



The Use of Internal and External Environmental Analysis in Strategic Management at SMPN 1 Laubaleng, North Sumatra Province

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ABSTRACT

This study aims to analyze the use of internal and external environmental analysis in Strategic Management at SMPN 1 Laubaleng, North Sumatra Province. The external environment and the internal environment have a fairly important role in decision-making efforts to realize the school's vision and mission. This study uses descriptive qualitative research methods by utilizing data in the form of documents, observations and interviews. In addition, literature studies are also used to support existing theories. SMPN 1 Laubaleng has 566 students, consisting of 242 male students and 324 female students, meanwhile, there are 31 teachers, with 18 classrooms. This represents great potential in the region to advance education. There are still many weaknesses in utilizing the results of internal and external environmental analysis, this can be seen in the still not optimal quality of education at SMPN 1 Laubaleng.

INTRODUCTION

The strategic management of education implemented in the internal environment of the school system is only part of the principal's responsibility as an education manager (Håkansson & Adolfsson, 2022). Education administrators (principals) as today's modern executives must be able to observe and respond to all challenges raised by the external environment, both near and far (Al-Amien & Santosa, 2022). The immediate external environment is the environment that has a direct influence on the operations of educational institutions, such as various potentials and conditions in the field of education which are the concentration of the school's own business, the competitive situation, the situation of educational customers, and graduates' users. All of these affect the determination of strategies that are expected to support schools in achieving their goals (Khaleel et al., 2021). While the far external environment is a variety of forces and conditions that arise outside the close external environment including socio-economic conditions, politics, national security, technological developments, and global challenges. Indirectly affect the implementation of the education system in a school (Zahid, 2014).

Internal and external environmental factors need to be anticipated, monitored, assessed, and incorporated into the decision-making process in such a way (Musfah, 2020). Decision makers, including school principals and other education managers, are often forced to beat the demands of internal and external activities of educational institutions in order to serve various interests such as routine affairs, service, work must always be under the instructions or work guidelines set by the bureaucracy without considering external needs. organizations are constantly changing, so that the decision-making process is often not optimal in producing strategic decisions (Kaplan & Owings, 2013). As a result, the actual problems faced by educational institutions cannot be resolved optimally. Observations and assessments carried out simultaneously on the external and internal environment of educational institutions enable education managers to be able to identify various types of opportunities that exist to be able to formulate and implement various educational plans successfully (Hasudungan et al., 2022).

The external and internal environment in educational institutions must be understood by all existing stakeholders. The introduction of the internal and external environment in the right educational institution will influence strategic decision makers about the direction to be taken and the actions to be taken in order to innovate in the educational institutions they manage (Mulyani & Sjamsuri, 2019). This comprehensive design can be carried out through a process of action known as strategic management. Simply put, strategic management is concerned with deciding strategic and planning issues, and how these strategies are implemented in practice. There are three main elements in strategic management, namely: First, there is a strategic analysis in which the strategist concerned seeks to understand the strategic position of the organization concerned. Second, there is also the existence of strategic choices related to the formulation of various courses of action, their evaluation, and the

choice between them. Third, there is also strategy implementation related to planning how strategic choices can be implemented.

Based on the three elements of strategic management above, the focus of strategic management is on the external environment and on future operations (Kuswaeri, 2016). Strategic management determines the long-term direction of the organization concerned and it relates existing organizational resources to opportunities in the larger environment. Is the final stage of strategic management. Usually, managers (leaders) want to know information about when certain strategies are not working well. All strategies are necessary for future modifications, because the environment is constantly changing (Octavia et al., 2020). In addition to internal and external strategies in strategic management, there is also an evaluation. The definition of self-evaluation is a process of monitoring the activities of an institution/organization and the results of a performance so that actual performance can be compared with the desired performance (Salahudin et al., 2018).

There are three fundamental strategy evaluation activities, namely: 1. Observation of internal and external factors that become basis for the current strategy; 2) Performance Measures (performance); 3) There are corrective actions. Strategy evaluation is very important, because success now does not guarantee success tomorrow. Success always creates new and different problems. From the description above, it can be concluded that the strategic management stage includes the following activities: 1) Making a strategy (strategy formulation), which includes the following activities: Development of vision and mission and long-term goals, identifying opportunities and threats from outside, as well as strengths and weaknesses from within the organization, developing alternative strategies, determining the most suitable strategy to be adopted; 2) Implementation of Strategy (Strategy implementation), includes the following activities: Determination of annual operational targets Organizational/company policies, motivating employees, and allocating resources so that the strategies that have been set can be implemented. Strategy Evaluation, which includes activities, efforts to monitor all results from strategy formulation and strategy implementation, including measuring individual and organizational performance, as well as taking corrective steps if necessary.

THEORETICAL REVIEW

Introduction to Internal and Internal Environment

In order to set goals and develop the mission of an educational institution, a leader/manager in an educational institution should not only focus on the internal environment. A leader and decision maker from the institution must also be aware of the importance of the influence of the external environment on the institution it manages (Kurniawati et al., 2020). A leader/manager in an educational institution must be able to identify, analyze, evaluate, diagnose, and react to environmental forces, both in the form of opportunities, risks, threats that have an influence on the organization (Murdayanti & Puruwita,

2017). In educational institutions there are 2 environments that affect the achievement or not of the goals of these educational institutions, namely:

Internal Environment

The internal environment is the environment within the educational organization/institution (Stavroula et al., 2014). Good communication from leaders and employees will create a conducive work environment (Beketova, 2016). The internal environment of educational institutions includes: (a) The structure of educational institutions. The structure of educational institutions includes: the existing organizational structure of the institution, the placement of educators and education staff within it, (b) the system of educational institutions, (c) a well-established internal communication system between school principals, teachers, staff, and students, a good educational institution system will be created in it, (d) Human Resources. The work motivation of each individual in the institution/organization is different. High work motivation will also form high work professionalism in the person. With high work motivation and professionalism, it will produce quality human resources, (e) Operational/financial costs, and (f) Performance support for the mission determined by the educational institution (Tapia-Fonllem et al., 2020).

Internal factors in educational institutions also cover the entire life of educational institutions which can be controlled both by the leadership and by the members of the institution concerned. In detail, these factors include: (a) vision, mission, goals and objectives of the organization, (b) strategies for achieving goals, (c) nature and types of activities, and (d) types of technology used. Internal factor analysis, including: (a) Vision, Mission, Goals and Objectives of the Organization. Organizations, regardless of their form, are required to have a vision, mission and goals they want to achieve, without a clear vision, mission, goals and objectives the organization will be difficult to direct (Glover & Levačić, 2020).

To achieve the vision, mission, goals and objectives of this organization, good human resource tools are needed, both in terms of quality. If this device does not meet the requirements, improvement is needed, in the form of human resource development. In educational institutions the elements of human resources include organizational management and teaching staff, (b) Goal Achievement Strategy (Khachian et al., 2013). The vision, mission, goals and objectives of an organization may be the same from one organization to another, but the strategies used to achieve them can vary. With the development of educational institutions in the community, both those held by the government and the private sector, the institutions with the most accurate strategies can easily achieve these visions, missions, goals and objectives. The ability to plan a strategy must be supported by the ability of organizational tools, especially human resources, to carry out analyzes both external and internal to the organization, (c) Nature and Types of Activities. The type and nature of organizational activities are very important in influencing the development of human resources in the organization concerned.

An organization that mostly carries out technical activities, then the pattern of human resource development will be different from a scientific

organization. Likewise, human resource development strategies and programs will differ between organizations whose activities are routine and those whose activities require innovation and creativity. Educational institutions can be organizations that require innovation and creativity, but they can also be just routine. External Environment The external environment consists of elements outside the organization/institution, most of which cannot be controlled and are influential in decision-making by managers. The external environment includes: politics, government policies, social culture, developments in science and technology, etc. If these factors can be a supporting factor in the success of the institution, it will become an opportunity. Then vice versa, if these factors become factors inhibiting the success of the institution then it will become a threat.

External Environment

The external environment consists of elements outside the organization/institution, most of which cannot be controlled and are influential in decision-making by managers. The external environment includes: politics, government policies, social culture, developments in science and technology, etc. If these factors can be a supporting factor in the success of the institution, it will become an opportunity (Shamsuddin et al., 2012). Then vice versa, if these factors become factors inhibiting the success of the institution then it will become a threat.

Educational institutions are always in an environment that cannot be separated from the influence of the external environment where the educational institution is located. In order for the vision, mission, goals and objectives of the organization to be realized, the organization must take into account these external environmental factors (Halmaghi, 2021). External analysis is a review of legislative, social, economic, competitive and technological trends and the assumptions of the organization regarding these trends and their impact on the organization. These external factors include: (a) Government policies. Government policies, whether issued through legislation, government regulations, ministerial decrees or government officials, and so on, are directives that must be taken into account by organizations. These policies, of course, will affect the human resource development programs of the organization concerned.

The socio-cultural community is also an external factor that greatly influences the organization, because after all the organization is established for the benefit of people who have different socio-cultural backgrounds (Tsai, 2011). The toughest challenge faced by non-formal education organizations is how to deal with people who have different socio-cultural backgrounds. Teaching staff or tutors will always be faced with these different socio-cultural problems, because they are the staff closest to the learning community. Likewise the public relations department or public relations, requires its own skills to be able to adapt to these varied environments. So that the human resource development program for these two fields of work is also important to consider. Because it could be that without adequate skills, these staff will

encounter many difficulties in carrying out their respective duties, especially those related to the community and people who are learning citizens, (c) The development of science and technology. The development of science and technology outside the organization today is felt very rapidly. As an organization, non-formal education institutions must be able to keep up with the flow of these technological developments, but not all of these developing technologies must be adapted, because not all technologies are appropriate to the needs of the organization. After the organization is able to adapt to technology, it is now the turn of its human resources to adapt to the technology. Employees must have the ability to adapt to new conditions caused by these changes.

METHODOLOGY

Qualitative descriptive research method is a method used by researchers to find knowledge or theory of research at a certain time (Creswell, 2018). The method applied in this research is descriptive qualitative method. The analysis will be described through words. This descriptive research method was used in this study to collect data and describe it naturally (Sugiyono, 2017). The working step of this method is to analyze the use of internal and external environmental analysis in strategic management in schools at SMPN 1 Laubaleng, North Sumatra Province. The source of the data in this study is data from the analysis of the internal and external environment for 2020 at SMPN 1 Laubaleng, North Sumatra Province. The author got from the school which was obtained when data collection was carried out. The research was conducted at SMPN 1 Laubaleng, Laubaleng District, Karo Regency, North Sumatra Province. Data collection was carried out by observation, document analysis, literature study and interviews.



Figure 1. SMPN 1 Laubaleng, Laubaleng District, Karo Regency, North Sumatra Province

SMPN 1 Laubaleng has 566 students, consisting of 242 male students and 324 female students. Meanwhile, there are 31 teachers, with 18 classrooms.

RESULTS

External and Internal Environmental Scanning in Educational Institutions

Scanning is an attempt to monitor, understand, and trace various trends within an organization/institution. In environmental scanning educational institutions include 5 main environments, namely: (a) Macro Environment, including social, technological, economic, and political factors, (b) Government environment, including government structure, financing trends, and technological trends, (c) Competitive environment, including competitor profiles, strengths, weaknesses, and strategies, (d) Population environment, including community needs, desires, and demands, and (e) Internal environment including organizational structure, institutional systems, operational costs, and human resources .

The external environment has variables that can be found in the social environment (Musa et al., 2015). The social environment can affect the activities of institutions in the short term but often affects it in the long term. Environmental analysis or scanning is basically carried out to find out the factors that are very important for the future of an institution or commonly called strategic factors. Usually these strategic factors are summarized in the acronym SWOT (Strengths, Weaknesses, Opportunities, Threats) (Veranti et al., 2017). The strengths and opportunities are internal to the institution, while the challenges and threats are in the external environment of the institution (Sammut-Bonnici & Galea, 2015).

Table 1. Internal and External Environment Scanning

Internal	External scanning
1. High Loyalty	Government policy
2. Government policy	Changes in the culture of society
3. Superior teacher competence	The emergence of many higher quality educational institutions
4. Low teacher motivation	Good public perception
5. Unfavorable competition position	The faster the growth of the number of students
6. Student achievement below national standards	Development of science and technology

From the several examples of scanning above, it is necessary to analyze these factors. The analysis used is a SWOT analysis. To analyze more deeply about SWOT, it is necessary to look at the important parts of the SWOT analysis, namely: (a) Internal Factors. These internal factors influence the formation of strengths and weaknesses (S & W). Where this factor relates to the

conditions that occur in institutions that influence decision making and (b) external factors. These internal factors influence the formation of opportunities and threats (O & T). Where this factor relates to conditions that occur outside the institution that influence decision making.

DISCUSSIONS

Strategic management in the development of education is none other than so that the development activities carried out can be in accordance with developments that occur in real terms in society (Darling-Hammond et al., 2020). Strategic management allows developers who implement it to know the internal and external conditions of the program to be developed (Nababan et al., 2022). Internal factors include: vision, mission, goals and objectives of the organization, strategies for achieving goals, the nature and types of activities, and the type of technology used. The external factors that also need to be considered in order to achieve the vision and mission that have been designed by the educational institution: government policies, socio-cultural society, developments in science and technology, and political power.

In addition, if each educational institution has greater loyalty, then the institution will have greater power (Todea et al., 2022). On the other hand, if the institution does not have high loyalty, it will create weaknesses for the institution. Because there will be a lot of unfavorable competition and if every educational institution has adequate financial resources it will become the strength of the institution. On the contrary, if the institution's financial resources are inadequate, it will become a weakness. Because existing facilities and infrastructure will not develop.

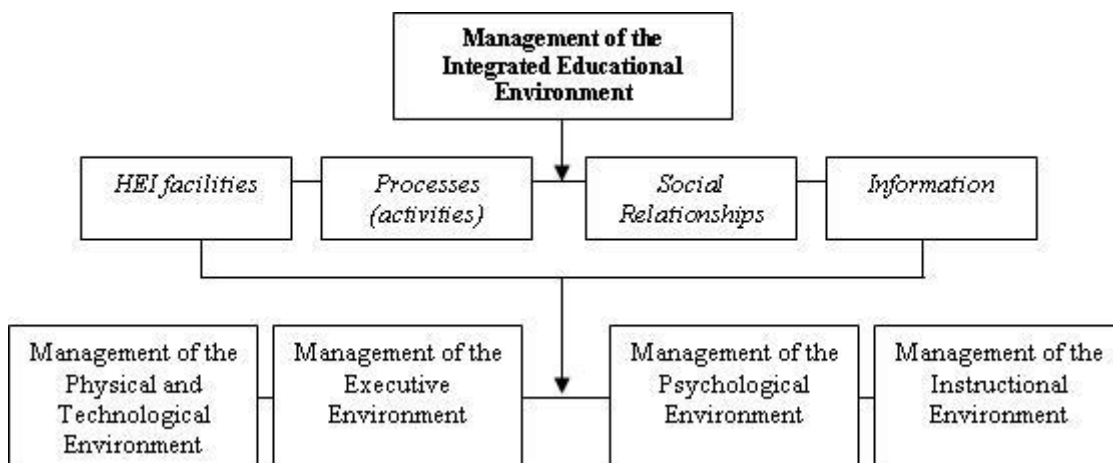


Figure 2. Management of the Integrated Educational Environment

Education implemented in the internal environment of the institutional system is only part of the responsibilities of the head of an educational institution as an education manager (Carvalho & de Oliveira Mota, 2010). Managers of educational institutions, who are modern executives, must now be able to observe and respond to all challenges raised by the external environment, both near and far (Fauzi, 2019). The immediate external environment is the environment that has a direct influence on the operations of educational

institutions, such as various potentials and conditions in the field of education which are the concentration of the school's own business, the competitive situation, the situation of educational customers, and graduates' users. All of these affect the determination of strategies that are expected to support the implementation of education to achieve its goals (MacNeil et al., 2009). The distant external environment is a variety of forces and conditions that arise outside the immediate external environment, including socio-economic conditions, politics, national security, technological developments and global challenges. Indirectly affect the implementation of the education system in an educational institution.

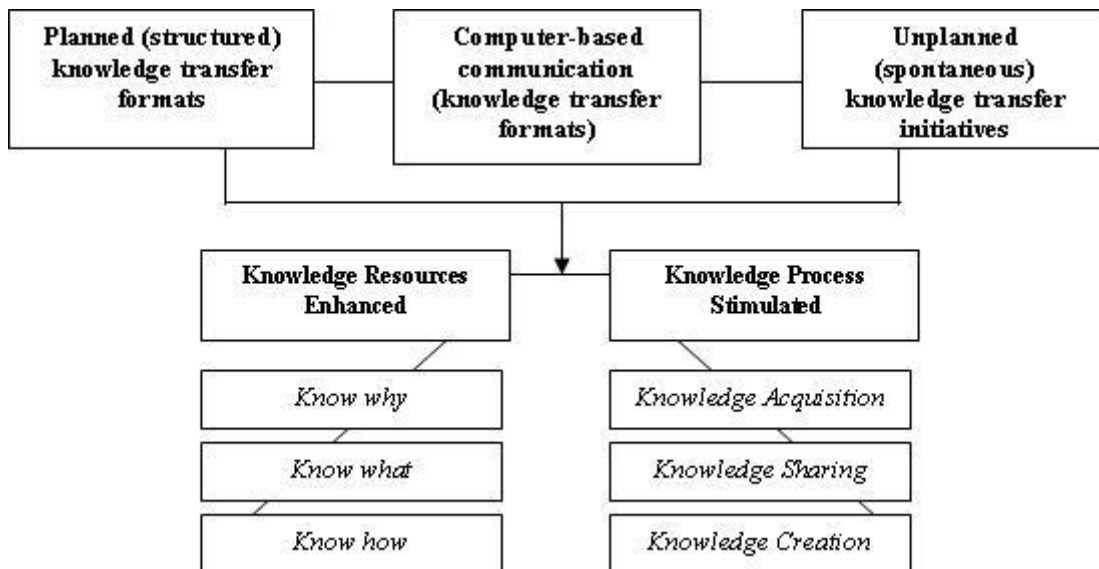


Figure 3. Knowledge Management Schemes Used for Environmental Scanning

Internal and external environmental factors need to be anticipated, monitored, assessed, and incorporated into the executive decision-making process. Decision makers, including heads of institutions and other educational managers, are often forced to beat the demands of internal and external activities of educational institutions in order to serve various interests such as routine affairs, service, work must always be under work instructions or guidelines set by the bureaucracy without considering external needs (Lodge et al., 2018). organizations are constantly changing, so that the decision-making process is often not optimal in producing strategic decisions. As a result, the actual problems faced by educational institutions cannot be resolved optimally (Barrot et al., 2021).

In the world of education, using strategic concepts makes the allocation of existing resources more effective in achieving educational goals. In this case, determining strategic goals means formulating the results that are expected to be achieved as a whole during one period. The processes that play an important role in determining strategic goals are developed by various configurations of internal and external forces. Such as school principals, teachers, teacher associations, stakeholders, students, parents of students, school supply suppliers, central and provincial governments, district/city governments and social groups

that are concerned with school programs. Environmental analysis, SWOT analysis, stakeholder analysis in goals and expectations are key factors of strategic management, meaning that they are opening factors that play a first role in subsequent strategic management processes (Veranti et al., 2017). Environmental analysis is a thorough and accurate assessment of the environment, both external and internal environment.

External environment analysis has several stages,

1. Scanning, studying all segments in the educational environment on the implementation plan at SMPN 1 Laubaleng
2. Monitoring, observing changes.
3. Forecasting, making predictions.
4. Assessing, determining the effect of environmental changes

This external analysis covers the analysis of the conditions surrounding the organization: politics, economy, social culture, technology, geographical coverage and industry constellation. Furthermore, the analysis of environmental factors, especially the internal environment must go through functional stages, namely student, financial, educational and teaching approaches, as well as human resources. This approach is embodied in: 1) Human resource management; 2) Household management including finance; 3) Management of education and teaching; 4) Management of communication/ outreach; 5) Service management; 6) Administrative management; 7) Information system management; 8) Research and development.

In carrying out the internal environmental analysis, value chain techniques are also required, namely through the following stages: 1) Primary activities. Namely the activities involved in physical creation, teaching programs, activity programs, and others; 2) Supporting activities. Namely complementary activities of the main activity. Namely the existence of human resources, technology, administrative support, and others. The aim of this value chain technique is to make the steps taken can be done by selecting activities that have the lowest cost and can change the value. The results of this internal and external environmental analysis can be seen from: 1) Through the process of studying the external environment, institutions education identify what they might choose to do; 2) Through the process of studying the internal environment, educational institutions can determine what they can do.

CONCLUSIONS AND RECOMMENDATIONS

Based on the description of the concept of strategic environmental analysis above, it can be concluded that the characteristics of strategic environmental analysis are: 1) Strategic environmental analysis is realized in the form of large-scale planning, in the sense that it includes the interests of all organizational components. The results of the formulation of this plan are usually set forth in the form of hierarchical organizational plans, namely: strategic plans (*renstra*), operational plans (*renop*), programs and activities; 2) Strategic plans are oriented to the future (eg 10 years and above); 3) The vision and mission of the organization become a reference in preparing strategic plans; 4) The involvement of top management in the preparation of strategic plans; 5) The

results of the strategic plan formulation are implemented through the management function. Within strategic planning is the process of deciding how to put the strategies into practice. So before that, strategies must also be formulated based on the vision and mission, identification of needs, identification of basic policy choices, analysis of the strengths (Strengths) and opportunities (Opportunities) that exist in the SWOT analysis, to identify the interests, interests and influence of stakeholders. stakeholders on ongoing program/project activities. Only then, after these considerations, strategic planning whose goal is for the organization to be able to see objectively internal and external conditions can be carried out. So that the organization can anticipate changes in the external environment.

FURTHER STUDY

In order to set goals and develop the mission of an educational institution, a leader/manager in an educational institution should not only focus on the internal environment. A leader and decision maker from the institution must also be aware of the importance of the influence of the external environment on the institution it manages. An organization that mostly carries out technical activities, then the pattern of human resource development will be different from a scientific organization. Likewise, human resource development strategies and programs will differ between organizations whose activities are routine and those whose activities require innovation and creativity.

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