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Strategic Management of Increasing Competency of Students Through  
Strengthening Character Education (PPK) and School Literation  
Movement (GLS) at Muhammadiyah Junior High School Margasari

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**Abstract:** Strengthening Character Education (PPK) and the School Literacy Movement (GLS) are two very important movements in the world of education today. Both are movements that can improve student competence in both attitudinal, knowledge and skills competencies. The purpose of this study is to describe the process or stages of strategic management in the form of Scanning, Formating, Implementing and Evaluating in PPK and GLS at Muhammadiyah Margasari Middle School in Tegal Regency. This study uses qualitative research. Data analysis methods used are (1) Data Collection (2) Data Reduction (3) Data Display (4) Conclusion Drawing / Verification. The results of this study are Muhammadiyah Margasari Middle School implementing the stages of strategic management in PPK and Literacy. The stages are *First, Scanning* includes External and Internal Environmental Analysis with SWOT Analysis. *Second, Formating* through (1) Formulation of Vision, Mission, Core Value (2) Formulation of integrated School Objectives in PPK and Literacy (3) Formulation of Short and Medium Term School Strategic Plans that contain strategic programs, targets, strategies, funds and resources to improve competency of students through Strengthening Character Education (PPK) and School Literacy Movement (GLS), indicators of success. *Third, Implementing* is the implementation of improving the quality of students through PPK and Literacy activities including (1) PPK based on class, school and community. (2) GLS habituation, learning and development. *Fourth, Evaluating* is an evaluation of activities that have been carried out through School Self Evaluation for follow-up and continuous improvement.

**Keywords:** *strategic management, student competence, strengthening character education, school literacy movement*

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#### A. Introduction

Every educational institution in its development will certainly be faced with two types of environments, namely internal and external environments. The greater the educational institution, the more complex the problems faced in relation to these two environments. One implication of this complexity is that decision making becomes

increasingly difficult. Top managers in this case are the headmaster will not be able to work effectively and efficiently in improving the quality of the school without the help and active role of the managers below, namely the vice principal, affairs curriculum, student affairs, public relations, pre-facility facilities, etc. Therefore, a school management strategy is needed so that the

vision, mission and goals with the school community can be achieved effectively, efficiently and with satisfactory results. Then the strategic management process with steps that are systematic, continuous, keep moving without stopping, adapting to the ever-changing internal and external environment and continuously making improvements is a school management solution that can be implemented by the principal as the top manager.

Initially strategic management was only implemented in the business world for companies or industries and government institutions. Along with the development of the times, it takes management that is not as usual as it can provide maximum results effectively and efficiently which is more process oriented rather than results. The process in strategic management starts with scanning the environment, formulating strategies, implementing, controlling and evaluating. This strategic management process can be implemented in the management of schools including managing students to have competencies in accordance with the Competency Standards of graduates both in terms of dimensions of spiritual, social, knowledge and skills. Many of the strategies adopted by the school to improve the competency of students such as what will be discussed by the author are through the Character Education Strengthening (PPK) program and the School Literacy Movement (GLS) as done at Muhammadiyah Junior High School Margasari Tegal Regency

Muhammadiyah Junior High School Margasari is one of the Referral Schools in Tegal Regency. Referral Schools are laboratories for the Ministry of Education and Culture as well as Regional Governments in the framework of guaranteeing and improving the quality of education. The Referral School is also a model / example school in implementing good practices in improving the quality of

education according to or even beyond the National Education Standards and can be referred by other schools. There are 5 indicators of success in referral schools, two of which are schools that have various advantages in Character Education Strengthening (PPK) and have various advantages in implementing the School Literacy Movement (GLS).

According to the Guidelines for Fostering Middle Schools (Ministry of Education and Culture, Directorate of PSMP, 2018) Schools that have various advantages in Character Education Strengthening (PPK) are characterized by the following:

1. Having excellence in growing and applying moral / spiritual awareness in everyday life.
2. Having excellence in fostering nationalism and nationalism.
3. Having excellence fosters independence in thinking and acting.
4. Having excellence in creating harmonious relationships between school members and between school members and the community / environment.
5. Having excellence in fostering integrity in all fields.

While schools that have various advantages in implementing the School Literacy Movement (GLS) are characterized by having the advantage of applying literacy in habituation, development and learning.

As a referral school, Muhammadiyah Margasari Middle School has implemented the PPK program and Literacy as an effort to improve the competence of students. PPK and Literacy activities at Muhammadiyah Margasari Middle School besides being integrated in learning activities also become a school culture that is run by all school people starting from the principal, educator and academic staff as well as students. Even PPK and community-based literacy have been carried out by involving parents, the

school community, the business world and industry around schools that have a high level of concern for the world of education.

In managing these two programs, namely PPK and GLS, Muhammadiyah Margasari Middle School implements strategic management with stages, namely scanning, formating, implementing, evaluating. This is what the author will discuss in this journal.

## **B. Discussion**

### 1. Strategic Management

#### a. Definition of Strategic Management

Many experts who define strategic management among them, as quoted by Akhdon (2011: 5) according to Wahyudi Strategic Management are:

"The continuous process starts from the formulation of the strategy, followed by the implementation then moves towards a strategic review and refinement because of the ever-changing circumstances inside and outside the company / organization".

Hunger and Wheelen (2001: 17) argue that strategic management is a set of managerial decisions and actions that determine the long-term performance of an organization. Strategic Management includes scanning the environment, formulating strategies (planning strategies) and implementing strategies and controlling and evaluating

Gluek and Jauch (1999: 4) suggest: "Strategic Management is a stream of the decisions and actions which leads to the development of an effective strategy or strategies to help achieving

objectives". The strategy management process is the way in which strategic decisions".

While Siagian (2016: 15) argues that strategic management is a series of fundamental decisions and actions made by top management and implemented by all levels of an organization in order to achieve the goals of the organization. The term strategy was originally used by the military which was popularly stated as a tip used by generals to win wars.

Based on some expert opinions above, it can be concluded that the implementation of Strategic Management in an educational institution encourages principals as top managers to also think strategically. Strategic thinking starts with three basic questions. First, where and how our current school position is. Second, what kind of school in the future do we want refers to the National Education Standards. Third, what ways we will take to be able to realize these ideals.

#### b. Factors that influence strategic management.

The dominant factor in the discussion about strategic management is top management. In top management education institutions are principals. The principal must be able to formulate and determine the school strategy so that the school is not only able to maintain its existence but is also strong in making adjustments and changes needed so that the effectiveness and productivity of the school as an educational institution increases. Therefore, the principal with the School Development Team must master the strategic

management system design techniques that are appropriate and suitable for the school he leads.

The factors that influence the implementation of strategic management according to Siagian (2016: 23) are as follows:

1) Type and organizational structure

Every organization or educational institution has different types or personalities. Top managers must be able to choose an organizational structure that matches the type or personality that is in line with the development of the school. This organizational structure is not only a place for various activities to take place but as an effective vehicle for interacting and relating to its members.

2) Managerial Leadership and Style

Experts who explore leadership theory and managerial style emphasize several important things related to leadership and managerial style. First, an effective type of leadership is a situational type of leadership because of the various types of leadership such as autocratic, paternalistic, democratic and charismatic, there is no suitable type of leadership that can be applied consistently to all types of organizations and all situations. The type of leadership and managerial style as one of the factors that must be taken into account in strategic management requires the right reading skills. Second, the right managerial

style is determined by the maturity or maturity of its members. If top management has the perception that the subordinates have maturity and maturity in thinking, mature in science, skills, experience, mental, intellectual and emotional, then the participatory leadership style is the right to display. If the opposite, then the paternalistic style or even the authoritarian style is suitable to be displayed. Third, many roles are expected to be carried out by the ranks of management, as the symbol of the organization, initiator of vision, decision makers, organizational spokespersons, policy holders, determinants of allocation of funds, facilities and infrastructure and various other roles.

3) The complexity of the external environment

Every organization or educational institution has a different environment that always moves very dynamically so that it also influences the way to manage the organization including in formulating and defining strategies.

4) Complexity of the production process

This complexity applies to all types of commercial organizations. Commercial organizations can be classified into two categories, namely organizations that produce goods and those that produce services. In carrying out the production process must meet various requirements such as quality requirements, prices,

benefits, age of the product, fast and accurate service, continuity of supply and guarantee of after-sales service.

5) The nature of the various problems faced

Top management must be a person who is skillful in solving problems both problems that are complex and have a strong impact on the long term or problems that are relatively simple and with impacts that are not strong and are only short-term.

c. Strategic management process

In the process of strategic management there are several stages that must be passed. There is no universal agreement about how many of these stages. Siagian (2016: 30) argues that there are twelve stages that are usually passed in the strategic management process, namely:

- 1) Formulation of the organization's mission
- 2) Determination of organizational profile
- 3) Analysis and strategic choice
- 4) Long-term goal setting
- 5) Determination of master strategies
- 6) Determination of operational strategies
- 7) Determination of short-term goals, such as annual targets
- 8) Policy formulation
- 9) Institutionalization of strategies
- 10) Creation of a surveillance system.

Furthermore, refer to various kinds of opinions about strategic

management processes, in essence according to Wheelen and Hunger there are four steps that must be taken in the strategic management process, namely:

1) Environmental Scanning

Identifying the environment in which an organization is located is a must in strategic management. The purpose of this activity is to recognize the organization's internal strengths and weaknesses and understand the organization's external opportunities and challenges so that the organization can anticipate changes in the future. Besides that, by using information from the results of this study the organization is more capable of taking strategic steps in the long run.

The first step in environmental analysis is to identify various sources to analyze various strategic environments. The source is basically divided into three levels, namely the task environment, industry / organization environment and macro environment. The task environment is a source related to tasks (basic tasks and functions) such as individuals in organizations, organizational units, organizational capacity, and organizational structure. Industry / organization environment is related to various other organizations that have links with one another, both public and private organizations. Macro environment is the most

extensive level. This level includes the social, political, economic and scientific sectors and technologies that can influence the organization both directly and indirectly.

The process in analyzing the organizational environment is carried out in two ways, namely:

a) Internal Environment Analysis

Internal environment includes:

(1) Strength is a situation and internal ability that are positive in nature that enable the organization to fulfill strategic advantages in achieving its vision and mission.

(2) Weakness is a negative internal situation, which impedes an organization from achieving its vision and mission.

b) External Environmental Analysis

External environmental analysis includes:

(1) Opportunities is a situation and positive organizational factors that help the organization achieve or even

exceed the achievement of vision and mission.

(2) Threats are negative external factors that can cause the organization to fail in achieving its vision and mission.

2) Strategy Formulation

Strategy formulation is very important to implement considering the number of limitations faced by an organization such as limited funding sources and capabilities when compared with the objectives to be achieved. So it is necessary to develop a strategy that must be done to achieve organizational goals.

The main objective of strategy formulation activities is making rational goals. This rationality is increasingly complex due to the rapid development of the environment in which the organization is located. This environmental development requires organizations to always make changes towards improvements to maintain their existence.

Things that must be considered in the formulation of the strategy are determining the vision, mission, goals and objectives to be achieved precisely so that it can be used as an operational reference for organizational activities,

especially in achieving the organization's final goals.

### 3) Strategy Implementation

According to Akdon (2011: 82) Preparation of implementation strategy answers the question where we are now, where we go and how we measure. Implementation strategies explain how we achieve outcomes. The main goal of the strategy implementation is the rationality of goals and resources. Basically, a strategy implementation is the action of implementing a strategy that we have arranged into various resource allocations optimally

### 4) Strategy Evaluation

This stage is carried out with the aim of knowing the progress of the realization of the resulting performance, as well as the obstacles and challenges faced in achieving performance targets.

## 2. Student Competence

The 1945 Constitution of the Republic of Indonesia Article 31 paragraph (3) mandates that the government undertakes and organizes a national education system, which enhances faith and piety and noble character in order to educate the nation's life, which is regulated by law. Based on the mandate, Law Number 20 of 2003 concerning the National Education System has been issued.

In accordance with Article 2 of Law Number 20 of 2003 concerning the National Education System, that national education is based on Pancasila and the 1945 Constitution of the Republic of Indonesia. While Article 3 emphasizes that national education functions to develop capabilities and

shape dignified national character and civilization in order to educate the life of the nation, it aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

In order to realize the national education goals, a qualification profile of graduates is needed as outlined in graduate competency standards. In the explanation of Article 35 of Law Number 20 of 2003, it is stated that graduate competency standards are qualifications of graduates' abilities which cover the attitudes, knowledge and skills of students that must be fulfilled or achieved from an education unit at the level of primary and secondary education.

Based on the Minister of Education and Culture Regulation No. 20 of 2016 concerning Competency Standards Graduates of Article 1 Paragraph 1 state that Competency Standards for Primary and Secondary Education Graduates are used as the main reference in developing content standards, process standards, educational assessment standards, educator standards and education staff, standards of facilities and infrastructure, standards management and financing standards. Graduates 'Competency Standards consist of qualifications criteria of students' abilities that are expected to be achieved after completing their study period in the education unit at the level of primary and secondary education.

Students are members of the community who try to develop their own potential through the learning process that is available on certain paths, levels, and types of education. Students are one of the most important components

in the education system. Learners are the main customers in an educational institution. Vision, Mission and School objectives are prepared according to the needs, situations and conditions of students. The success or failure of an educational institution in realizing its vision, mission and objectives can be seen in achieving graduate competency standards in accordance with the expected vision and mission.

Definition of students can be understood from three perspectives. *First*, the Pedagogical Perspective. This perspective views students as "homo educantum" beings or creatures who need education. Humans have latent potential so they need guidance and guidance to actualize all their potential so that they can become whole human beings. *Second*, Psychological Perspective. This perspective views students as individuals who are in the process of growth and development, both physically and psychologically according to their individual nature. therefore, students need consistent guidance and direction so that they are able to optimize all their potential. *Third*, the Perspective of Law No. 20 of 2003 concerning the National Education System, in Article 1 Paragraph 4. Students are members of the community who try to develop themselves through the educational process in certain pathways and types of education. (Priansa, 2014, p.46).

### 3. Strengthening Character Education

Wynne argues as quoted by Mulyasa (2011: 3) that characters come from Greek which means "to mark" (kick) and focus on how to apply good values in real actions or daily behavior. In line with this opinion, the Director General of Islamic Religious Education of the Ministry of Religion of the Republic of Indonesia (2010) suggested

that character can be interpreted as the totality of personal characteristics that are inherent and can be identified in individual behavior and are unique.

Strengthening Character Education, hereinafter referred to as PPK, is an education movement under the responsibility of educational units to strengthen the character of students through harmonization of hearts, taste, thought, and sports with involvement and collaboration between educational units, families, and communities as part of the Movement National Mental Revolution (GNRM).

As stated in the Presidential Regulation of the Republic of Indonesia Number 87 of 2017 concerning Character Education Strengthening, PPK has the following objectives:

- a. Build and equip students as the golden generation of Indonesia in 2045 with the soul of Pancasila and good character education in order to face the dynamics of change in the future;
- b. Developing a national education platform that places character education as the main soul in the implementation of education for students with the support of public involvement through formal, non-formal, and informal channels by taking into account the diversity of Indonesian culture; and
- c. Revitalize and strengthen the potential and competence of educators, education staff, students, communities, and the family environment in implementing PPK.

PPK is implemented by applying Pancasila values in character education, especially covering religious

values, honest, tolerant, disciplined, hard working, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, communicative, love peace, love to read, care for the environment, social care and responsibility.

PPK can be held in formal education education units, non-formal education pathways and informal education pathways. Whereas the PPK to be discussed by the author is PPK in the formal education pathway education unit, namely at Muhammadiyah Margasari Junior School, Tegal Regency. The Formal Education Unit is an education service group that organizes formal, structured and tiered education, consisting of primary and secondary education units organized by the central government, regional government and the community.

In article 5 of the Presidential Regulation Number 87 of 2017 it is stated that PPK is carried out using the following principles:

- a. Oriented to the development of potential students as a whole and integrated.
- b. Exemplary in the application of character education in each education environment
- c. Take place through habituation and all the time in everyday life.

In accordance with the Minister of Education and Culture Regulation No. 20 of 2018 concerning PPK in formal education units, it is stated that PPK in formal education units is carried out by optimizing the function of the tripartite education partnership which includes schools, families and communities. PPK is carried out with a class-based approach, school culture and society.

Class based approach is done by:

- a. Integrating character values in the learning process thematically or integrated in subjects according to curriculum content;
- b. Plan classroom management and learning / mentoring methods in accordance with the character of students;
- c. Conduct evaluation of learning / mentoring and
- d. Develop a local content curriculum in accordance with the needs and characteristics of the region, educational units and students

The school culture-based approach is carried out by:

- a. Emphasize on habituating the main values in the school's daily life
- b. Providing exemplary among school members
- c. Involving all education stakeholders in the school
- d. Build and adhere to school norms, rules and traditions
- e. Developing school uniqueness, excellence and competitiveness as a distinctive feature of the school
- f. Provide broad space for students to develop potential through liter activities
- g. Students are given extensive space to develop their potential through extracurricular activities.

While the community-based approach is carried out by:

- a. Strengthening the role of parents as key education stakeholders and school committees as an institution of community participation that upholds the principle of mutual cooperation.

- b. Engaging and empowering the potential of the environment as a learning resource such as the existence and support of art and cultural activists, community leaders, alumni, the business world and the industrial world.
- c. Synergizing PPK implementation with various programs within the scope of academics, education activists, non-governmental organizations and information institutions.

The implementation of PPK in formal education units is implemented through School-Based Management which provides authority and responsibility to school principals, teachers, and school supervisors and education staff with school committees in accordance with the needs and context of the education unit. In this case the principal acts as an innovator, motivator and collaborator. The teacher acts as a liaison for learning resources, protectors, facilitators and catalysts. While the school committee has the role of executing the function of the school committee to improve the quality of education services in accordance with the provisions of the legislation.

The implementation of PPK in the Formal Education Pathway Education Unit is carried out in an integrated manner in intracurricular, co-curricular and extracurricular activities. Intracurricular is a learning activity to fulfill the burden of learning in the curriculum in accordance with statutory provisions. Kokurikuler is an activity carried out for strengthening, deepening, and / or enriching intracurricular activities. Extracurricular activities are character development in order to expand the

potential, talents, interests, abilities, personality, cooperation and independence of students optimally.

The implementation of PPK in intracurricular activities is a strengthening of character values through activities to strengthen learning materials, learning methods in accordance with curriculum content based on statutory provisions. In the KUR co-curricular activities carried out to deepen intracurricular activities according to curriculum content. Whereas in extracurricular activities can be carried out through activities such as hybrid activities, scientific work, training of talents / if interest, and religious activities as well as activities of followers of the belief in God Almighty in accordance with the provisions of legislation. Religious activities are carried out at least through lightning pesantren, religious lectures, catechisms, retreats, reading and writing the Quran and other holy books.

In the implementation of co-curricular and extracurricular activities can be carried out through collaboration between formal education units, formal education units with non-formal as well as with other institutions such as government institutions, community associations / organizations, business / industrial world, and / or related professional organizations.

#### 4. School Literacy Movement

- a. Definitions of the School Literacy Movement

The School Literacy Movement (GLS) is an overall effort to make schools as learning organizations whose citizens are lifelong literates. GLS is also a movement to cultivate character as outlined in the Minister of Education and Culture Regulation No. 23 of 2015. One of the activities in the movement is

"15-minute reading activities reading non-lesson books before the time of study begins". This activity is carried out to foster interest in reading students and improve reading skills so that knowledge can be mastered better. Reading material contains the values of character, in the form of local, national and global wisdom delivered according to the development stage of the students.

Literasi sekolah dalam konteks GLS adalah kemampuan mengakses, memahami dan menggunakan sesuatu secara cerdas melalui berbagai aktivitas, antara lain membaca, melihat, menyimak, menulis, dan berbicara.

School literacy in the context of GLS is the ability to access, understand and use something intelligently through various activities, including reading, seeing, listening, writing, and speaking.

b. GLS goal

1) General Goals

To develop students' character through acculturation of the school literacy ecosystem manifested in the School Literacy Movement so that they become lifelong learners.

2) Specific Goals

- a) Growing literacy culture in schools.
- b) Increase the capacity of citizens and the school environment so that it is literate.
- c) Making the school a fun and child-friendly learning park so that school people are able to manage knowledge.

- d) Maintaining the continuity of learning by presenting various reading books and accommodating various reading strategies.

c. Stages Of School Literacy Movements

1) Habituation Stage

At this stage there are two types of activities, namely reading for pleasure which is reading silently and reading aloud by the teacher. Both have the following objectives:

- a) Increasing love to read outside of school hours;
- b) Improve the ability to understand reading;
- c) Increase self-confidence as a good reader; and
- d) Develop the use of various reading sources.

In this habituation phase, the school literacy climate is directed towards the procurement and development of the physical environment such as the procurement of non-learning books (novels, collections of short stories, popular scientific books, magazines, comics, etc.), class reading corners for collection of reading material and posters about motivation the importance of reading.

The principle of reading activities at the habituation stage is as follows:

- a) The school sets a 15-minute reading period every day. The

- schedule can be at the beginning, middle or end of the lesson, depending on the schedule and conditions of each school. Reading activities in a short time, but often and periodically are more effective than one long but rare time (for example 1 hour / week on a certain day).
- b) Books that are read / read are non-lesson books.
  - c) Students can be asked to bring their own books from home.
  - d) Books that are read / read are choices of students according to their interests and pleasures.
  - e) Activities to read / read books at this stage are not followed by bills / valuation assignments.
  - f) Activities to read / read books at this stage can be followed by discussion.
  - g) Activities take place in a relaxed, calm and pleasant atmosphere. This atmosphere can be built through seating arrangements, lighting that is bright enough and comfortable to read, posters about the importance of reading.
  - h) In reading in the heart, the teacher as

an educator also reads the book for 15 minutes.

## 2) Development Stage

The development stage is the same as the habituation stage. The difference is that the 15-minute reading activity is followed by follow-up activities at the development stage. In the development stage students are encouraged to show the involvement of their thoughts and emotions with the reading process through productive activities both orally and in writing. This productive activity is not assessed academically. This follow-up activity can be included in independent reading activities or co-curricular activities whose duration is adjusted to the conditions of the school.

The 15-minute reading activity at the development stage is reinforced by various follow-up activities aimed at:

- a). Sharpen the ability of students to respond to enrichment books verbally and in writing;
- b). Build interaction between students and between students and teachers about the books being read;
- c). Sharpen the ability of students to think critically, analytically, creatively and innovatively;
- d). Encourage students to always look for links between books that are read with

themselves and their surroundings.

The principles of implementing follow-up are as follows:

- a). Books that are read non-lesson books.
- b). After the activity can be followed by a brief presentation assignment, simple writing, simple presentation, craft or acting to respond to the reading.
- c). The above tasks can be assessed non-academically by focusing on the attitude of the students during the activity.
- d). Activities take place in a pleasant atmosphere.
- e). The establishment of a School Literacy Team whose job is to design, manage and evaluate school literacy programs. This team was formed by the principal with members of language teachers or teachers who are interested in literacy issues as well as education staff and school librarians.

### 3) Learning Stage

The activities at this stage aim to:

- a). Develop the ability to understand the text and relate it to personal experience so that lifelong learners are formed.

- b). Develop critical thinking skills.

- c). Cultivate and manage communication skills creatively (verbal, written, visual, digital) through activities responding to textbooks and textbooks.

The principles that need to be considered are as follows:

- a). Books that are read are books on general knowledge, hobbies, special interests or can also be associated with certain subjects as many as 12 books for middle school students.
- b). There are bills that are academic in nature (related to subjects)

### 5. Strategic Management of Student Competency Enhancement through Strengthening Character Education at Muhammadiyah Margasari Junior High School and School Literacy Movement (GLS)

The Character Education Strengthening Program at Muhammadiyah Margasari Junior High School as an effort to improve student competence begins with several stages as follows

#### a. Environmental Scanning

The activity begins with an analysis of the internal and external environment. It is proven by the results of the SWOT analysis contained in the school documents of the School Work Plan both the Medium-Term Work Plan (RKJM) and the Annual Work Plan (RKT),

Education Unit Level Curriculum documents, both the 2006 curriculum and the 2013 curriculum. Schools where program recommendations refer to the National Education Standards.

Regarding the PPK and GLS Program, Muhammadiyah Margasari Junior High School conducts FGD (Focus Group Discussion) and EDG (Teacher Self Evaluation) to evaluate, observe, analyze the extent to which the previous year's PPK and Literacy programs can be implemented and how they affect student learning achievement both academic and non-academic.

At this stage of scanning, SMP Muhammadiyah Margasari can know its current position, future expectations and how to achieve the aspirations that have been aspired.

#### b. Strategy Formulation

In this stage Muhammadiyah Margasari Middle School has taken the following steps

##### 1) School Vision Formulation

The vision of Muhammadiyah Margasari middle school is as follows:

Realized students who require, achieved, independently and globally inspected school vision indicators:

- a) The realization of devoted students to Allah SWT and noble character.
- b) The realization of students who excel in the fields of knowledge, art and sports.
- c) The realization of independent students.

- d) The realization of smart and skilled students using ICT devices.
- e) The realization of broad-minded students in all fields of science.

##### 2) Formulation of School Missions

Based on the above vision, the Muhammadiyah Margasari Middle School Mission is as follows:

- a) Instill devotion through the practice of practicing the teachings of Islam in accordance with the ideology of Muhammadiyah.
- b) Establishing school people who are faithful, devoted, noble and have noble character by developing religious attitudes and behaviors both within the school and outside of school
- c) Optimizing the learning and guidance process.
- d) Developing Science and Technology based on the interests, talents and potential of students.
- e) Fostering the independence of students through habituation activities and planned and sustainable self-development.

- f) Establishing harmonious cooperation between school members and other related institutions.
- g) Develop a culture of fondness for reading, curiosity, tolerance, cooperation, mutual respect, discipline, honesty, hard work, creative and innovative.
- h) Increasing the value of intelligence, love of knowledge and curiosity of students in the academic and non-academic fields
- i) Creating a learning atmosphere that is active, creative, innovative, and effective and fun.
- j) Seek the use of study time, physical resources, and humans to provide the best results for the development of students.
- k) Instill social and environmental concerns, love for peace, love for the homeland, spirit of nationality, and democratic life.

In the vision and mission above, we can conclude that Muhammadiyah Margasari Middle School has integrated PPK and inner literacy. The hope is that Muhammadiyah Margasari Middle School students have spiritual

competence that can be seen in the implementation of spiritual values in their daily lives. Other characters implanted are independent, diligent, hard working, self-confidence as evidenced by achievement. And the cultivation of other manners through literacy activities with a focus on digital literacy. Competencies of graduates who are expected not only to have faith and devotion to Allah SWT but are independent and have a global perspective. In accordance with the Competency Standards of graduates, namely the realization of students who have spiritual, social, knowledge and skills competencies.

### 3) Formulation of School Objectives

Referring to the school's vision and mission, as well as the general goals of basic education, the school's goals in developing this education are as follows.

#### a) School objectives for 4 years

Considering the basic education goals, namely laying the foundation of intelligence, knowledge, personality, noble character, and skills to live independently and follow further education, based on the vision and mission of the Muhammadiyah Margasari Middle School, the objectives to be achieved within a period of 4 years are:

- (1) The school is able to produce 1 curriculum document completely.
- (2) Schools are able to fulfill / produce lesson plans for all subjects and for all levels.
- (3) Develop learning tools, syllabus mapping, and Learning Implementation Plans (RPP).
- (4) Development of a scoring system.
- (5) Development of learning strategies.
- (6) Utilizing and maintaining facilities for the learning process
- (7) Creating competent and professional teachers.
- (8) The realization of a school culture that is conducive to achieving educational goals, among others: fond of reading, cooperation, mutual respect, discipline, honesty, hard work, creative, mutual cooperation and innovative.
- (9) Realization of improvement in Academic and non-Academic fields
- (10) The realization of an active, creative, innovative and effective and enjoyable learning atmosphere.
- (11) Realizing the efficiency of learning time, optimizing the use of learning resources in the environment to produce maximum work and achievements.
- (12) The realization of a school environment that has social and environmental concerns, a love of peace, love for the motherland, a spirit of nationality, and a democratic life that is part of cultural education and national character and entrepreneurship. Establish cooperation with other institutions.
- (13) Growing community participation in the field of education
- (14) To facilitate and facilitate

- individual and community observers or education experts who care about improving the quality of education in a professional manner that is in line with the educational development needs
- (15) Always review and solve education problems in order to improve the quality of education including curricula both locally and nationally
- (16) Creating Muhammadiyah Margasari Middle School as a healthy and superior school
- (17) Developing educational innovation
- (18) Periodically improve the welfare of employees or teachers.
- (19) Improve service quality in the education sector
- (20) Give students the opportunity to:
- (a) learning faith and fear the Almighty God,
  - (b) learn to understand and live,
  - (c) learning to be able to carry out and do effectively,
  - (d) learn to live together and be useful to others, and
  - (e) learn to build and find identity through an active, creative, effective and enjoyable learning process.
- b) School Objectives for 2018/2019 Academic Year
- Underlying the objectives in the 4 years as mentioned above, the short-term goals for the 2018/2019 school year are:
- (1) The school reviews the syllabus and develops lesson plans that are in accordance with the Competency Based Curriculum for all subjects.
  - (2) Schools achieve an average score of 75 National Exams in 2018.
  - (3) Schools increase the achievement of the average

- score of the School Examination by 55
- (4) Schools compile, review and revise KTSP, RPP, assessment models and KKM.
  - (5) Schools buy and equip facilities and infrastructure for intracurric and extracurricular activities.
  - (6) Schools develop and develop School Development Plans (RKS and RKAS).
  - (7) The School holds religious, sports, arts and extracurricular activities (Scouting of Hizbul Wathan, Tapak Suci, Tilawah, Drumband, Calligraphy, Robotic Art, Choir, Muhammadiyah English and Arabic Club, Archery, Table Tennis, Volleyball, Badminton, Football, Literacy and Hadroh).

c. Strategy Implementation

After formulating the vision, mission and objectives of the

school, an implementation strategy is then formulated. Started by forming the PPK Team and GLS TEAM. The PPK team consists of PAI, PKN subject teachers and Counseling Guidance teachers. While the GLS Team consists of Indonesian language teachers, Javanese, Arabic, librarians.

The PPK and GLS teams then conduct meetings to determine the PPK and Literacy programs that will be implemented, the budget needed along with the sources of funds, procedures or steps for implementing the program and those responsible for the activities. All of these stages can be found in the PPK implementation manual and the School Literacy Movement in Muhammadiyah Margasari Middle School.

The strategy for implementing PPK at Muhammadiyah Margasari Middle School uses three approaches, namely class based, school culture and society. The PPK program is summarized in intra-curricular, co-curricular and extra-curricular activities. School culture-based PPK is implemented in the form of:

- 1) The implementation of the Eid prayer in congregation every morning.
- 2) Dhuhr and Asr prayers are congregational every day.
- 3) Friday prayers every Friday
- 4) Kajupa (Friday Morning Study) once a month.
- 5) Friday clean is carried out with school cleaning activities for one month 2 times.

- 6) Healthy Friday is carried out with morning sports once a month.
- 7) Cleaning mosques and prayer rooms around the school takes place once a week.
- 8) Providing assistance for students who are not able to source funds from student infaq.
- 9) Look at sick students.
- 10) Conduct mortuary training
- 11) Familiarizing the body if the parents of the students have died.
- 12) Fundraising for victims of natural disasters
- 13) Organizing honesty HP
- 14) Organizing honesty canteens
- 15) Flag ceremony every Monday
- 16) National holiday ceremony
- 17) Play a role about the heroes
- 18) Open inspirational classes with parents of students and alumni.
- 19) Cooperating with other institutions around the school

The literacy activities programmed and implemented are as follows:

- 1) Habitual literacy
  - a) Read books non-lessons 15 minutes in the morning before the learning activities are accompanied by the homeroom teacher
  - b) Reading Al Quran either Iqro, Tahsin or Tahfidz one day one verse.

- c) Procurement of class literacy corners and school literacy corners
- 2) Literacy development
  - a) Literacy extra-curricular activities in the form of copyright and reading poetry, short stories.
  - b) Storytelling and speech in English, Indonesian and Javanese
- 3) Literacy of learning
 

Get used to reading enrichment books for certain subjects that can support learning.
- d. Strategy Evaluation
 

Muhammadiyah Margasari Middle School always evaluates at the end of each activity. Overall evaluation is carried out at the end of each school year by conducting EDS (School Self Evaluation) and EDG (Teacher Evaluation)

### C. Conclusion

From the explanation above, the writer can conclude that:

1. Strategic Management of the implementation of KDP and Literacy at Muhammadiyah Margasari Middle School can improve student competence both in terms of dimensions of spiritual, social, knowledge and skills.
2. There are 4 stages of strategic management implemented, namely Environmental Analysis (Scanning Environment), Strategy Formulation (Formulation Strategy), Implementation Strategy (Implementation Strategy) and Evaluation Strategy (Evaluation Strategy)

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