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Strategic Planning for Public Sector Organizations: Evidence from The Department of Education and Culture in Kendal Regency

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ABSTRACT

This paper aims to provide some evidence for current practice in strategic planning for public sector organizations developed by Rumelt's Criteria, in this case the Department of Education & Culture in Kendal Regency and propose a strategy for this Department. The data was collected from the Strategic Plan of the Department of Education & Culture in Kendal Regency from 2016-2021, Performance Reports 0f 2017, and the interviews from data collector in the Department of Education & Culture of Kendal Regency. The data analysis procedure used in this paper is a SWOT analysis based on data collected and developed into IFEM, EFEM, IE-Matrix, SWOT Matrix, and QSPM as the last step.

Keywords: Strategic Planning, Rumelt's Criteria, Public Sector Organization, SWOT Analysis, Department of Education & Culture

1   Introduction

Regional autonomy as mandated by Law Number 32 Year 2004 is expected to make regional governments the spearhead of the implementation of regional autonomy in Indonesia. Regional autonomy is considered as a form of efficiency and effectiveness of the local government implementation by considering the implementation aspects of efficiency and effectiveness of local government by taking into account the structural and functional aspects of the central and regional governments as well as aspects of regional potential and diversity. In its implementation, several regional equipment organizations were formed to regulate government affairs whose authority handed over to the regional government. Based on Government Regulation Number 18 of 2016, the Department of Education and Culture is one of the regional apparatus organizations established both at the provincial and district government levels that manage government affairs in the education sector.

Kendal Regency is a regency in Central Java Province. Kendal Regency is included in the Kedungsapur metropolitan area which is the fourth largest metropolitan area after Jabodetabek, Gerbang Kertosusilo, and Bandung Raya. Consisting of 971,000 people, Kendal Regency's economic growth rate reached 5.6% with a total GRDP of 36.4 T or 3.11% of the total GRDP of Central Java Province.

Kendal Regency Department of Education and Culture has a function to carry out its main task in the field of education, as stipulated in Kendal Regent Regulation Number 74 of 2016, is to arrange the preparation of plans and programs, monitoring, evaluation and reporting in the education sector. The strategic plan is prepared as a medium-term planning document that provides guidance for all stakeholders within five years Regarding to the Minister of Home Affairs Regulation No. 86 of 2017, Kendal District Government will develop a new medium-term development plan. The plan will include the vision and mission delivered by the elected Regent during the election campaign. The vision and mission contained in the medium-term development plan are elaborated by regional equipment organizations, including regional offices, into strategic plans. In the drafting process, the suitability of the medium-term development plan design is then

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verified with a draft strategic plan. Therefore, there is a reciprocal relationship between changes in the Regent and Deputy Regent with changes in strategic planning, especially those belonging to the Office, in determining the future development of Kendal Regency. The dependence of strategic planning on the formalities and hierarchical relationships created by regulations can influence the effectiveness of strategic planning in facilitating the Department of Education to carry out its duties and functions, especially in serving the community.

Kendal Regency Department of Education and Culture implements the Vision and Mission set by the Regent for the period 2016-2021. Vision: Realizing the Progress and Prosperity of Kendal District Society That Is Equitable Equivalent Supported by the Performance of Trustworthy and Professional Government Apparatus and Noble Morals Based on Faith and Faith in Allah SWT. Missions related to the Education Agency:

1. Creating intelligent, superior and noble human resources;
2. Developing tourism potential and preserving local cultural arts and increasing inter-religious tolerance

Based on the Vision and Mission, the strategy was formulated by the Office of Education and Culture as in the strategic plan document as follows:

a. Increasing the quality of formal education;
b. Increasing the quality and welfare of educators;
c. Increasing the quality of non-formal and informal education.

described through:

1. Increasing the competency of HR personnel through technical guidance, workshops, and education and training.
2. Improving the quality of supporting services in the operational implementation of the main duties and functions of the agency through the provision and improvement of office facilities and maintenance of office infrastructure.
3. Improving quality and affordable basic education services through the provision of scholarship assistance for students / students who come from disadvantaged families at the elementary and junior high school level, providing operational assistance in the provision of basic education, socializing the importance of achieving compulsory basic education, and providing scholarships for outstanding students / students.
4. Increasing the availability of facilities and infrastructure to support learning in basic education in a gradual and sustainable manner through the development and improvement of classrooms, development and development of quality libraries in elementary and junior high schools, construction and improvement of infrastructure to support elementary and junior high school learning, and improvement of primary and junior.
5. Improving the quality of the implementation of early childhood education, basic education and non-formal education through facilitation of the accreditation of early childhood education units, basic education units, and non-formal education institutions, facilitating the implementation of early childhood education and non-formal education, curriculum development , teaching materials and learning models for early childhood education, basic education, and non-formal education, as well as improving the quality of facilities and infrastructure supporting learning in early childhood education and non-formal education.
6. Improving the qualifications and competencies of educators and education personnel in early childhood education, basic education, and non-formal education through the provision of stimulants to improve educational qualifications of educators and education personnel, administer education and training and improve the competence of educators and education staff, recruit educators and education staff in accordance with the required minimum requirements and qualifications, and facilitation of educator credit score assessments.

7. Improving the character and character of students through the development and improvement of facilities and infrastructure for worship in schools, organizing competitions between educational units that encourage students' active involvement, fostering talent interests and the creativity of students based on local culture, administering local content-based curriculum , basic training in leadership for students, scouting, traditional arts festivals, anti-drug socialization and anti-corruption education technical guidance for students and educators.

8. Realizing a good education ecosystem through increasing education units at the basic education level that have implemented School-Based Management (SBM) well, increasing the free-of-charge education movement, drug-free and anti-corruption, increasing parental involvement in education, increasing the role of professional organizations in education, increasing the role of the community in education, and increasing the role of other stakeholders in the development of education.

9. Realizing the availability of quality and accountable education data through the implementation of education data collection systems and information.

10. Realizing community participation to overcome the problems of preservation and preservation of cultural heritage, through increasing the existence of the community on the importance of preservation and preservation of cultural heritage, raising CSR funds for the maintenance and preservation of cultural heritage.

11. Realizing the role and participation of the community to overcome the problem of lack of guidance and utilization of arts, especially traditional arts, through the implementation of various cultural and traditional arts events and assistance and fostering of traditional arts,

12. Realizing the development of cooperation with institutions that care about culture in the preservation and cultivation of cultural values, through increasing traditional arts networking with surrounding districts / cities, holding a distinctive Kendal arts and culture competition.

The Strategic Plan for Kendal Regency Department of Education & Culture 2016 - 2021 is prepared based on the Minister of Home Affairs Regulation Number 86 of 2017 concerning Planning, Control and Evaluation of Regional Development, Procedures for Evaluating the Draft of Regional Regulations on Regional Long Term Development Plans (RPJPD) Term Development Plans Regional Intermediate (RPJMD), as well as Procedures for Amending Regional Long Term Development Plans (RPJPD) and Regional Medium Term Development Plans (RPJMD) and Regional Government Work Plans. In the Ministerial Regulation, it is stated that the Strategic Plan for Regional Offices contains objectives, targets, programs, and development activities in the context of implementing the Required and / or Government Affairs Government Affairs that are Desired in accordance with the duties and functions of each Regional Equipment, which are compiled based on RPJMD and indicative.

The Strategic Plan of Kendal Regency Department of Education & Culture in 2016 - 2021 was prepared in connection with Kendal Regency RPJMD which is a description of the elected Regent's vision and mission for 2016 - 2021 and refers to the Strategic Plan of the Ministry of Education & Culture and Central Java Province Department of Education & Culture Based on the data presented in the strategic plan of Kendal Regency Department of Education & Culture and interviews conducted with informants from the Educator Section and Education Personnel. Interview data and performance reports of the Department of Education & Culture in 2018 are one of the bases in finding evidence and conducting discussions. The condition of the Pure Participation Rate of SMP in Kendal District which is still low, around 56.7% shows that the average level of schooling is not optimal for all school-age residents in Kendal Regency. So the 9-year Compulsory Education program set by the Government is still far from the target.

The quality of certified educators for elementary and junior high schools is still <60%. These conditions affect how the quality of education and the level of school expectations for residents of Kendal Regency. Certified educators certainly contribute positively to the advancement of the world of education in Kendal Regency. The ratio of the number of educators and students in Kendal Regency is still around 1:18 below the 2014 UNESCO standard for Asian countries which is 1:26. This shows that there are still inequality ratios in the regions caused by the still ineffective placement of teachers. The condition of the elementary

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and junior high school class that is considered good has only reached 80%, of course there is still room for improvement. Especially for the geographical conditions of Kendal which have mountainous and coastal contours, there are still some areas that are relatively remote so that the figure of 80% is indicated as not representing the condition of the entire region. Then there is still a need to pay attention to the conditions of educational facilities and infrastructure especially in remote / remote areas.

In terms of the quality of educational institutions, the percentage of elementary and junior high schools that have an A accreditation score is still relatively low because it only reached 32% for elementary school and 56% for junior high school. It is a big job for the Office of Education & Culture with related educational institutions to continue to improve its quality. Kendal Regency Department of Education & Culture also has many things that must be improved from the aspects of education management and management. As a service that is given the task of managing mandatory government affairs in the education sector. However, the condition of human resources is still not ideal now. The number of employees owned by the Department of Education & Culture is still limited so that it still involves many honorary employees in carrying out their duties. Moving staff between agencies within the District Government is a common thing to do in an effort to overcome this. However, since the same conditions also occur equally among other departments, the repositioning effort also encountered obstacles. While the additional employees can only be done from the recruitment of centralized civil servants carried out by the district government which is coordinated by the Ministry of National Development Planning-RB. Another problem with HR is that it is not possible to provide important tasks immediately to temporary employees.

Regarding to the management of human resources, the Department of Education & Culture is considered still thick with elements of closeness without considering the merit system in its promotion system and mutation. It causes demotivation among employees who have worked with good performance, making the organization less healthy. The leaders who have been appointed are considered to be less capable of carrying out their duties because they are not through tiered promotion systems with basic performance / merit system performance.

2 Methodology

The Department of Education & Culture provides a variety of public information on its website. However, for strategic plan data is not available, so the author contacted the author informant, namely the Head of Section Educators & Education Personnel, after the required data is available then the author analyzes the vision and mission that has been carried out and collects basic data based on strategic plan documents for 2016-2021 and performance report for 2018. An evaluation of the strategic plan was developed using Rumelts Criteria. The procedure for extracting information is done by the interview method. So that the core questions are prepared to be conveyed to the informant. The purpose of conducting interviews is to prepare a SWOT analysis based on information and data that has been obtained previously. The Internal Factor Evaluation Matrix (IFEM) and External Factor Evaluation Matrix (EFEM) are prepared to develop IFEM and EFEM which will produce the Internal-External (IE) Matrix. The IE matrix produced based on the SWOT Matrix and several strategies will be proposed. Finally, using the Quantitative Strategic Planning Matrix (QSPM) to produce a draft strategy that will be proposed and prepared

3 Results & Discussion

3.1 Vision & Mission Analysis

The vision statement according to David and David (2017) should be short, one sentence is preferred, and managers have many opportunities to develop that vision. Although brief, the vision is still developed based on the perspective of the customer and reveals the type of business that the entity does The Office of Education's Strategic Plan no longer contains the vision and mission of the Office as stated in the Minister of Home Affairs Regulation Number 86 of 2017. The vision and mission of service are the same as the

vision and mission of Kendal Regency in 2016-2021 in the RPJMD that describes the direction of development under the leadership of the regional head elected in 2016-2021.

Kendal Regency regional development vision contains two elements, they are improving public welfare and professionalism of regional apparatus performance. In the RPJMD, the Education Department is in accordance to its main duties and functions to support the vision in the education sector. This vision is realized through regional development mission number two and seven.

Education as a compulsory business is expected to be able to support the creation of smart, superior and noble human resources and to develop tourism potential and preserve local cultural arts and increase tolerance among religious people. This focus is expected to have an impact on improving the quality of Kendal human resources so that it can improve community competitiveness, strengthen regional economic growth and lead to increased public welfare.

The definition that emphasizes vision value is explained by Malphurs (1999b), namely vision is a clear and challenging picture of the future of an organization that is believed to be achieved and must be achieved. Vision is very important for the organization, partly because the vision explains the direction of the organization's goals. The statement of vision and mission of the Office of Education and Culture that uses the vision and mission of the regional head, is less able to explain the direction and purpose of the service vision and mission explicitly and straightforwardly in the fields of education and culture. Based on the results of interviews with the Head of the Educators and Education Personnel Section in realizing the vision of the regional head, the education and cultural services support the creation of smart and superior human resources. So that it cannot be clearly known if we only see the vision and mission without looking at the document so that the vision stated does not directly describe what education services want to realize. In addition, the vision and mission of the vision are temporary because they only last for five years in accordance with the leadership period of the regional head

3.2 **Findings**

The presented findings were developed based on the Rumelt's Criteria theoretical lens in evaluating the implementation of strategic plans at Kendal Regency Department of Education & Culture. According to Rumelt (2012) Rumelt states the results of evaluating business strategies must provide answers to these three questions: (a) Are business objectives appropriate? (b) Are the main policies / plans appropriate? (c) Do the results confirm or refute the critical assumptions that underlie the strategy? However, answering these questions is not always straightforward, because there are several problems that will always complicate evaluation:

1. Every business strategy is unique - strategy evaluation must lie in the "logic of the situation" which looks at the state of each problem and adjusts the strategy accordingly
2. A centralized strategy relating to the selection of goals and objectives.
3. Formal systems of strategic review, while interesting in principle, can create explosive conflict situations, between managers and employees who may not accept the idea of change.

It is impossible to test strategies in absolute terms, but it is still possible to be tested for critical weaknesses. Rumelt proposed the following broad criteria or principles of strategy evaluation as a basis for testing these weaknesses:

3.2.1 **Consistency**

A strategy must be consistent with the policy and the objectives of the strategy itself. Problems in organizations can sometimes cause inconsistencies. There are 3 signs of organizational problems that can lead to inconsistent strategies. The three signs are: a. If managerial problems continue with changing personnel and if they depend on the basis of the issue that is not on the person. b. If success from one organization means failure from another organization. c. If policy issues and issues continue at the top-level resolution. The Department of Education & Culture makes derivatives of existing strategic plans through work plans consisting of programs and funding in the short term every 1 year. Then the work plan was also

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sent to the UPTD-UPTD of the Department of Education & Culture in each District. In terms of consistency the Department of Education & Culture is said to be quite consistent in implementing strategies that are in line with the strategic plan, because strategic policies and plans are used as guidelines in the implementation of work. But there are still shortcomings in terms of evaluation of the implementation. Performance evaluation activities are rarely carried out by the leadership. Leaders are seen as less capable in carrying out their duties as top-level management with regard to evaluating the strategies of the agencies they lead. This is considered as a result of not using a good merit system in the local government, so that some leaders are considered stuttering in carrying out their tasks as top-level management due to limited experience and ability.

3.2.2   Consonance

The internal and external factors of the company must be matched. A strategy must be able to represent an adaptive response to the external environment and the changes that occur.

The Department of Education & Culture of Kendal Regency has made a Strategic Plan and implemented according to the agreed strategy, but in its implementation there are still limitations between establishing cooperation with related parties, the Office is still not optimal in implementing it due to the existence of sectoral ego and lack of available budget sufficient to support the implementation of these activities.

Then the strategy set by Kendal Regency Department of Education & Culture is seemed not to adjust to current developments especially in welcoming the industrial era 4.0, for example in terms of mapping and allocation of teaching staff that are still done manually and have no educational data such as educators, educational facilities, etc. in an integrated manner.

3.2.3   Feasibility

A strategy should not create new problems that are difficult to resolve. In strategy evaluation, it is important to know whether the organization has the abilities, competencies, skills, and talents needed for the strategy provided. In evaluating the strategy, it is important to know the feasibility of a strategy, Kendal District Department of Education & Culture in this case as a whole can be said to be feasible because it has sufficient competency, skills and abilities, although there are still some shortcomings in terms of strategy implementation capabilities.

3.2.4   Advantage

A strategy must be able to provide the creation or arrangement of competitive advantage. Competitive advantage is normally the result of 3 things, namely resources, skills, and position. Kendal Regency Department of Education & Culture in carrying out its duties because it is an department that is given full authority in the management of education certainly has a competitive advantage including from the position aspect. However, there is still a large space for the Department of Education & Culture skills and resources aspects improvements. Skill still needs to be improved with various training and education for employees and resources in this case funding and human resources. For HR, it is still felt lacking, to cover the workload needs of the Education Office, which still uses a large number of temporary contract workers. It is a concern that if this condition continues, the ability of the Department of Education & Culture to manage education management will not be optimal.

3.3   SWOT Analysis

Analysis of Strengths-Weaknesses-Opportunities-Threats (SWOT) is done by deducing data and results of interviews into two, namely Internal Factors and External Factors. Internal factors consist of Strengths and Weaknesses in the organization. External factors consist of opportunities and threats that originate from outside the organization and affect the organization. The results of the SWOT analysis for the Department of Education are presented in table 1.

Table 1: *SWOT Analysis*

STRENGTHS	WEAKNESS
Has a branch (UPTD) in 20 sub-districts	The quality, competence, and professionalism of teachers are not evenly distributed
Most of the employees have worked for a long time at the Education Agency so that they are quite experienced	Leaders are less competent in performing control & evaluation tasks
Education is the main concern of the Regional Head which is manifested in the vision of regional development	Limited on budget
Full support of the Provincial Education Office & Ministry of Education	The ratio of teaching staff and students is not appropriate
The quality of educational facilities is increasing	Lack of collaboration between the education office and other parties
OPPORTUNITIES	THREATS
The increasing participation of elements of society in the world of education	The poverty rate is still high (30%)
The situation in Kendal Regency is quite conducive	Dynamic changes in SOTK (Organizational & Work Unit) within the local government
Towards the era of industrial revolution 4.0	The increasingly widespread foreign culture that entered Indonesia
Increasing levels of public education	The more widespread hoax that can erode the personality values of students
The growing development of Kendal Industrial Zone	The growing understanding of radicalism

3.4 Internal Factor Evaluation Matrix (IFEM) & External Factor Matrix Analysis (EFEM)

David and David (2017) state that the internal factor evaluation matrix is one of the strategy formulation tools that summarizes and evaluates major strengths and weaknesses in the functional fields of business, and also provides a basis for identifying and evaluating relationships between areas. IFEM arranges internal factors based on SWOT analysis and then sets weights ranging from 0.0 (not important) to 1.0 (very important) for each factor. After that, assign a rating of 1 to 4 for each factor. Strength factor must accept 3 (small strength) or 4 (main strength) and weakness must accept 1 (main weakness) or 2 (small weakness). Then, double the weight of each factor with its ranking to determine the weight score for each variable. After that, add the results so we will get a weighted total score for the organization. The Internal Factor Evaluation Matrix (IFEM) is presented in table 2

Table 2: *IFEM Kendal District Department of Education & Culture*

Key Internal Factor	Weight	Rating	Weighted Score
STRENGTHS			
Has a branch (UPTD) in 20 sub-districts	0,20	4	0,8
Most of the employees have worked for a long time at the Education Departments so that they are quite experienced	0,10	3	0,3
Education is the main concern of the Regional Head which is manifested in the vision of regional development	0,15	4	0,6
Full support of the Provincial Education Office & Ministry of Education	0,10	3	0,3
The quality of educational facilities is increasing	0,10	3	0,3
WEAKNESS			
The quality, competence, and professionalism of teachers are not evenly distributed	0,05	2	0,1
Leaders are less competent in performing control & evaluation tasks	0,10	1	0,1
Limited on budget	0,10	1	0,1
The ratio of teaching staff and students is not appropriate	0,05	1	0,05
Lack of collaboration between the education office and other parties	0,05	2	0,1
TOTAL	1,00		2,75

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EFEM is similar to IFEM. The difference is that EFEM uses external factors in its matrix, namely opportunities and threats. Just like IFEM, we set weights for each EFEM factor. Then, all factors are ranked between 1 and 4 are 1 if the response is bad, 2 if the response is average, 3 if the response is above average and 4 if superior. Ranking for these two external factors can be given from 1 to 4. The assessment results are then multiplied by the weight of each factor, then the total number of results to describe the organization's total weighted score. The External Factor Evaluation Matrix (EFEM) is presented in table 3.

Table 3: *EFEM Kendal District Department of Education & Culture*

Key Internal Factor	Weight	Rating	Weighted Score
OPPORTUNITIES			
The increasing participation of elements of society in the world of education	0,2	4	0,8
The situation in Kendal Regency is quite conducive	0,1	3	0,3
Towards the era of industrial revolution 4.0	0,1	3	0,3
Increasing levels of public education	0,1	2	0,2
The growing development of Kendal Industrial Zone	0,1	2	0,2
THREATS			
The poverty rate is still high (30%)	0,1	3	0,3
Dynamic changes in SOTK (Organizational & Work Unit) within the local government	0,1	4	0,4
The increasingly widespread foreign culture that entered Indonesia	0,1	2	0,2
The more widespread hoax that can erode the personality values of students	0,05	2	0,1
The growing understanding of radicalism	0,05	2	0,1
TOTAL	1,00		2,9

3.5 Internal-External (IE) Matrix

The IE matrix is used as a complementary analysis based on IFEM and EFEM. IE Matrix consists of a display of nine cells. The IE matrix is based on two main dimensions: (1) the total IFE weight score on the x axis and (2) the total EFE weight score on the y axis (David and David, 2017.
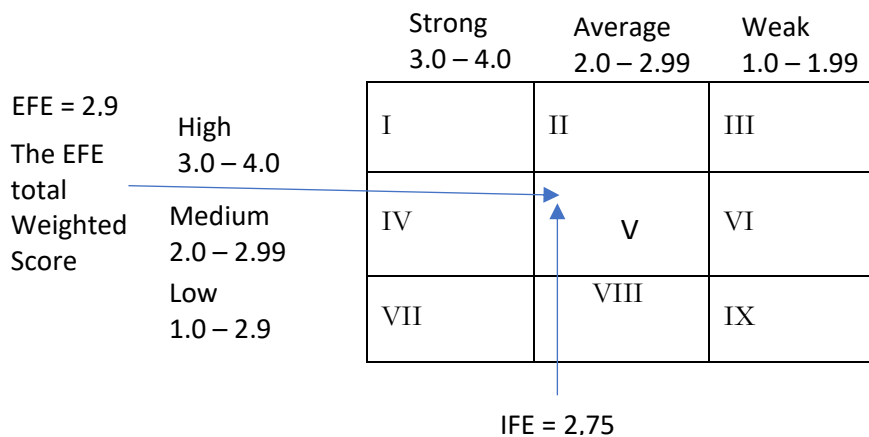

Figure 1: *IE Matrix*

In Figure 1, the position of the Education Office is in quadrant V, it means Hold and Maintain and is in quadrant II, meaning Grow and Build. The most appropriate strategy for cell V is market penetration and product development and for cell II is backward, advanced, or horizontal integration, market penetration, market development, and product development (David and David, 2017).

3.6   SWOT Matrix

The SWOT matrix will explain strategies that are suitable for use by companies based on assessments of Strengths, Weaknesses, Opportunities, and Threats. The SWOT matrix will be presented in table 4.

Table 4: *SWOT Matrix*

			STRENGHTS		WEAKNESS
		1.	Has a branch (UPTD) in 20 sub-districts	1.	The quality, competence, and professionalism of teachers are not evenly distributed
		2.	Most of the employees have worked for a long time at the Education Agency so that they are quite experienced	2.	Leaders are less competent in performing control & evaluation tasks
		3.	Education is the main concern of the Regional Head which is manifested in the vision of regional development	3.	Limited on budget
		4.	Full support of the Provincial Education Office & Ministry of Education	4.	The ratio of teaching staff and students is not appropriate
		5.	The quality of educational facilities is increasing	5.	Lack of collaboration between the education office and other parties
	OPPORTUNITIES		SO Strategies		WO Strategies
1.	The increasing participation of elements of society in the world of education	1.	Increase the number of educational facilities in the form of classrooms and research and knowledge infrastructure	1.	Improve the quality, competence, professionalism of educators in a comprehensive and equitable manner
2.	The situation in Kendal Regency is quite conducive	2.	Increasing capacity in the field of technology and pioneering technology-based education programs	2.	Encouraging an increase in the education budget every year
3.	Towards the era of industrial revolution 4.0	3.	Improve the capacity of technology-based education service management	3.	Prepare employees with managerial expertise with strategic insight
4.	Increasing levels of public education	4.	Prepare educator data, integrated educational facilities	4.	Prepare the application for managing educators as a basis for equity
5.	The growing development of Kendal Industrial Zone	5.	Broadly involve community elements in making and implementing educational programs	5.	Establish cooperation with related parties to prepare superior and competitive human resources
	THREATS		ST Strategies		WT Strategies
1.	The poverty rate is still high (30%)	1.	Utilizing the role of the UPTD in mapping data in its territory	1.	Develop local content curriculum on regional culture by highlighting innovation and creativity
2.	Dynamic changes in SOTK (Organizational & Work Unit) within the local government	2.	Prepare an educational program either inserted in the curriculum or outside that is related to the personality aspects of the superior students	2.	Cooperate with local influencers in delivering positive messages to students

3.	The increasingly widespread foreign culture that entered Indonesia	3.	Prepare cultural facilities and infrastructure as well as routine programs to introduce students to their culture	3.	Collaborate with the local TNI-Polri to develop activities that can enhance a sense of nationalism
4.	The more widespread hoax that can erode the personality values of students	4.	Prepare material for the study of the institution of the ideal Education Department	4.	Increasing collaboration with parents in preventing negative access to external culture
5.	The growing understanding of radicalism				

Based on the SWOT Matrix, I conclude 5 SO Strategies, 5 WO Strategies, 4 ST Strategies, and 4 WT Strategies. If I link the strategy with the Department of Education & Culture's vision, mission and performance reports, the strategies that really need to be considered are the SO-3 and WO-5 strategies. Both strategies will be further developed to get evaluations with QSPM as a stage in decision making.

3.7 **Quantitative Strategic Planning Matrix (QSPM)**

The Quantitative Strategic Planning Matrix (QSPM) objectively shows which alternative strategy is the best. QSPM is a tool that allows strategies to evaluate alternative strategies objectively, based on the key external and internal success factors that have been identified previously (David and David, 2017). With this QSPM, based on the vision, mission and internal and external conditions of the Department of Education & Culture, I propose the following strategies (1) Increase the capacity of technology-based education service management (2) Establish cooperation with relevant parties to prepare superior and competitive HR. Total Total Attractiveness Score (TAS) for the first strategy is 2.85 and for the second strategy is 2.45 (Table 5). These results indicate that organizations need to improve the capacity of technology-based education service management.

Table 5: QSPM Kendal District Department of Education & Culture

Strategic Alternatives					
		1		2	
		Improve the capacity of technology-based education service management		Establish cooperation with related parties to prepare superior and competitive human resources	
Key Factor	Weight	AS	TAS	AS	TAS
STRENGHTS					
Has a branch (UPTD) in 20 sub-districts	0,20	2	0,40	2	0,40
Most of the employees have worked for a long time at the Education Department so that they are quite experienced	0,10		-		-
Education is the main concern of the Regional Head which is manifested in the vision of regional development	0,15	3	0,45	4	0,60
Full support of the Provincial Education Office & Ministry of Education	0,10	3	0,30	2	0,20
The quality of educational facilities is increasing	0,10	4	0,40		-
WEAKNESS					
The quality, competence, and professionalism of teachers are not evenly distributed	0,05		-		-
Leaders are less competent in performing control & evaluation tasks	0,10	1	0,10		-
Limited on budget	0,10	2	0,20	2	0,20

The ratio of teaching staff and students is not appropriate	0,05		-		-
Lack of collaboration between the education office and other parties	0,05		-	3	0,15
TOTAL	1,00				
OPPORTUNITIES					
The increasing participation of elements of society in the world of education	0,20		-	3	0,60
The situation in Kendal Regency is quite conducive	0,10		-	1	0,10
Towards the era of industrial revolution 4.0	0,10	4	0,40		-
Increasing levels of public education	0,10	3	0,30		-
The growing development of Kendal Industrial Zone	0,10		-		-
THREATS					
The poverty rate is still high (30%)	0,10		-		-
Dynamic changes in SOTK (Organizational & Work Unit) within the local government	0,10	3	0,30		-
The increasingly widespread foreign culture that entered Indonesia	0,10		-	1	0,10
The more widespread hoax that can erode the personality values of students	0,05		-	1	0,05
The growing understanding of radicalism	0,05		-	1	0,05
TOTAL	1,00		2,85		2,45

4 Proposed Strategies

4.1 Product / Service Development (Increasing the capacity of technology-based education service management)

According to David and David (2017) product / service development a strategy that seeks to increase sales by improving or modifying current products / services. In this case the Department of Education & Culture is expected to produce innovation in the field of education service management. The management of technology-based education services is expected to help solve various problems in the world of education such as efforts to map education personnel and educational facilities, allocate education personnel appropriately and evenly, improve quality in educational resources owned by planning and projecting properly, and provide services to components of the wider community who want to actively participate in the world of education. It is expected that in addition to providing great benefits for the agencies and stakeholders involved, the problems that have arisen from the world of education can be better resolved. It is hoped that technology-based education service management can be built on an integrated data base. It is an advanced strategy for the Department of Education & Culture to start preparing programs in gathering the required data into a single unit which is then integrated with the system to be developed. This strategy is described as follows

4.1.1 Improve governance and data management to increase capacity in supporting education data.

Data management is the development, implementation, and supervision of plans, policies, programs, and practices that control and increase the value of data and information assets in the company. The main purpose of improving data management is to clarify the roles and procedures used to optimize data integrity and quality. The strategy behind this goal guides activities to develop and support the capacity of highly skilled workforce needed to make improvements. As a result, parents, communities and agencies will be more likely to use data to make informed and targeted decisions.

4.1.2 Increase access to the use of educational data to make informed decisions for both the Department of Education & Culture and related stakeholders.

Focuses on increasing access to education data at all levels and improving methods and access to the tools needed to support the use of appropriate education data for decision making at the certain Department & stakeholders

4.1.3 Develop systems & applications for education, education facilities, etc.

Develop systems and related applications that can assist in the execution of work and make work more precise and accurate. A technology-based system is very useful for supporting decision making and mapping problems in the field so that the best solutions can be immediately sought and as a form of delivering quality, equitable and equitable education

4.2 Horizontal Integration (Establishing cooperation with related parties to prepare superior and competitive HR)

Horizontal integration seeks to increase control of competitors (David and David, 2017). Horizontal integration here means working with various parties supported by regional heads, provincial education offices, and the ministry of education. The Office of Education & Culture through agreements and regulations, encourages cooperation with various parties in order to achieve the organizational goals that have been set, answer the needs of the times, and utilize all the potential of the region owned. The development of Kendal Regency to become a national and international Integrated Industrial Zone should be able to spur the Department of Education & Culture to design programs that are not only based on the national curriculum that has been set but also other programs that can be done. One of them is to ensure that the upstream and downstream of the education can match so as to form a superior and competitive SDM Kendal. Collaboration with third parties such as those who will use Kendal HR as well as related stakeholders is certainly needed. In addition to the important aspects of education is how to shape the culture of the noble personality of the human resources in Kendal in the midst of the issue of radicalism, hoaxes, and the swift foreign culture. So that it needs to be developed in collaboration with various stakeholders and other parties such as elements of the TNI / Polri to make it happen. This strategy is described as follows:

4.2.1 Prepare all students for a successful transition to higher education, development of high-quality work skills and science & technology.

Implementation of a comprehensive education program that prepares students for higher education and careers by collaborating with various parties. All students, including students with disabilities and educationally disadvantaged students, have the right to reach their full potential. Students must have opportunities that can prepare them for the transition to higher education and better careers.

4.2.2 Expanding educational opportunities to all regions

Collaborating with community elements and utilizing the UPTD in order to encourage all school-age children in their region to receive education. Then formulate efforts that can be done so effectively in carrying out inventory and finding solutions to illiteracy rates, dropping out of school, and short the school's expected age

4.2.3 Collaborating with various industry players in Kendal Regency to channel their CSR funds in the education sector.

Establish communication with the head of the region, cooperate with related agencies and industry players to increase CSR funds in the field of education and prepare useful educational programs for improving the quality of human resources in Kendal.

5   Conclusion

The Department of Education and Culture of Kendal Regency is one of the Department within Kendal Regency Government which takes care of the education sector. Based on data and results of interviews, it is known that one of the obstacles still faced is how to do management for the management of education properly. To overcome this, I propose a strategy to improve the capacity of technology-based education service management. On the other hand, Kendal Regency's Education & Culture Service still has limitations in developing relationships with various parties. Especially with the development of Kendal Regency which has become a national / international Industrial Zone and the challenge of the industrial era 4.0 which has caused the Department of Education & Culture to be adaptive and innovate in its education and cultural strategies and programs in its field. For this problem, I propose a strategy for cooperating with related parties to prepare superior and competitive human resources.

6   Competing Interests

The author declared that no conflict of interest exists in this publication.

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