communication technology. SMK Maarif 2 Sumedang has a way of equipping students with knowledge about information and communication technology in achieving the vision, the strategy adopted is to determine the goals of using ICT in classroom learning activities, choosing the type of ICT that suits their needs and continuing with curriculum development, and developing professional skills Teachers who are in accordance with the development of demands/needs are important to be implemented on an ongoing basis. So that the policy carried out by institutions in implementing strategic management of ICT utilization is the development of EMIS (Education Management Information Systems) as a management support system that will be implemented in an integrated and online system, information management and development of facilities and utilization of ICT facilities.

Meanwhile, Ardli Sela Vocational School has three superior ways related to the strategic management of ICT use, namely by developing expertise through ICT, developing ICT-based education management, and producing quality, competitive and independent graduates through ICT, the strategy pursued is to give top priority to the role of ICT in an integrated management information system, adjusting to the existing foundation and empowering human resources who have a role as knowledge workers so that policies related to the strategic management of the use of ICT are obtained to improve the quality of school learning including strengthening and expanding the use of ICT both for equity and expanding access, improving the quality of relevance and competitiveness, strengthening governance, accountability, and public image as well as implementing ICT-based education through a hybrid model that combines conventional

learning and learning based on information and communication technology.

### Strategy Implementation

In strategic implementation, it is developed through proposed programs related to strategic management of online media-based ICT utilization, the budget required for implementing strategic management to improve the quality of online media-based learning in schools, as well as the implementation procedures. the programs proposed by both Sumedang Maarif 2 Vocational School and Ardli Sela Vocational School are inseparable from the improvement of network infrastructure; Local Area Networks (LAN), Intranets, and the Internet. Developing and equipping computer laboratories, increasing teachers' abilities in the field of ICT mastery and knowledge. Encouraging potential young teachers to study strata two (S2) according to their fields. Encouraging teachers to be fond of doing research/creating scientific work. Develop the contents of the school website and create and develop an Academic Information System. Regarding the budget needed by the two schools, they still have to focus on how to allocate it wisely so that it can suit the needs, even though ICT development must be carried out in stages. Furthermore, in implementing the strategic management of the use of ICT in schools, Maarif 2 Sumedang Vocational School has at least eight stages starting with providing ICT equipment requirements, providing convenience in accessing network systems for users, providing training in order to increase competence in the use of e-learning, providing special personnel in in the field of information and communication technology, creating an integrated network system, increasing teacher skills, conducting training and research related to information and communication technology and improving organizational culture, especially in the utilization and utilization of ICT. In contrast to the above, Ardli Sela Vocational School has simpler procedures including analyzing needs related to ICT, designing schemes and security, implementing network infrastructure and testing this infrastructure.

## Strategic Evaluation

### Strategic Control

Control activities include controlling activities, budgets, and implementing personnel or stakeholders in activities and budgets related to school activities. The control exercised is also supported by the process of documenting, implementing, and maintaining a quality management system to ensure that activities and results meet specified requirements. The Quality Management System was established by the two schools about the Quality Policy and Quality Objectives of learning by taking into account the provisions of the Ministry of Education and Culture Research and Technology (KEMENDIKBUDRISTEK) through the 8 National Education Standards and the requirements of the international standard Quality Management System ISO 9001: 2015. To support the strategic control process that has been established, the two schools establish control principles based on several things, namely determining and managing processes which include 8 educational standards according to Government Regulation Number 57 of 2021 concerning National Education Standards which include Content Standards; Process Standard; Graduate competence standard; Standards for educators and educational staff; Facility and Infrastructure Standards; Management Standard; Financing Standard; and Educational Assessment Standards, the continuous improvement of these processes and their resource requirements.

### Evaluation activities

The final stage of the strategic management approach in this discussion is evaluation. This is as stated by Whellen and Hunger (Hungeer, 2003) stating that Evaluation and control are processes through which company activities and performance results are monitored and actual performance is compared with the desired performance. Managers at all levels use performance results to take corrective actions and solve problems. Although evaluation and control are the main final elements of strategic management, they can also pinpoint weaknesses in previous strategic implementations and prompt the whole process to restart.

The data obtained from the results of these measurements will be used as an analysis of the next program situation. The two SMKs carry out evaluations in the form of internal audits which are conducted once a year. Meanwhile external audit activities are carried out to determine whether the quality management system meets the planned arrangements in the National Education Standards and also refers to ISO 9001: 2015 Standards with the aim of meeting the requirements of the Quality Management System.

### Constraints and Solutions

Strategic steps in overcoming problems in implementing strategic management of the use of ICT to improve the quality of vocational high school learning are based on problems and strategies, future teacher trends and cultural values in schools. The factors that become obstacles or weaknesses in the strategic management of the use of ICT in vocational high schools, the application of ICT in education does have its own problems. It takes time for the transformation process from a system that used to apply little technology to a system that is more dominant in technology applications. These problems can be in the form of: (1) Limited funds provided to fulfill ICT development. In addition to development, these funds must also be shared for maintenance and repairs. (2) Human Resources, development of teaching staff so that they have professional competence in the ICT field. In addition, the attitude of educators who do not want/reluctant to follow changes and fear of new information technology. The number of educators who are able to apply new technology is small. (3) Curriculum, there is no standardization and responsibility for applying technology in learning. Implementation of the curriculum and learning has not fully utilized ICT. Evaluation of the student learning process does not yet refer to the application of ICT. One solution is for students to be able to see their exam results on the school's website, as is currently being implemented in universities. (4) Hardware, Lots of problems found here. Starting from the difficulty of providing ICT

equipment, the lack of experts who can operate the equipment, the difficulty of keeping up with the rapid development of ICT, to the limited funds for maintenance and repairs in case of damage. (5) Software, lack or very little software that provides all subject matter. Limited software development innovation to overcome problems with the use of ICT. And most software usually uses a foreign language such as English. Of course it will make it more difficult to use ICT because you have to understand it first by translating it into Indonesian.

According to the school principal, a strategy for overcoming the problem requires completion steps that also function as prerequisites for the successful application of ICT in learning, namely: (1) Education staff/personnel, educational staff/teachers, and students must have access to digital technology and the Internet in class, schools, and educational institutions. This means that schools must have adequate infrastructure related to information and communication technology, such as the availability of computers/laptops, computer networks, the internet, computer laboratories, and multimedia equipment such as CDs, DVDs, Web cameras, and others. (2) There must be quality material, meaningful, and cultural support for students and teachers. The subject matter can be in the form of computer-assisted interactive learning materials, such as CDs, Interactive Learning DVDs. (3) Education personnel/teachers must have knowledge and skills in using digital tools and resources to help students achieve academic standards. (4) Sufficient budget/funds must be available to procure, develop and maintain the Information and Communication Technology infrastructure. (5) And what is no less important is the willingness of all parties, in this case, teachers and students to apply learning with the support of communication and information technology.

#### a. Potential Excellence in School Management

Schools that have advantages in terms of both service and achievement will certainly have a high level of popularity and the community tends to have a great desire to make choices at these schools, based on field observations Maarif 2 Sumedang Vocational School and Ardli Sela Vocational School are one of the

private schools that have these advantages. not only that, schools have their respective strengths in the management of information and communication technology-based school management, among others

- 1) The two schools can integrate existing information and communication technology to be used not only for academic activities in the classroom but also activities outside the classroom such as the election of the OSIS and deputy chairmen of the OSIS which is carried out online, all students participate in the determination of the chairman and vice chair of OSIS for the 2022/2023 period and also management of a website that can be accessed easily and so that the transparency of education management is maintained optimally.
- 2) Has good management of learning quality and adequate infrastructure so that it is categorized as a favorite school that is in great demand by the community beyond the ceiling in each New Student Admissions (PPDB) process.
- 3) Sumedang Maarif 2 Vocational High School is an integrated vocational training center (PKKT) that can organize training not only for students but is very open to all Sumedang people in general and students of other schools who need expertise.
- 4) Maarif Vocational High School 2 Sumedang implements ISO 9008:2008 Quality Management System (QMS). SMM wants the entire business process to be carried out by schools based on predetermined standard procedures to build a culture of quality in all components of the school organization.
- 5) Ardli Sela Vocational School has the best learning, prioritizing a personal approach to each student in understanding various subjects. Equip them with various expertise in a professional manner according to the majors taken by each student. Smart Fan and Cool, study smart, study comfortably and the learning atmosphere feels like your own friends.

#### Anticipatory Steps and Improvement Efforts through Strategic Management

The school needs to take anticipatory steps in addressing the problems and weaknesses faced

related to strategic management of the use of information and communication technology to improve the quality of vocational high school learning including: 1) understanding the vision, mission, goals and policies/targets of the school as a reference in preparing strategic plans, 2) involve school stakeholder components in order to obtain data and information regarding the need for better education services, 3) develop strategic plans systematically starting with environmental analysis (external and internal), develop strategies to implement strategies (programs, budgets and procedures), and carry out control and evaluation, 4) work plans that are prepared continuously starting from long-term (8-10 years), mid-term (4-5 years) and annual school work plans accompanied by program and budget descriptions, 5) evaluation results can be used as data beginning for strategic management of better utilization of information and communication technology.

## Conclusion

### Environmental Analysis

- 1) The school is considered to have carried out an analysis of the school's strategic environment both externally and internally, but the results of the analysis carried out have not fully become a reference and are used as material in conducting evaluations.
- 2) The determination of the vision and mission and goals of the school has not been fully based on the environmental analysis stage that was carried out because there is no documentation of the results of the environmental analysis which is well managed.

### Strategic Formulation

- 1) The understanding of related parties regarding the vision, mission, and goals of the school tends to be lacking, making the activities in strategic formulation still not effective and efficient, this is due to the lack of outreach to stakeholders which is still not optimal
- 2) The coordination built-in carrying out strategic formulations has been carried out quite well, but improvements are needed, especially in information and communication technology-based school management

## Strategic Implementation

- 1) There is limited involvement of related parties in applying strategies that have been prepared specifically either due to a lack of understanding or lack of awareness from the school community
- 2) Schools have prepared short, medium, and long term plans but still need systematic management of programs and budgets so that they are consistent with the vision, mission, and objectives, in this case, the supervisory role also needs to be carried out properly

## Strategic evaluation

- 1) The evaluation carried out must be used as material for improving programs and budgets and learning management based on information and communication technology
- 2) the application of information and communication technology-based learning management needs to pay attention to the ISO-based quality management system to produce up-to-date, quality, and useful information.

## Constraints and Solutions

Obstacles in dealing with quality problems of online media-based learning, namely; a. Policy changes from the government which will automatically have an impact on learning policies in schools, b. Lack of HR capabilities due to lack of self-awareness to learn new things and adapt to technological advances, c. Limited facilities because the adjustment is so fast that it takes quite a long time to prepare to complete the facilities that support online learning. The solution given is that the strategy for solving the problem is carried out in an anticipatory way, namely efforts to prevent the problem from becoming severe, namely by routine and programmed supervision and coaching, for example, monitoring absenteeism, checking lesson plans adapted to online learning, syllabus, discussions between subject matter teachers. Whereas curatively, namely handling problems after they arise, is usually recommended with guidance and training programs for teachers, as well as completing the facilities needed in teaching and learning activities with online media.

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