



ENHANCING PROGRAMS OF EDUCATION OFFICE THROUGH STRATEGIC PLANNING

Virgana Virgana

Pascasarjana Universitas Indraprasta PGRI Jakarta, Indonesia

Corresponding e-mail: virganaunindra@gmail.com

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Abstract:

A program planning with certain quality is needed to improve the provincial education district service to the community. This study aims to develop the district education office program in 2019 and guidelines for the provincial education service plan for the following year through strategic planning. This study uses a qualitative approach with SWOT analysis. Data collection is done through group interviews, plenary meetings and observations. Data obtained are grouped into components of strengths, weaknesses, opportunities, and threats, then analyzed into four strategic formulations, namely: Strengths - Opportunities (SO), Weaknesses - Opportunities (WO), Strengths - Threats (ST), and Weaknesses - Threats (WT). The results of the study were organizational positioning on strategic planning (W-T). The conclusion is that program planning arranged by positioning of strategic planning. We hope that the result of this study can be beneficial for the policy maker, stake holder, and other researchers in related field.

Keyword: education office district, program planning, swoc analysis, and strategic planning

INTRODUCTION

Provincial Education Office DKI Jakarta as an element of the regional government has the task of conducting guidance and monitoring the implementation of formal, non-formal, and informal education. The school as the operator in implementing the education unit conducting education policies in accordance with the level of the education unit. This is in accordance with the mandate of the Law of the Republic of Indonesia number 20 of 2003 concerning the national education system in article 10 that the government and regional governments have the right to

direct, guide, assist and supervise the implementation of education in accordance with applicable laws and regulations. In carrying out the implementation of education that is being guided, the head of education office needs to develop a strategic plan to improve the quality of education in its environment. This plan is prepared to anticipate environmental changes both internally and externally (Muzakkar, 2014). The strategic organization is an organization that has clear, real and realistic goals and is able to optimize the potential of organizational resources and adapt to the dynamics of environmental changes. Planning is an important thing that must be considered by the head of the organization to built organizational management properly, because all decisions about actions that will be carried out in the future certainly starts from good planning (Akhmad, 2010).

Globalization is a continuous transform that displays opportunities, risks and challenges (Astuti, 2018). Hence a head of education office must have a short, medium and long term planning in carrying out management functions. In particular, short-term programs that are listed in the official program arranged at the end of each year through the education office coordination meeting before the new year begins. However, it is very unfortunate that this official work meeting resulted in the product of an official program which was generally the same as the previous year's program, and its activities were only routine and directed towards the status quo. Some product changes are not fundamental, and are not systematic in terms of improving the quality of education. The organization may have invested heavily for status quo; subsequently resisting change will take place to avoid uncertain future of organization. Consequently, the necessary actions are to be taken to motivate employees (Hussain et al., 2016). In accordance with the mandate through the Government Regulation of the Republic of Indonesia Number 21/2004, activities are part of a program carried out by one or several work units as part of achieving measurable targets in a program and consist of a set of good resource of mobilization (human resources), capital goods including equipment and technology, funds, or a combination of several or all types of resources as inputs to produce output in the form of goods or services (President of the Republic of Indonesia, 2004). The head of the education office as the leader of the educational organization is the agent of change to advance the organization through his work program, especially how to improve the quality of schools under his guidance. One of the policies to improve the intermediary function operating globally is to maximize the role of branch offices and provides high flexibility to branch offices because branch offices are units of banks that serve community transactions and provide a full range of bank services compared to units (Hadijah, 2018).

The object discussed in this study is how to implement SWOT analysis to enhance programs of Provincial Education Office through strategic planning. This study aimed to find out about the stages of strategic planning of educational office, beneficial dominant factors of the provincial educational office at present conditions based on the resultant calculation, and the strategic planning for provincial education office.

SWOT analysis is a concept to determine the selection of strategic issues that are important for the future of an organization. Strategic planning is a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it (Bryson, 2018). Strategic planning as a logical framework that determines where you are, where you are going, and how you can get there. It is also a process that directs leaders to develop a vision in describing the desired future (Salusu, 2006).

SWOT is an acronym for *Strengths, Weaknesses, Opportunities, and Threat* (Hunger, 2012). The four components are analyzed based on internal environmental factors and external environmental factors.

Strategic planning is a set of managerial decisions and actions that determine the run of performance of a corporation. It includes environmental scanning (both external and internal), strategy formulation (strategic or long-range planning), implementation strategy, and evaluation and control (Wheelen & Hunger, 2012). Strategic planning as a future plan that is set to be used as a guide, starting from the corporate level to the level of business units, products, and market situations. Strategic planning is the parent of management strategy, namely the existence of a vision, mission, goals and policies. Then strategic planning functions to measure and take advantage of opportunities to be able to achieve success (Saladin, 2003, Amalia & Samopa, 2012). Strategic planning is a long-term plan that is comprehensive in nature, provides a formulation of the direction of an organization or company, and a procedure for allocating resources to achieve goals over a period of time in various possible environmental conditions (Rusniati & Haq, 2014). Strategic planning (SP) is a process and a tool for organization to plan and follow for social practices. SP is a comprehensive process for determining what HEIs should become, what are the current gaps of organization, and how it can be best achieved throughout the strategic planning process (Shu-Hsiang, Jaitip, & Ana, donaldson, 2015). Strategic planning is a system of institutions and management instruments whose purpose is to direct activity of management bodies at all levels in order to achieve long-term goals of socioeconomic development and providing necessary resources (Virgana & Lapasau, 2019). Strategy implementation is the management process to built its strategy in the form of programs, procedures and budgets. Implementation of strategies can also be interpreted as developing strategies in the form of actions. The implementation of appropriate strategies is the implementation which is carried out in accordance with the strategic objectives and strategic missions that have been determined (Nurhapna & Haksama, 2014).

Internal Factor Analysis Summary and External Factor Analysis Summary. The current ranking of an organization is determined by IFAS (Internal Factor Analysis Summary) and EFAS (External Factor Analysis Summary) conclusions (David, 2011). IFAS and EFAS are determined based on data from 4 (four) strategy formulations, namely: Strength - Opportunities (S-O), Weakness - Opportunities (W-O), Strength - Challenge (SC), and Weakness - Challenge (W-C) (Salusu, 2006). The SO Strategy, this strategy is suitable for organizations that are in quadrant I. The goal is to use power optimally to take advantage of opportunities. This strategy is implemented through the comparative advantage of the organization. WO strategy, this strategy is suitable for organizations that are in quadrant II. The goal is to improve internal weaknesses through the utilization of opportunities arising from external environments, this strategy is implemented through investment or investment steps that the organization needs to take. *Strategi SC*, this strategy is suitable for organizations in quadrant IV. The aim is to harness the power that the organization has to avoid or at least minimize the challenges that come from the external environment. This strategy is implemented by mobilizing the strength of the organization. WC strategy, this strategy is suitable for organizations that are in quadrant III. The aim is to minimize organizational weaknesses to avoid challenges that arise from external factors.

METHOD

This study uses qualitative methods with SWOT analysis. The research sample was an education service organization from 6 provincial education offices district (Central Jakarta, North Jakarta, West Jakarta, South Jakarta, and East Jakarta). Four different designs were implemented based on study purposes: (1) document study to evaluate the mission, vision, and strategies, (2) cross-sectional online survey to explore public perceptions, (3) focus group interviews, and (4) critical analysis of the results from the previous three steps to develop strategic plans and framework (Oh et al., 2019)

Document study is conducted to review the documents of vision, mission, and education service programs in the previous year as the basis for the preparation of the next work program. Data collection was carried out with a cross-sectional online survey and focus group. Focus group interviews consisted of a total of forty experts: ten experts from department of culture and education, six academic experts including deans and faculty members, five school supervisors, and five school principals, ten education service staff and four members of the teaching profession (PGRI). The panel focuses on IFAS and EFAS with the intention of gathering information on strengths, weaknesses, opportunities, and threats in this institution which are linked to eight national education standards.

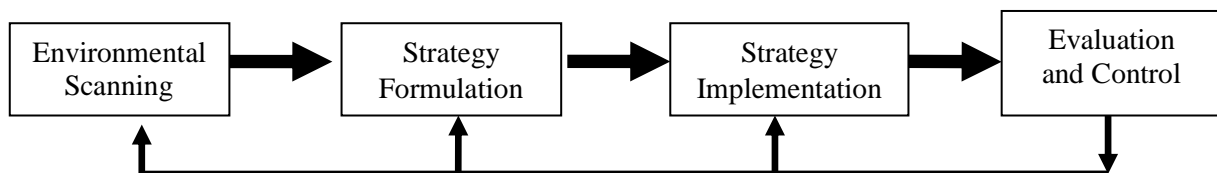
Then the data on strengths, weaknesses, opportunities, and threats are prepared based on the analysis of current IFAS conditions, namely recording all the conditions that become strengths and weaknesses within the provincial education office. Then, analysis of the current EFAS condition is to record all the circumstances that become opportunities and challenges in the provincial education office externally. This stage is another term for Environmental Scanning. Environmental scanning is the monitoring, evaluating, and disseminating of information from the external and internal environments to key people within the corporation. Its purpose is to identify strategic factors — those external and internal elements that determine the future of the corporation (Hunger, 2012). The next step is to do the critical analysis with strategy formulation and strategy implementation.

Strategy formulation is the development of long-range plans for the effective management of environmental opportunities and threats, in light of corporate strengths and weaknesses (SWOT). It includes defining the corporate mission, specifying achievable objectives, developing strategies, and setting policy guidelines. Strategy implementation is a process by which strategies and policies are put into action through the development of programs, budgets, and procedures. This process might involve changes within the overall culture, structure, and/or management system of the entire organization. Except when such drastic corporate wide changes are needed, however, the implementation of strategy is typically conducted by middle- and lower-level managers, with review by top management. Sometimes referred to as operational planning, strategy implementation often involves day-to-day decisions in resource allocation (Wheelen & Hunger, 2012).

To improve ongoing activities as quality control and for the preparation of work programs evaluation and control are then carried out. Evaluation and control is a process in which corporate activities and performance results are monitored so that actual performance can be compared with desired performance. Managers at all levels use the resulting information to take corrective action and resolve problems. Although evaluation and control is the final major element of strategic management, it can also pinpoint weaknesses in previously implemented strategic plans and thus stimulate the entire process to begin again.

The data obtained was validated by peer checking. This peer technique is done by gathering peers, who have the same general knowledge about what is being studied, so that with them researchers can review the perceptions, views and analyses the data (Ibrahim, 2015). Qualitative data were collected in September and November 2018 using audio recordings, and results from focus group discussion. Basic elements of the strategic management process on Figure 1.

Figure 1 Basic Elements of the Strategic Management Process



(Source: Wheelen & Hunger, 2012)

RESULTS AND DISCUSSION

The head of the provincial education office initiates and agrees on the process of the strategic plan stages as listed in Figure 1 by reviewing the vision and mission. The mission of the education office is: Carry out the administration of the provincial education office; Organizing and fostering teachers and administrative staff; organize and monitor the implementation of Early Childhood, Non-Formal and Informal Education; organize and monitor the implementation of Primary Schools and Extraordinary Education; organize and monitor the implementation of Junior High School; organize and monitor the implementation of High School; organize and monitor the implementation of Vocational High Schools; and organize and monitor the implementation of Educational Infrastructure and Facilities.

Synthesis of internal and external environments was carried out to obtain information for the preparation of the strategic planning of the Education Office. Strengths, weaknesses, opportunities, and threats were obtained by questionnaires, then discussed at a meeting. The results of the study are as follows:

Strengths is internal positive attributes for the organization. Strengths of an organization are essentially just what you would think they are: positive attributes or abilities unique to the organization, which in some way enhance the organization's ability to achieve its objectives (Katsiolouides, 2002). Based on the results of data collection, strengths obtained are: sufficient funds, there are employee welfare, there are health insurance, high employee discipline, and the pension benefits. **Weaknesses** are simply internal negative attributes or perhaps inabilities unique to the organization, which in some way have led (or will probably lead) to the organization's failure to achieve its objectives (Katsiolouides, 2002). Based on the results of data collection obtained weaknesses are: Management of head of education office, lack of employees with Civil servants status, low employee competency, low employee qualifications, lack of meeting rooms, less representative buildings, no sports room, no guest lounge, limited parking spaces, and low budget absorption. **Opportunities** are strategists must make an attempt to identify as many relevant as is feasible. As already mentioned, these are external to the organization, and are defined as any factor or situation that might be expected to aid the organization's efforts to achieve their objectives (Katsiolouides, 2002). Based on the results of data collection, opportunities were obtained: program are supported by the Regional People's Representative Council (DPRD), many companies as partners in the procurement of goods and services, consultant service bureaus, electronic budget system support. **Threats** are outside factors or situations that can affect your organization in a negative way—making it harder for the organization to fulfill its mission to meet its mandates. Based on the results of data collection, obtained weaknesses are: flooding, entrance access is too narrow, interferences from NGOs, instable internet connection, budget disbursement is often late, and accountability reports from schools are often late, meeting participants are often late due to traffic jams traffic, lack of school facilities and infrastructure, limited contribution from students' parent, and the parents' educational background is low. Then the data on strengths, weaknesses, opportunities and threats are classified into IFAS and EFAS as in Table 1.

Table 1 Grouping of IFAS and EFAS

IFAS	EFAS
<ol style="list-style-type: none"> 1. Funds are sufficient 2. Employee welfare 3. Health insurance 4. High employee discipline 5. Provision of pension benefits 6. insufficient management 7. Lack of employees with civil servant status 8. Low employee competency 9. Low employee qualifications 10. Lack of meeting rooms 11. Building is less representative 12. There is no gym 13. no guest lounge 14. Narrow parking spaces 15. Low budget absorption 	<ol style="list-style-type: none"> 1. Program support from DPRD 2. Many companies are partners in the procurement of goods and services 3. Bureau of consultant services 4. Electronic budget system support 5. Disbursement of the budget is often late 6. lack of school facilities and infrastructure 7. School accountability reports are often late 8. unstable internet connection 9. The parents' educational background is low 10. Limitations of the economic capacity of students 11. Meeting participants are often late because of traffic jam 12. interferences from NGO 13. Floods 14. The entrance is too narrow

Identifying Strategic Issues Faced by Organizations

Identification of factors of internal environment of the education office consists of human resources, infrastructure, and institutional performance, and the key factors are linked to eight national education standards. Weighting starts from low (R), medium (S), and high (T). Then the periodic progress of the previous year of 2017 and 2018 is analyzed and compared to the effect it has on the identification of factors in the internal environment of competitors. Competitors are taken from the education service whose performance is better. They can be used as collaborative partners in the future to improve the quality of activities, such as making competitors to organize other online training programs as collaborative partners in improving the quality of online training (Susilowati, 2016). The results of identification factors in the education office after being compared to the performance of competitors are: 4 strengths, namely health insurance, employee discipline, pension insurance, and sufficient funds, and 10 weaknesses: Management of head of department, lack of employees with civil servant status, low employee competence, low employee qualifications, lack of meeting rooms, less representative buildings, no sports rooms. no guest lounge, narrow parking space, and, low budget absorption.

Identification of the external environment in the education office is grouped into four variables, namely economic, political, socio-cultural, and technology. The education system accepts input from the environment or other systems and the output will be input to other systems. The environment in question can be in the form of geographic, demographic, cultural, as well as ideological and political, social, economic and industrial elements, science and technology, defense and religion. These variables are given weights starting from low (R), medium (S), and high (T) (Somantri, 2014). Furthermore, a successful probability analysis is carried out, namely the occurrence of opportunities or challenges and attractive power to the education office. The results of the identification of external environmental factors of the education office, are 4 opportunities: Program support from the DPRD, many companies as partners for goods and services procurement, consultant service bureaus, and electronic budget system support, and 10 threats: budget disbursement is often late, frequent flooding, access too

narrow, interferences from NGOs, accountability reports from schools are often late, meeting participants often late due to traffic jams, lack of school facilities and infrastructure, limited economic abilities of parents, parents' low educational background, and unstable internet network.

Formulating Strategies for Managing Issues

According to Wheelen & Hunger (2012), the preparation of IFAS is done by giving *weight* and *rating* for each internal strategic factor. Strength strategic factors are given a positive sign in the rating, while the weakness factors are given a negative sign. In the IFAS table a rating of strengths of 1 to 5 is used, and weaknesses use a rating of -1 to -5, see table 2.

Tabel 2: Internal Factor Analysis Summary (IFAS)

Internal Factor	Weight	Rating	Weight x Rating
Strenghts			
1. Funds are sufficient	0.10	5	0.55
2. Employee discipline	0.07	4	0.28
3. Employee welfare	0.07	3	0.21
4. Health insurance	0.06	3	0.18
5. Pension insurance	0.05	3	0.15
Amount of strength	0.35		1.37
Weaknesess			
1. management of education office	0.10	-5	-0.50
2. lack of employees with civil servant status	0.09	-4	-0.36
3. low employee's competency	0.08	-4	-0.32
4. low employee's qualification	0.08	-4	-0.32
5. Low budget absorption	0.07	-4	-0.28
6. Building is not representative	0.07	-4	-0.28
7. Insufficient meeting rooms	0.06	-3	-0.18
8. No sport hall	0.06	-3	-0.18
9. Insufficient parking space	0.05	-2	-0.10
10. No lounge for guests	0.04	-2	-0.08
Amount of Weaknesses	0.70		-2.60
Strenghts + Weaknesses	1.00		-1.23

The results of the analysis from the IFAS table in Table 1 are a number of weights of 0.35 of the 5 strength factors with the results of calculations with the Expert Choice program. After multiplying by each of the rating values the amount of power is 1.37. The weaknesses consist of 10 weakness factors with a number of weights 0.70, after multiplying by the rating value the number of Weaknesses -2.60 is obtained. The sum of Strengths and Weaknesses is -1.63. Subiyantoro (2014) states that expert choice is a software that can help decision makers examine and resolve problems involving several evaluation criteria. This software uses the Analytical Hierarchy Process (AHP) methodology to model decision problems and evaluate alternative relative desires.

External Factor Analysis Summary (EFAS). Thomas and Hunger (2002) state that the results of observations and identification of external factors are analyzed and summarized in the summary table into the External Factor Analysis Summary (EFAS). EFAS preparation was carried out by giving weight and rating to each external strategic factor. Opportunity factors are given a positive sign while the challenge factors are given a negative sign. The results of multiplication of weights with ratings are weighted values of external strategic factors. To determine the EFAS table a rating of 1 to 5 is used, while for weaknesses a rating of -1 to -5 is used, as shown in table 3.

Tabel 3: External Factor Analysis Summary (EFAS)

External Factors	Weight	Rating	Weight x Rating
Opportunities			
1. Program support from the DPRD	0,10	5	0,50
2. many companies as partners for goods and services procurement	0,07	5	0,35
3. consultant service bureaus	0,07	4	0,28
4. electronic budget system support	0,06	4	0,28
Amount of Opportunity	0,30		1,41
Threats			
1. budget disbursement is often late	0,10	-5	-0,50
2. lack of school facilities and infrastructure	0,09	-4	-0,36
3. accountability reports from schools are often late	0,08	-4	-0,32
4. The parents' educational background is low	0,07	-3	-0,21
5. Limitations of the economic capacity of students	0,07	-3	-0,21
6. meeting participants are often late due to traffic jams	-0,07	-3	-0,21
7. unstable internet connection	0,07	-3	-0,21
8. interferences from NGO	0,06	-3	-0,18
9. flood	0,05	-2	-0,10
10. too narrow entrance	0,04	-2	-0,08
Amount of Threads	0,70		-2,38
Opportunities + Threads	1,00		-0,97

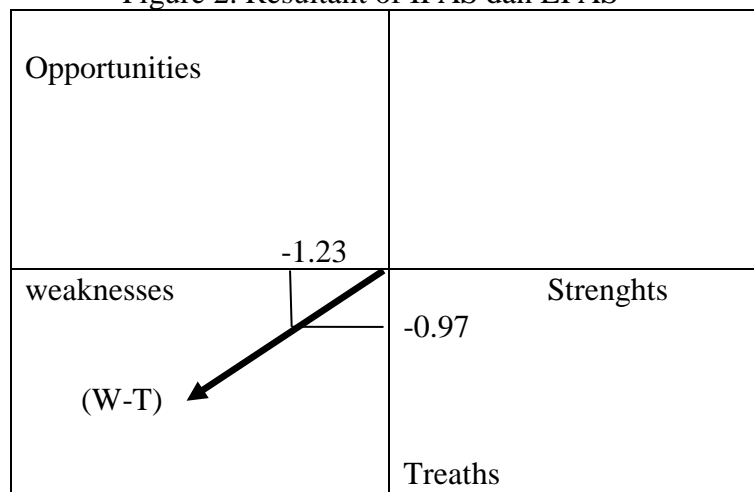
The results of the analysis of the EFAS table above show that of the 14 Opportunity factors and the results of calculations with the Expert Choice program produce a number of weights of 0.70, after multiplying each of the rating values, the number of opportunities is 2.28. The Challenge factors have a total weight of 0.30, after multiplying by each of the rating values the number of Challenges is -0.99. The results of Opportunities and Challenges are 1.29. Position of the Jakarta Education Office. Based on the results of IFAS and EFAS analysis, the Ranking of Jakarta Education office can be graphically determined. The summary of IFAS and EFAS results can be seen in Table 4 below.

Tabel 4: Results of IFAS and EFAS

IFAS		EFAS	
Strengths	1.37	Opportunities	1.41
Weaknesses	-2.60	Challenges	-2.38
Resultant	-1.23	Resultant	-0.97

The results of IFAS and EFAS are obtained by the resultant, IFAS = -0.63 and EFAS 1.29, then the resultant is described in the Cartesian diagram, as in Figure 2.

Figure 2. Resultant of IFAS dan EFAS



Based on graph 1 above, it can be seen that the rank of the Jakarta XXX Education Office is in quadrant III, this means that the factors that predominantly influence the activity strategy program are weaknesses towards threats (wO) while other factors can be ignored because their influence is relatively insignificant or less dominant.

Reviewing dan adopting strategic planning.

Based on the ranking of the education office, a SWOT analysis can be carried out using the SWOT matrix, in accordance with the results of the analysis, the dominant factor obtained for the preparation of work programs is the WT area in quadrant III. In accordance with research that states that SWOT analysis diagrams have the purpose of determining the position of the results of the SWOT analysis. In determining that position, the X coordinate points start from internal conditions and Y coordinate points from external conditions (Wahida, 2015).

Based on graph 1 from the results of the SWOT analysis above, the strategy that needs to be taken by the Education Office is to reduce threats and existing weaknesses, while the SO, SC and WC strategies are less dominant in determining service programs. Data on weaknesses and threats can be seen in table 4.

Tabel 4. List of Weaknesses and Threats

Weaknesses (W)	Threats (T)
W1 managemen of Education Office	T1 budget disbursement is often late
W2 Lack of employees with civil servant status	T2 lack of school facilities and infrastructure
W3 low employee's competency	T3 accountability reports from schools are often late
W4 low employees's qualification	T4 The parents' educational background is low
W5 low budget absorpsion	T5 Limitations of the economic capacity of students
W6 building not representatif	T6 meeting participants are often late due to traffic jams
W7 limited meeting room	T7 unstable internet connection
W8 no sport hall	T8 interferences from NGO
W9 limited parking space	T9 flood
W10 no lounge for guests	T10 too narrow entrance

Strategic choice

The Strategy obtained is how to reduce weaknesses to minimize threats, then strategic issues include the following:

- How to improve the ability of human resources such as management of the education office, meeting employee needs, employee competencies, and employee qualifications?
- How to improve the quality and academic achievement of students in the education office of provincial xxx?
- How to complete the facilities and infrastructure in the provincial education office xxx and schools under the guidance of the provincial education office xxx?
- How to improve coordination with related parties to facilitate the disbursement budget in the provincial education office xxx,
- How to improve the accuracy of accountability reports from schools,
- How to improve coordination with authorities to reduce traffic jam, and interferences from NGOs?
- How to increase the accuracy of data on underprivileged students in order to support them?

Implementation Strategy

In the framework of implementing school-based management, there are two operational strategies that need to be carried out in implementing the education service program. The first is horizontal coordination namely by planning, organizing, implementing, and evaluating at the education office level, secondly conducting vertical coordination by planning proposed program activities that requires follow-up at the top level which is not an official level authority, such as the appointment of teachers or administrative staff, land acquisition, and the procurement of other infrastructure. The formulation of the provincial education office program is broadly arranged as in Table 5. The program is outside the routine program of provincial education office in conducting service to the community.

Table 5 Guideline Program Strategy of provincial education office

Number	2019	2020
1	Socializing the vision, mission, goals, and school programs to all stakeholders, fostering employees to all provincial staff and school elements (T6)	Holding inhouse training in order to improve the work culture in the provincial offices (W1, W3, T6)
2	Holding regular coordination meetings to enhance the tasks and functions of the provincial education offices (W1. T1. T3)	Holding guidance for the school principals about their duties and functions (T1, T3, T6)
3	Improving the quality of facilities and infrastructure to support provincial and school official programs for the smooth running of learning activities in accordance with the advancement of technology and information based on provincial service authority (W6, W7. W8, W9, W10, T2)	Finding alternatives to problems W6. W7, W8, W9 dan W10
4	Optimizing cooperation with surrounding communities in order to facilitate education needs and obtain support from them (T4, T9, T10)	Optimizing cooperation with surrounding communities in order to facilitate education needs and obtain support from the surrounding community, by involving the community in religious events (T4, T9, T10)
5	Conducting data collection on employee needs and propose employees' needs to the DKI Jakarta Regional Government through the provincial Education Office (W2)	Proposing honorary employees to be appointed as contract workers or civil servants (CPNS) to the DKI Jakarta Regional Government through the provincial Education Office (W2)
6	Carring out data collection on the needs of facilities and infrastructure for provincial education office and school (W6, W7. W8, W9, W10, T2)	Proposing facilities and infrastructure needs to the Regional Government of DKI Jakarta through the Provincial Education Office (W6, W7. W8, W9, W10, T2)
7	Coordinating with elements of the regional leadership (Muspida) in order to improve environmental stability (T8)	Enhancing coordination elements of the regional leadership (Muspida) in order to improve environmental stability (T8)
8	Proposing education scholarship funds in order to increase the qualifications of education staff (W4)	Providing learning assignments to employees in order to improve academic qualifications at their own expense, subsidies or sponsors (W4)
9	Proposing managerial training for several section heads, to the head of the provincial service (W1)	Proposing managerial training for several section heads to related authority (W1)

10	Conducting coordination meeting on the issue of disbursing the budget and handling it internally (T1)	Following up on the problem of lack of education staff to the Education Office,
11	Optimizing provincial service activities with rescheduling programs (W5)	Monitoring the implementation of provincial service programs that have been rescheduled
12	Proposing administrative and financial training for provincial treasurers and school treasurers (T3)	Assigning administrative and financial training for treasurers of provincial education offices and school (T3)
13	Proposing and optimize Jakarta Smart cards (KJP) for underprivileged students (T5)	Carrying out KJP distribution for underprivileged students, and monitoring the use of KJP
14	Proposing scholarship for underprivileged students with achievements (T5)	Distributing scholarship for underprivileged students with achievements (T5)
15	Conducting clean Friday social service	clean Friday social service (T9)
16	Looking for alternative Internet networks for supporting office work (T7)	

Remarks: a sign (Wi) or (Ti) is the element that forms the basis of a strategic program, i is an index number

Competitive Advantage is the ability, characteristics and resources of the district provincial education office to have better performance when compared with other provincial education offices. The competitive advantage concerned the behaviors and operational conditions of companies in developed markets, especially the organizations operating in the United States market or the global market (Sołoducho-Pelc, 2014). *When the company can do something which can not be carried out rival companies or have something desirable rival companies, then it can represent a competitive advantage* (David, 2011). The competitive advantage is defined as a significant advantage over its competitors due to the cost allocation and the results of the operation of which depends on the positioning strategy (Išoraitė, 2018). In this case, the provincial education office district already has a competitive advantage, namely the preparation of the annual work program of the service is already done through a SWOT analysis, so that the provincial education office district is more focused in implementing the organization's work program. In the end, the preparation of a strategic program plan has the goal of developing understanding that is the way the organization views the prospects of the organization in the future. Socialization and understanding of the organization's vision and mission to all stake holders are important so that in implementing the vision and mission through work programs, members of the organization have a more directed work pattern and the quality of work is increasingly well maintained. Vision and mission need support from every employee who has commitment and competency that is capable of being relied upon (Nurcahyo, 2015). Mission vision is a unique goal that encompasses activities and can be used as a strength of organizational quality of service (Sukaningtyas, Satori, & Sa'ud, 2017).

The result of this study in enhancing programs of education office provincial through strategic planning are: the stages of strategic planning of education office, dominant factors of the educational office provincial at present conditions based on the resultant calculation, and the strategic planning for education office provincial. These findings are relevant to the

previous research conducted by Susilawati (2016). The author analyzes the implementation of Information and Communication Technology (ICT) online training to get feedback for strategy in improving the quality of ICT online training implementation. The study was conducted with qualitative methods using SWOT matrix approach to formulate a strategy to improve the quality of education and online training. The result shows that the analysis of ICT online training for teachers in 2015 can be used as input to improve the quality of implementation of the ICT online training for participants, organizers, and stakeholders (Susilawati, 2016). The finding can be compared to our research in using available sources to enhance quality of education in general.

Several other studies using SWOC analysis in reviewing programs to determine organizational strategy also have been done by Liu 2017, Thamrin & Pamungkas 2017, Sakdiah & Arpenas (2018). The research of Liu (2017) is about using SWOT analysis of the current nursing education in China with qualitative approach. The results of the study were different compared to this study. Their results are only classification factor of strengths, weaknesses, opportunities, and threat, without dominant factor while this research produces dominant factors of weaknesses and threats.

Another relevant study concerning the use of SWOT analysis in educational field is the research from Thamrin & Pamungkas (2017) with the title: A Rule Based SWOT Analysis Application. The author provide a software application that may facilitate stakeholders of faculties in a university to conduct SWOT analysis faster and easier. The application is web-based providing question-answer system that allow users reveal facts and conditions of their faculties. The system adopts assessment criteria of standard accreditation system for Indonesian higher education institution. The system is also able to produce an objective analysis based on real situations. The output of the system is potentially reliable based on the expert opinion. However, parts of the system still need to be improved (Thamrin & Pamungkas, 2017).

The research of Sakdiah & Arpenas (2018): The Analysis of SWOT Management and Students' Interest towards College of Teacher Training and Education Muhammadiyah (STKIP-M) in Sungai Penuh uses a mixed method. The author find the position matrix called an internal-external matrix. It shows the position of STKIP-M Sungai Penuh is located in cell 1. This position describes that STKIP-M Sungai Penuh possesses high level of strength as well as a high level of threat (Sakdiah & Arpenas, 2018). Their school position was influenced by the dominant factor of strength and threat, while our research produces dominant factors of weaknesses and threat.

The research of Hatta et al. (2018): Small and Medium Enterprises Business (SME) Development Strategy: SWOT and EFE-EFI Analysis and using quantitative method, the result of the research that the model of SME's business development strategy is S-O (Hatta, Riskarini, & Ichwani, 2018). The finding can be compared to our research in using SWOT analysis with qualitative approach to get dominant factors of weaknesses (W) and threat (T) or strategy W-T.

CONCLUSIONS AND SUGGESTIONS

Based on the SWOT analysis, the Jakarta education office is located in quadrant III which shows that the provincial education office has threats to external factors, and weaknesses in internal factors. It is hoped that this organization can be developed into a better organization by improving its internal factors, namely by reducing weaknesses to become strength factors to trigger and spur the performance of the provincial education office. To achieve the objectives set out in the provincial education service program, it is necessary to minimize the

threat factors it has through intensive coordination with related units, including internal staff training to get conducive situation in implementing work programs.

Strategic planning that has been prepared should be well understood by each individual associated with the organization's operational activities and used as a guide in carrying out all organizational activities. For this reason, socialization of vision, mission and service programs needs to be held in order to equalize perceptions among stakeholders to achieve a commitment. Provincial education office staff and education staff should implement organizational programs consistently and with high commitment, in order to be able to compete with other provincial education offices who are actively improving the quality of services to the community.

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