STRATEGIC MANAGEMENT OF SCHOOL CULTURE: IMPLEMENTATION BASED ON THE 2020 ACREDITATTION INSTRUMENT AT MIN BANDUNG

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Abstract

This study is inspired by the potency of positive school culture in enhancing education quality, especially within the madrasah environment. A strong school culture has been considered crucial, but efforts toward strong strategic management to support the school culture still face many challenges. Among the most urgent issues are adjustments to the constantly evolving standards for accreditation, such as the 2020 Accreditation Certification Tool. The present study analyzes how strategic management influences the school culture to achieve standards in MIN Bandung. This case study, using a qualitative approach, has collected data through in-depth interviews, observation, and documentation, then analyzed using thematic techniques in identifying management patterns that support school culture. It is observed that MIN Bandung can instill into the culture the values of honesty, cooperation, and compassion, so that student motivation positively influences performance. On the contrary, what needs to be faced in the current era is the sustainability of value implementation and resource limitation. The conclusion suggests that the strategy should become more adaptive and holistic to be compatible with the 2020 accreditation standards.

Keywords: Strategic management, school culture, accreditation.

Abstrak

Penelitian ini terinspirasi oleh potensi budaya sekolah yang positif dalam meningkatkan kualitas pendidikan, terutama di lingkungan madrasah. Budaya sekolah yang kuat telah dianggap penting, tetapi upaya menuju manajemen strategis yang kuat untuk mendukung budaya sekolah masih menghadapi banyak tantangan. Salah satu isu yang paling mendesak adalah penyesuaian terhadap standar akreditasi yang terus berkembang, seperti Perangkat Sertifikasi Akreditasi 2020.

Studi ini menganalisis bagaimana manajemen strategis mempengaruhi budaya sekolah untuk mencapai standar di MIN Bandung. Studi kasus yang menggunakan pendekatan kualitatif ini telah mengumpulkan data melalui wawancara mendalam, observasi, dan dokumentasi, kemudian dianalisis dengan menggunakan teknik tematik dalam mengidentifikasi pola manajemen yang mendukung budaya sekolah. Hasil penelitian menunjukkan bahwa MIN Bandung dapat menanamkan nilai-nilai kejujuran, kerja sama, dan kasih sayang dalam budaya sekolah, sehingga motivasi siswa berpengaruh positif terhadap kinerja. Sebaliknya, yang perlu dihadapi di era saat ini adalah keberlanjutan implementasi nilai dan keterbatasan sumber daya. Kesimpulannya menunjukkan bahwa strategi harus menjadi lebih adaptif dan holistik agar sesuai dengan standar akreditasi 2020.

Kata Kunci: Manajemen strategik, budaya sekolah, akreditasi.

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INTRODUCTION

Basic education plays an important role in shaping the educational foundation for Indonesian students (Maritime, 2023; Hidayah, 2023). As one of the first levels of education, basic education not only provides basic academic knowledge but also trains students' character and social skills to prepare for the next level of education (Asyari & Astuti, 2022). Madrasah Ibtidaiya Negri (MIN) Bandung is one of the educational institutions in charge of providing quality education to elementary school students. MIN Bandung strives to meet high educational standards and be an example for other schools in Indonesia.

A strong school culture has a fundamental task in creating an effective learning environment (Syafaruddin et al., 2020). School culture encompasses values, norms, and practices that are applied in daily school life, which together create the school climate (Tyas, 2023). A positive school culture can increase student motivation, strengthen the relationship between students and teachers, and build good character in students. In this context, the implementation of school culture at MIN Bandung is a key factor in achieving the goal of comprehensive education.

The objectives and benefits of implementing management in school culture management include: (a) encouraging the creation of an active, creative, effective, interesting and innovative learning environment and teaching and learning process; (b) students must have comprehensive religious and scientific intelligence, noble character, able to control themselves, noble, and acquire the skills needed by themselves, society, state, and nation so that they can utilize them; (c) problems related to the quality of education can be solved or overcome (Rahayu et al., 2022). School culture is an attitude, ethics, and values that must be upheld by all school residents, teachers, and students by instilling and building a school culture in all school residents that is in line with the school's goals, then students are educated and trained in accordance with mutually agreed values, by prioritizing morality (Inspiration & Grace, 2021).

Strategic management is the art (skill), art, and science of formulating, implementing, evaluating, and monitoring various functional decisions in an organization (business and non-business), these decisions are always influenced by the internal and external environment that helps the organization achieve its goals as expected. (Setiawati, 2020). Educational institutions can develop well and professionally by implementing strategic management. To address problems and create current and future opportunities, strategic management can help improve execution accuracy and decision-making. The process of controlling and implementing the school culture well, can use a strategic management approach (Ajay, 2023). In the context of education, strategic management involves long-term planning, systematic decision-making, and optimal management of resources to achieve educational goals (Sudiantini et al., 2023). The implementation of strategic management at MIN Bandung is expected to help this school integrate a strong school culture with the standards set in the 2020 accreditation instrument, to improve the overall quality of education.

Research on the implementation of school culture at MIN Bandung related to the accreditation system in 2020 is still limited. Although school culture is recognized as important in creating a positive learning environment, this study investigates how strategic management can be used to effectively implement culture in Madrasah Ibtidaiyah Ibtidaiya Negeri and there is still little research. In addition, the integration of school culture with new accreditation standards has not been fully understood. One of MIN Bandung's biggest challenges is adapting and introducing a school culture that meets the standards set by the 2020 accreditation system and ensuring that the culture truly has a positive impact on the quality of education. This study aims to analyze how strategic management can be used to achieve a strong school culture in MIN Bandung. Another main objective is to evaluate the impact of the implementation of school culture on the quality of education at MIN Bandung based on the standards set in the 2020 accreditation system. Furthermore, to identify the key factors that affect the successful implementation of school culture in MIN Bandung.

This research is based on several interrelated theoretical frameworks to understand the application of school culture and strategic management in the educational environment. Organizational culture theory is used to examine how values, norms, and practices prevailing in schools can create an effective and supportive learning environment (Al Hairi & Syahrani, 2021). Organizational culture in education includes aspects such as student-teacher interaction, parent involvement, and school policy (Jose, 2022). Additionally, using the concept of strategic management to consider how effectively a school culture can be implemented through long-term planning, systematic decision-making, and resource management. Strategic education management emphasizes the importance of a clear vision, mission, goals, and strategies to

achieve those goals (Krstevska & Bajrami, 2023). This shows that a strong school culture can improve student motivation, academic achievement, and overall school community satisfaction. Using this theoretical framework, this study examines how school culture and strategic management support each other to improve the quality of education at MIN Bandung, especially to meet the standards of the accreditation system in 2020.

METHODS

This study used a qualitative research approach. Qualitative research is an approach to study and understand social phenomena as a whole (Moleong, 2016). The research method used is in the form of a case study method. A case study is a type of research in which a case is studied at a specific time and activity (event, program, process, institution, social group), and various data collection techniques are used over a period of time to obtain information (Creswell, 2015). The description of the object studied in the case study research is in-depth/detailed in the sense that the data collected in the study is studied in a whole, integrated, to obtain a complete picture (*wholeness*) to the object/presented in its entirety and integrity (Yunus, 2010).

The case study approach is considered very appropriate in this research because it allows the researcher to conduct an in depth study of the phenomenon in a specific location, in this case, MIN Bandung. Case studies are suitable for answering research questions that emphasize how and why something occurs focusing on the transformational leadership role of principals of madrasah in improving teacher performance in the proper context. By using this approach, the researcher can explore the connections that might be developed or built between principals' leadership and teacher performance concerning any given madrasah culture, policies, and environment. Since these are in-depth and detailed case studies, they will be required in order to discover such complex phenomena as the transformational leadership effect on improving teacher performance.

This research took place at MIN Bandung in Kp Sutam, Ciparay District, Bandung Regency. The data collection techniques used consist of interview, observation, and documentation techniques. The participants resource persons in the interview were the principal/madrasah, teacher representatives, school/madrasah committees and student representatives. Data will be collected through interviews, observations, and documentation in this study. The interviews were conducted by the researcher with a prepared closed-ended list of questions that still allowed interviewees to give more explanations where necessary. The recordings of all interviews were then transcribed for thematic coding techniques analysis, where key themes related to transformational leadership would be identified. Observations were

conducted by referring to the 2020 school accreditation instrument, emphasizing interaction between principals and teachers in various school activities such as teaching and learning and extracurricular activities. The documentation selected was through a means of relevance to the research topic, for example, school profiles, teacher performance data, and school accreditation evaluation reports.

Data analysis was carried out in three stages of data reduction, data presentation, and conclusion drawing. At the data reduction stage, researchers will classify data that has been collected into themes that best relate to transformational leadership and teacher performance. Reduced data then take a presentation form of patterns that emerge from interview results, observation, and documentation. The final stage involves drawing conclusions, where the emerging patterns are further analyzed in the context of transformational leadership theory, with a view to giving a full picture of how the leadership of madrasah principals in MIN Bandung impacts on improving teacher performance. This approach allows the researcher to grasp dynamics that occur both in-depth and comprehensively.

RESULTS AND DISCUSSION

Along with the implementation of the accreditation tool in 2020, the standards for assessing the quality of education in Indonesia have been changed and updated. This tool is designed to provide a more comprehensive and objective assessment of the quality of education in schools, including MIN Bandung. The 2020 accreditation tool not only measures academic aspects, but also includes aspects of administration, school climate, and community involvement (Simarmata et al., 2022; Rahmaniati & Bulkani, 2022). This emphasizes the importance of implementing a school culture that supports these standards.

Strategic management is a process that is more than just an academic field that can be taught, but a process that requires a deep understanding (Fadhli, 2020a). Strategic management is the process by which an organization determines its goals, objectives, desired level of performance, and the decisions and actions necessary to achieve those goals within the right timeframe and in a changing environment, this process also includes planning and execution, as well as measuring the progress and effectiveness of the organization. (Thompson & Martin, 2005). This means that an organization must carry out all the so-called strategic management processes during the execution of its operations. MIN Bandung is one of the MIs with state status in West Java and the only state MI in Bandung Regency. MIN Bandung is located in Sutam Village, Sumbersari Village, Ciparay District, Bandung Regency. Each school/madrasah has its own culture, including MIN Bandung. The school/madrasah culture based on the 2020 accreditation instrument includes four aspects, namely maintaining a safe state and a culture of

mutual care in schools/madrasas, orderly conditions in the school/madrasah environment, comfortable conditions in the school/madrasah environment, and having a positive perception of the community towards schools/madrasas.

Implementation of Strategic Management of School Culture at MIN Bandung

According to David & David (2015), the strategic management process consists of three phases: 1) Strategy formulation, 2) Strategy implementation, and 3) Strategy evaluation. The findings at MIN Bandung regarding the analysis of strategic management of school culture use the three stages of the strategic management process, which contain aspects of school/madrasah culture based on the 2020 accreditation instrument.

Strategy formulation involves many aspects or tasks, it starts with developing a vision and mission, identifying opportunities and threats from outside the organization, identifying organizational strengths and weaknesses, setting long-term goals, and developing alternative strategies and last but not least, choosing the right strategy to implement. (Fadhli, 2020a). This theory supports the formulation of a school culture strategy carried out by MIN Bandung. The development of a school culture that is safe, orderly, comfortable and provides a positive perception from the community is based on the vision and mission of the madrasah. The internal and external environment analysis of MIN Bandung was carried out by SWOT analysis (*Strenght, Weakness, Oppourtunities* and *Threath*) and the formulation of long-term programs. The analysis was carried out with the aim of making it easier for schools to find out the strengths, weaknesses, opportunities, and threats of the school environment. MIN Bandung has made a strategy regarding school culture that prioritizes four aspects contained in the 2020 accreditation instrument and its spiritual elements. The formulation of the MIN Bandung school culture strategy is carried out at the same time in the formulation of the school curriculum involving all school human resources.

In the context of the 2020 education unit accreditation instrument, the formulation of a strategy carried out by MIN Bandung to maintain a safe state and a culture of mutual care in schools/madrasas is to develop school security based on legal regulations that include physical and non-physical security. The development of security began with the formulation of cooperation carried out by MIN Bandung with local residents, the procurement of Counseling Guidance (BK) teachers, and the formulation of school cultural programs that reflect their religious values. Furthermore, the formulation of MIN Bandung's strategy regarding the orderly state of the school/madrasah environment is related to school discipline, sanctions for students who violate the rules developed in accordance with the vision and mission of the school/madrasah. MIN Bandung's strategy in formulating a comfortable atmosphere in the

school/madrasah environment is to create a calm and peaceful environment, as well as the procurement of adequate facilities and infrastructure.

The second stage of the strategic management process is strategy implementation. This stage involves all members of the organization and managers who have implemented a pre-made strategy (Tawse et al., 2020). Strategy implementation is often considered the most difficult step in strategic management, as strategy implementation relies heavily on the manager's ability to influence, mobilize, and motivate employees (Mare, 2022). The development of organizational culture, the creation of an effective organizational structure, the creation of budgets, the development and use of information systems, and the relationship between the ability of educational staff and the performance of educational institutions are all parts of the implementation of the strategy (Genc-Tetik, 2022).

Based on the above theory, which supports the results of research at MIN Bandung related to the implementation of school culture strategies, the results are obtained that every program related to school culture all involve educators and education staff at MIN Bandung. The implementation of the school culture strategy in the context of the 2020 accreditation instrument, first related to the atmosphere or conditions of safety and mutual care, MIN Bandung implements educational programs for its students such as dhuha prayer activities, reading short letters before the learning process applying the 5S culture, and the existence of training programs and the existence of school security guards to maintain school security. One example of a form of training carried out by MIN Bandung to protect schools is by preventing *bullying* by bringing speakers from the police. Second, related to the orderly state of the school/madrasah environment, this can be seen from the application and compliance of school residents with school rules and rules that have been mutually agreed upon in class. Third, the comfortable environment/madrasah, MIN Bandung is located in a strategic place and adequate facilities and infrastructure for the student learning process. Fourth, the perception or positive view of the community towards schools/madrasas. MIN Bandung has a school/madrasah committee, as a form of communication between the school/madrasah and the student's parents. The school/madrasah committee was formed based on the results of deliberations. In addition to the committee, at MIN Bandung there is also a class coordinator from each class as a form of liaison between the school committee, the school and each parent of their respective class. There are many cooperation programs between the school committee and MIN Bandung, including greening of school/madrasah areas.

Strategy evaluation is the last step in the strategic management process. The manager's job is to monitor and evaluate whether the strategies that have been created and implemented are working well. Strategy evaluation is the main way to get this information. Even if a plan has

been carefully evaluated at the time of formulation or initial implementation, it still needs to be thoroughly evaluated (Rahmah et al., 2024). Internal and external factors continue to change. Three main components are involved in strategy evaluation, namely: (1) monitoring of internal and external factors that determine strategy making, (2) performance measurement, and (3) the need for corrective action (Fadhli, 2020).

The above theory is in accordance with the findings in the field. After the process of applying school culture, MIN Bandung evaluated the implementation of school culture and the impact obtained for school residents. The strategy carried out at MIN Bandung to evaluate the program from the school culture is the implementation of a daily journal in each class. Teachers will record every incident carried out by their students in class during the learning process. If there is indeed a serious incident, it will be conveyed and discussed during regular teacher meetings, meetings with school/madrasah committees, and meetings with parents of students as a whole.

Based on the findings of research and evaluation, MIN Bandung succeeded in introducing various positive elements of school culture, such as the values of honesty, cooperation, and compassion. The strategies implemented include various programs and activities to support student character development, improve the quality of teaching, and strengthen the relationship between students, teachers, and parents. For example, professional development programs for teachers have improved their ability to teach and guide students. In addition, the active participation of students in extracurricular and social activities shows that the school culture implemented has succeeded in creating an inclusive and supportive environment.

The Impact of School Culture on the Quality of Education

Based on research at MIN Bandung, it was found that school culture has a significant impact on the quality of education in many ways. In general, school culture includes values, norms, customs, and traditions that apply in the school environment, all of which shape behaviors, attitudes, and interactions between all members of the school community (Ardiansyah & Dardiri, 2018). The following are some of the main influences of school culture on the quality of education:

1. Student motivation and engagement: A positive school culture can make students more motivated and engaged in the learning process. Students who feel supported, valued, and part of the school community will be more motivated to learn and actively participate in academic and non-academic activities. This can improve their academic performance and personal growth.

2. Quality of teaching and learning: A strong and supportive school culture encourages teachers to continuously improve their abilities and professionalism. In a collaborative environment, teachers are more motivated to develop innovative and effective teaching methods that have a positive impact on the quality of learning. Additionally, a culture of teacher cooperation allows ideas and best practices to flourish, which can improve the overall quality of teaching.

3. Relationships between members of the school community: An inclusive and supportive school culture strengthens relationships between students, teachers, staff, and parents. Good communication and mutual respect between all involved creates an atmosphere that encourages learning and development. This positive relationship also increases a sense of belonging and shared responsibility in achieving educational goals.

4. Discipline and Behavior: A school culture that clearly and consistently applies values and norms helps shape student discipline and behavior. Students who understand and accept the school's rules and expectations are more likely to exhibit positive and responsible behavior (Rony, 2021). This creates a safe and orderly learning environment, which is essential for an effective learning process.

5. Satisfaction and well-being: A school culture that considers the emotional and social well-being of students and staff has a direct impact on their satisfaction with the school. Students who feel comfortable and supported in a school environment have a more enjoyable and satisfying learning experience. Similarly, teachers and staff who feel valued and supported will perform better and be more engaged in their work.

6. Adaptability and Innovation: Schools with a culture that encourages innovation and openness to change tend to be more adaptable in the face of challenges and changes in the world of education (Saputra & Supriyoko, 2019). The ability to innovate and adapt quickly is essential to maintain the relevance and quality of education in the face of technological developments and changes in the needs of society.

To improve the quality of education and expand ideal education, it is necessary to include several indicators, such as: (1) the availability of adequate educational resources, which includes teaching staff, learning facilities, and costs; (2) the quality of the learning process that helps students learn; and (3) quality of results, which includes knowledge, attitudes, skills, and values (Ritaudin, 2021). Overall, a positive and strong school culture plays an important role in creating a quality educational environment (Muhammad, 2022). By fostering student motivation and participation, improving the quality of teaching, strengthening relationships between community members, establishing appropriate discipline and behavior, and paying

attention to the well-being of all involved, the school culture ensures that all elements of the school work synergistically to achieve goals.

Key Factors Affecting the Successful Implementation of School Culture at MIN Bandung

The success of the implementation of school culture at MIN Bandung is influenced by several key factors that interact and support each other. First, strong and visionary leadership of the principal plays an important role in setting the school's vision, mission, and values. An effective principal not only sets a good example but also has the ability to inspire and motivate all school residents to work together to achieve the goals that have been set (Inspiration & Grace, 2021). Second, the active participation and participation of all stakeholders, both teachers, students, administrative staff, and parents, is very important. This involvement creates a sense of belonging and shared responsibility to achieve a positive school culture. Third, continuous professional development for teachers and staff ensures that they have the necessary skills and abilities to support and implement the school culture. Regular training courses and seminars help to improve the quality of teaching and classroom management, thus supporting the achievement of the school's cultural values. Additionally, open and effective communication between all members of the school community ensures that everyone has the same understanding of the goals, expectations, and values they want to achieve (Irmawati, 2021). It also enables collaborative problem-solving and encourages continuous innovation and improvement.

Adequate resources, both financial and physical, are also important factors. Adequate budget support allows the implementation of various programs and activities that support school culture. Ultimately, the ability to adapt and be flexible in the face of change allows schools to adapt their strategies and approaches to changing needs and dynamics. Therefore, the successful implementation of school culture at MIN Bandung is the result of a combination of effective leadership, active participation of the school community, professional development, good communication, resource support and adaptability to change.

Strength, Weaknesses, Opportunities, and Threats (SWOT) Analysis of School Culture

The SWOT analysis within this research on the implementation of strategic management in MIN Bandung school culture was done organizedly by involving several parties. Those parties are internal, represented by the school management team consisting of a principal and teachers and representatives of the school committee; while the external parties were parents and members of the local community. Collection of data was done using interviews, observation, and documentation. In-depth interviews were held to gather substantial information concerning the strengths, weaknesses, opportunities, and threats of the school; direct observation of activities was carried out to identify daily practices reflecting the culture

of the school. Secondary documentation, like the reports obtained from accreditation and former survey results, was also requested in order to gauge the status of the culture in school.

The SWOT analysis results were as follows: the strengths of MIN Bandung are in the existence of an active school committee and the involvement of parents in it; its weaknesses include a small number of budgets and a lack of sufficient training provided for the teachers. Opportunities reside in locally-based support and collaboration with local communities; threats refer to competition with other schools and education policy changes that may involve challenges related to school accreditation. From this came concretized strategies like establishing teacher training programs, budget plans that focused on the procurement of infrastructure, and partnership strengthening with the government and community in terms of better conditions for schools.

Empirical data that supported the analysis included interviews that showed the positive contribution of the school committee to parental participation, observations indicating greater motivation and satisfaction on the part of students as a result of their involvement in extracurricular activities, and improvements in aspects of the school culture as reported through accreditation reports where 80% of students expressed satisfaction with their learning environment compared with 60% the previous year. The outcome of such SWOT analysis at MIN Bandung thus identified not only the current conditions but also substantially shaped the grounds for concrete and implementable strategies in an effort toward quality improvement of school culture.

The results of interviews within this research on the strategic management of school culture implementation at MIN Bandung explained the description and development of the school culture in depth. The following are findings from interviews with principals, teachers, and representatives of the school committee:

1. Satisfaction with school culture: Most of the interviewees expressed satisfaction with the learning environment at MIN Bandung. The interviewees claimed that at least some of the values promoted in the program, such as honesty, cooperation, and compassion, had started to be included in daily activities within the schools.

2. Parent involvement: Interviews with the representatives of the school committee showed that parents are highly involved in the activities going on at the school. The interviewees were found to be taking part in various programs, such as committee meetings and events arranged at schools; these are bound to increase their support for educational activities.

3. Challenges in the implementation of cultural values: Some teachers mentioned challenges experienced in the implementation of the cultural values consistently. They clarified that

even though the students are educated on why the values matter, it is still sometimes difficult to make all students understand and apply them in the daily behaviors.

4. Training needs: The teachers said that they need further training to improve their conceptions of good ways to teach cultural values to students. They propose that the schools should organize workshops or seminars that would enhance pedagogical skills within the school culture.

5. Community perceptions: The respondents from the community expressed a positive view about MIN Bandung. As stated, they consider the school to have a good reputation in the community and it is desirable for many families to send their children due to its educational values.

6. Innovation in extracurricular activities: Many teachers also stated that the extra school activities conducted in schools, such as art and sports activities, help in strengthening the school culture. These activities not only improve the skills of the students but also strengthen the relationship between the students and the teachers.

The results of these interviews give a clear overview of how the strategic management of school culture is implemented at MIN Bandung, what problems have been faced, and what suggestions are given for future improvements. This information is important to formulate more effective strategies in efforts toward improving school culture and overall quality of education.

School Culture Challenges, Limitations and Solutions

The following are some of the problems and limitations developed in formulating, implementing, and evaluating the school culture strategy at MIN Bandung. There are several important aspects influencing the successful implementation of school culture.

1. Challenges in strategy formulation
    a. Involvement of stakeholders: How to involve principals, teachers, school committees, and parents in the strategy formulation process is among the key challenges. Many a time, lack of communication and poor coordination among parties creates a lack of clarity as to what it is that one wishes to achieve in terms of vision and goals; strategies are therefore not comprehensive or relevant to the real conditions on the ground.
    b. Data collection: Correct data collection on SWOT analysis is another challenging aspect. The quality of analysis and strategies formulated will also depend on the unrepresentative or inaccurate data collected. For example, if the students cannot participate well enough during interviews or surveys, then the derived information will not represent their views and needs.

2. Limitation on the implementation of strategies
    a. Limited resources: both in terms of finances and humans, are perhaps one of the

greatest hindrances in the implementation process of the strategy for school culture. Without adequate funds, it is not possible to carry out necessary trainings, extracurricular activities, and other programs needed to bring about enhancement in school culture. Moreover, limited staffing further reduces the likelihood of carrying out planned activities.

b. Resistance to Change: Sometimes, through the resistance to change, some teachers and staff are used to the old way of doing things. This makes the implementation of new values that you want integrated into the daily running of activities hard. Uncertainty or lack of understanding of benefits derived from the change leads to opposition or inactivity in following the planned program.

3. Suboptimal strategy evaluation

a. Lack of consistent and systematic evaluation methods is another issue. Without a system of performance measures, the functionality of the strategies implemented cannot be gauged. Where it is done sporadically or without standards, whatever information is retrieved cannot serve to yield an appropriate picture of strategy impacts on school culture.

b. Lack of feedback from stakeholders: Another challenge during the evaluation process is a lack of feedback from students, parents, and community members. This makes it difficult for the school to identify which particular areas of strategies are working and which ones need improvement since the responses become inconclusive as a result of insufficient feedback. It becomes difficult to make whatever adjustments necessary to enhance the success of the program.

4. Continuous Improvement Plan

In the light of these challenges and limitations, MIN Bandung needs a continuous improvement plan to improve communication among concerned stakeholders, better data collection methods, and a consistent evaluation system. Such measures would put the school in a better position to respond to the challenges faced and further improve in implementation of Positive School Culture.

To overcome the challenges and limitations faced in the formulation, implementation and evaluation of school culture strategies at MIN Bandung, the following solutions can be applied:

1. Improving stakeholder involvement

MIN Bandung can increase the level of their stakeholder participation through open discussion forums where the teachers, principals, school committees, parents, and students are engaged in one way or another. The forum would be a platform at which the vision and goals of

the school are discussed and a chance given to all participants to air their views. In addition to that, through the creation of working teams comprising all kinds of representatives, ownership and responsibility of the strategy formulation process is increased.

2. Improvement in data collection quality

MIN Bandung may apply several techniques of data collection, like an online survey, face-to-face interview, and focus group discussion, to enhance its data quality. Besides, the training on good methods of collecting data is what helps the staff to capture information that is appropriate and relevant. In that way, any data collected will be supportive to a comprehensive analysis.

3. Overcoming resource limitations

MIN Bandung can make up for the limitation of resources by striving to seek other sources of funding through cooperation with non-governmental organizations, sponsorships from local businesses, or through fundraising. Utilizing local resources, such as involving alumni or parents who have competency, will also be enhancing the support given to school activities and thus provide solutions to existing limitations.

4. Minimizing resistance towards change

These will reduce the resistance to change; MIN Bandung needs to socialize new cultural values to all parties in the school. The benefits of change and how it would contribute to the improvement in learning might be explained. A participatory approach where the involvement of the staff in decision-making is assured will also increase the acceptance of change.

5. Persistent use of evaluation methods

MIN Bandung can implement homogeneous assessment tools by developing clear performance measures, such as questionnaires to quantify student satisfaction and assess students' response to cultural activities. Periodical screening through continuous assessments and scheduled meetings on periodic evaluation will indicate the progress of the strategy implementation process and suggest what changes may be needed for enhancing program effectiveness.

6. Enhancement of stakeholder feedback

It is vital to establish a mechanism of getting students', parents', and community members' feedback. Schools may provide suggestion boxes or hold sessions of feedback during events at school. Moreover, the provision of reports on the results of evaluation to all stakeholders will raise transparency and enlist their contributions to the improvement of the existing program.

CONCLUSION

The strategic management process of school culture at MIN Bandung consists of three phases, namely strategy formulation, strategy implementation, and strategy evaluation. The development of a school culture that is safe, orderly, comfortable and provides a positive perception from the community is based on the vision and mission of the madrasah. The analysis of MIN Bandung's internal and external environment was carried out by SWOT analysis (*Strenght, Weakness, Oppourtunities*, and *Threat).* Every program related to school culture involves educators and education staff at MIN Bandung. MIN Bandung succeeded in introducing various positive elements of school culture, such as the values of honesty, cooperation, and compassion. The strategies implemented include various programs and activities to support student character development, improve the quality of teaching, and strengthen the relationship between students, teachers, and parents. A positive school culture can have an impact on the quality of education in a school/madrasah. Overall, the school's positive and strong culture ensures that all components of the school work together to achieve the goals of improving the quality of teaching, improving public relations, fostering student motivation and participation, and paying attention to the well-being of all involved. Effective leadership, active participation of the school community, professional development, good communication, resource support, and the ability to adapt are all factors that contribute to the successful implementation of school culture at MIN Bandung.

The conclusion of this research confirms that the implementation of strategic management of school culture at MIN Bandung shows positive results in improving the quality of education, as evident by empirical data. Using questionnaires and interviews, 80% of students are motivated in learning activities compared to 60% of the previous year. Qualitative data also show that dhuha prayer, 5S culture, and anti-bullying training programs that involve the police have managed to create a safer and more disciplined school environment, which directly impacts increasing student engagement in learning. Moreover, such active involvement by teachers and school committees in designing and implementing school culture programs strengthens positive relations among students, teachers, and parents, thus creating a welcoming and supportive environment.

The results will be applicable for use in other schools or madrasahs, particularly educational settings that emphasize the integration of religious values with that of the immediate local culture. This model, already implemented in MIN Bandung, could be adapted by taking into consideration the conditions of other schools-for example, by adjusting the programs to available resources and considering the participation of the local community and

parents. This can improve the school culture of both urban and rural educational institutions and motivate students and raise teaching quality on a larger scale.

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