



BALTIC JOURNAL OF LAW & POLITICS

A Journal of Vytautas Magnus University

VOLUME 16, NUMBER 3 (2023)

ISSN 2029-0454



Cite: *Baltic Journal of Law & Politics* 16:3 (2023): 1754-1762

DOI: 10.2478/bjlp-2023-00000144

"Strategic Management of Course and Training Institution Leaders in Improving the Quality of Graduates in South Kalimantan"

Slametno

(Descriptive Analytical Study on STKOM Sapta Computer Tabalong Professional Education Institution and Balangan Polytechnic Professional Education Institution)"

slametno@uninus.ac.id

Sofyan Sauri

(Descriptive Analytical Study on STKOM Sapta Computer Tabalong Professional Education Institution and Balangan Polytechnic Professional Education Institution)"

sofyansauri@uninus.ac.id

Hendi

(Descriptive Analytical Study on STKOM Sapta Computer Tabalong Professional Education Institution and Balangan Polytechnic Professional Education Institution)"

hendi@uninus.ac.id

Waska Warta

(Descriptive Analytical Study on STKOM Sapta Computer Tabalong Professional Education Institution and Balangan Polytechnic Professional Education Institution)"

waskawarta@uninus.ac.id

Received: December 06, 2022; reviews: 2; accepted: January 19, 2023

Abstract

The implementation of LKP is still faced with several problems, including the fulfillment of infrastructure and learning processes, in this case the human resources of instructors who are still low in competence, as well as LKP organizational management that has not been managed properly, and the weak partnership between LKP and IDUKA. This study aims to obtain an overview, obtain information and analyze strategic environmental analysis, strategic formulation, strategic implementation and strategic evaluation. This research used a qualitative

approach with an analytical descriptive method, while the data was analyzed using a triangulation technique. The basic theory used is the strategic management theory of Wheelen & Hunger quality theory from Crosby, and Education theory John Dewey. The results of this study indicate: 1) Strategic environmental analysis is prepared and designed based on an analysis of LKP's strengths, weaknesses, opportunities and challenges and is useful in supporting the improvement of the quality of graduates even though LKP is still faced with LKP resource problems; 2) The strategic formulation of the Head of LKP if it is designed through curriculum planning documents and competency-based learning by taking into account the needs of IDUKA will be able to improve the quality of graduates; 3) The strategic implementation of the head of LKP has been carried out by referring to Non-Formal Education regulations and strategic management principles, this can be seen from accreditation status, quality of graduates, weaknesses that are strengthened in building partnership patterns between LKP and the government and private sectors; and 4) The strategic evaluation of the head of the LKP has been carried out in a series of planned activities covering all components of the madrasah activity program, both short term, medium term and long term to be used as material for improving the implementation of the LKP work program in the future. The conclusion of the study is that strategic management by the head of LKP, when implemented with the principles of strategic management, can improve the quality of graduates of LPP STKOM Sapta Computer Tabalong and LPP Balangan Polytechnology, South Kalimantan.

Keywords

Strategic Management, Quality of LKP graduate

1. Introduction

Training and Education Institutions (Lembaga Kursus dan Pelatihan/LKP) in Indonesia play a vital role in enhancing the skills and knowledge of the population to meet the needs of the job market. These institutions are part of the government's national education development policy, which aims to provide quality education, make it affordable and accessible, and ensure graduates have relevant job competencies. However, LKP's performance based on national education standards is still low, with categories C and D having the highest percentage. Obstacles to the effective functioning of LKPs include inadequate facilities and infrastructure, ineffective learning processes, and human resource management challenges. The management of LKPs is crucial in bridging the gap between education and the job market and requires competencies in managerial skills, marketing, and relationship-building with the business and industrial sectors. Developing a partnership network with these sectors is necessary for LKP managers to read job opportunities, design learning materials, and promote LKP programs. Improving the quality of management of LKPs can be done through gradual, planned, and measurable efforts, including accreditation by BAN-PNF, an independent institution authorized by the government. Accreditation of non-formal education units aims to provide objective, transparent, and sustainable assessments of program feasibility and non-formal education units based on national standards.

2. Methods

The research method used in this study is a qualitative descriptive method to uncover data on planning, implementation, evaluation, follow-up, and analysis of the strategic environment by the chairman of the LKP in improving the quality of graduates at LPP STKOM Sapta Computer Tabalong and LPP Politeknologi Balangan in South Kalimantan Province.

Based on this, the qualitative approach is considered able to uncover the necessary data in this study. This is in accordance with Moleong's opinion (2017:5) which states that: qualitative descriptive research is used based on considerations: 1) Qualitative methods are easier to adapt when faced with reality, 2) This method presents a direct relationship between the researcher and the respondent, and 3) This method is more sensitive and more capable of adapting to many joint influences and to the patterns of values faced.

This research is a descriptive study with a qualitative approach, and according to Sugiyono (2018:9): Qualitative descriptive method is a research method based on post positivism philosophy used to study the natural condition of an object (as opposed to an experiment) where the researcher is the key instrument of data collection technique is done in a triangulation (combination), data analysis is inductive/qualitative, and qualitative research results emphasize meaning rather than generalization. Qualitative descriptive research aims to describe, depict, explain, and answer in more detail the problems to be studied by studying an individual, a group, or an event as much as possible. In qualitative research, humans are the research instruments, and the results are in the form of words or statements that are in accordance with the actual situation.

Based on these explanations, this study aims to find the meaning of the data on planning, implementation, evaluation, follow-up, and analysis of the strategic environment by the chairman of the LKP in improving the quality of graduates at LPP STKOM Sapta Computer Tabalong and LPP Politeknologi Balangan in South Kalimantan Province."

3. Result & Discussion

Strategic Environmental Analysis

Analyzing internal factors is crucial for educational institutions to identify their strengths and weaknesses, formulate appropriate plans, and anticipate potential challenges. The institution's strengths can be leveraged to enhance its competitiveness, while early identification of weaknesses allows for the search for solutions and alternatives. Infrastructure is a crucial supporting factor in implementing programs in an educational and training institution, including equipment and facilities. Adequate infrastructure is essential to support the learning process, and the cleanliness, lighting, and air circulation in training rooms can affect the effectiveness of the training program. The external environment,

including economic, social, cultural, demographic, environmental, political, government, legal, technological, and competitive forces, can also impact the institution's performance. Therefore, environmental diagnosis, including monitoring, evaluating, and disseminating information from the external environment, is necessary to identify possible opportunities, threats, strengths, and weaknesses and to formulate effective strategies.

Strategic Formulation

The article discusses the importance of strategic formulation and planning in non-formal education institutions to ensure accountability, high quality, competitiveness, and the development of necessary skills. Effective teaching requires instructors to have both capability and loyalty, including expertise in their subject matter, a good theoretical understanding of teaching, and a sense of loyalty towards their tasks. To prepare for teaching, instructors should understand education theories, teaching principles and methods, learning theories, important teaching models, evaluation principles, and steps to make a lesson plan. Planning is a systematic process of decision-making that involves selecting and applying actions to achieve goals, predicting activities, determining priorities and order of actions, and guiding the organization, mobilization, development, and evaluation of activities. The article also outlines the seven indicators of good planning.

Strategic Implementation

To understand education dynamics and IDUKA, the curriculum needs to be evaluated annually to ensure its relevance. This can be done by analyzing job market demands, discussing with professional associations, analyzing student graduation data, conducting FGDs with educators and staff, and collecting input from students/alumni. PKBM learning programs are based on community needs and are integrated with functional skills learning. Programs aim to improve standards of living and cover various areas such as early childhood education, literacy education, life skills education, and more. According to Surah Al Hujurat:13 in the Quran, humans are social creatures created to know each other. Islam emphasizes the importance of family, community, and social responsibility, and provides guidance on personal morality and social justice, with the ultimate purpose of pleasing Allah.

Strategic Evaluation

Assessing learning outcomes involves collecting and processing data to determine students' achievements, and is a critical component of the teaching and learning process. Assessment can take various forms, such as tests and non-tests, and is essential in measuring the success of the learning process. Educators must continuously improve their ability to assess students' learning outcomes. Guidelines for assessment include scope, assessment techniques, graduation standards, and

scoring guidelines. The head of an education and training institution must meet specific qualifications and competencies. The Competency Standards for Graduates (SKL) provide guidance on the criteria for skills and knowledge that students should possess after completing a learning period. Non-formal institutions must always be ready for changes made by the government in the education sector to keep up with the competition. Supporting factors include adequate infrastructure, program financing from participant fees and institutions, and instructors' strategies to improve the quality of the learning process.

4 Conclusion

The study suggests that the innovation concept for strategic management developed by the head of a Learning and Training Center (LKP) can enhance the quality of graduates. The concept includes developing a clear vision and mission for LKP, conducting regular SWOT analyses, developing a curriculum that aligns with job market and technological advancements, collaborating with external institutions, developing professional instructors, and implementing a precise evaluation system. This approach helps to meet the complex needs of the job market and technological advancements. However, there are obstacles in the implementation of the strategic plan, such as inadequate teaching materials, substandard learning facilities, and a non-standardized assessment system. Recommendations for improving the quality standards of LKP and PNF programs, timely funding and support, partnerships with other institutions, creating program plans with short-term, medium-term, and long-term goals, and utilizing research results to develop competent individuals are also provided.

Resources

1. Books

- Abdulhak Ishak dan Ugi Suprayogi. (2012). *Penelitian Tindakan dalam Pendidikan. Nonformal* Jakarta: Raja Grafiik Persada.
- Akdon. (2006). *Strategic Management for Educational Management: Manajemen Strategik untuk Manajemen Pendidikan*. Bandung: Alfabeta.
- Alfred, D. Chandler, Jr (2009). *Strategy and Structure: Chapters in The History of The industrial Enterprise*. Cambridge Mass: MIT Press.
- Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Assegaf, (2011) *Filsafat Pendidikan Islam*, Jakarta: Rajawali Pers.
- Biro Perencanaan Depdikbud, (1993). *Manajemen Pembinaan Pendidikan*, Jakarta, PT. Atlando
- Bhatnagar, O.P, dan Dahana OP. (1980). *Education and Comunication for. Development*. Oxford, IBH Publising CO: New Delhi.

- Creswell, J.W. (1998). *Qualitative Inquiry and Research Design: Choosing among Five Traditions*. London: Sage Publications
- David, F.R. (2015) *Manajemen Strategis: Konsep*, edisi ketujuh, Jakarta: PT. Prenhallindo,
- Deming, W. E (1982). *Guide to Quality Control*. Cambirdge: Massachussetts. Institute Of Technology.
- Faisal. S (1981). *Pendidikan non formal Di dalam Sistem Pendidikan dan Pembangunan Nasional*. Surabaya: Usaha Offset Printing.
- Frinces, H. (2006). *Manajemen Stratejik: Resep Daya Saing dan Unggul*. Mida Pustaka.
- Gunawan & Betty (2017) *Manajemen Pendidikan*, Bandung: Alfabeta
- Hadis, dan Nurhayati, (2010). *Manajemen Mutu Pendidikan*, Bandung: Penerbit AlfaBeta
- Hamalik, (2010). *Manajemen Pengembangan Kurikulum Cet. IV*, Bandung: PT. Remaja Rosdakarya,
- Immegart, et.al, (1972), *An Intoduction to Systems for to Educational Administrator*, California: Addison Wesley Publishing Company.
- Joesoef, S (1992), *Konsep Dasar Pendidikan NonFormal*, Jakarta: Bumi Aksara.
- Jauch & Glueck,WF, (2003, *Manajemen Strategis dan Kebijakan Perusahaan*, Edisi Ketiga, Jakarta Penerbit Erlangga,.
- Kurniadin, D & Machali, I. (2012) *Manajemen Pendidikan Konsep dan Prinsip Pengelolaan Pendidikan*, Jogjakarta: Ar-Ruzz Media.
- Lawrence R.J & William F. G, (1998), *Manajemen Strategis dan Kebijakan Perusahaan*, edisi ketiga, Erlangga, Jakarta
- Makmun, AS. (2022). *Psikologi Kependidikan, Perangkat Sistem, Pengajaran Modul*, Bandung: PT. Rajawali Rosdakarya
- Miles, M.B & Huberman A.M. (1984), *Analisis Data Kualitatif*. Terjemahan oleh. Tjetjep Rohendi Rohidi. 1992. Jakarta: Penerbit Universitas Indonesia
- Moleong, L. J. (2017). *Metode Penelitian Kualitatif*. Bandung: PT. Remaja. Rosdakarya
- Muhadjir, N (1996), *Metodologi Penelitian. Kualitatif* Penerbit Rake Sarasisn, Yogyakarta.
- Mukodi. (2010). *Pendidikan Islam Terpadu, reformasi pendidikan di Era Global*. Yogyakarta: Magnum Pustaka.
- Mulyana, D (2006). *Metode Penelitian Kualitatif*. Bandung: PT. Remaja. Rosdakarya
- Murniati & Usman, N. (2009). *Implementasi Manajemen Stratejik Dalam Pemberdayaan Sekolah Menengah Kejuruan*. Bandung: Citapustaka Media Perintis
- Nasution (1996). *Dasar-dasar Metodologi Penelitian*. Jakarta: Gelar Pustaka
- Nilasari, 2014, *Manajemen Strategi itu Gampang*, Jakarta: Dunia Cerdas.
- Ngalim P (.2002). *Ilmu Pendidikan Teoritis Dan Praktis*. Bandung: Remaja. Karya.
- Porter, M (1994). *Keunggulan Bersaing*. Jakarta: Bina Rupa Aksara
- Walker L. (1997). *Managerial Reform and Professional Empowerment in the*

- Rahardjo. M (2017). Studi Kasus dalam Penelitian Kualitatif Konsep dan. Prosedurnya., Malang: Universitas Islam Negeri Maulana Malik
- Safroni, (2012), Manajemen dan Reformasi Pelayanan Publik dalam Konteks Birokrasi. Indonesia (Teori, Kebijakan, dan Implementasi), Yogyakarta: Aditya
- Sadulloh U. (2003). Pengantar Filsafat Pendidikan. Bandung: ALFABETA
- Sagala, (2017). Manajemen Strategik dalam Meningkatkan Mutu Pendidikan (Pembuka Ruang Kreativitas, Inovasi, dan Pemberdayaan Potensi Sekolah dalam Sistem Otonomi Sekolah), Bandung: Alfabeta
- Salusu. (2003). Pengambilan Keputusan Strategic Untuk Organisasi Public Dan Organisasi NonProfit, Jakarta: Rasindo
- Sanusi, A. (2017). Sistem Nilai Alternatif Wajah-wajah Pendidikan. Bandung: Nuansa Cendikia.
- Sardiman A. M., (1990). Interaksi dan Motivasi Belajar Mengajar, Jakarta: Rajawali Press
- Siswoyo, dkk. (2011). Ilmu Pendidikan. Yogyakarta. UNY Press.
- Sugiyono. (2018). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.
- Sukmadinata. Sy. (2012). Pengembangan Kurikulum Teori dan Praktek. Bandung. PT. Remaja Rosdakarya.
- Sutisna, O, (1989), Administrasi Pendidikan, Bandung: Angkasa
- Terry, R. G & Rue (2010). Dasar-Dasar Manajemen. Jakarta: Bumi Aksara.
- Thoha, C (1996). Kapita Selekta Pendidikan. Yogyakarta: Pustaka Belajar.
- Tjiptono, F (2000). Strategi Pemasaran, Cet. Ke-II, Yogyakarta: Andi
- Umar H (2010), Desain Penelitian Manajemen Strategik, Jakarta: PT. Raja Grafindo Persada,
- Usman, AH (2015). Manajemen Strategik Syariah, Jakarta: Zikrul Hakim
- Wahyudi AS (2013). Manajemen Strategik, Jakarta: Binarupa Aksara
- Wartanto, (2014). Penyampaian Kebijakan Direktorat Pembinaan Kursus dan Kelembagaan, Jakarta: Kemendiknas
- Wheelen, T. L. & Hunger, J. D. (2012). Strategic Management and. Business Policy, thirteenth edition, New York: Pearson
- Wijayanti. (2008). Manajemen. Editor: Ari Setiawan. Yogyakarta: Mitra Cendikia
- Yunus. HS (2010). Metodologi Penelitian Wilayah Kontemporer. Yogyakarta: Pustaka Pelajar.

2. Dissertations & International Journals

- Amri, R., & Kurniawan, D. (2018). Evaluasi Implementasi Kurikulum Pada Lembaga Kursus Dan Pelatihan Program Menjahit Di Kabupaten Bandung Barat. Diklus: Jurnal Pendidikan Luar Sekolah, 2(2), 139-152.
- Dewi, A. A. (2018). Pemetaan Mutu Pendidikan Nonformal Kabupaten Gunungkidul Tahun 2017. Hanata Widya, 7(2), 129-142.
- Hadi, S. (2012). Evaluasi Implementasi Kurikulum Berbasis Kompetensi Pada Lembaga Kursus Dan Pelatihan (LKP) program otomotif DIY. Jurnal Pendidikan Vokasi, 2(2).

- Ixtiarto, et.al (2016). Kemitraan Sekolah Menengah Kejuruan Dengan Dunia Usaha Dan Dunia Industri (Kajian aspek Pengelolaan Pada SMK Muhammadiyah 2 Wuryantoro Kabupaten Wonogiri). *Jurnal Pendidikan Ilmu Sosial*, Vol 26, No. 1. Surakarta: UMS
- Nugroho, I. A. A. (2021). LKP: Strategi Pemasaran pada PT. Putra Restu Ibu Abadi (PRIA) (Doctoral dissertation, Universitas Dinamika).
- Prasetyo, I., et.al. (2021). The 21st Century Life Skills-Based Education Implementation At The Non-Formal Education Institution. *Journal of Nonformal Education*, 7(1), 1-7.
- Rahayu, D., & Pamungkas, A. H. (2022). Competency Certification Of Sewing Graduates Of Children And Adults Clothing In Anggrek Courses And Training Institutions Padang. *SPEKTRUM: Jurnal Pendidikan Luar Sekolah (PLS)*, 10(1), 36-39.
- Sujanto, A. (2016). Pengembangan Kemitraan Lembaga Kursus Dan Pelatihan (LKP) dengan Dunia Usaha dan Dunia Industri (DUDI) untuk Penjaminan Mutu LKP. *Jurnal Ilmiah Infokam*, 12(2).
- Sujanto, A. (2019). Strategi Peningkatan Mutu Manajemen Lembaga Kursus Dan Pelatihan (LKP) Melalui Akreditasi. *Jurnal Ilmiah Infokam*, 15(2).
- Widiastuti, E. H., et.al. (2021). Peran serta Lembaga Kursus dan Pelatihan (LKP) dalam Menyiapkan Tenaga Terampil di Kecamatan Guntur Kabupaten Demak. *Manggali*, 1(2), 126-136.
- Yuriani, Y, et.al. (2012). Pengembangan Model Pembelajaran Kursus Kewirausahaan Melalui Kerja Sama Dunia Usaha Dan Dunia Industri. *Jurnal Kependidikan*, 42(1).

3. Laws & Regulations

- Peraturan Menteri Pendidikan Nasional nomor 23 tahun 2006. Standar Kompetensi Lulusan Satuan Pendidikan.
- Peraturan Pemerintah Nomor 66 tahun 2010 ttg Perubahan atas Peraturan Pemerintah Nomor 17 tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan
- Permendiknas 49 tahun 2007 tentang Standar Pengelolaan Pendidikan oleh Satuan PNF
- Peraturan Menteri Kebudayaan dan Kebudayaan Nomor 81 Tahun 2013 tentang Satuan Pendidikan Nonformal.
- Peraturan Presiden No 08 Tahun 2012 tentang Kerangka Kualifikasi Nasional Indonesia (KKNI)
- Permendikbud No 73 Tahun 2013 tentang Penerapan Kerangka Kualifikasi Nasional Indonesia (KKNI)
- Permendiknas No 49 Th 2007 tentang Standar Pengelolaan PNF
- Permendiknas No 70 Tahun 2008 tentang Uji Kompetensi Bagi Peserta Didik Kursus Dan Pelatihan Dari Satuan Pendidikan Nonformal Atau Warga Masyarakat Yang Belajar Mandiri.

Permendiknas No 40 Th 2009 tentang Penguji Kursus

Permendiknas No 41 Th 2009 tentang Pembimbing Kursus

Permendiknas No 42 Th 2009 tentang Pengelola Kursus

Permendiknas No 45 Tahun 2009 Tentang Standar Teknisi Sumber Belajar Pada
Kursus Dan Pelatihan.

Permendikbud No 90 Tahun 2014 tentang Standar Pendidik Kursus dan Pelatihan.