

## Strategic Management of Education Based on Local Excellence in Indonesia

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### Abstract

The purpose of this study was to determine and examine the activities carried out in planning, implementation, evaluation, supporting factors, and obstacles in strategic management in schools based on local excellence. The lack of management capabilities indicates that the strategic management implemented in implementing local excellence-based education and how it is reflected in improving the quality of education that produces competent students with graduates who can be absorbed by the workforce. The method used in this study is a descriptive qualitative approach. The results of this study indicate that the efforts of the principal through program makers by referring to the school's vision, mission, and goals, the implementation of strategic management of Local Excellence-Based Learning such as increasing competence, empowering resources, fulfilling facilities and infrastructure, and establishing relationships with stakeholders, program evaluation, and supporting and inhibiting factors both from internal and external schools have shown good results, although not optimally.

**Keywords:** Management, Strategic Management, Local Wisdom

## Manajemen Strategis Pendidikan Berdasarkan Keunggulan Lokal di Indonesia

### Abstrak

Tujuan penelitian ini adalah untuk mengetahui, menganalisis dan mengkaji kegiatan yang dilakukan dalam perencanaan, pelaksanaan, evaluasi, faktor pendukung, dan penghambat dalam manajemen strategis di sekolah berbasis keunggulan lokal. Kurangnya kemampuan manajemen menunjukkan bahwa manajemen strategis yang diterapkan dalam melaksanakan pendidikan berbasis keunggulan lokal dan bagaimana hal itu tercermin dalam peningkatan mutu pendidikan yang menghasilkan mahasiswa yang kompeten dengan lulusan yang dapat diserap dunia kerja. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif deskriptif. Hasil penelitian ini menunjukkan bahwa upaya kepala sekolah melalui pembuat program dengan mengacu pada visi, misi, dan tujuan sekolah, penerapan manajemen strategis Pembelajaran Berbasis Keunggulan Lokal seperti peningkatan kompetensi, pemberdayaan sumber daya, pemenuhan sarana dan prasarana, dan menjalin hubungan dengan stakeholder, evaluasi program serta faktor pendukung dan penghambat baik dari internal maupun eksternal sekolah telah menunjukkan hasil yang baik, meskipun belum optimal.

**Kata Kunci:** Manajemen, Manajemen Strategis, Kearifan Lokal

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## INTRODUCTION

Indonesia has the potential for natural wealth and diverse local wisdom, many of which are scattered throughout the Indonesian archipelago. These types of potential natural resources are spread throughout the archipelago with the characteristics of each island or area very

different (Marini & Suharto, 2022). The potential of natural resources must be managed by the children of Indonesia for the survival and welfare of the people. If the potential of natural resources is not empowered and utilized by citizens or managed by foreign parties, the benefits will not be fully enjoyed by the Indonesian people. Management by foreign parties as in the management of several other potentials, of course, is very possible if Indonesian children do not have the ability and skills to manage their potential local advantages. regions so that they are able to manage them well by maintaining the sustainability of the potential for local advantages for the next generation (Eshun et al., 2023).

The theory about local wisdom can be interpreted as something that is done correctly and eventually becomes a habit in an area. Furthermore, the customs of the local community form a custom that is guided by mutual agreement (Parrochia & Neuville, 2013). Local wisdom includes aspects of economy, culture, education, information technology, communication, ecology, and so on (Herlina, 2021). Local wisdom-based education is education that teaches students to always be close to the concrete situations they face. Then in this case their leadership will emerge (Cortes & Herrmann, 2021; Kurzahls et al., 2020).

In Indonesia, the pillars of local wisdom education have several pillars, including: 1) creating educated people with the recognition that their existence since in the womb is truly recognized; 2) the wholeness of character, truth, and realizing the right way of thinking is an authentic education; 3) morals, spiritual, cognitive, and psychomotor must be developed in education; and 4) synergy between culture, quality education, and tourism needs to be developed in character formation. The media that can be accepted to develop and preserve the potential of each region is by developing education based on local wisdom. Regions are a good potential in developing local wisdom (Wagiran, 2012; Novia, 2016).

The development of student competence is strongly supported by aspects that are in local excellence-based education which include social, cultural, economic, language, ICT, ecological, and other aspects. ICT advancements are very fast, it is very important that students should be able to adopt technology that will provide great opportunities for development (Ishan et al., 2018; Beladi & Mukherjee, 2020). Each school can develop local advantages in accordance with the potential of surrounding resources and the needs of students. The implementation of education based on local excellence is one of the efforts to develop student competencies that are adapted to the characteristics and advantages of the region. Education based on local excellence can be obtained by students from the education unit concerned or from non-formal education units that have obtained accreditation. Education based on local excellence (EBLE) will be able to provide opportunities for students to learn to understand the potential of their region, instill values and a sense of belonging and skills to utilize the potential of local excellence wisely and responsibly. Through the process developed in EBLE, teachers and students interact with the community to plan learning based on the potential for local advantages that may be developed for the future interests of students as actors who empower local potential in their area.

Community involvement as planners in student learning will hone socialization and communication skills which are very beneficial for students. Learning materials sourced from local potential will train students' abilities in identifying problems and solving problems related to the potential for local excellence in the student environment, that local excellence can be developed through local excellence-based education managed by the district/city government. Both primary and secondary education, local superior schools can be interpreted as quality schools based on local excellence, where the superior category implies expectations of what students can have after leaving school in accordance with the superior potentials that exist in the area. This hope is none other than very important and much needed by parents, government, society and even the students themselves, namely the extent to which the school's output has intellectual, moral and skills that can be useful for the surrounding community.

The school organization is very unique and very complex, because the school as a production unit is not only seen from its product, but also the causes and effects related to the transformation of basic materials (students) into outcomes. In addition, the technology used by schools in the production process is also very varied. The above characteristics, the process (production) carried out by schools to produce quality (excellent) outcomes is not as clear as other industrial organizations. There are three important characteristics of technology applied in schools, namely: uncertainty; interdependence (interdependence); and complexity.

The novelty of this research is the handling of education management which collaborates with the input of instruments, processes, and environmental inputs into the management formulation system (EBLE). The purpose of this research is to prioritize the improvement of the quality of education based on local excellence in State Vocational High Schools through strategic management carried out by the principal and his staff.

### **Theoretical background**

This research is based on the theory of strategic management and quality, because the researcher will analyze and examine the process of formulation, implementation and evaluation carried out by vocational high schools in the implementation of education based on local excellence in improving the quality of productive learning.

### **Strategic Management**

Strategic management is that set of managerial decisions and actions that determine the long-run performance of a corporation. It includes environmental scanning (both external and internal), strategy formulation (strategic or long-range planning), strategy implementation, evaluation and control (Gupta, 2020).

According to Das and Teng found three main benefits of strategic management, namely: clearer sense of on what is strategically for the firm, sharper focus on what is strategically important, improved of a rapidly environment (Gupta, 2020). While the basic elements of strategic management are environment scanning, strategy formulation, strategy implementation, evaluation and control.

Table 1. *The concept of Strategic Management*

No.	Author	The Concept
1.	(Ojra et al., 2021) (Inden, 2024)	The term strategic is the interpretation and use of it in the deployment and development of business.
2.	(Sushil, 2015, Herlina et al., 2021)	Strategic management becomes an important formulation in an agency where they will consider resource-based internal factors.
3.	(Beaver, Graham & Ross, 2020, Herlina, 2025)	Strategic thinking is needed, practiced, and appreciated so that business and management performance can excel in producing products with confidence, health, and positive.
4.	(Hamdan, 2020, Solomon et al., 2013)	Business performance and failure are closely correlated with business strategy.
5.	(Kohtamäki et al., 2018, Mulyeni et al., 2023)	The company's strategic processes oriented towards growth and wider economic relevance.
6.	(Eggers et al., 2013, Mulyeni & Herlina, 2023)	Strategic management, which is a strategic content and processes (strategic planning) that are widely considered become one of the factors that contribute to the growth of small companies.

Table 2. *The Concept of Total Quality Management*

No.	Author	The Concept
1.	(Liu et al., 2023)	Technological evolution attracts attention because customer needs are always increasing and increasingly complex
2.	(Bolboli & Reiche, 2014)	The management approach is carried out by the company to improve the performance of the performance in daily operational activities
3.	(Sohel-Uz-Zaman & Anjalin, 2016, Mukrimaa et al., 2023)	Business excellence by using total quality from a management can be achieved with effective management
4.	(Daymond et al., 2022)	Total Quality Management is a philosophy of continues improvement, which can provide any educational institution with a set of practical tools for meeting and exceeding present and future customer needs, wants and expectations.

The ability of the organization to place its position in the environment by taking into account and evaluating itself from environmental factors that influence and influence each

other (Yacub et al., 2021), will greatly determine success. Strategic management responds to the dynamics of environmental changes that can affect the implementation of management itself in an effort to realize the goals that have been set. Implementing strategic management in educational institutions is the right step in managing school organizations, strategic management implementing management that influences the determination of strategies that are expected to support schools in achieving their goals (Amalia et al., 2024, Mardiyantoro et al., 2022, Mulya et al., 2023). Strategic management in schools is a set of decisions and actions that result in the formulation and implementation of plans designed to achieve school goals.

In discussing the concept of strategic management, researchers will try to review at least two things that are closely related to strategic management, namely the theoretical meaning of: 1) The concept of strategic management; 2) The concept of Total Quality Management, as the researcher will take them in the following tables.

## **METHOD**

The method in this research is descriptive with the research approach used is a qualitative approach. This research was conducted in two locations, namely: State Vocational High School (SMK) located in Bandung Regency/City, namely SMK Negeri 1 Katapang Bandung Regency, and SMK Negeri 6 Bandung City. In this study, the primary data were obtained by the researcher from the results of in-depth interviews with 20 key informants, namely: the principal, the head of the study program, and students in the two research locations. The interview process took place over a period of two months and each interview took 1 until 2 hours. After the data has been collected, it is analyzed using an inductive technique that takes the following steps: data reduction, data display, and data verification (Golden & Thompson, 2017). In detail, the data analysis process for the two research locations.

### **Data collection.**

In collecting data, which was carried out at the two schools implementing local excellence-based education, it was done by asking for input from the department/skills program. This step is carried out to obtain input from each expertise program that is considered to know more about the problems in the field. Furthermore, each skill program through a small team formulates an analysis of strengths, weaknesses, opportunities, and challenges as well as a work program to be proposed to the school strategic plan team, facilities, and finance.

### **Strategic Plan Discussion.**

After the strategic plan is formulated by the team, the next step is to discuss the strategic plan at the leadership and department levels. This discussion is intended to: 1) gain legitimacy for the strategic plan that has been formulated by the team, 2) validate the data and information generated from the strategic plan formulation before it is issued, 3) unite the vision and perceptions of the leadership in implementing the strategic plan, as well as a socialization forum especially for the heads of expertise programs.

## **Socialization**

The socialization stage is the step taken to provide an understanding of all parties/units related to the strategic planning of the institution. In the two schools implementing local excellence-based education, all of them implemented socialization of the program. At SMK Negeri 6 Bandung, socialization was carried out through the homeroom teacher for each skill program, at SMK Negeri 1 Katapang, Bandung Regency, the socialization program was carried out through the head of their respective expertise programs.

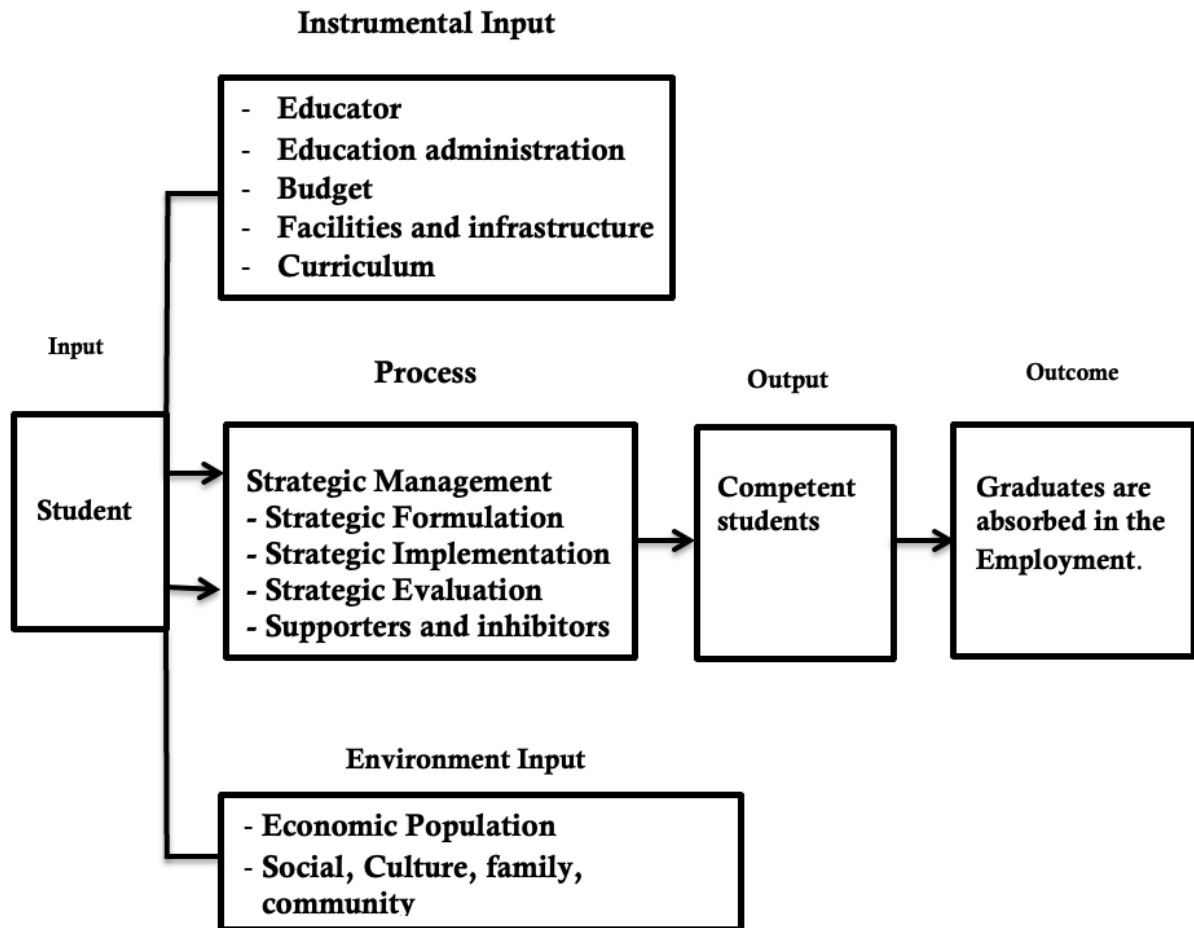


Figure 1. EBLE Management Formulation System

## **FINDING AND DISCUSSION**

The implementation of Education Based on Local Excellence (EBLE) in schools certainly should not conflict with the school level curriculum. Therefore, the purpose of the EBLE program is to provide opportunities for schools to develop education in their schools by including material studies of local excellence in accordance with the conditions and potential as well as the surrounding environment. Meanwhile, EBLE specifically aims for students to:

1. Get to know and become more familiar with the natural environment. Social, and cultural areas where students are located.

2. Have knowledge and skills about the environment areas that are useful for themselves, society and the country.
3. Have attitudes and behaviors that are in line with the values/rules regional regulations, as well as preserving and developing the noble values of regional culture in the context of supporting national development.
4. Participate in community and local government development.

Based on the description above, schools have the opportunity to develop education by incorporating local advantages in accordance with the conditions and potential of the school and its environment. The concept of developing local excellence can be explored from various potentials, namely the potential of natural resources, human resources, geographical, cultural and historical. Which can be described as follows:

1. Natural Resources Potential. Natural resources is the potential contained in the earth, water, and aerospace that can be used for various purposes of life.
2. Potential of Human Resources (HR). Human resources (HR) are the potentials contained in humans to realize their role as adaptive and transformative social beings who are able to manage themselves and all the potentials contained in nature towards achieving the welfare of life in a balanced and sustainable order. In everyday practical terms, HR is better understood as an integral part of the system that makes up an organization. Human resource management is an allocation of scientific and rational human resources (Chen, 2017, Yulianti & Herlina, 2024). Therefore, in the field of psychological studies, HR practitioners must major in industry and organization. The resources owned by SMK Negeri 6 and SMK Negeri 1 Katapang Bandung are not inferior to other schools, especially those in the province of Answerarat.
3. Cultural Potential. Culture is attitude, while the source of attitude is culture. In order for culture to be based on a good attitude, people need to combine idealism with realism which is essentially a blend of art and culture. The characteristic of the culture of each particular region (which is different from other regions) is an attitude of respect for the regional culture so that it becomes a local advantage (Herlina, 2021; Himawan et al., 2022, Herlina et al., 2021a).

### **SMK Negeri 1 Katapang Bandung**

At SMK Negeri 1 Katapang Bandung the implementation of local excellence-based education (EBLE) is integrated into study program there (Rosmadi et al., 2019). This is to support the provision of students in the future to be able to do entrepreneurship with their cultural intelligence (Yacub et al., 2022); which highlights the characteristics of the Bandung area of textile expertise competence, which can be explained such as; Batik art skill competency. Basic Vocational Competence, In Batik Arts, for example, we take the competency standards that must be mastered by students as follows:

1. Competency Standards: applying national and international Batik accompaniment. Basic Competence: explain the uniqueness of the national Batik accompaniment, comparing the uniqueness of national and regional Batik accompaniments from Asia, America, Australia, Africa, and Europe, classifying the uniqueness of Batik

accompaniment based on the generations that developed in Indonesia and Asia, America, Australia, Africa, and Europe, carry out the accompaniment that is characteristic of national Batik and from one of the foreign regions (Asia, America, Australia, Africa, and Europe).

2. Appreciating Batik story telling. Describe the storytelling Batik that developed in Indonesia and abroad and appreciating the storytelling Batik shows that are developing in Indonesia and abroad.

### **SMK Negeri 6 Bandung**

In implementing local excellence-based education programs implemented at SMK Negeri 6 Bandung which are integrated into study program there that are tailored to their respective expertise competency programs. SMK Negeri 6 Bandung does not highlight the characteristics of the Bandung area, because what they do is also carried out in allied vocational schools in Indonesia. But that does not mean SMK Negeri 6 Bandung does not have advantages. The advantages that exist at SMK Negeri 6 Bandung is that they have the trust of several companies to meet the demand for labor, especially in the Automotive Engineering expertise program. On the competence of automotive engineering expertise SMK Negeri 6 Bandung has won the trust to meet the demand for labor from alumni of SMK Negeri 6 Bandung, especially at PT. Lautan Berlian, PT. Agung Toyota, PT. Daihatsu, these three companies in Bandung always ask alumni from SMK Negeri 6 Bandung, especially for mechanical workers. While in other skill competency programs, it is not so prominent in terms of labor demand.

Based on the description above, the two schools implementing local excellence-based education that are integrated into productive subjects, the two schools always prioritize:

#### **1. School quality improvement.**

The target of achieving the quality of education in schools based on local excellence is focused on improving the quality of graduate learning outcomes with the following main activities: a) creating superior quality improvement programs with clear and measurable targets, b) improving academic competence and learning strategies for educators on an ongoing basis through various internal trainings, working groups and other academic institutions, c) program review and refinement of syllabus, lesson plans on an ongoing basis in accordance with learning needs, student characteristics, and development of science and technology (Herlina et al., 2018), d) program for fulfilling learning facilities and reference books in accordance with learning needs, characteristics of students and the development of science and technology (Herlina et al., 2018), e) increasing the frequency of competition in subjects, arts and culture, and sports in the school environment as a form of recreational activity and self-development, f) improving the quality of extracurricular activities as a medium for fostering good character. This is like the theory of quality of Daymond; which states that, which can be concluded that activities and various programs are carried out due to communication and negotiation (Daymond et al., 2022).



## **2. Development of school local excellence.**

The main focus of the excellence program is the development of skill competencies for students with learning outcomes as the final estuary. Local advantages that can be developed include local advantages in the fields of economy, culture, language, ICT, ecology and others (Herlina et al., 2021a).

### **Strategic Evaluation Based on Local Excellence**

Evaluation of school strategic management based on local excellence, which is oriented to the excellence of the quality of graduates, is carried out with reference to the implementation of strategic formulations that are realized through school activity programs.

In an effort to evaluate the planning and implementation of strategic management used to realize the goals of the school organization, the following are carried out which constantly reflect on the abilities of students, especially those related to productive competencies, which are superior and characteristic of areas of expertise. This is in line with the opinion of Das (Gupta, 2020). Evaluation is often used as the final step in the whole process, students are evaluated at the final stage of a learning activity. While the evaluation carried out in strategic management based on local excellence, the evaluation carried out by schools is an evaluation after the local excellence program is implemented to determine whether the goals that have been set have been achieved and then there will be a re-improvement of the existing school management. In addition, evaluation of strategic management is carried out to find out the weaknesses and strengths of a school management based on local advantages that is implemented. For further review, there will be a review of some of the weaknesses obtained. If studied further, then the evaluation of a school management includes not only the management tools, but also other aspects that have links and influences in the implementation of management such as infrastructure, human resources, financing, students and so on . In short, it can be said that management evaluation activities should basically be part of efforts to achieve national education goals. It was according to what Ojra and Herlina said (Ojra et al., 2021, Herlina et al., 2021).

In strategic management based on local excellence, the school is doing, among other things, making improvements to the on going school management. The evaluation was carried out in several stages, the evaluation of school management was carried out through several stages, namely; (1) evaluation every semester, this is done to determine the effectiveness and efficiency of implementing strategic management in the field, what obstacles are faced by teachers and students in the teaching and learning process and so on; (2) problem identification. There are several stages in this step, namely; pre-workshop evaluation, this evaluation is carried out in general to assess and analyze the existing strengths and weaknesses of the developed strategic management. Furthermore, from the results of the pre-workshop evaluation, a strategic management development workshop was conducted.

The pattern of strategic management control at the two schools implementing local excellence-based education (SMK Negeri 6 and SMK Negeri 1 Katapang Bandung) is designed as follows: a) Periodically evaluation of program implementation and continuity of strategic direction is carried out. This is expected to help the principal in carrying out the managerial functions of the organization, especially in the fan, planning, and controlling effectively. b) An adequate information system is needed so that the control process can take place as it should. Here the relevant work units can be functioned properly in order to be able to provide the necessary information support, c) It is necessary to form a team/task unit that permanently and independently carries out strategic control activities over the implementation of the strategic plan. This team will be the lesson between the principal and the head of the expertise program. This team serves as assistant to the principal to ensure the continuity of strategy implementation, as well as assisting the principal in carrying out his supervisory function. In addition, the strategic plan team also formulated the principles of monitoring and evaluation, monitoring and evaluation personnel and monitoring and evaluation mechanisms. Furthermore, the purpose of the evaluation itself is an organizational activity that is believed to be capable of decision making, While the assessment on the implementation of the Local Excellence-Based Education (EBLE) program conducted by the two schools implementing local excellence-based education aims to obtain information about the achievement and learning progress of students in each basic competency (BC). This assessment includes cognitive, affective, and psychomotor aspects according to the type of local excellence implemented in schools. The results of the assessment are used as a basis for determining students who may continue to the next subject matter and students who need to receive remedial services.

The implementation of the assessment of the Education Based on Local Excellence (EBLE) is adjusted to the characteristics of learning local excellence education which is carried out as follows, if: a) Integrated in subjects, the assessment is integrated with Competency Standards (CS) and Basis Competencies (BC) related subjects (productive subjects), b) Being a skills subject, the assessment is carried out independently according to the type of program being held. c) Being local content, the assessment is carried out independently according to the type of program being held, the same as in skills subjects.

Assessment of student learning outcomes should encourage students to learn better. The valuation principle used is as follows: a) Sabih, which is dsan assessment based on reflective data measured ability. b) Objective, namely the assessment is based on established procedures and criteria clear, which is not influenced by the subjectivity of the assessor. c) Fair, namely the assessment is not beneficial or detrimental to students because they have special needs and differences in religious background, ethnicity, culture, customs, socioeconomic status, and gender. d) Integrated, namely the assessment by educators is one component of the activity. e) Open, namely the assessment procedure, assessment criteria, and basis for decision making can be known by interested parties. f) Comprehensive and continuous, namely the assessment covers all aspects of competency by using various appropriate assessment techniques, to monitor the development of students' abilities. g).

Systematic, namely the assessment is carried out in a planned and gradual manner by following standard steps.

Based on the principles of assessment for students above, they have implemented the two schools implementing local excellence-based education (SMK Negeri 6, and SMK Negeri 1 Katapang Bandung). Because before carrying out the assessment of students the subject teacher first makes a grid of questions to be tested.

### **Supporting and Inhibiting Factors of Strategic Management**

Factors supporting strategic management in schools in achieving the success of the strategic plan are: Support and Political Will from the central and regional governments and related agencies in implementing strategic management in schools. Overcoming institutional, organizational and administrative performance as an effort to improve services and the quantity and quality of Human Resources (HR), support and participation of the community and parents of students to fund every activity carried out by schools, both infrastructure facilities and to improve the quality of education, improvement available facilities and infrastructure, because of the existing facilities and infrastructure at SMK Negeri 6 Bandung, SMK Negeri 1 Katapang Bandung. strongly supports educational activities, especially in local excellence-based learning which is included in productive subjects.

Based on the results of a study documenting the facilities and infrastructure at this school, it shows that the number is sufficient, the conditions are good and can be utilized for teaching and learning activities. The state of the facilities at SMK Negeri 6 Bandung, for example, has 23 theoretical study rooms, a computer laboratory room, a science laboratory room, a practice room according to competency skills, a production unit room. And facilities and infrastructure at SMK Negeri 6 Bandung, has 39 class theory rooms, 6 practical rooms, 2 computer laboratory rooms, a science laboratory, language laboratory and hall room, as well as a production unit room. While at SMK Negeri 6 Bandung. has a theory room of 52 rooms and is suitable for use, laboratory room, 1 library, 1 computer laboratory, 6 practice rooms and other supporting infrastructure that meets the standards and is suitable for use The current study room is equipped with audio-visual media such as television and info. Thus the teaching and learning process is greatly assisted and students more easily grasp learning material with the support of the audio-visual media (Herlina, 2017). The facilities for extracurricular activities are worthy of use and meet the requirements of a school to be reckoned with. School partnerships and school committees through their role, namely the School Committee which always supports school programs, support from the School Committee as representatives of parents of students is manifested in the form of funds for the management of school activities, support for the participation of the School Committee to enhance its role and function as a supportive, advisory school partner , controlling, and mediator so that schools can carry out their programs effectively and efficiently.

The obstacles faced by schools are that the community's understanding of the problems and conditions of schools is still uneven and the importance of moral and material

support in improving the quality of students, optimizing learning activities both intra and extra-curricular, budgetary funds from the government that are not timely, so that managers schools must seek bailout funds, the impact of the era of globalization requires technologically charged facilities and infrastructure, the ability of parents of students on average to a lower middle class economy, optimizing the implementation of school management from school principals in improving the quality of education based on local excellence, teacher professionalism in improving the learning process from the implementation of strategic management which is still not perfect to a more perfect implementation in schools, extracurriculars in addition to being a place for student interest and talent activities directed at increasing achievement in all events both at the city level and at the provincial level / as well as at the national level

While the supporting factors and inhibiting factors in local excellence-based schools are as follows:

**1) Supporting Factors**

a) Internal supporting factors consist of:

- (1) teaching staff with expertise aligned with the department,
- (2) facilities and infrastructure meeting national education standards,
- (3) skilled administrative staff proficient in ICT,
- (4) a conducive school environment.

b) External factors consist of:

- (1) parental support,
- (2) governmental support,
- (3) support from the business sector and industry,
- (4) community support.

**2) Inhibiting Factors**

The inhibiting factors for implementing management strategies in schools based on local excellence include:

a) Internal factors

Internal factors include:

- (1) some educators have yet to master ICT,
- (2) production units remain unified across all majors,
- (3) funding for implementing education based on local excellence is still limited.

b) External Factors

External inhibiting factors include:

- 1) Limited financial assistance from parents and government, particularly for education focused on local excellence.
- 2) The limited environment of business and industry in Bandung areas often necessitates that students undertake field practice outside the region.
- 3) The limited opportunities to market the outcomes of locally focused educational programs in the Bandung area.

The efforts made by the two schools implementing local excellence-based education (SMK Negeri 6 and SMK Negeri 1 Katapang, Bandung Regency), have almost the same thing, including: a) For educators who do not yet master ICT, the principal provides opportunities for educators to attend training, both training held by the education office and workshops held by the school itself. b) For production units that are still unified, such as at SMK Negeri 6 and SMK Negeri 1 Bandung, currently the principal is trying to create production units for each skill program. c) Meanwhile, the school principal's efforts to overcome the limited funds in each Education based on local excellence (EBLE) implementing school, schools are looking for outside donors who are willing to invest in production units, in addition to asking for financial assistance from parents. While the efforts made by SMK Negeri 6 Bandung, the principal has succeeded in attracting foreign or international investors to help repair and provide the facilities and infrastructure needed by schools to support the implementation of an effective teaching and learning process, in addition to asking for help from parents through the school committee. d) While the efforts of the school principals to overcome the limitations of the business and industrial world in Bandung in placing students who will carry out practical field education (Herlina, 2023), the two schools implementing local excellence-based education send students who will practice outside Bandung province, especially the nearest province. e) As for the marketing of student work, school principals often include exhibitions held by the local government of Bandung, as well as those held outside Bandung.

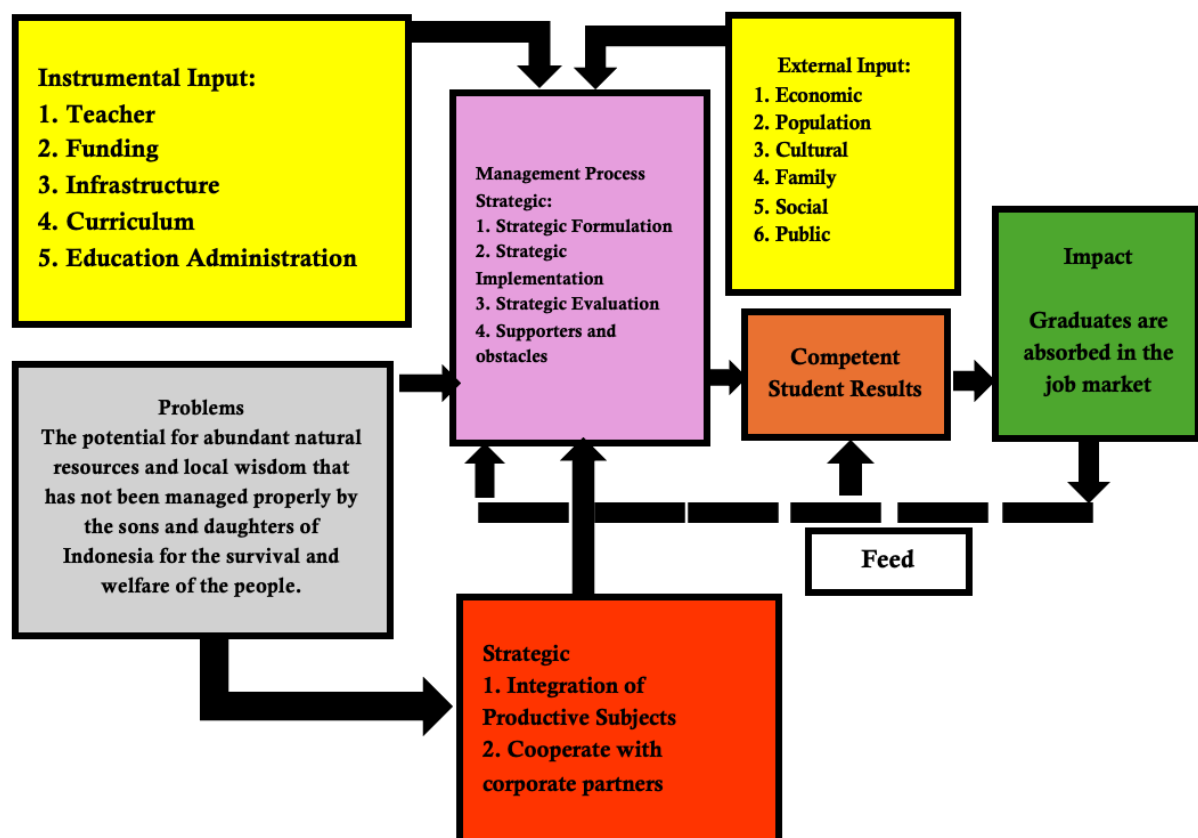


Figure 2. The Hypothetical Model Aligned with The Research Results Implications

## **CONCLUSION**

Strategic formulation in local excellence-based schools initiated activities together with the teacher council and staff to develop local excellence-based education programs with reference to the school's vision, mission and goals. as well as conducting outreach to all school members and parents about the program. The implementation of strategic management in schools based on local excellence has all gone well, supported by facilities and infrastructure, professional staff, support from the school community, support from parents (committees), the community and the business world. Strategic evaluation in schools based on local excellence as a whole both internally and externally. to find out the extent to which local excellence-based education programs are implemented, and used as a basis for determining a policy in taking further action. Factors supporting and inhibiting strategic management in schools based on local excellence:

### **The supporting factors are as follows:**

1) The availability of professional educators, 2) the availability of adequate facilities and infrastructure, 3) the existence of financial assistance from the regional government, 4) the availability of financial assistance from the government, 5) the availability of financial assistance from parents (committee), 6) there is a request workforce from the world of business and industry (stakeholder) from the two vocational schools above.

### **The inhibiting factors are as follows:**

1) Limited world of business and industry 2) limited grants from the government for educational activities based on local excellence, 3) uneven understanding of the community towards the implementation of education, making it difficult to create changes towards improving the quality of education, 4) limited places for marketing products.

Practical suggestions and implications for schools are to prioritize solutions to learning problems with good conflict management, application of technology to support the implementation of the curriculum properly, organization of appropriate funds from both the government and parents of students, and maintenance of facilities and infrastructure for the implementation of conducive teaching and learning activities.

Practical advice for the government and stakeholders is government support in the form of funds and policies that are expected to be able to better support the running of teaching and learning activities. Stakeholders who have collaborated with the two schools above are expected to continue to foster their cooperation so that the unemployment rate will gradually decrease.

As well as practical suggestions and implications for further researchers, hopefully they can conduct further research on the relationship and assistance of external parties to the school that can help develop students' potential in understanding and implementing the business world. As well as research that leads to the government, namely how big its role is in supporting of strategic management in schools based on local excellence.

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