

ANALYSIS OF MANAGEMENT STRATEGIES FOR EDUCATIONAL IMPROVEMENT (STUDY ON PRIVATE SCHOOLS IN THAILAND)

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DOI: <https://doi.org/10.61796/jscs.v1i3.174>

Received: 08-09-2024

Accepted: 11-09-2024

Published: 14-09-2024

Abstract:

General Background: The efficacy of management strategies in enhancing educational outcomes has become increasingly critical, especially in the context of private schools. **Specific Background:** In Thailand, private schools face unique challenges that necessitate innovative approaches to curriculum development and educational quality. **Knowledge Gap:** Existing literature reveals limited empirical studies on the impact of curriculum innovation, technology integration, and business partnerships on private school performance in Thailand. **Aims:** This research aims to evaluate management strategies that improve performance in Thai private schools, with a specific focus on curriculum development and its role in elevating educational standards. **Results:** Utilizing a mixed-methods approach, including literature reviews, case studies, and cross-sectional primary data collected through observations and interviews with schools in Southern Thailand, the study identifies that relevant, innovative, and competency-based curricula are pivotal in enhancing educational quality. The integration of technology and establishment of business partnerships are also critical in preparing students for future challenges. **Novelty:** This study contributes to the existing body of knowledge by providing empirical evidence on the effectiveness of these strategies in the Thai private school sector and by evaluating their impact through direct international community service initiatives. **Implications:** The findings suggest that sustainable and responsive curriculum development is essential for improving the competitiveness of private schools in Thailand, offering valuable insights for educational policy-makers and school administrators aiming to foster long-term educational improvements.

Keywords: *Analysis, Strategy, Management*

INTRODUCTION

Developing product and service marketing techniques has become a trend in today's marketing world, and we see many product and service companies competing with each other. This causes competition between product and service companies, one of which is engaged in educational services, and educational institutions are seen as service producers that produce the next generation. In the world of quality education, quality is the key. If an item in the form of a product is not of good quality, it will be marginalized. Whether or not an institution is able to provide good facilities will have an impact on success, in the process of marketing educational services in an educational institution. This proves that the fact is that the community has paid attention and sorted out quality schools for their children (Munastiwi, 2018). The low quality of education today is a consequence of the failure of educational institutions to adapt to the progress and development of the times. Delays in adjustment will cause educational organizations to be dissolved and abandoned by the educational assistance clients themselves. Over the past few years, the school system has gone through a long process of rebuilding from a strategic management model that is closely attached to the past to an organizational model that is centered on the future. In this way, implementing strategic management in schools is seen as important for the greatness of educational organizations. Weak instructive abilities in an effort to achieve authoritative greatness require serious efforts. The real mobilization of energy begins with the implementation of strategic management. The campus of Darul Ulum Islamic University Lamongan collaborates with schools in Thailand, precisely in Yala, Hatyai, and Naratiwa with the number of participants who participated as many as 19 people. The purpose of this community service is to introduce education and culture local Indonesia to participants in activities in Thailand at the same time improve management strategies where we provide direction in the form of marketing strategies to improve and Promoting Institutions school So that it attracts the interest of parents to send their children to educational institutions which of course are in accordance with the criteria. Methods Direct and indirect marketing strategies can also affect the marketing process such as research by Makub Absori, namely the results of the implementation of marketing strategies used by Bunayya Samarinda Islamic kindergarten is a direct and indirect method, the factors in supporting are teachers, services, communication, education costs, then the curriculum, then for the disadvantages are double jobs, teacher education background, location, parking area. External factors consist of the opportunities of the Muslim majority, the expectation of studying in the next study, cooperation with other institutions, supportive alumni, and people's perception of Islamic schools, a marketing strategy that can be used in the Bunayya Samarinda Islamic kindergarten is a stable growth strategy (Maskub, 2013). Therefore, it is very important in managing marketing strategies to achieve the goals of an educational institution in line with the role of managers which of course affects the success of an institution.

In addition to managing marketing strategies, educational leaders and institutions must create strategies to create a dynamic environment and be responsive to the needs of the surrounding community (Mustajab et al., 2020). Factors that cause this complexity can include social change, technological developments, diverse community demands and financial pressures. In the face of the growing number of educational institutions, organizers must face significant challenges (Sabaruddin, 2023). Therefore, managers of educational institutions must continue to innovate and think critically to maintain excellence and keep up with the demands of the times, so that they can compete well and provide educational customer satisfaction. The level of competition among educational institutions today is increasingly interesting, especially with the presence of new educational institutions that offer innovation and better quality. In the context of competitiveness, it is important for educational institutions to be adaptive, innovative, creative, and have competitive advantages that are difficult to imitate by other schools in order to face these challenges (Wijaya, 2016). Competitive advantages in educational institutions include various aspects such as students, infrastructure, school environment, teaching staff, curriculum, learning process, local content programs, and self-development. Competition in terms of the quality of education is an important key in the development of educational institutions that are increasingly emerging (Rahmadani & Qomariah, 2022). A successful educational institution is one that can create a competitive strategy by taking advantage of opportunities and continuing to innovate. To achieve this goal, several strategies are needed (Abrori, 2015; Bashori, 2017). In the context of intensifying competition, another recommended strategy is to build strong partnerships with parents and the surrounding community and involve them in educational decision-making. In addition, effective marketing strategies and the development of differentiated education programs can also be important factors in achieving competitive advantage.

RESEARCH METHODS

The method used in this study is international community service by carrying out orientation, question and answer activities and follow-up reflection. The data used is primary data and is cross section, meaning it is taken at the time when the service is carried out, which is for 16 days (July 18-August 02, 2024). Primary data were taken in the field using direct observation and Q&A to several private schools in Southern Thailand. Then the data is analyzed to obtain conclusions.

Table 1. List of International KKN Students

| Name | Venue | Location |
|-------------------|--|----------------|
| Nur Aisyah | Attazkiah Addiniah School Somboosat | Yala, Thailand |
| Puput Melati | Srichiwan Witya School | Yala, Thailand |
| Eka Wahyuningtyas | Bankiat School | Yala, Thailand |



Figure 1. Inauguration of the start of the International KKN program

THEORETICAL STUDY

Definition of Strategic Management

One strategy to improve the quality of education is the application of strategic management. The basic reason is that the concept of strategic management offers schools to provide better and more adequate education for students. Achieving the suitability between the school environment and the strategy, structure and process of the school, has a positive effect on teacher performance. The educational crisis faced by the Indonesian nation revolves around the management crisis, where educational management is the mobilization of all educational resources to achieve the set educational goals. So teachers must realize that activeness requires direct involvement of students in learning activities. However, it should be remembered that direct physical involvement does not guarantee active learning. Strategic management is the art and science of formulating, implementing, and evaluating strategic decisions among functions that enable an organization to achieve its future goals. Strategic Management is a combination of the words "Management" and "Strategy" which each have a meaning, and if combined into one term, each has its own meaning. Management is the process of planning, organizing, directing, and monitoring the efforts of organizational members and the use of other organizational resources to achieve the stated organizational goals. (Dewi, 2019) Management comes from the word "to manage" which means to lead, instruct, order, implement. According to the definition, management is the expertise and special ability of each manager to carry out activities together and through other people in an organization or institution to achieve organizational goals. Management is an effort to help an organization achieve high performance by utilizing all available resources, both

human and material. Based on the theory above, it can be understood that management is intended as a process of guiding, directing and controlling an organization towards achieving predetermined goals. Careful planning also enables the integration of functional materials and in-depth content to maximize continuous learning. (Fitriani et al., 2024)

Strategic Management Stage

In determining the steps and strategies to be taken by the school, decision making must be based on the stages of the strategic management process. This is necessary considering the importance of observing, analyzing the existing situation and environment before determining the strategy of an educational institution. The strategic management process has 3 stages that are interrelated and complement each other. The stages of the strategic management process are strategy formulation (Strategy Formulation), strategy implementation (Strategy Implementation) and strategy evaluation (Strategy Evaluation) Arsyad, et al. In several definitions of strategic management, there is one thing that can be concluded that: a. Strategic implementation, which includes developing a vision, mission and long-term goals and identifying external opportunities and threats as well as the strengths and weaknesses of the company or organization, developing alternatives and strategic determinants that are appropriate to be adopted. b. Strategic implementation, including determining annual operational targets, company or organization policies, employee motivation and allocating resources so that the strategies that have been set and implemented. c. Strategic evaluation or control, including efforts to monitor all results of strategic creation and implementation, including measuring individual and company performance and taking corrective steps if necessary Haunger et al. In addition, implementation will take place effectively and efficiently if supported by professional human resources to operate the school. In the context of the strategic management process, it is necessary to group schools based on management capabilities, taking into account the location conditions and quality of the Mulyasa school.

Characteristics of Educational Strategic Management

Some characteristics of strategic management include (Yunus 2016):

1. Strategic management has a long-term focus.
2. Strategic management is dynamic and responsive to change.
3. Integrated with operational management.
4. Future-oriented and proactive approach.

Benefits of Strategic Management in Education

Strategic management in education has important benefits and roles in the world of education. Some of these important benefits and roles are:

1. Improving the Quality of Education: Strategic management helps educational institutions to focus on improving the quality of education, which in turn will provide benefits to students.
2. Coping with Environmental Changes: The educational environment is constantly changing, and strategic management allows institutions to adapt to these changes.
3. Achieving Long-Term Goals: By planning strategically, educational institutions can achieve their long-term vision.
4. Efficient Resource Management: Strategic management helps in the efficient allocation of resources, such as budget and personnel.
5. Increasing Competitiveness: Educational institutions that implement good strategic management can be more competitive and attract students and external funding.

Improving The Quality of Education

Education Improvement is an important policy of the school to achieve the goal, which is to improve and develop the quality of the school. The right strategy can have an impact on the school's success in achieving its goals. To get the right strategy, schools need to know information about factors in the school that can support success in achieving goals. Therefore, schools need to analyze these factors. By analyzing, it is expected to provide information that can be used as a reference in developing strategies so as to get a good quality of education. Quality is something to distinguish between good and bad for a product. Products are considered quality if the product can provide satisfaction to consumers in accordance with predetermined standards. In education, quality includes three things, namely input, process, output, and outcome. In other words, quality is individual conformity to requirements or provisions. One of the concrete efforts to boost the quality of education is to strengthen community participation, by accommodating the views, aspirations, and exploring the potential of the community to ensure democratization, transparency, and accountability. Community participation is considered important, because it is one of the realizations of the essence of democracy with justice, so an institution was formed as a forum for the community to participate in improving school quality called the school committee. This means that in addition to the community having the right to obtain quality education, there is also an obligation to participate in providing funds for the procurement, development and / or maintenance of educational facilities and infrastructure as well as expertise or expertise needed in the preparation of programs and their implementation. There are several assumptions about the importance of strengthening community participation in education provision. First, using the experience of private schools that have very low dependency, schools tend to be more ability-oriented, which allows for more meaningful involvement of parents/communities in the provision of education. Second, the implementation of education in the region will be more effective if supported by a system of power sharing between the central and local governments in the management of education, along with the changing paradigm of the government system. The reality in the field to create a quality education there are many problems that occur, such as school principals are faced with various problems, not the least of which is in planning the program. The problem of facilities and infrastructure is also faced by schools so that the teaching and learning process is less than optimal, in monitoring and evaluation it is less precise in identifying the causes of the decline in the quality of education.

To improve the quality of education in schools, Miftachurrohman and Atika said that if an institution wants to improve the quality of education, it must involve at least five dominant factors, namely:

1. Principal leadership; the principal must have and understand the vision of work clearly, be able and willing to work hard, have a high work motivation, be diligent and steadfast in working, provide optimal service, and strong work discipline.

2. Teachers; maximum involvement of teachers, by improving the competence and work profession of teachers in seminars, workshops and training activities so that the results of these activities are applied at school.
3. Students; the approach that must be taken is “the child as the center” so that the competencies and abilities of students can be explored so that schools can inventory the strengths that exist in students.
4. Curriculum; the existence of a consistent, dynamic, and integrated curriculum can enable and facilitate the expected quality standards so that goals can be achieved optimally.
5. Cooperation Network; the cooperation network is not only limited to the school and community environment (parents and community) but with other organizations, such as companies or government agencies so that the output of the school can be absorbed in the world of work.

Based on the above opinion, it can be explained that principals and teachers have great responsibility for improving the quality of education in schools. Especially teachers, because teachers are the spearhead in the field (in the classroom) who are in direct contact with students in the learning process. Related to this, the efforts made by the head are by directing all teachers to improve the quality of learning, because theoretically a teacher must have the necessary conditions in teaching and building student learning to be effective in the classroom, cooperating with each other in learning so as to create a pleasant atmosphere and mutual respect (democratic), including:

1. Teachers must use more methods when teaching, variations in methods result in the presentation of material that is more interesting to students, easily accepted by students, so that the class becomes lively, the same lesson method (monotonous) will bore students.
2. Fostering motivation, this is very instrumental in the progress and development of students.

Furthermore, through the learning process, if the teacher's motivation is right and hits the target, it will increase learning activities, with clear goals, students will learn more diligently, actively and more enthusiastically. If teachers have these competencies, it is not impossible to improve the quality of learning in schools.

Implementation of SWOT Analysis in Education Quality Improvement Planning

In education, there is strategic management that schools can use to plan strategies so that schools can survive and further improve their quality. In this strategic management, the most basic thing is the analysis of various points of view both internal and external, which is commonly known as SWOT analysis (strengths, weaknesses, opportunities, and threats). The SWOT analysis looks at the strengths, weaknesses of the school's internal environment and then looks at opportunities and obstacles from the school's external environment (Susanti, 2018). According to Firila (2019), one of the characteristics of a quality school is that it can respond to public trust. This means that the school must be able to provide the best educational services for their children, so as to produce quality

children in all respects. SWOT analysis is an analytical method to identify internal and external factors of the organization. Internal factors are strengths and weaknesses, while external factors are opportunities and threats (Machali & Hidayat, 2016). In the Big Indonesian Dictionary, quality means the level or measure of good or bad of a thing or goods, which determines the value or price of quality levels, degrees, skills (intelligence, weight of a person). The quality of education is a quality (assessment) of education in terms of the success of educational institutions in managing schools effectively so as to produce good quality students and gain the satisfaction of trust from the community (Susanti, 2018).

SWOT analysis is a structured process of identifying factors to formulate organizational or company strategy. SWOT analysis involves evaluating an organization's internal strengths and weaknesses, as well as opportunities and threats in the external environment. This is the first step in the decision making and strategic planning process, with the aim of maximizing strengths and opportunities, while minimizing weaknesses and threats. The quality of an educational institution, especially a school, can be measured from the achievements achieved by its students, which should reflect the level of quality of the school.

Machali & Hidayat (2016) revealed that this strength is also the advantage of the institution both in terms of the resources it has and the efforts it has made, then it becomes the key to the difference between one educational institution and another educational institution (competitor). Weaknesses are deficiencies owned by an educational institution, so that the educational institution must know how to determine policies to minimize weaknesses so that they become advantages and do not become obstacles in the future (Susanti, 2018). Opportunities that are properly identified will bring benefits to educational institutions in the form of institutional survival and a better future for the institution (Machali & Hidayat, 2016). This analysis is carried out by the school every year, namely at the beginning of the school year as well as a form of school work plan. In the data collection process all components in the school are involved. At that stage, every educator and education staff is allowed to submit evaluation results or about the performance of the school over the past year, equipped with documentary evidence and observations to support the data. So every teacher even has the participation of the school committee, parents of students and also religious leaders around the environment are included. This is in accordance with the results of research by Muhammad et al., (2016) that in the implementation of school management, strategies are applied to achieve quality education through program socialization, SWOT analysis, problem solving, quality improvement, and monitoring and evaluation of school program implementation.

In its implementation, SWOT analysis can be done with the help of the SWOT-K matrix or the 4 Quadrant Matrix to formulate and make a guideline plan in making school work plans and school self-evaluation, from which it can determine strategies or programs that can be developed further. SWOT-K or 4 Quadrant Matrix includes: Strengths, Weaknesses, Opportunities, and Threats.

In the implementation of SWOT analysis in an educational institution, of course, there are supporting and inhibiting factors. Supporting factors are important in the SWOT analysis process, especially for educational institutions. The supporting and inhibiting factors in the implementation of SWOT analysis based on the results of the research that has been carried out are as follows:

Supporting Factors

Proactive Stakeholders

Stakeholders are the community or human resources in the educational environment, such as educators, education personnel, students and school committees. Participative stakeholders make progress and improve the quality of education for the better. Because with high participation all policies made can be implemented properly. Proactive stakeholders can also be said to be human resources that support and actively participate in improving the quality and development of schools. With this proactivity, stakeholders provide criticism and suggestions for quality improvement.

Progressive Principals in School Evaluation and Development, and Strategic Planning. In the context of educational institutions, the leadership role is carried out by the principal, educational leadership plays a very important role in order to direct and move the educational organization to achieve the expected goals.

Inhibiting Factors

The inhibiting factors based on the SWOT analysis are:

- a) lack of participation from the community.
- b) low support for school management. SWOT analysis is done with a qualitative approach and is done every year to be able to plan future work. SWOT analysis is an important thing to know the internal and external conditions of the school, so that the steps to be taken in the future can improve the quality of education at school. In addition to determining the school's future work plan, the results of the SWOT analysis can be used to find out how the quality of the school and how the external environment is so that it can face the challenges that exist. This is in line with the results of research conducted by Sujoko (2017) that the SWOT analysis of the Input, Process and Output aspects to improve school quality shows a position that supports an aggressive strategy to support the growth of school quality, so a strategic plan is made that uses the strengths of the school's internal environment to capture opportunities from the school's external environment.

RESULTS AND DISCUSSION

In improving the performance strategy of private school management in Southern Thailand, we implement 3 education strategies agreed upon by the Islamic Education Foundation, including formal, non-formal and informal Islamic education, which we can know more clearly as follows. This strategy aims to balance learning between religious education and academic education, so that private schools in Thailand can excel on par with Kingdom/State schools.

1. Formal Islamic Education

Strategic management in formal education in Thailand involves the application of various theories and concepts to achieve specific goals. Strategic management theory plays an important role in the development of education in Thailand. By applying various theories and concepts, educational institutions in Thailand can improve the quality of education, efficiency, innovation, and competitiveness. However, keep in mind that the application of strategy management theory must be adapted to the local context and the challenges faced. Strategy management is a very important tool for private schools in Thailand to achieve long-term success. By understanding the market context, identifying competitive advantages, and choosing the right strategies, private schools can continue to evolve and meet the needs of students and other stakeholders. Examples of Application in Practice

- a. International school: Implementing a differentiation strategy by offering an international curriculum, foreign teaching staff, and international facilities.
- b. Faith-based schools: Implement a focus strategy by serving specific religious communities and offering in-depth religious education.
- c. Schools with excellent programs: Implement differentiation strategies by developing flagship programs, such as the science, arts, or sports olympiads.

Formal Islamic education is education in schools that have been determined by the government. The formal Islamic education model is divided as follows:

- a. Islamic education in public schools in 1978 has been established as a section of Islamic education studies which is the core of the social, religious and cultural education study group. Islamic education at the elementary level of public schools has 2 characteristics, namely, a) allowing Muslim students to learn Islamic studies through social, religious and cultural studies. To enable students to understand and adhere to the principles of faith, practice, and moral principles of ethics into a properly implemented, way of life there will be 1-2 hours of lessons per week. b) students study Islamic studies intensively along with general subjects. In the core curriculum and basic education in 2008, the learning hours of Islamic education were increased to 8-10 hours per week.
- b. Private schools teach religion and public (modern cottages) Islamic private schools are educational institutions that were originally cottages that turned into private schools, and their teachers are named Tok Guru. Islamic private schools are classified as schools in accordance with the Private Schools Act 1982, which is divided into 2 types: 1) Private schools according to Article 15(1) are schools that teach religious subjects along with general subjects according to the curriculum of the Ministry of Education. Islamic private schools which are in accordance with article 15(1) can be further divided into 2 types, the first is Islamic private schools,

which are managed by associations or foundations that are legal entities. The government subsidizes the budget that will be used to pay 100% per person. The second type is Islamic private schools, the type that is a licensee where the government will subsidize the budget per person as well as public private schools but the government will send a teacher to teach the public subject section with teachers who are paid to teach. 2) Islamic private schools according to article 15(1) of the Private Schools Act 1982, which is part of teaching and learning through Islamic studies in accordance with the curriculum of the Ministry of Education. and the other part, teaching general subjects in accordance with the curriculum of the Ministry of Education along with the condition that both personnel and the learning system have not reached the criteria of the Ministry of Education to increase the level to become a school based on Section 15(1) of the Private Schools Act 1982.

Islamic private schools are the transformation from cottages to places of educational institutions recognized by the government. Thus, the curriculum, study time, and school goals are regulated by the Thailand government. In addition, the school must be registered with the Ministry of Education, as a foundation to be able to receive government subsidies from the government.

2. Non-formal Islamic Education

Non-formal education is an educational path whose purpose is to increase knowledge, insight and also complement the shortcomings in formal education (Tohiroh Saah, 2017). Consists of:

a. Islamic Education Center at TADIKA Mosque

TADIKA is a word from the Malay language derived from the full word, Taman Didik Anak which means center or place to care, teach, train and educate young children. It is a basic religious teaching facility for children is a basic religious education organized for children in the village for children to learn religion as an education consistent with culture. The building used is a mosque as a place to study and teach in the afternoon on Saturday or Sunday in accordance with the agreement with the community. Crew or Teachers are religious leaders and volunteers in the community and Students are students in elementary schools in public schools and private schools. The language used is Malay in the learning and teaching process so that students become happy to learn. In accordance with the regulation of the Ministry of Religious Affairs, No. 1 of 2008 concerning the "Regulation on Religious Affairs concerning Islamic Religious Training Centers and Ethics in Mosques", and strengthened by the Circular Letter of the Private Education Commission of 2012, concerning the criteria, procedures and provisions for the allocation of subsidies as compensation for teachers in Islamic Education Centers (Kindergartens) and management fees for mosques, as follows:
No 3 : Mosque Islamic Education Centers (Tadika) and teachers who are

entitled to receive subsidies under this announcement must be placed in mosques registered under the law on the management of Islamic organizations only by providing subsidies for no more than 1 mosque each. No 4 Compensation for teachers at the Center for Islamic Studies of Kindergarten and the cost of managing the mosque No. 5 The Islamic Education Center of the Mosque (Tadika) must teach and evaluate the results of studies or learning according to the 2005 Mosque fardu'in curriculum.

b. Hut

The word "pondok" is taken from the Malay language. The word is derived from the Arabic word "Funduk" which means "pondok" or hotel, the meaning here is "Islamic Religious Studies institution". The origin of Islamic education began among the Muslim community who studied the Qur'an and Hadith. The recitation of the Qur'an is carried out in Mushola (Balai Shah), Mosques and houses. Teachers who are called Tok Guru AlQur'an Students who study at the cottage are called "Tuk Pake" which is taken from the Arabic language which means people who have the purpose and purpose of science and religious guidance. The hut that is applied in the Madrasah pattern has the following levels: 1) Ibtidaiyyah: a place to study for six years 2) Mutawasittah: a place to study for three years (intermediate) 3) Tsnowiyyah: a place to study for three years.

3. Informal Islamic Education

Informal education is any organized and systematic activity outside of school or is an important part of a wider activity, which is greatly influenced by the family or education at home and the community environment is very influential on the formation of attitudes and behaviors of a child and an adult.

The decision of parents in Southern Thailand to send their children to private schools is influenced by a variety of factors, both general and region-specific. With the 3 strategies above, parents are more confident in choosing private schools, because in addition to being taught academically equivalent to Royal schools, private schools also add many methods in applying Islamic religious teachings. In addition, Muslims in Thailand are synonymous with the Malay language or commonly known as the mother tongue, private schools make the Malay language a compulsory lesson which can be a plus for followers of Islam. It can be concluded that private schools in Southern Thailand are superior in terms of the number of private students in Southern Thailand compared to Kingdom/State schools.



Figure 2. Implementation of International KKN Activities

CONCLUSIONS

Fundamental Finding: This research underscores the significance of relevant, innovative, and competency-based curriculum development as a crucial factor in enhancing the educational quality of private schools in Thailand. The study also highlights the pivotal roles of technology integration and business partnerships in preparing students for future challenges. **Implication:** These findings suggest that adopting a sustainable and responsive approach to curriculum development can substantially increase the competitiveness and overall performance of private schools in Thailand. Educational policymakers and school administrators are encouraged to consider these strategies to foster long-term improvements in educational outcomes. **Limitation:** The study's reliance on cross-sectional primary data from a specific geographic region may limit the generalizability of the findings to other contexts or regions. **Further Research:** Future studies should explore longitudinal data to assess the long-term impact of these management strategies and examine their applicability in diverse educational settings within Thailand and beyond.

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