

Strategic Management of Educational Empowerment of Beneficiary Students of the Family Hope Program at Islamic Elementary School Al-Amnaniyah Karangjati Ngawi



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ABSTRACT: In 2007, the Ministry of Social Affairs issued a conditional cash social assistance program called the Family Hope Program. The Family Hope Program (FHP) helps beneficiary families in the field of education. Islamic Elementary School Al-Amnaniyah Karangjati Ngawi is a private Islamic Elementary School where 30% of its students benefit from FHP. This study aims to explain, describe, and analyze strategy formulation, strategy implementation, strategy evaluation, and the impact of strategic management on empowering the education of students who are beneficiaries of the Family Hope Program at Islamic Elementary School Al-Amnaniyah Karangjati Ngawi. This research uses a descriptive-qualitative approach that describes the object under study. Data collection was carried out through interview, observation, and documentation methods. In analyzing the research data, researchers used the Miles Huberman and Saldana model as a reference. Data analysis techniques are carried out by collecting data, enriching data, presenting data, and verifying data. The results of this study show that: 1) The formulation of educational empowerment strategies for students who are beneficiaries of the Family Hope Program at Islamic Elementary School Al-Amnaniyah Karangjati Ngawi includes the formulation of vision, mission, and objectives for internal and external environmental assessments and the preparation of work plans, 2) Implementation of educational empowerment strategies for beneficiary students of the Family Hope Program at Islamic Elementary School Al-Amnaniyah Karangjati Ngawi includes organizing/job description, controlling/supervision system, education verification, and Family Capacity Building Meeting (FCBM), 3) Evaluation of the strategy of empowering the education of beneficiary students of the Family Hope Program at Islamic Elementary School Al-Amnaniyah Karangjati Ngawi, namely coordination meetings and visits to the homes of Beneficiary Families (BF), 4) The impact of the management of the strategy of empowering the education of beneficiary students of the Family Hope Program at Islamic Elementary School Al-Amnaniyah Karangjati Ngawi is that it can improve academic and non-academic achievement, and empower the education of beneficiaries of the Family Hope Program at Islamic Elementary School Al-Amnaniyah Karangjati Ngawi.

KEYWORDS: Strategic Management, Education Empowerment, Family Hope Program

I. INTRODUCTION

Poverty is one of the most serious social issues to be considered together, not only the government but all components of society (Hamid, 2018, p. 25). Factors that cause poverty include low levels of education, low levels of health, limited employment and isolation. In a report issued from the World Bank, it is known that there are five factors that are considered to affect poverty, namely; First, poverty is always associated with the inability to achieve higher education, this is related to the high cost of education, although the Indonesian government has issued a policy to free tuition at the Elementary School and Junior High School levels, but other components of education costs that must be incurred are still quite high, such as books and school uniforms (Nurwati, 2008, p. 6).

Secondly, poverty is also always associated with certain types of work. In Indonesia, poverty is always related to the agricultural sector in rural areas and the informal sector in urban areas. *Thirdly*, the relationship between poverty and gender, in Indonesia the gender dimension of poverty is strongly felt, namely from several poverty indicators such as illiteracy rates, unemployment rates, workers in the informal sector and others. *Fourth*, the correlation between poverty and the lack of access to various basic infrastructure services, a good infrastructure system will increase the income of the poor directly and indirectly through the provision of health services. *Fifth*, geographical location, this relates to poverty in two ways. *First*, natural conditions, which are measured in the potential fertility of the land and natural resources. *Secondly*, equitable development, both in relation to rural and urban development, as well as development between provinces in Indonesia (Nurwati, 2008, p. 7).

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Poverty alleviation and community empowerment is one of the duties of local governments that must be carried out in accordance with laws and regulations. Poverty alleviation and community empowerment cover a wide range of aspects, including economic, social, cultural, and even political aspects. Poverty alleviation and community empowerment is one of the efforts to improve the welfare of the community (Bhinadi, 2017, p. 1). The government is trying to reduce and minimize poverty factors. The new paradigm of community reduction is based on the principles of fairness and equity, participatory, democratic market mechanisms, legal order and mutual trust that creates a sense of security. Based on these principles, the approach that must be used to overcome poverty is community empowerment, which places the community as the main character and role, and the government as a facilitator and motivator in development. In addition, it is necessary to provide assistance to the poor with various activities carried out by them. (Bhinadi, 2017, p. 48).

The government through the Ministry of Social Affairs in 2007 launched one of the leading programs in poverty alleviation called the Family Hope Program (FHP) as a program appointed by the central government in dealing with poverty in the community. FHP is one of the poverty reduction strategies designed to help Beneficiary Families (BF). On the expenditure side, especially related to efforts to improve human resources in the short term, and improve mindsets and change behaviors that can break the chain of poverty of these households for the longer term. (*Laporan Bulanan PPKH Kecamatan Karangjati*, 2021, p. 1). FHP as social protection is an effort to raise the welfare level of people who do not have the strength, so that strengthening or empowerment is needed so that these citizens have the power to get out of the poverty cycle. (*Laporan Bulanan PPKH Kecamatan Karangjati*, 2021, p. 6).

The Family Hope Program has actually been implemented in various countries, especially Latin American countries with varying program names. Conceptually, however, the original term is Conditional Cash Transfers (CCT), which translates to Conditional Cash Transfer. The program is different from the Direct Cash Subsidy (DCS) or Cash Social Assistance (CSA) programs that were distributed in order to help poor households maintain their purchasing power when the government adjusted fuel prices. FHP is more intended to build a social protection system for the poor. (*Direktur Jenderal Perlindungan Dan Jaminan Sosial, Pedoman Pelaksana PKH*, 2016, p. 5).

The next main objective of FHP is in the field of education, namely to increase the education participation rate and reduce the number of workers in poor families. Developments in the world of education have a lot of impact on the future of the nation. Considering that the problem of Human Resources is so crucial to increasing the competitiveness of the nation. (Yuana & Sari, 2022).

Through the Family Hope Program (FHP), it is hoped that there is an awareness that begins with a little coercion from parents for children to be more diligent in attending school in order to get compensation assistance paid once every three months for a period of five to eight consecutive years. Because education is a major component in improving community welfare through learning, experience, knowledge, and so on. (Astari, 2018, p. 134).

Education is a process of empowering human resources to be willing and able to awaken the potential that exists in themselves so that they can become learning citizens and work according to their wishes. Education has a strategic and important role in improving abilities and skills so that people can improve their welfare. It turns out that education not only produces educated people who can fulfill their needs and improve their welfare, but also has an impact on increasing the economic activity of the community. (Ar, 2009, p. 126). Therefore, proper strategic management is needed related to education empowerment, which includes environmental observation, strategy formulation, (strategic planning or long-term planning), strategy implementation, evaluation, and control. (Rahim Abd, & Rajab, 2016, pp. 2-5)

According to George R. Terry, "Management is a distinctive process consisting of the acts of planning, organizing, mobilizing, and controlling to determine and achieve goals through the use of human and other resources." (Polii, 2021). According to (Suriansyah & ., 2015). management is the process of planning, organizing, leading, and supervising the efforts of organizational members and other organizational resources to achieve predetermined organizational goals. According to GRTerry and Stoner (Mulyasa, 2022). there are four elements of management: planning, organizing, mobilizing and controlling (Wardane et al., 2023). According to Narsa, a strategy is a tool, plan, and method used to accomplish a task. (Widdah, 2021). Strategy is a general approach that is long-term. In contrast, tactics are a specific approach that is short-term in nature (Suriansyah & ., 2015). In its development, the concept of strategy continues to grow. Rangkuti defines strategy as a tool to achieve company goals in relation to long-term goals, follow-up programs, and resource allocation priorities (Meldawati et al., 2023). Planning and supervision are elements of management because, without careful planning and a clear vision of development, schools will run without direction (Tjabolo, S, 2020). A complete and perfect plan must contain six elements, 5W+1H (Taufiqurokman, 2016).

Based on the results of the initial exploration of researchers in the Karangjati District of Ngawi Regency, there are approximately 3000 Beneficiary Families (BF) who receive cash assistance with the Family Hope Program (FHP). This is supported by the results of observations, interviews, and documentation from FHP social assistants in the Karangjati District, Ngawi Regency. As in one of the Islamic educational institutions in the Karangjati area, Ngawi Regency, namely Islamic Elementary School Al-Amnaniyah, one of the largest private Islamic Elementary Schools in the Karangjati District, Ngawi Regency. Based on the results

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of interviews with the principal, students at Islamic Elementary School Al-Amnaniyah mostly come from families with middle to lower economic conditions, 30% of these students get social assistance from the Family Hope Program (FHP). With the Social Assistance for Family Hope Program (FHP), students from middle to lower economic groups can meet their school needs and pay off school administration. So that the learning process at school can run smoothly and optimally. Based on the above background, the authors are interested in conducting research with the title "Strategic Management of Educational Empowerment of Beneficiary Students of the Family Hope Program at Islamic Elementary School -Amnaniyah Karangjati Ngawi".

II. METHODOLOGY

This research was conducted with a descriptive-qualitative approach with a single case study, namely only one research location. This research was conducted at Islamic Elementary School Al-Amnaniyah on Ngawi-Caruban Road, Karangjati, Ngawi Regency. The main data collection techniques in this research are non-participatory observation methods, semi-structured interviews, and documentation. In analyzing the data, this research combines the analysis of leatherataif data according to the figures Miles Matthew B, A. Michael Huberman, and Saldana in his book *Qualitative Data Analysis*, there are three steps in analyzing data, namely (1) Data enrichment (data condensation), (2) Data presentation (data display), and (3) Conclusion drawing and validation. Data enrichment (data condensation) is the process of selecting, focusing, simplifying, abstracting, and transforming data. (Milles, Matthew B.A & Michael, Huberman, 2014, pp. 12–14).

In this study, researchers used observational persistence by determining the elements in the situation that are in accordance with the case study related to strategy formulation, strategy implementation, strategy evaluation, and the impact of strategic management on empowering the education of students who are beneficiaries of the Family Hope Program. The researcher then checked the findings in the field. The stages of this process are: a) collecting data in detail to get patterns of themes in the field; b) collecting and analyzing data obtained from the field; c) including the results of analysis and findings in the field.

III. RESULTS AND DISCUSSION

A. Formulation of Educational Empowerment Strategies for Beneficiary Students of the Family Hope Program at Islamic Elementary School Al-Amnaniyah Karangjati Ngawi

Based on the observations of researchers conducted in the field related to educational empowerment through the Family Hope Program (FHP), it follows the rules of the Ministry of Social Affairs based on what has been determined. However, the implementation in each district is in accordance with the conditions and situation of each district or city, provided that it does not depart from the predetermined rules, it may use different methods (*Kementerian Sosial RI, Program Keluarga Harapan*, 2016, p. 5).

The educational empowerment of beneficiary students at Islamic Elementary School Al-Amnaniyah Karangjati Ngawi is planned at the end of each year and then implemented at the beginning of the coming year. The formulation of this educational empowerment strategy involves analyzing the internal and external environment to formulate a vision, mission, and goals and developing a work plan. This strategy formulation involves parties from the FHP Human Resources (HR) concerned. As stated by the district coordinator of FHP Ngawi as follows, that strategy formulation is carried out through analyzing the internal and external environment, preparing work plans, implementing educational empowerment, providing educational empowerment facilities and infrastructure, verification and visits, and coordination at educational.

This is also explained by the FHP social assistant, who says that the formulation of this educational empowerment strategy is carried out by analyzing the surrounding environment and formulating a vision and mission as the standards and objectives of our work program, followed by preparing a work plan that we will carry out. Thus, the existence of a work plan as a clear frame of reference in every form of activity is expected to be able to minimize any discrepancies between the objectives of the activity and its implementation in the field. The terms of reference referred to in this case are in the form of formulations related to the empowerment of education.

Based on the information obtained from observations, interviews, and documentation above, the formulation of educational empowerment strategies for students who are beneficiaries of the Family Hope Program at Islamic Elementary School Al-Amnaniyah Karangjati Ngawi begins with formulating a vision and mission and determining targets and goals. This is followed by conducting an assessment or analysis of the internal and external environment. Internal analysis produces a picture of Human Resources (HR). The purpose of knowing the potential of human resources is to ensure that the Ministry of Social Affairs is able to maximize the goals to be achieved through the duties and responsibilities of human resources for the Family Hope Program (FHP). Internal analysis also has an important role in allocating social assistance received in accordance with applicable regulations, implementing educational empowerment, and changing the mindset of Beneficiary Families (BF).

According to Taufiqurokhman in his book *Strategic Management*, strategy formulation is the first stage in strategic management. This stage determines the direction and goals of the institution or organization before going further (Taufiqurokhman,

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2016, p. 15). This has also been done by empowering the education of students who are beneficiaries of the Family Hope Program at Islamic Elementary School Al-Amnaniyah Karangjati Ngawi as follows:

1) Vision and Mission Formulation

The formulation of vision and mission, as well as objectives, is the basis for the formation of a program. The vision of the Family Hope Program in the field of education is "Building social resilience, increasing awareness, and improving the quality of the next generation in the fields of health, education, and social welfare".

After the vision and mission are formulated, the next step is to determine the goals and targets. Akdon explains that organizational targets or goals are very important because they are one of the bases for formulating effective strategy formulations, supporting each goal item, and stating specific tasks that must be completed in a short period of time if an organization wants to succeed (Akdon, 2011, p. 146). Successful programs are guided by a vision and mission that are inspirational, motivational, and futuristic. The vision and mission are created and agreed upon together as a foundation for action and the preparation of work programs.

2) Environmental Assessment

Environmental analysis or assessment can be divided into two elements, namely: internal environment and the external environment. The results of environmental analysis reveal a number of opportunities that must be utilized by an educational institution and threats that must be prevented or avoided. The formulation of educational empowerment strategies for students who are beneficiaries of the Family Hope Program at Islamic Elementary School Al-Amnaniyah Karangjati Ngawi begins with formulating a vision and mission, followed by analyzing the internal and external environment. Seeing that education is an important and main thing in the welfare of life and achieving goals for all economic levels. For this reason, the social assistance of the Family Hope Program, especially in the field of education, can be used to finance education and access education services for the lower middle class economy.

3) Develop Work Plan

After analyzing the internal and external environment, the formulation of strategies for empowering the education of beneficiary students of the Family Hope Program is carried out by preparing an annual work plan. Some of these are:

- a) Commitments and obligations of Beneficiary Families (BF)
- b) Self-development for FHP human resources
- c) Implementation of education empowerment
- d) Provision of facilities and infrastructure in education empowerment
- e) Education verification

This work plan was prepared strategically and realistically by the Human Resources of the Family Hope Program (FHP). So that it is expected to be used as a reference to achieve the goals and ideals that have been set.

Based on the results of interviews with resource persons and supplemented by documentation, observation, it can be seen that the formulation of educational empowerment strategies is an important factor in determining the success and empowerment of education that takes place by utilizing the Family Hope Program (FHP). Therefore, with this strategy formulation, it is hoped that implementing the strategy can run smoothly and achieve the expected goals. Departing from this analysis, the formulation of educational empowerment strategies for students who are beneficiaries of the Family Hope Program at Islamic Elementary School Al-Amnaniyah Karangjati Ngawi can be described through a concept map as follows:

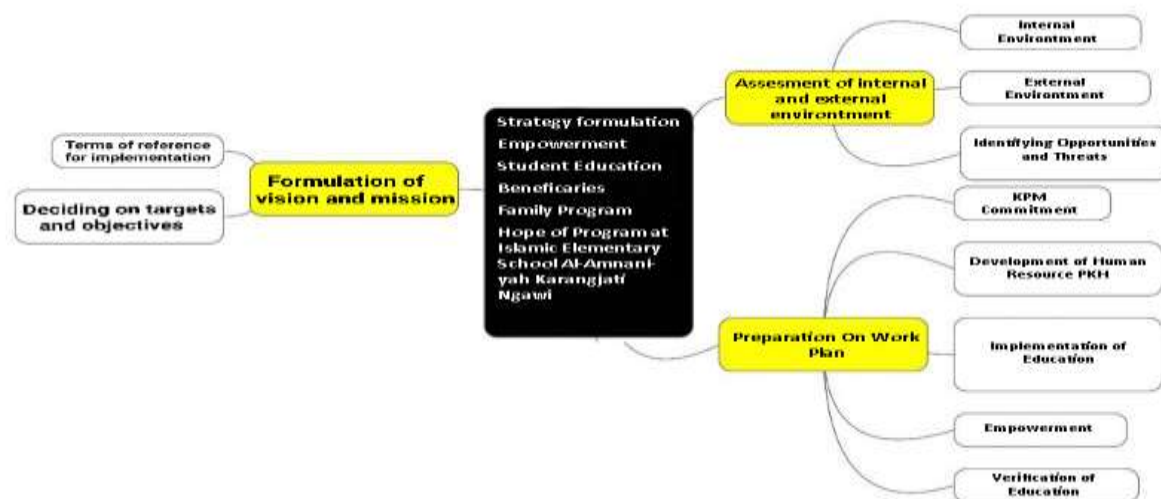


Figure 1. Concept Map of Education Empowerment Strategy Formulation

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B. Implementation of the Education Empowerment Strategy for Beneficiary Students of the Family Hope Program

Researchers continued observations at the Social Service to obtain findings related to the implementation of educational empowerment strategies for students who are beneficiaries of the Family Hope Program. One of these findings is the division of work duties by FHP HR. To clarify the findings, the researcher conducted an interview with the District Coordinator, Mr. Wisnu Purnaprahara. The implementation of this educational empowerment strategy is carried out by FHP HR including, FHP Ngawi District Coordinator and FHP social assistants in each sub-district assistance area. Each has a predetermined role and task. The implementation of this educational empowerment is carried out once a month. The implementation of this education empowerment strategy is carried out with the cooperation of all FHP HR.

The implementation of the educational empowerment strategy for beneficiary students is carried out once a month by FHP social assistants who are tasked with going directly to the field, namely education verification and family Capacity Building Meetings. And on duty, the social assistant is monitored by the Ngawi FHP headquarters, namely myself. With the aim of carrying out a control system and solving existing problems. And of course, the data obtained will be updated and deposited by APD. All FHP human resources work according to their respective job descriptions.

This was explained by the FHP social assistant in Karangjati sub-district In the implementation of educational empowerment for FHP beneficiary students, I carry out supervision in the form of educational verification. In addition, I also coordinate with the school to find out the condition of the beneficiary students if there are problems related to academic or non-academic scores.

Based on the data above, the implementation of the educational empowerment strategy for students who are beneficiaries of the Family Hope Program at Islamic Elementary School Al-Amnaniyah Karangjati Ngawi involves several activities. Technically, the implementation of these activities is carried out according to their respective duties and responsibilities. In its implementation, the FHP Ngawi district coordinator uses a control system by establishing communication with FHP social assistants. The control system carried out includes providing technical guidance related to the latest regulations and information and conducting work visits to each FHP social assistance area.

Furthermore, the educational empowerment carried out by FHP social assistants is to verify education at educational facilities related to the attendance rate and academic and non-academic scores of beneficiary students at Islamic Elementary School Al-Amnaniyah. This is carried out to determine the activeness of beneficiary students in pursuing an education. If the attendance rate is active, social assistance will be obtained, but if the attendance rate is often inactive, social assistance will balance at 0 because the Beneficiary Family (BF) does not fulfill its obligations. Finally, the educational empowerment carried out is by assisting the Family Capacity Building Meeting (FCBM) once a month in each group of Beneficiary Families (BF). This is done to change the mindset and behavior of Beneficiary Families (BF) related to education, health, the economy, and social welfare.

The strategy implementation stage is a follow-up to the strategy formulation set out in the work program. Strategy implementation is the mobilization of energy or resources to put a predetermined strategy into action. David explains that implementation is more oriented towards the formation of culture, achieving structure, effective organization, financing, developing information systems, and working relationships with organizational performance (Ahmadi, 2013, p. 46). Implementation is carried out in accordance with the duties and functions of implementing activities, preventing failure beforehand, so that the predetermined goals can be achieved.

According to Schendel and Hofer, implementation is achieved through administrative tools that can be grouped into three processes, namely: 1) Structure, namely, who is responsible for what and to whom. 2) Processes, namely how the duties and responsibilities are carried out by each person. 3) Behavior, namely behavior that describes motivation, morale, appreciation, discipline, ethics, and so on. Strategic implementation, in the context of strategic management, is the process of translating strategies that have been formulated into concrete actions. The action is then well organized so that these strategies can be realized (Sagala, 2017, p. 60).

The results showed that the implementation of educational empowerment strategies for students who are beneficiaries of the Family Hope Program at Islamic Elementary School Al-Amnaniyah Karangjati Ngawi has been carried out by all FHP human resources and related parties. From the findings above, the implementation of strategies to empower the education of students who are beneficiaries of the Family Hope Program at Islamic Elementary School Al-Amnaniyah Karangjati Ngawi is done by organizing, in the implementation of the organization carried out, the division of job descriptions. The implementation of the next strategy is supervision, providing technical guidance on implementation, visits, verification of education, and Family Capacity Building Meetings (FCBM). Departing from this analysis, the implementation of educational empowerment strategies for students who are beneficiaries of the Family Hope Program at Islamic Elementary School Al-Amnaniyah Karangjati Ngawi can be described through a concept map as follows:

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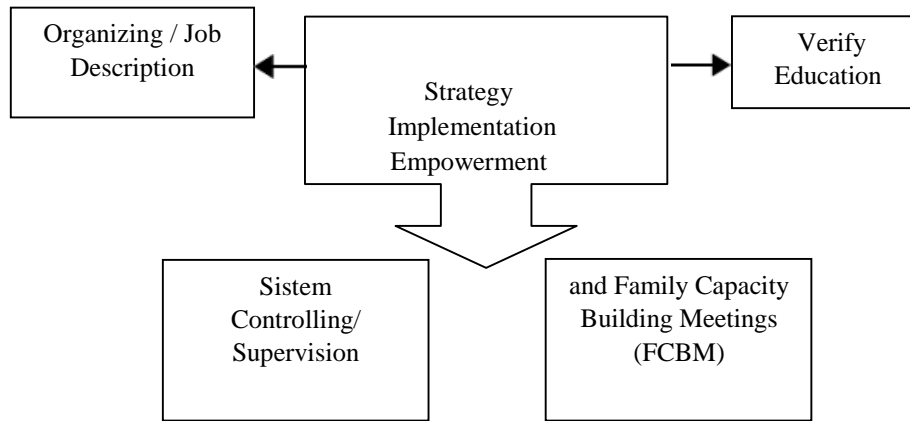


Figure 2. Concept Map for Implementing the Education Empowerment Strategy

C. Evaluation of the Educational Empowerment Strategy for Students Beneficiaries of the Family Hope Program at Islamic Elementary School Al-Amnaniyah Karangjati Ngawi

Researchers conducted observations as well as interviews related to the evaluation of the educational empowerment strategy of students who are beneficiaries of the Family Hope Program at Islamic Elementary School Al-Amnaniyah Karangjati Ngawi. The evaluation of this educational empowerment strategy is carried out once a month and once every three months by the FHP Ngawi district coordinator and FHP Ngawi social assistants. As explained by Mr. Wisnu, to determine the level of achievement of this empowerment program, we conduct a strategy evaluation. This strategy evaluation aims to minimize problems, minimize obstacles, and come up with solutions. Evaluation of this educational empowerment strategy is carried out by myself and FHP social assistants. Strategy evaluation in the form of coordination meetings is carried out once a month by the FHP Coordinator and FHP Social Assistants. Strategy evaluation in the form of visits to FHP homes is carried out by FHP social assistants once every 3 months.

Thus, it can be concluded that there are two forms of evaluation of the strategy of empowering the education of students who are beneficiaries of the Family Hope Program at Islamic Elementary School Al-Amnaniyah Karangjati Ngawi, namely coordination meetings and visits to FHP homes. This coordination meeting is in the form of a meeting held by the district coordinator and FHP social assistants regarding work progress within one month, are there any problems that have been encountered, how the solutions, and what is the future follow-up. In addition, the next evaluation of the Education empowerment strategy is a visit to the BF (Beneficiary Family) house, which is carried out once every three months. This visit to the BF house is carried out by the FHP social assistant to monitor and supervise the real allocation of the assistance funds provided. Whether it is used according to the rules or not. In addition, the BF home visit is to receive complaints from BF if there are problems related to FHP. BF home visits are also to monitor the achievements of beneficiary students and provide motivation.

The evaluation stage is the third stage after strategy formulation and strategy implementation. Evaluation is very basic because it is the main thing between plans and real action. Evaluation of the strategy for empowering the education of beneficiary students of the Family Hope Program is carried out so that there are no deviations or problems that occur, therefore, it is necessary to evaluate the strategy as one of the activities to determine the realization of the running of the educational empowerment program for beneficiary students of the Family Hope Program. If the level of achievement of educational goals is in accordance with what is desired, then improvements need to be made. This is in line with Suharsimi Arikunto's theory, namely that evaluation is a series of activities that aim to measure the level of success in an education program (Ibeng, 2020). According to Suharsimi Arikunto, the requirements to be an evaluator according to Suharsimi Arikunto are: understanding the material, mastering the technique, being objective, careful and honest, and trustworth

hy (Arikunto, 1993). According to William, N., evaluation can provide valid and reliable information about policy performance, i.e., how valid needs, values, and opportunities have been met through public policy actions; contribute to the clarification and critique of the values underlying the selection of target objectives; and contribute to the application of other policy analysis methods, such as problem formulation and recommendations (Sancono & Kertati, 2023).

Based on observations of the evaluation of the educational empowerment of students who are beneficiaries of the Family Hope Program, coordination meetings were conducted. As described by the FHP social assistant in Karangjati sub-district, holding a coordination meeting between the FHP social assistant and the school principal and holding a coordination meeting between other FHP social assistants and the FHP Ngawi district coordinator. As described by the FHP Ngawi district coordinator, controlling the work program in the context of empowering the education of beneficiary students of the Family Hope Program is done through coordination meetings. Coordination meetings between the Ngawi FHP district coordinator and the Ngawi District Social Assistant are held once a month. And for coordination, meetings between FHP social assistants in Karangjati sub-district and school principals are also held once a month.

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In addition to coordination meetings, in order to evaluate activities and programs, FHP social assistants make visits to the homes of Beneficiary Families (BF) as parents of beneficiary students of the Family Hope Program to find out the allocation of FHP social assistance funds provided so that they are used according to school needs. FHP social assistants also check the progress of beneficiary students' achievements by showing report cards every semester. Departing from this analysis, the evaluation of the educational empowerment strategy for students who are beneficiaries of the Family Hope Program at Islamic Elementary School Al-Amnaniyah Karangjati Ngawia can be described through a concept map as follows:

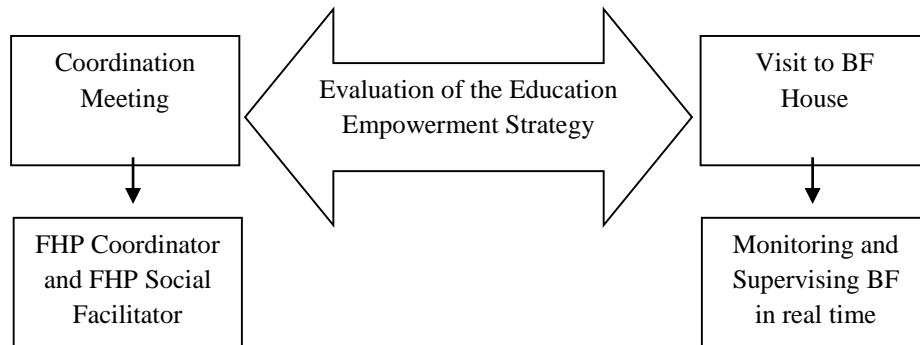


Figure 3. Education Empowerment Strategy Evaluation Concept

D. The Impact of Management Strategies on Education Empowerment of Beneficiary Students of the Family Hope Program at Islamic Elementary School Al-Amnaniyah Karangjati Ngawia

Researchers conducted observations at Islamic Elementary School Al-Amnaniyah Karangjati to find out the impact of the management strategy of empowering the education of students who are beneficiaries of the Family Hope program at Islamic Elementary School Al-Amnaniyah Karangjati Ngawia. To support the results of these observations, researchers conducted interviews with the Principal of Islamic Elementary School Al-Amnaniyah Karangjati Ngawia and the guardians of students receiving benefits. The impact of the management strategy on the education of beneficiary students of the Family Hope Program at Islamic Elementary School Al-Amnaniyah Karangjati Ngawia is as follows: increasing the academic and non-academic achievements of students who are beneficiaries of the Family Hope Program and being able to empower the education of beneficiary families.

The strategic management of empowering the education of beneficiary students of the Family Hope Program has a positive impact, namely improving student achievement both academically and non-academically and being able to empower the education of FHP Beneficiary Families (BF). With the existence of FHP, especially in the field of education, people can easily access educational services, and of course, through education, people can break the chain of poverty and live prosperously.

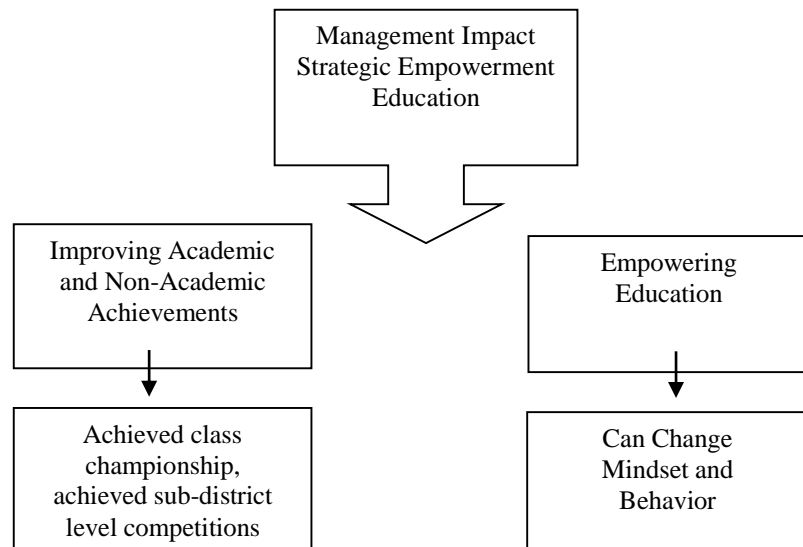
Wilbert Moore defines social change as a very important change that comes from the social structure and means that the social structure is the patterns of behavior and social interaction in which there are various expressions of structures and norms, values, and cultural phenomena. So change is a variation or modification in every aspect of social processes, social patterns, and social forms, as well as any modification of established patterns of interrelationships and standards of behavior (Wilbert, 1967, p. 3). Changes that occur in the form of something are social changes due to social phenomena at various human levels. This cultural change involves replacing changes in ideology and values with changes in more modern patterns of thought. Such social change is also explained by Weber as a process of social change related to the development of human rationality (Martono, 2004).

Thus, through the tasks carried out by social assistants who ensure that the Family Hope Program runs smoothly according to the expected goals, in verifying the Education and Family Capacity Building Meeting (FCBM), the Family Hope Program certainly has an impact on the changes that occur, especially in educational empowerment. Among them, beneficiary students are helped to meet school needs, complete payment administration, and make it easier to access services at educational facilities. Beneficiary students are also more enthusiastic about carrying out their obligations to pursue education actively according to the commitments that must be carried out, which has an impact on improving the academic and non-academic achievements of the beneficiary students of the Family Hope Program. In addition, the Beneficiary Family (BF) as the caretaker or mother of the beneficiary students of the Family Hope Program (FHP) also creates changes and is more productive in behavior, mindset, and independence in terms of the importance of education, health, and social welfare of the Beneficiary Family (BF).

Following the educational empowerment of the beneficiary students of the Family Hope Program, the program can run even better. All management structures involved in it work together and coordinate. Conditional cash assistance can be used in accordance with the rules, namely in the education component to meet educational needs, therefore there is a need for regular monitoring by the social assistant of the Family Hope Program. The hope is that by pursuing higher education, it can break the chain of poverty, improve lives, and change the mindset of the lower middle class. Departing from this analysis, the impact of strategic

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management on the educational empowerment of students who are beneficiaries of the Family Hope Program at Islamic Elementary School Al-Amnaniyah Karangjati Ngawi can be described through a concept map as follows:



Picture 4. Concept Map of Impact of Education Empowerment Strategy Management

IV. CONCLUSION

Based on the results of the study and analysis and discussion of research findings on strategic management of educational empowerment of student beneficiaries of the Family Hope Program at Islamic Elementary School Al-Amnaniyah Karangjati Ngawi, there are four answers to the formulation of related problems, namely strategy formulation, strategy implementation, strategy evaluation, and the impact of strategic management, as follows: Strategy formulation for empowering the education of students who are beneficiaries of the Family Hope Program at Islamic Elementary School Al-Amnaniyah Karangjati Ngawi includes formulating a vision and mission, determining goals and targets, and assessing the internal and external environment. This assessment is used to take advantage of opportunities and reduce threats. The last strategy formulation is developing a work plan. This work plan is strategically and realistically prepared by the Human Resources Department of the Family Hope Program (FHP). Thus, it is expected to be used as a reference to achieve the goals and ideals that have been set. The implementation of educational empowerment strategies at Islamic Elementary School Al-Amnaniyah Karangjati Ngawi includes organization and job descriptions. The next strategy implementation is the control and supervision system. The next form of strategy implementation is education verification. The last strategy implementation is the Family Capacity Building Meeting (FCBM). The evaluation of the strategies carried out in empowering the education of FHP beneficiary students is to hold regular coordination meetings as a means of controlling and finding solutions to overcome the obstacles faced. The impact of strategic management on the educational empowerment of FHP beneficiary students at Islamic Elementary School Al-Amnaniyah Karangjati Ngawi has a positive impact. Namely, beneficiary students become more motivated to pursue education, so this has an impact on academic and non-academic achievements.

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