

Implementation of Strategic Management towards Competitive School Development (Multisite Study at Smp Negeri 1 and Smp Negeri 6 Banjarmasin)



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ABSTRACT: This study aims to describe how the implementation of strategic management towards competitive schools. This research uses a case research approach and is also called descriptive research. Data collection by observation, interviews and documentation. Data analysis uses data analysis, data collection, data condensation, triangulation, data presentation and data inference or verification. The results obtained that a strategic environmental analysis was carried out at SMP Negeri 1 and SMP Negeri 6 Banjarmasin to identify the strengths and weaknesses possessed as well as the opportunities and challenges faced by the school. The strategic formulation in SMP Negeri 1 and SMP Negeri 6 Banjarmasin begins by clarifying the vision and mission to be achieved and determining long and short term goals. The School Development Team will formulate a strategy by identifying Human Resources, funds, and available facilities and infrastructure, then designing a strategy. The principal's policy supports strategic formulation. Strategically implemented on the program with clear procedural and financial support. Strategic evaluation and control are carried out by assessing the overall strategy that has been implemented in the program. The strategic plan made becomes a benchmark for success. School Development Team can make decisions based on the results of strategic evaluation and control. The conclusion of this study shows that strategic implementation is carried out in SMP Negeri 1 and SMP Negeri 6 Banjarmasin in the development of eight National Education Standards. Education units are expected to maintain existing strategic management and improve strategies that are more innovative, emphasize the quality of education, and are oriented towards fund efficiency.

KEYWORDS: Strategic management, competitive schools

I. INTRODUCTION

At this time competition between educational institutions in grabbing public attention almost occurs in every place. With the increasing number of schools, both public and private schools, forcing every school to strive towards competitive schools or increase the competitiveness of their schools. If the school does not strive to improve the competitiveness of its school, in a short time, the school will experience negative conditions where the school experiences a deterioration in its position in the eyes of the community, namely reduced public attention to entrust their children to follow the educational process organized by the school. To become a competitive school, school management must be able to create programs that are better than others (Rahayu, 2010).

Schools that appear with a good pattern strive for various strategies towards competitive schools by strengthening their Human Resources, then there are also schools that strengthen the field of facilities and infrastructure, and there are also schools that build a brand image or school image. Whatever it is, in essence, schools must strive towards the development of competitive schools and must have strategies to continue to exist. The strategic management process according to Murniati is simpler, consisting of environmental observation, strategic formulation, strategic implementation, and strategy evaluation and control (Irani, Murniati, & Khairuddin, 2014).

This process will be passed in strategic implementation towards the development of competitive schools. The stages in strategic management are interrelated and their success also affects each other. Strategic management in schools gives full authority to schools and teachers as well as the community in regulating education and teaching. The implementation of strategic management in this case is carried out by internal schools including school committees (Suhaimi, 2019).

SMP Negeri 1 and SMP Negeri 6 Banjarmasin is a school that has succeeded in grabbing the attention of the community which can be seen by the explosion of prospective new students who want to enroll in the school at the beginning of each school year. Even though there are still similar and strategically located public schools, but not as many as these two schools are in demand by the community. SMP Negeri 1 Banjarmasin Make several efforts in order to achieve a competitive school, namely by increasing graduate competency standards, improving the quality of education, implementing educational innovation strategies. Then also in

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the year 2020 SMP Negeri 1 Banjarmasin SMP Negeri 6 Banjarmasin is a favorite school of the community (including ethnic Chinese). SMP Negeri 6 Banjarmasin able to apply the efficiency of existing BOS funds to fund quality activities. Then SMP Negeri 6 Banjarmasin also prioritizes the quality of education in learning. The number of teachers with magister education level is one of the determinants of the success of teaching and learning activities. Teachers at this school also often attend education and training in order to improve their competence including foreign language skills (English).

II. METODOLOGI

This study used qualitative research with a phenomenological approach, with a multi-case type of study in SMP Negeri 1 and SMP Negeri 6 Banjarmasin. Data collection techniques through in-depth interviews, participant observation, and documentation. Data validity is done by data triangulation (how to triangulate techniques and triangulate sources), confirmability, dependability and peer briefing. Key informants are the Principal, Vice Principal or teacher, Treasurer, and School Committee. Next to get more complete information by using the snowball technique. The focus of this research is (1) Strategic environmental analysis towards the development of competitive schools, (2) Strategic formulation towards the development of competitive schools, (3) Strategic implementation towards the development of competitive schools, (4) Strategic evaluation and control towards the development of competitive schools. The instruments in this study contain the implementation process of strategic management starting from strategic environment analysis, strategic formulation, strategic implementation, to strategic evaluation and control. Data analysis used interactive analysis of the model (Miles, Matthew , & A, 1984) which consists of data collection, data display, data condensation and verification/conclusion.

III. RESULTS

Based on the results of data analysis, this study found that:

Focus 1

Strategic environmental analysis towards the development of competitive schools in SMP Negeri 1 and SMP Negeri 6 Banjarmasin. Strategic environmental analysis includes analysis of the internal environment such as strengths and weaknesses of the school and also analysis of the external environment including opportunities and threats.

Focus 2

Strategic formulation towards the development of competitive schools in SMP Negeri 1 and SMP Negeri 6 Banjarmasin. Strategic formulation includes setting the vision and mission, school goals, strategic formulation, and Principal's policies that support the strategic.

Focus 3

Strategic implementation towards the development of competitive schools in SMP Negeri 1 and SMP Negeri 6 Banjarmasin. Strategic implementation includes the establishment of programs or activities for strategic implementation, budgets or funds to support strategic implementation, and clear procedures in strategic implementation.

Focus 4

Strategic evaluation and control towards the development of competitive schools in SMP Negeri 1 and SMP Negeri 6 Banjarmasin. Evaluation and control such as monitoring external and internal factors affecting strategic implementation, measuring the performance of the extent of successful strategic implementation, and taking corrective action in case of deviations in strategic implementation.

Based on the findings above, a model of strategic management implementation towards competitive school development can be de

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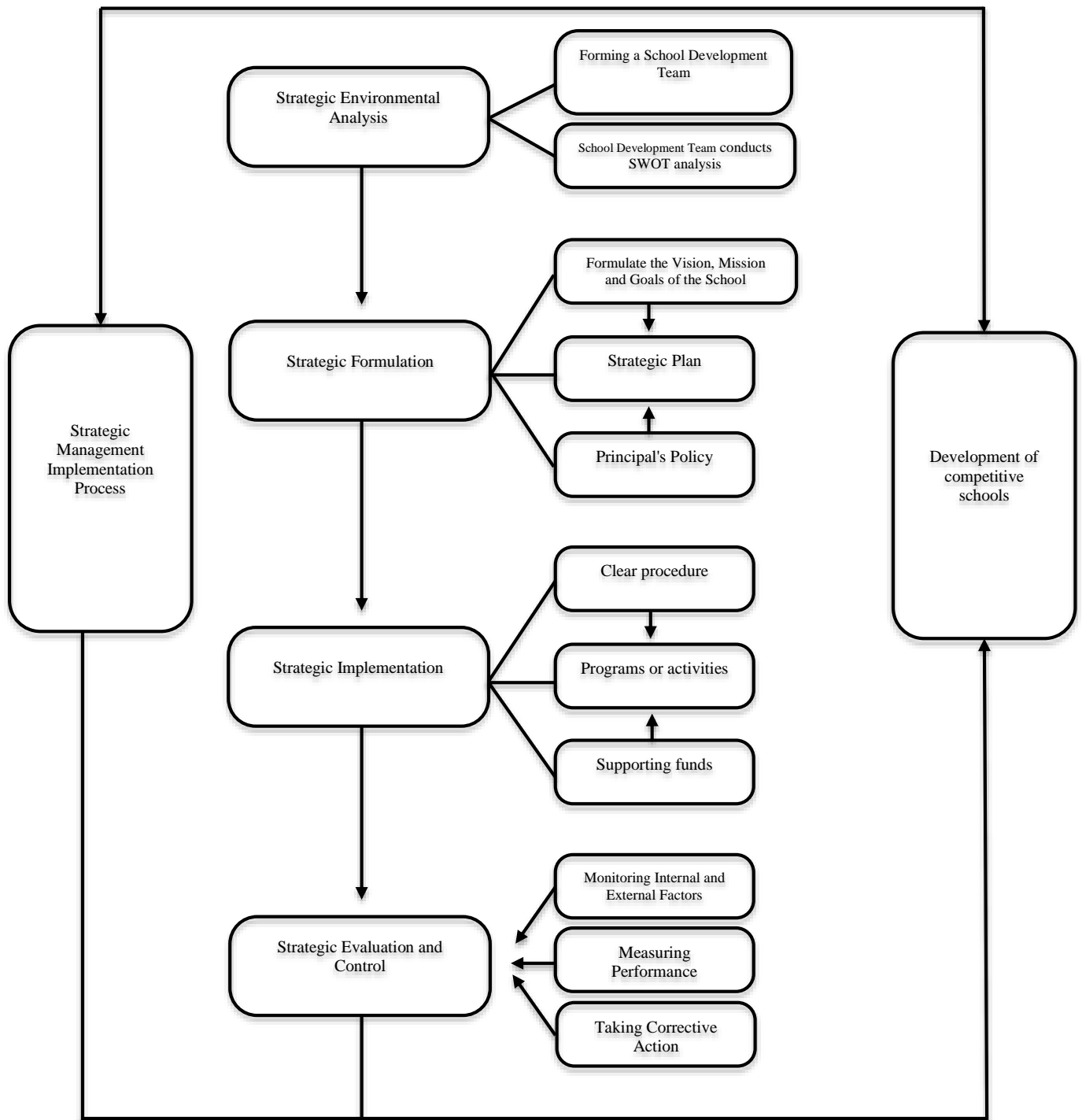


Figure: Strategic Management Implementation Flow

The description of the findings in the implementation management strategies towards the development of competitive schools can be seen in the following research findings:

A. Strategic environmental analysis towards developing competitive schools

The results of the study, it is known that the School Development Team consisting of the principal, wakasek, teacher representatives, and school committee leaders has carried out its function, namely planning the implementation of education in schools so that in the future schools have directions and goals that lead to the achievement of the goals carried by the school towards the development of competitive schools. Therefore, School Development Team must have a good understanding of everything related to their school. The School Development Team strategy in developing competitive schools begins with conducting a strategic environmental analysis in the form of internal environment analysis and external environment analysis. In conducting internal and external analysis requires analysis that can examine strengths and weaknesses that come from internal, as well as opportunities and threats that come

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from external. In strategic management, this analysis is termed SWOT (Strength, Weakness, Opportunities, and Threats) (Benzaghta, , Elwalda, Mousa, Erkan, & Rahman, 2021). It is very important to know the weaknesses and strengths that the school has, in this case it is an analysis of the internal environment. Every school is faced with two types of environments, namely the internal environment and the external environment. The larger a school, the more complex the form, type and nature of interaction that occurs in dealing with both types of environments (Suhaimi, Amberansyah, & Erny, 2023). Analysis of the internal environment in educational institutions is very influential on achieving national education goals / school goals. This strength will be the foothold in formulating the vision, mission, and goals of the school. Strengths possessed SMP Negeri 1 and SMP Negeri 6 Banjarmasin is the location of the school strategically, has a brand image, and complete facilities and infrastructure. The disadvantages of the school are its narrow location, some teachers who are at unproductive age, and some teachers and employees have honorary status (Sari, 2022). Not only from within the school that needs to be explored deeply, but also matters related to the conditions around the school that affect school conditions. This is the external environment. Analysis of the external environment includes opportunities and threats. The opportunity is that the economic condition of parents is influenced by the level of education of parents (Widiansyah, 2017) and the condition of the living environment also affects the motivation of students to learn (Saleh, 2014). Most parents pay attention to their children's education by providing facilities to them. They want the quality of their children's education more than the facilities provided by the school. If the family's economic condition is in a high position, then all educational needs can be met and can support children's learning activities, so that children can be motivated because they are not hampered by unmet needs. If the parents' economic conditions are low, all educational needs cannot be met, so that children's learning activities are late (Siska & Furqon, 2021). Another thing is that a good and comfortable social environment at school is characterized by harmonious social relationships between students and peers, teachers, and school personnel so that students will be more motivated to learn and improve their achievements.

Demographic development, giving advantages to SMP Negeri 1 and SMP Negeri 6 Banjarmasin Located in densely populated settlements due to demographic bonuses will make a significant contribution in producing quality education intakes. The accessibility factor does not discourage parents from sending their children to this competitive school, the influence of the distance factor has been explained by (Bintarto & Surastopo , 1991) that the distance factor cannot alone be used to measure the high and low level of access to two land uses. The distance factor here must work together with the state of the road, the existence of transportation facilities, even though the distance is close. Even though it is far from home, if the school is competitive, it will still be the choice of the community. The social development of the community has the opportunity for schools to have three potentials as well as being a big challenge, namely the number of students who come from economically capable groups, the very diverse educational backgrounds of parents of students, and the increasing quality and quantity of social problems that have a direct effect on the behavior of school-age children. The cultures that develop in these two schools are diverse, resulting in a diverse cultural pattern of a school. There is a cultural pattern that is less supportive of the development of a quality culture, there is a culture that is less supportive of honing creative and achievement skills, a culture of not maintaining and maintaining environmental cleanliness.

B. Strategic formulation towards the development of competitive schools

The implementation of strategic management can guarantee the quality of its performance.

Thus, strategic management is needed to maintain consistency between the vision, mission, goals and objectives guided by the school's strategic plan. The implementation of good strategic management, the school will have the right decision to achieve a plan that will lead to the goal Researchers analyze that the strategies used in the development of schools are competitive in SMP Negeri 1 and SMP Negeri 6 Banjarmasin is with not just one strategic but many strategics. This strategy is formulated by components who are competent in determining the direction and goals of the school. The School Development Team consist of components of Principal, teachers, Administration, Wakasek Curriculum, Student Affairs, and Infrastructure.

They held a meeting at the beginning of the school year, then clarified the vision and mission of the school. SMP Negeri 1 Banjarmasin is a driving school, therefore its vision and mission is the vision and mission of the mobilizing school. School goals are also set by School Development Team futures, there is a long term and there is a short term to be achieved in that year. Designing a strategy is the next step by taking into account the condition of Human Resources (HR) both teachers and employees, planned funds in the School Budget Plan (RKAS), and available school facilities.

Regarding the main strategy developed in competitive schools is strategic character development because this is considered very important. This is reinforced by (Suriansyah & Aslamiah, 2015) which states the ideal strategy, namely the principal's strategy in shaping student character with philosophical leadership, example, discipline, instructional leadership, quality leadership, and empowering teachers and education staff. While the strategy that will be formed by the teacher is example, habituation, and heart touch. Furthermore, the strategy of parents and society is effective communication and effective partnership. Character development is carried out through extracurricular self-development. Extracurricular is an effective place to nurture student character.

This is supported by research (Uwais & Ahmad , 2022) Which states that character building is carried out through curricular and extracurricular because these two aspects cannot be separated. From the strategic plan by TPS at SMP Negeri 1 and SMP Negeri

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6 Banjarmasin then the graduate competency standard strategy was born, where in this strategy the Minimum Completeness Criteria (KKM) were formulated by exceeding the National KKM. With this high KKM, it requires students to strive to achieve it and even surpass it. Students are given the obligation to develop themselves by looking for various learning resources themselves. Students are encouraged to achieve academic and non-academic achievements, both from the grade level to the national level. Here students will feel ashamed if there are no achievements carved for school. The strategy of meeting the Content Standard is to prepare a curriculum that adapts to the situation and environmental conditions every year. Then self-development which includes self-habituation and extracurriculars. Self-development developed is tailored to the vision and mission of the school. The local content curriculum is developed in accordance with several things, namely: regional character needs, social needs of the community, cultural conditions, age of students, learning needs, developing local potential, international competitiveness. Strategic formulation of compliance with Process Standards.

The strategy of improving the implementation of learning requires all teachers to carry out the learning process in accordance with the learning steps carefully prepared in the lesson plan (Rusman, 2017). The strategy of increasing supervision of the learning process by supervising and evaluating the learning process is carried out by the principal and senior teachers by conducting class visits and following up by providing examples, discussions, training, and consultations that can be obtained from supervisors, MGMP, or the Education Office. Have some notes containing coaching results, feedback back, and others. Strategic formulation of compliance with Educator and Education Standards. Strategies to increase the competence of educators and education staff. Having teachers and administrative personnel who are capable of IT and English. Strategic Formulation of Compliance with Facilities and Infrastructure Standards. It has a building equipped with an electrical network that supports school needs. Has a room consisting of classrooms according to the number of rombel, library room, science laboratory room, principal's room, teacher's room, prayer room, UKS room, toilet, warehouse, circulation room, sports field, etc. Having sanitation inside and outside the building including sewerage, sewerage, and/or wastewater, trash cans and rainwater channels.

Strategic formulation of compliance with Management Standards. Strategies for fulfilling the set of documents for the implementation of work plans and school activities. The documents are in the form of a school Strategic Plan (RENSTRA) and School Work Plan (RKS). Then carry out activities in accordance with the School Work Plan and Budget (RKAS). The RKAS is compiled using the ARKAS application. Strategic fulfillment of Management Standards, namely strategies to increase supervision, monitoring, evaluation and accreditation Implement supervision and evaluation of educators and education personnel which are carried out regularly on all subject teachers. Then for Education Personnel, administrative supervision is also carried out to find out the extent of administrative completeness made in accordance with the main duties and functions. Part of the strategic fulfillment of Management Standards is the development of a school Management Information System (SIM) Providing information that is efficient, effective and can be accessed through the school website, including: school profile and school development. Besides the website, this school has a blog, and other social media managed by school operators and Wakasek for Public Relations. Strategic formulation of compliance with Education Finance and Financing Standards. Fund management strategy is an important strategy to do. Formulate school budgets that refer to government regulations. The budget prepared and budget realization refer to the Central BOS Juknis applicable in that year. The strategy of developing the use of funds in school operational costs is used on target for the development of 8 National Education Standards. The principles used are effective, efficient, and transparent. Strategic formulation of compliance with Education Assessment Standards. This strategy is in the form of increasing the implementation of Daily Assessment, Midterm Assessment (PTS), End of Semester Assessment (PAS), and End of Year Assessment (PAT). All teachers arrange instruments and carry out assessments appropriately. Strategic formulation of School Culture and Environment Development. This strategy is in the form of developing a clean culture and strategically creating a healthy environment. The strategy of forming a culture of manners which is one of the developed characters. Strategic 5S, strategic improvement of 7K implementation. strategy for the formation of a culture of quality and a culture of taqwa to True Source.

C. Strategic implementation towards the development of competitive schools

The important role of the main actors of this strategic implementation is teachers who are inseparable from their job satisfaction. According to (Aslamiah, 2015) Teacher job satisfaction can increase school effectiveness due to optimal teacher performance. Teachers must also have competencies that continue to be honed in education and teaching. Currently, teacher competence must arrive at being able to carry out HOTS-based learning because the implementation of HOTS-based learning is able to improve the quality and competence of graduates in facing the era of free competition in the industrial revolution 4.0. Creating school character or characteristics is one of the strategic implementations carried out so that schools have something that can become their identity as a competitive school both from the curriculum, school programs, student character, teacher competence, facilities and infrastructure, school culture, and student achievement.

The implementation of strategic management mostly occurs in the curriculum because the curriculum plays a role in improving the quality of education. This is supported by research from (Zainatir & Ahmad, 2022) which concludes that good curriculum management produces quality graduates. Furthermore, the implementation of strategic management occurs in the management of

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teacher and employee human resources, infrastructure management, SBM management, SIM management, and network management and communication to other agencies.

Implementation of strategic management in SMP Negeri 1 and SMP Negeri 6 Banjarmasin are in the following programs: Curriculum that is always evolving, school programs that are superior and according to current needs and the times, healthy, child-friendly schools, adiwiyata, driving schools, even the International Standard School Pilot School (RSBI) program. Competitiveness cannot stand alone but a unity that is interconnected and related. This competitiveness is closely related to the quality of educational institutions. A strong leadership pattern is one of the factors that can encourage institutions to realize the vision, mission, goals and objectives through programs that are implemented in a planned, gradual, creative, innovative, effective, and managerial leadership. Indirectly, the principal's efforts in developing competitiveness apply the concept of Total Quality Management (TQM), where TQM is an approach in running a business unit to optimize competitiveness through continuous improvement of products, services, people, work processes, and the environment (suriansyah, 2017) that a quality work culture will act as an accelerator with a transparent and accountable system. In addition, the leadership's commitment to quality achievement, unifying perceptions, staff commitment to quality, planned and continuous competency improvement activities. In the application of increasing competitiveness, it certainly does not always go according to what is desired. The principal and the School Development Team (TPS) certainly encountered obstacles in implementing the strategy they had prepared. Improving quality, honing skills and increasing knowledge are absolute things that must be present in doing competitiveness. The three components must be united and must be collaborated so as to produce educational institutions that are able to compete. Competitiveness is the power to strive to be superior to others or superior in everything.

D. Strategic evaluation and control towards the development of competitive schools

In an effort to develop competitiveness and demand changes due to the rapid flow of the industrial revolution 4.0, the application of strategic management becomes a necessity in educational institutions. In the application of strategic management, institutions will be able to compete and be able to improve the quality of educational services and be able to anticipate the dynamics of change. Carrying out strategic supervision and evaluation towards the development of competitive schools is the last thing to do. Strategy evaluation is the primary tool for obtaining this information. This can be done by assessment or conducting a strategy evaluation process (David, 2011). The school evaluates the strategy carried out by the school. Schools set priority indicators to measure, assess performance, and make improvements in the context of implementing the National Education Standards.

In the framework of monitoring and evaluation, in SMP Negeri 1 and SMP Negeri 6 Banjarmasin carry out: 1) Periodic evaluation of the learning process, at least twice a year, at the end of the academic semester; 2) Periodic evaluation of the annual work program at least once a year, at the end of the school financial year. 3) School self-evaluation is carried out periodically based on valid data and information.

IV. CONCLUSION

The results of this study conclude that: 1) Strategic environmental analysis towards the development of competitive schools in SMP Negeri 1 and SMP Negeri 6 Banjarmasin It is very important to do before formulating a strategy because this is where internal and external analysis is carried out. The greatest strength that the school has when it is strategically located in the middle of the city, has an extraordinary brand image, and has complete facilities can make the school always meet the target in accepting new students. In terms of the external environment, the opportunity that is seen is if the school has students who partly come from the middle to upper economic group, so that parental support is visible, then if the school benefits from demographic development and geographical location that facilitates access to the school then this school has a great opportunity to become a competitive school 2) Strategic formulation towards the development of competitive schools in SMP Negeri 1 and SMP Negeri 6 Banjarmasin Done by formulating the vision, mission, and goals of the school. The strategies formulated to lead to competitive schools must be many and these strategies prioritize the quality of education and are innovative in the sense that they have distinctive characteristics. The principal's policy should support strategic formulation. 3) Strategic implementation towards the development of competitive schools in SMP Negeri 1 and SMP Negeri 6 Banjarmasin through a program of strategic formulation that is implemented with clear procedures and financial support for strategic implementation. 4) Strategic evaluation and control towards the development of competitive schools in SMP Negeri 1 and SMP Negeri 6 Banjarmasin can be done through: EDS / quality report card / analysis of ANBK results, activity evaluation, learning evaluation, curriculum evaluation, work program evaluation, accreditation results as evaluation and control of strategic implementation.

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