# IMPLEMENTATION OF MANAGEMENT TO DEVELOP OUTSTANDING SCHOOLS

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**Abstract**

The progress of the school is very dependent on the management system carried out. Effective implementation of management will greatly affect the level of school achievement. This research uses qualitative- naturalistic methods. Data collection by means of in-depth interviews with structured and semi-structured, observation, and documentation. Test the validity of data by trianggulation of sources, methods and theories. Data analysis through reduction, presentation of data drawing conclusions. The results showed that the implementation of management can develop school achievement. The implementation is carried out by developing academic achievement programs, language skills, arts and culture and strengthening school curriculum, determining program implementers, program realization and supervising monitoring and evaluation.

**Keywords:** Implementation, Management, School Program, Achievement

## INTRODUCTION

School performance can be reflected in the output produced. Educational institutions are said to be effective if student achievement shows high achievement, in academic and non-academic achievement. The results of work or school are a reflection of the progress of the school itself. If the results of measuring school achievement have shown an improvement, of course, it can be understood that the institution has made progress in improving the quality of education.(Rahman et al., 2022;Budiharso & Tarman, 2020; Net, 2022) The factors that influence it are curriculum, human resources, student input, infrastructure, management, costs, organizational culture, and no less important is the leadership of a principal. (Simangunsong, 2019; Amon & Rajib Bustami, 2021;Ummah et al., 2022)

School outcomes are important and interesting because they can be seen and understood as the results of school work as an education system. The effectiveness of institutional governance can also provide a positive image. (Tang et al., 2022;Utami et al., 2021;Ayriza et al., 2019). This determines the community's view of the school. One form of school achievement can be seen in academic achievement. Achievement is the result of an activity that has been done, created both individually and in groups. Achievement is something that can be created, the result of work, a pleasing result obtained by the tenacity of work. Achievement is the result of something that has been achieved.(Dewi, 2021;Nurabadi et al., 2021;Lisaudaturohmah, 2022)

School success means results that have been achieved, done, or done. While academic achievement is: the educational assessment of student development and progress related to mastery of learning materials given to students, real abilities that are the result of interactions between various factors that influence both from within and from outside individuals in learning, real abilities achieved by individuals from one activity or effort. (Brown et al.,

2019;Pennings et al., 2018;Abd Hamid et al., 2019). The learning process experienced by students produces changes in the fields of knowledge, understanding, application, analytical power, and evaluation as determining factors for school achievement. Achieving the level of success with a goal is a learning effort that has been done by someone optimally.

Academic achievement includes the achievement of general test scores, subject scores, school examinations, scientific papers, and achievements in subject competitions. Mastery of all subjects gets perfect scores and becomes class champions. Out education is the result of achievement or ability, skills that produce changes in a certain period that can be measured or assessed from teacher evaluations, standardized tests, or from a combination of both and expressed in the form of certain numbers or symbols. (Lourenço, 2018;Net, 2022; Sagir & Hasan, 2022).

Measurement of academic achievement in the internal school is the result of subject assessments such as daily assessments, mid-semesters, end-of-semester, and end-of-year assessments. While external academic achievements or assessments between schools include the results of subject competitions or the Olympics. The achievement of school quality is strongly influenced by the principal's leadership on the competencies possessed, managerial skills mastered, and leadership style by school conditions, especially the level of maturity and responsibility of teachers in carrying out duties. Leaders must maximize all their potential in carrying out their duties and functions to make schools effective, productive, independent, and accountable.(Trisiana, 2022;Sagir & Hasan, 2022).

In line with this, the quality of education is greatly influenced by the management system applied. Good school management is needed so that it can change the system for the better quality. The level of achievement of education management carried out does not rule out the possibility related to the way someone leads an educational institution.(Winarno, Budihardjo, 2019; Net, 2023; Widodo et al., 2022) Management emphasizes the ability of a leader to conduct comprehensive planning of the organization's strategic programs to achieve goals, besides that a manager is also required to organize all the potential contained in the organization, the potential in the organization can be in the form of people, goods, and skills. Management of educational institutions is the management of resources owned by institutions which include people, money, methods, materials, machines, and marketing carried out systematically in a process.

Management is the overall process of organizational activities starting from planning, organizing, directing and controlling the use of resources to achieve goals. In a special sense, management means leading and leadership, which is the activity carried out to manage an institution or organization, namely leading and carrying out leadership in the organization. The person who leads the organization is called the manager. Management discussion is related to the planning process; organizing, leadership, and controlling, in which there are efforts from members of the organization to achieve goals that have been set together(Basuki & Perdinanto, 2023;Ibda et al., 2023;Liswati et al., 2023). Overall, the management process is a management function. Thus, ideally, educational institutions implement management as a whole to achieve achievement.

However, the results of Syai'i's research concluded that schools still experience several problems that must be made improvements to realize quality and outstanding schools. The most fundamental problem is related to teacher competence in mastering the material delivered and the suitability of the teacher's field of expertise with the material being taught. This will have implications for the decline in the quality of learning carried out. So schools are very urgent to plan teacher competency improvement programs. This of course must also be followed by policies that regulate the improvement of educator resources. (Syar'i et al., 2020)

Meanwhile, Gunawan's research results stated that to go to a good school, adequate financial management is needed. Private schools are very important to manage finances because the school is self-funded. Schools need networks to raise funds for education. So the school performance improvement program must be balanced with an increase in teacher professionalism. Funding for increasing educator resources should be aligned with the provision of adequate budgets. The reality is that there are still many schools that have not managed school funds properly. (Widjaja et al., 2022)

Based on the background of the above problems, the focus of this research is to find strategies for implementing education management as an effort towards outstanding schools. This is a necessity to form it, good governance is needed from the management side, including from the aspect of program planning to the evaluation of its success.

## METHODS

### 1. Research approach and participants

The approach in this study is to use a qualitative-naturalistic approach. This approach is used to obtain data with a natural background as a direct data source. Aims to obtain data in the field empirically by going directly into the field. So field data provides a naturalistic picture related to the implementation of management to improve school performance. The data collected is data that is the focus of research, which is about management implementation, including planning, organizing, implementing, and supervising in developing school achievement. The type of data in this study is divided into two parts, namely primary data and secondary data.

This research was conducted in two primary secondary Islamic schools in Central Java-Indonesia. Both schools have good academic and non-academic performance. Achievement of students in academic and extra-curricular school fields. The habituation applied to the school is religious

### 2. Data Collection Techniques

Data collection techniques are through interviews, observation, and analysis of document studies.

Interview techniques are carried out by obtaining interview guidelines that outline the aspects to be studied. Broadly speaking, there are two kinds of interview guidelines: and set various dimensions. The interview includes that the questions asked have been determined and sometimes even the answers, as well as the scope of the problem, so it is completely limited.

Unstructured interview guidelines. In this interview, the list of questions is not prepared in advance. The interviewer only faces a problem in general, he may ask whatever is considered necessary in the interview situation, and questions are not asked in the same order. But it's good if the interviewer as a handle notes important points that will be discussed by the purpose of the interview.

In this case, the researcher uses an unstructured interview, because the unstructured interview is the freedom that animates it so that the respondent can spontaneously bring out everything he wants to say. Thus the interviewer gets a broader picture of the problem, because each respondent is free to review various aspects according to their stance and thoughts, and thus can enrich the researcher's views. Interviews were conducted with the principal and his representatives as well as teachers. Observation, by compiling observation guidelines. Meanwhile, rigid observations are made on the implementation of guidance on achievement coaching activities by subject guidance teachers and program implementation, as well as evaluations carried out by schools. Observation is also rigid on management implementation activities.

Documentation. Researchers in data collection only need to transfer relevant written materials on fill-in sheets that have been prepared or recorded as needed. In this study, the documents collected were written documents of academic achievement, achievement profiles, curriculum documents, and supervision documents on achievement development programs, student documents about student achievement acquisition.

### 3. Data Analysis Techniques

Data analysis begins by examining all available data from various sources, namely interviews, and observations that have been written in field notes. After being examined, the next step is data reduction, unit preparation, and categorization and the last is data interpretation. The analysis is as follows:

### a. Data Reduction

Reducing data means summarizing, choosing the essentials, focusing on the things that matter, looking for themes and patterns, and removing unnecessary ones. Thus the reduced data will provide a clearer picture, and make it easier for researchers to collect data further and look for it when needed. Data reduction can be done by abstracting. Abstraction is an effort to make a summary of the core, processes, and statements that need to be maintained so that they remain in the research data. In other words, this data reduction process is carried out by researchers continuously when researching to produce core records of data obtained from data mining. Thus, the purpose of this data reduction is to simplify the data obtained during data mining in the field. The data obtained in data mining is certainly very complicated and also often found data that has nothing to do with the research theme but the data is mixed with data that has something to do with research. So with such data conditions, researchers need to simplify the data and discard data that has nothing to do with the research theme. So that the purpose of research is not only for that is data covered in the scope of research.

## b. Data Presentation

This step is done by presenting a set of arranged information that gives the possibility of concluding. This is done because the data obtained during the qualitative research process is usually in narrative form, so it requires simplification without reducing its content. The presentation of data is done to be able to see the overall picture or certain parts of the overall picture. At this stage, researchers try to classify and present data according to the subject matter starting with the coding of each sub subject problem. After the data is collected from the results of interviews, observations, and documentation, researchers reduce the data, then present the data on the Planning, Organizing, Actuating, and Controlling of the principal in the development of academic achievement achieved by students.

## c. Withdrawal of Conclusions

Conclusion or verification is the final stage in the data analysis process. In this section, the researcher expresses conclusions from the data that have been obtained. This activity is intended to search for the meaning of the data collected by looking for relationships, similarities, or differences. Concluding can be done by comparing the suitability of statements from research subjects with the meaning contained in the basic concepts in the study. The above stages, especially the stages of data reduction and presentation, do not always occur simultaneously. However, sometimes presenting the data also requires data reduction again before a conclusion is drawn. The above stages for the author are not stated by the principal and then synchronized with data from student waka, curriculum waka, public relations waka, and student achievement guidance teachers. Data triangulation is carried out on data from school principals, students, curriculum, public relations, and other data obtained during observation

## 4. Data Validity

Trianggulation is used to check the validity of data, done by: 1) Trianggulation method by cross-checking the method used. 2) Triangulation of data sources i.e. through various respondents involved in the study consisting of the principal, three vice principals, and teachers to obtain valid data. 3) Theory triangulation is used when analyzing data through various theoretical sources so that the data analysis carried out is more thorough.

## RESULTS

## A. Planning school achievement development programs

Planning prepared by the school in developing academic achievement by the goal to be achieved, namely making the school achieve. Careful and well-arranged planning will affect the achievement of goals. The results of the interview with the principal about planning in the development of student academic achievement are as follows: "In achievement development, planning is carried out by looking at the demands of the school to become an independent, outstanding school, according to the vision and mission and goals of the school. First I formed

a team of outstanding schools, then there was an execution schedule to carry out their duties, carry out and be evaluated".

The school conducts school quality improvement activities through achievement development activities. Management activities start from planning, implementation, and evaluation. At the beginning of the year, planning is carried out, according to the vision and mission of the school. In the planning, the target to be achieved is to become a school that has won many championships. School management is programmatic, planned, measurable, and evaluated. Planning carried out at the beginning of the year, referring to the vision, mission, and goals of the school, For activities in the curriculum related to academic achievement learning outcomes in daily assessments that refer to school goals, namely increasing student academic achievement with predetermined targets" In addition to forming a successful team for outstanding schools, a commitment to togetherness is carried out, a commitment to become an outstanding school, to become the best school by involving all school residents, school committees and parents and guardians of students. Shared commitment where one of them is to become an outstanding school. The target to be achieved in planning the development of student academic achievement according to the principal is to become an outstanding school for students, teachers, and education staff. This is by what was stated by the vice principal for student affairs who stated that the target is to become a school that won many championships. The school programs towards outstanding schools that have been carried out are presented in the table below:

**Table 1: Development of School Achievement Programs**

| Program | Program implementation |
|---|---|
| Management structuring | 1. Quality improvement, achievement development<br>2. program planning, implementation and evaluation<br>3. Involvement of all school personnel<br>4. Job description of all school personnel<br>5. Curriculum revision<br>6. Determination of school programs at the beginning of the school year<br>7. Building a shared commitment to quality improvement |
| Academic achievement | 1. Achievements in the field of science.<br>2. Exploring students' talents and interests<br>3. Improved language competence<br>4. Determination of achievement targets<br>5. Determine minimum completeness criteria for students<br>6. Coaching outstanding students |
| Strengthening school culture | 1. Refraction of greetings and greetings<br>2. Commemoration of Islamic holidays<br>3. Habituation of dhuha and dhuhur prayers in congregation<br>4. Habituation of reading the Qur'an at the beginning of the lesson<br>5. Memorization of the surahs in the Qur'an |

### b. Organizing school quality improvement programs

Organizing is the process of preparing an organizational structure that is by organizational goals, resources owned, and the existing environment. Organizing activities are carried out after preparing a plan by gathering vice principals to determine Competent personnel becomes an outstanding school success team, including academic and non-academic achievements. This is as the principal said: "We determine competent personnel to be the successful team of outstanding schools, then formulate a schedule for execution in carrying out their duties, formulate task details and issue decision letters, so that the team will carry out their duties accordingly. After the team is formed, it is socialized to teachers, making a joint commitment between the leadership and teachers and all employees to achieve outstanding schools".

The formation of an outstanding school success team with an organizational structure is stipulated in the school decree as a form of responsibility. Meanwhile, the public relations department optimizes the publication. The formation of an outstanding school team is based on the vision, mission, and goals of the school. This is intended for the conformity of the program with the vision, mission, and strategic plan that has been set. The implementing organizations of the program are as follows:

**Table 2: Organizing in the Implementation of School Achievement Programs**

| Program executor | Mechanism of action |
|---|---|
| Outstanding school success team | 1. Team formation consists of program leaders and coordinators<br>2. Create a team workflow<br>3. Develop a follow-up plan for the school quality program<br>4. Publicize the program to parents and the community<br>5. Establishment of a division in charge of each program<br>6. Forming a social network |
| Academic development team | 1. Conduct science competency programs for teachers and students<br>2. Perform language competition programs by registering native speakers.<br>3. Develop a student skills competition program<br>4. Education and training for teachers |
| School culture strengthening team | 1. Creating a religious culture code of ethics<br>2. Evaluate character strengthening programs<br>3. Creating a mechanism for the formation of religious culture<br>4. Develop measurements and parameters for the success of school culture |

### c. Implementation of Academic Achievement Development Programs

The school formed a program implementation team, and the principal communicated intensively, with all teachers and employees, including the team. This is to the results of an interview with the principal who said that:

"Our teachers invite for a vision and mission goals, scheduled activities, and monitoring, when there is a problem or obstacle, the personnel I call are given direction, and motivation, I ask if there are any obstacles, every morning I do a prayer with the teacher, asking how many things will be done that day". Meetings and coaching are carried out by the head of the school periodically, the principal is very informative because there is a competition and there is a letter sending participants to support once, conduct supervisory guidance.

Based on the results of the documentation, in the implementation or mobilization of the team, the principal conducts intensive communication, both directly and indirectly, encouraging yelling that is said every morning at the opening of the joint prayer, giving awards or rewards to both the coaching teachers and students. The implementation of academic achievement development begins with student mapping through selection held by the student coordinator of each field, then guidance, participation in competitions, and awards. The implementation of guidance according to the applicable schedule is every Tuesday for science subjects, Wednesday for language subjects, and Thursday for mathematics subjects. This scheduling is done every week and is carried out at least three months before the competitions start. The headmaster invites all elements of the school community, school committee, and parents to support the success of an outstanding school. The form of program realization is listed in the table below:

**Table 3: Realization of Academic Improvement Programs**

| Personnel | Duties and authorities |
|---|---|
| Principal | 1. Provide motivation and direction<br>2. Coordinating work<br>3. Networking with the community<br>4. Prepare program support facilities<br>5. Shaping the commitment of school personnel |
| Vice principal | 1. Create a synchronization of the program with the curriculum<br>2. Conduct a review of program supporting materials<br>3. Optimizing the role of public relations<br>4. Directing students' talents and interests towards achievement |
| Achievement development team | 1. Science competition program<br>2. Language competition program<br>3. Arts and language programs<br>4. Religious competency proficiency program<br>5. Teacher education and training<br>6. Increased competence of administrative personnel<br>7. School culture linking program<br>8. Preparation of student achievement assessment |

**d. Supervision of school achievement improvement programs**

Supervision is carried out by the principal during the student guidance schedule. Written reports are also carried out periodically. The results of an interview with the principal, who said that: "Supervision on achievement coaching activities is direct and indirect. Directly monitor the course of guidance, every two weeks, when the performance supervisor carries out tasks on schedule to monitor the achievement of activities. The reporting of student affairs is carried out periodically. This influences teachers to carry out coaching activities according to their schedule, also motivating all teachers, the school headroom is also open to all, and I am used to sitting together with teachers to discuss and know various programs and obstacles. Supervision in the form of formal twice-a-year supervision, previously there was monitoring. Written reports come in, administratively every business reports its activities"

Instruments for supervision in the form of supervision, supervision, and reports. Supervision is a team, the new teacher or coach is directly supervised by the principal, and senior teachers by the supervision team, have been asked for a work plan, and activity reports. In supervising the program of achievement development activities, the principal has not used the program supervision instrument. Supervision is carried out on student affairs representatives every semester and also achievement guidance teachers each semester. The supervision that runs is the academic supervision of teachers in teaching while the supervision of the development program of students' academic parties in participating in the Olympics or subject competitions, has not been carried out.

The principal carries out strategies for achievement, including collaborating with teams from outside, following coaching patterns, choosing which competitions can be achieved, and conducting publications. This was acknowledged by the vice principal for student affairs, based on the results of the interview: "From the beginning of the admission of new students, seeds of achievement have been sought, then an introduction or socialization to students was held, and then a selection was held. Of the many students, what are the children's interests, and where do they tend to go, whether to maple science, mathematics, or social studies, so the achievement team has done mapping from the beginning. The coordinator creates the program. The forms of program supervision carried out by the principal are as follows:

**Table 4:  Monitoring and Evaluation of School Achievement Programs**

| Supervision executor | Supervision |
|---|---|
| Principal | Conduct academic and managerial supervision for teachers. Evaluate the success of school program implementation |
| Vice principal | Evaluate their respective fields, namely curriculum, student affairs, infrastructure and the implementation of public relations |
| School achievement development team | Conduct periodic program evaluations with members, to monitor the achievements and constraints of school program outcomes. In addition, report the results of the evaluation to the principal and to the coordinator of each program |

## DISCUSSIONS

The principal as a leader must be able to use his ability to manage the school so that the school can compete and be favored by the community, namely by becoming an outstanding school. The improvement of school achievement is much influenced by the leadership factor of the Principal. Visionary leadership is required for all organizations, including institutions at the educational unit or school level.(Siah et al., 2022; Fitriyah et al., 2022; Barida et al., 2021) The leadership quality of the Principal is determined by the competencies possessed, managerial skills, mastered, and leadership style following school conditions, especially the level of maturity and responsibility of teachers in carrying out duties. Leaders must maximize all their potential in carrying out their duties and functions to make schools effective, productive, independent, and accountable.

Following the vision, mission, and goals of the school, the principal as a manager, in carrying out his programs must be able to carry out management functions as the achievement of the vision and mission, and goals of the school. The school has carried out planning for the

development of student academic achievement listed in the Annual Plan as well as in the student affairs program plan. Good planning can be achieved by considering the future conditions under which the planning and activities to be decided will be carried out, as well as the period in which the plan is made. Planning is an important aspect of management.(Barida et al., 2021;Ling et al., 2020; Net, 2022). Student academic achievement does not present itself but is consciously grown, instilled, maintained, and maintained through a comprehensive and optimal strategy. In the academic field, the school makes improvement efforts so that it can compete with graduates from other schools to continue to a higher level. The planning carried out by the headmaster is part of the principal's work program together with teachers and parents. The target of the program plan is achievement coaching for teachers, students, and parents. Cooperation and interrelated between the three components gave birth to a form of program plan to develop achievements. (J., 2018; Kim et al., 2021).

The organization carried out by the principal is by determining the personnel in the school team who excel according to their competence. The placement of the organizing function after the planning function is logical because the act of organizing bridges its planning activities with its implementation. Organizing is carried out by grouping the necessary activities, namely the determination of the organizational structure and tasks and functions of each unit in the organization. It can also be said to be the overall activity of management in grouping people and the assignment of duties, functions, authorities, and responsibilities to each with the aim of creating useful and successful activities in achieving the goals that have been set.(Boon et al., 2018;Kainzbauer & Rungruang, 2019; Joo et al., 2021).

Organizing is very important in management because it makes the position of people clear in its structure and work and through the selection, allocation, and distribution of professional work, the organization can achieve goals effectively and efficiently. Organizing programs carried out by schools with the aim of dividing a large activity into smaller activities. This is useful to make it easier for the principal as a manager to supervise and determine the people needed in carrying out the tasks that have been divided. Organizing can be done by determining the tasks that must be done, the people who will do them, the grouping of these tasks, the people responsible and the level of authority in making decisions.(Rahman et al., 2022;Beijer et al., 2021; Baharun et al., 2021).

The principle of organizing is the division of tasks into various elements of the organization. Effective organization is dividing and structuring tasks into sub-units of work. In organizing, it is not only identifying positions and determining relationships, but the most important thing is to develop its people both in terms of competence and professionalism by paying attention to their needs to function properly. For the principal, organizing ability will provide an overview of the level of ability to carry out all managerial activities to realize the planned results by determining goals, determining the structure of tasks, authorities, and responsibilities, and determining the functions of each person so that the task is carried out properly.(Kravariti & Johnston, 2020;(Basri et al., 2022;Parry & Urwin, 2021). The placement of personnel in program implementation becomes important to organize various tasks of program implementers. So that the regularity of program implementation will lead to success.

The school distributes labor to all personnel to implement the program towards achievement. Furthermore, steps are taken to realize the program. Driving is a complex management function from a fairly broad scope and is closely related to human resources. Movement is one of the most important functions in management. The importance of mobilization is based on the reason that planning and organizing efforts are vital but no concrete output will be produced without the implementation of the activities sought and organized in an act of actuating or effort that causes optimization. (Peccei & Van De Voorde, 2019; Boselie et al., 2021; Troth & Guest, 2020). Movement is an activity to direct others to like and be able to work to achieve goals. The right way is used to mobilize employees / human resources in educational institutions by motivating or giving motives to work so that they want and are happy to carry out all activities to achieve goals effectively and efficiently, as well as leadership and communication as inseparable part of carrying out the actuating function.

The implementation carried out by the principal in developing student academic achievement, through the stages of student mapping, guidance according to schedule, and participating in competitions, awards, and evaluations. In this implementation, the motivation of the principal has been running well in the form of a joint commitment toward an outstanding school. The next stage is monitoring and evaluation.(Dakir, 2022; Trihapsari et al., 2021; Yusraini & Rosadi, 2022). Supervision carried out by the principal in developing student academic achievement aims to evaluate program implementation. Supervision is a basic process that is essentially still needed in monitoring success. The supervisory function is an element of management to see whether all activities carried out are by the outlined plan and in addition it is also important to determine future work plans. Supervision is important to be carried out by the leadership to see any deviations from the plan that has been made and is useful for developing new programs. Supervision carried out by the principal on student academic achievement development programs in the form of monitoring, supervision, and reporting. (Siswanto et al., 2022;Joo et al., 2021; Beijer et al., 2021).

Monitoring is carried out monthly, and also during the duration of the program. Supervision carried out by the principal is in the form of direct supervision by compiling measurable instruments. Supervision of the principal has not been carried out by the academic achievement guidance teacher each semester. The program supervision is carried out by the deputy head of student affairs, every semester. Reporting is carried out in writing and orally, which is carried out periodically or at any time. Supervision is the responsibility of the leadership, it can also be delegated to the supervisory unit. Supervision must be able to measure what objects have been achieved, assess implementation and suggest corrective actions or adjustments deemed necessary, besides that supervision must be able to evaluate themselves about what has been achieved (self-inspection).

Control actions can also find out errors or irregularities made by members of the organization so that solutions can be found. (Baharun et al., 2021;Basri et al., 2022; Peccei & Van De Voorde, 2019). Another function of control activities is to determine data that causes irregularities in the organization, data to improve organizational development, and data on

obstacles encountered by all members of the organization. In addition, also know the extent to which organizational goals have been achieved. Control can be done directly or indirectly.

Supervision carried out by the principal is carried out periodically and incidentally, does not have clear and measurable evaluation standards, does not have a supervise instrument that can measure the performance of the achievement of academic achievement development activities processed by mathematics, language and science subject competitions. Supervision is carried out by direct communication by asking student waka and achievement guidance teachers, about how the guidance goes, competition participation, supervision through WhatsApp groups and supervision in the form of asking for written reports on the acquisition of championships.(Trihapsari et al., 2021; Tabroni et al., 2021; Hermino & Arifin, 2020).

## CONCLUSIONS

Management implementation in developing outstanding schools is carried out by optimizing managerial functions to implement school presentation development programs. The initial stage is carried out program planning with management arrangement, the establishment of school achievement programs and the formation of school culture. Meanwhile, in the implementation aspect of the program by forming an outstanding school success team, academic development team and school culture strengthening team. The implementation stage of program realization by determining the job description of the principal and vice principal as well as the realization of academic and non-academic achievement support programs. The last step is supervision carried out by the head and his deputy as well as the head of the school achievement development team.

Educational institutions can optimize quality development by conducting effective management. All planning up to evaluation is carried out appropriately can lead to the achievements and out of the program as expected. Finally, the school will be able to develop the quality of graduates and have implications for the level of satisfaction and public trust in educational institutions.

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