

## Educational Organizational Strategies at The Secondary School Level in Facing Global Challenges

Alya Fatma Hadi<sup>1</sup> (Universitas Negeri Jakarta, Indonesia)

Fatimah Az-Zahra<sup>2</sup> (Universitas Negeri Jakarta, Indonesia)

Nadiya Salsabila<sup>3</sup> (Universitas Negeri Jakarta, Indonesia)

**Received:** 11-06-2023

**e-ISSN :** 2987-9140

**Accepted:** 28-09-2023

**Volume :** 1 No. 2, (2023)

**Published:** 01-10-2023

**Page :** 40-48

**DOI:** <https://doi.org/10.26740/ijgsme.v1n2.p40-48>

### Abstract

Educational organization strategy is the most important element in facing global challenges at the secondary school level. In an increasingly complex era of globalization, secondary schools are expected to be able to produce graduates who are competent and ready to face the demands of the rapidly changing world of work. This article was created to find out and analyze the strategies of educational organizations at the secondary school level in facing global challenges. This research uses a qualitative approach with a descriptive research method sourced from literature study. Literature study is a research method that uses review results from other journals as a reference source. From these results it is known that: (1) Educational organization must be implemented well in secondary schools in line with current developments. (2) It is important for education to be integrated with strategic management that ensures that educational goals and long-term vision are achieved. (3) Education as an organization also needs compact cooperation between society and government to build synergy between educational institutions.

**Keywords:** Middle School, Digital Era, Global Challenges

### 1. INTRODUCTION

Education is an approach used by the government to educate and strengthen the nation. A country can be said to be advanced if the country prioritizes education, because without education a nation will not have the ability to manage natural resources, even if Indonesian sons and daughters do not have the right skills, it is feared that this will become an obstacle related to national development. This is supported by the fact that certain countries in the Middle East have stable economies even though they not only have weak national currencies but also have developed intellectual capital, discipline and work ethics (Sulastri, Fitria and Martha, 2020) .

Education has become the center of attention and the focus of attention of all aspects of society. Education System Law Number 02 of 1989 to Number 20 of 2003, followed by Government Regulation Number 32 of 2013 concerning National Education Standards, is an example of changes that have occurred as a result of constitutional changes. National Education Standards (SNP) are the minimum standards for the education system throughout the territory of the Unitary State of the Republic of Indonesia which are officially recognized, with a spatial layout which includes: content standards, infrastructure standards, management standards, financing standards and education assessment standards (Setiawati, 2020). In an effort to prepare the younger generation for a complex and ever-evolving future. However, effective education cannot depend solely on good curriculum and teaching methods. It is

---

Corresponding Author: E-mail: [alyaafatmaa0504@email.com](mailto:alyaafatmaa0504@email.com)

©2023 IJGSME

important for education to be integrated with strategic management that ensures that educational goals and long-term vision are achieved.

In the integration of education with strategic management, education is seen as one of the elements that influences an organization's success in achieving short-term and long-term goals. Through education, individuals in organizations can develop the knowledge, skills and attitudes needed to meet job demands and achieve organizational goals. Secondary schools are required to take part in technological advances and use them efficiently in the teaching process. They must incorporate digital technologies into curricula, teaching strategies, and school administration to prepare students for a more digital world. However, recognizing the global nature of the digital age also requires consideration of other factors, such as changing educational paradigms, the development of 21st century skills, the elimination of traditional work practices, the rise of digital technology, and the handling of complexities. data. Therefore, organizational strategies for higher education are essential to address this issue.

The educational model prepares each individual to develop their understanding and abilities to face everyday life, as well as providing practical instructions that will help them achieve this goal (Hendrarso, 2020). Keeping this in mind, the goal of achieving a high level of competency in education needs to be pursued while collaborating with complex technological systems. In this context, education is intended to prepare individuals to work with humans. It addresses interpersonal skills including communication, delegation, teamwork, problem solving, and other interpersonal skills necessary to build relationships and engage in interactions with others. In real practice, this form of education can support students' use of the approach by emphasizing active learning, long-term engagement in challenging situations, and the development of conceptual understanding in contexts relevant to everyday life.

Thus, it can be concluded that in order for educational institutions to develop in the dynamic environment of the digital era which continues to develop, they need to continue to grow and innovate, which is known as sustainable innovation. Innovation in education is defined as something that is continuous and always follows world progress, especially in the digital era. However, innovation or renewal in the field of education is also a fresh approach to the educational problems currently being faced. The starting point for educational reform is an urgent issue in education that will be resolved regularly in an innovative way. In accordance with the quote above, in order for the implementation of Indonesian higher education to be successful in increasing the number of quality human resources, innovative long-term strategic planning must be carried out.

Based on the explanation above, the author believes that there is a strategy for educational organizations at the secondary school level to face global challenges. For this reason, this article will describe the response of secondary schools in facing global challenges in the digital era. Furthermore, regarding the influence of the digitalization era on the strategy of secondary school educational organizations. Finally, it discusses the obstacles for secondary schools in developing educational organizational strategies to face global challenges.

## 2. METHOD

This research uses a qualitative approach with this type of research using descriptive methods. This method is generally carried out by authors who source from literature studies. Here the author uses secondary data or supporting data sourced from books, literature, notes and various reports related to the problem to be solved. With this in mind, the analytical case that

will be raised in this research is the strategy of educational organizations at the secondary school level in facing global challenges.

### 3. RESULT AND DISCUSSION

#### *Middle School Responses in Facing Global Challenges in the Digital Era.*

Education is required to be more advanced and accessible to all groups in the 21st century. One of them is "Industrial Revolution 4.0" or another term for the digital era. In line with this, the development of information technology is currently increasingly rapid, especially in Indonesia. As information technology advances, it has a positive impact on education as it allows significant changes to be made in the curriculum. However, even though the education sector is experiencing rapid development from day to day, this progress has not yet been adopted by the Human Resources (HR) movement which is able to participate in the transformation of the education sector (Fitriah and Mirianda, 2019). Some educators still maintain traditional ways of delivering learning material. They think that using technology makes it difficult for them because they should be required to always be able to update knowledge from various sources.

In this digital era, secondary schools are faced with various global challenges that affect the way they provide relevant and effective education to students. These challenges include changes in technology and culture, as well as the demand to produce students who are ready to face an ever-evolving world. The development of information and communication technology has changed the educational landscape, affecting the way schools operate, and requiring rapid adaptation. Secondary schools have an important responsibility to prepare students for existing challenges and a future filled with digital innovation. The digital era provides broad access to unlimited information and educational resources, but also requires a deep understanding of how to manage, evaluate and utilize them wisely.

According to data from the Central Statistics Agency (BPS) from the results of the 2021 Susenas Survey, 62.10% of Indonesian people used the internet in 2021. The large number of internet users like this is concerned about people's access to information and their community's perception of technological advances and changes in information. According to 2021 data, the percentage of Indonesian households that have at least one mobile phone number is 90.54%, not much higher than the telephone usage rate. When compared to conditions in 2018, the maximum was 88.46%, this figure has increased. This acts as an incentive for administrators to monitor the quality and stability of the internet infrastructure. When internet access is slow and unstable, large bandwidth is required to adequately meet user needs by utilizing load balancing techniques such as Per Connection Classifier (PCC) and Nth (Risnaldy, 2020).

One of the main challenges facing secondary schools is preparing students to face an ever-changing and increasingly globally connected world. The digital era has created new needs in terms of digital literacy, technological understanding, and the ability to adapt to rapid technological change. High schools must respond by providing relevant education and focusing on developing critical digital skills, such as programming, data analysis, cybersecurity, and critical thinking about technology.

The challenges of globalization in the current era are not only a topic of conversation among students but also among teaching staff. Educators are instructed to always improve their

professional status as teachers. One of the most important tasks that a teacher involved in the teaching and learning process must carry out is to carry out rigorous and continuous peer instruction and in-depth task analysis, use appropriate materials and methods, and promote teaching and learning. Learning in Indonesia, a systematic method and analyzing learning outcomes that can be used to diagnose student weaknesses and be able to provide the necessary assistance (Indrawan, 2019).

In the educational aspect, secondary schools also need to respond to global challenges in the digital era in terms of data management and privacy. They must ensure the security of student data, protect student privacy, and teach students about digital etiquette. However, schools must also understand and follow developments in laws related to privacy and data protection, and develop appropriate policies. All these challenges require secondary schools to adopt a flexible and progressive approach. They must be ready to continuously learn and adapt to rapid technological changes, and ensure that their students are ready to face global challenges in this digital era. Secondary schools also need to adapt to changes in students' learning styles. In this digital era, students are often accustomed to fast access and instant information. Then, schools need to use more interactive, inclusive and technology-based teaching methods to meet students' learning needs effectively.

In this way, teacher qualifications improve student achievement in academics and other fields, reduce the amount of time students spend on classical work and crafts and skills, protect intellectual property and other activities that have been carried out under students' noses all along, and raise awareness of technology advances. In the Industry 4.0 era, when information and technology are developing rapidly and influencing the learning process significantly, teachers must be able to identify positive trends and counteract negative trends. It will likely be in vain if this is not discussed and analyzed thoroughly. Smartphones are currently one of the best at making it simple and efficient for users to get the latest information, and this applies to how well they influence teacher-led learning activities (Zhai & Chen).

### ***The Influence of the Digitalization Era on the Organizational Strategy of Secondary School Education***

According to technological developments and information, activities in secondary schools have massive problems. Some information and knowledge that has spread is easily accessible to other people who need it, but on the other hand, education is also experiencing huge disruption. The role of teachers who have become providers and facilitators of knowledge has shifted a lot. In the future, the role and presence of teachers will become increasingly challenging and will also lead to a shortage of educational staff.

The condition of the world of education in this era of digitalization provides a lot of knowledge and there is an extraordinary acceleration in increasing knowledge. This increase can be supported by several media and the use of digital technology which is known as the information superhighway. Of the several strategies developed, there is a style through existing learning activities, called knowledge age. Educators need materials in learning that will provide better designs with several combinations of students and a conducive learning environment and are able to provide solutions to solving problems in learning. What can then be overcome by the existence of an educational strategy in this era of digitalization requires knowledge in accessing technology which is increasingly sophisticated today.

Currently, there are many developments that are adapted to each school's needs and are even different, not the same as each other. In achieving this educational goal, a curriculum and learning must not only focus on one content taught to students, but must also provide good facilities for students in constructing curriculum content into very new knowledge for students. In secondary schools, current educational strategies influence existing educational conditions. This is demonstrated by the development of a curriculum based on the digitalization era revolution which focuses more on children's desires. The change that is happening now is that the old curriculum before 2020 was known as curriculum 13. This has been implemented for 7 years which further develops students' character.

In the 2013 Curriculum, as outlined in the research findings, it is stated that the 2013 Curriculum is designed to adapt to developments in information technology in the era of industrial revolution 4.0. This adaptation aims to enable students to take advantage of the positive aspects of the Industrial Revolution 4.0 by having several skills, including; critical thinking and problem solving skills, communication and collaboration skills, creativity and innovation skills. Knowledge of information and communication technology is a positive aspect so that students do not lose their cultural roots. Apart from that, 21st Century Learning also provides guidance on strengthening character education through character formation and spiritual values. So it can be said that the 2013 curriculum is still very relevant even in the era of Industrial Revolution 4.0 (Fernandes, 2019).

Through technology that has made education something easily accessible (Nail & Ammar, 2017). All students can now learn using technology and digitalization over long distances. The technology developed functions to improve the quality of education and tools in education that can be used with an interactive and interesting system so that students really like the learning that is carried out. This is contained in Permendiknas No. 41 of 2007 concerning content standard graduate competency which is a principle in curriculum learning technology 13. The positive influence of the digitalization era on secondary school education strategies is as follows: (1) The emergence of mass media as a source of knowledge and focused education specifically with electronics, (2) Provides the impact that not only teachers are a source of educational knowledge that can be provided by teachers, but also a role that has an impact on access to learning via the internet and also the role of teachers as mentors for students, (3) Can develop a method based on developments in digitalization, (4) Learning can be done online, (5) The assessment system is easier and can use the benefits of technology.

### ***Obstacles for Secondary Schools in Developing Educational Organizational Strategies to Face Global Challenges.***

The existence of globalization is the result of the development of advances in science and technology, especially in information technology which is a manifestation of the sustainability of the modernization era. Globalization essentially leads to very fast and rapid developments in the fields of information, communication, transformation and technology which can change all aspects of human life, make the world increasingly narrow, and provide a wide reach to things that are far away (Dermawan, 2020) .

Education management must be actively involved in planning, managing and controlling organizations that are in line with current developments (Utamy, Ahmad & Eddy, 2020). All resources related to the course of the educational process must be handled in a planned,

controlled, directed and organized manner. In the end, schools are required to have managerial competence, namely the school's ability to create strategic, realistic, systematic and logical work patterns. The increasingly complex influence of globalization causes increased competitiveness and demands for change, so that it is very necessary to implement strategic management, especially in educational institutions. Through the implementation of strategic management, educational institutions can compete both in improving the quality of education and in anticipating the dynamics of future changes.

In the recent context, through the application of strategic management, especially the highest leaders in educational organizations, it is hoped that they will be able to formulate and determine organizational strategies correctly (Marshall, 2019). Not only implementing strategies to maintain its existence, but also being able to carry out the adaptations and innovations needed so that educational organizations can increase their productivity and effectiveness. Schools experience the challenges and developments of globalization which involve the effects of competition and globalization (Durib, 2014). By paying attention to increasing competition and developments between schools, schools are expected to be able to implement a number of superior strategies to respond to competitors (Muijs & Rummyantseva, 2014). One of the right solutions to overcome this problem is strategic management. Strategic management is a form of management that is future-oriented and based on analysis of the internal and external environment. Through the process of strategic management stages, schools can consider appropriate decisions and strategies in dealing with changes and developments in educational conditions.

In the current global era, all aspects of life, including education, will be faced with global challenges (Killick, 2014). In the field of education itself, global challenges give rise to increasingly strong, intense competition and dependency that will become increasingly ensnaring in the future (Bacchus, 2013). Life that is increasingly transparent among the nations of the world is one of the factors in the emergence of global challenges. Apart from that, another global challenge is that there are still parties in society who are not confident in their abilities and strengths. This results in increasingly high levels of human dependency. The high level of human dependence and the crisis of public trust in the government results in conflict between one party and another.

Leaders and elements of society are expected to be able to overcome this kind of global challenge. According to Sari et al. (2022), readiness to face global challenges can be done by (1) Maintaining one's own culture (nationalism, patriotism, mutual respect); (2) Professional culture (work ethic, science and technology, art, enthusiasm, motivation, work ethic and professional ethos); (3) Personal Culture (accountability and responsibility).

In an organization, compact cooperation, unity and commitment between the elements involved are needed. In the field of education, a leader is needed who is a good example for his subordinates (Hulpia & Devos, 2010). Management and leadership have a strategic role if there is cooperation and support from various parties (Jabbar & Hussein, 2017). Managing living objects is much more complex than managing inanimate objects. Based on this, it is important for a leader to use management that pays attention to the needs and interests of many people.

#### 4. CONCLUSION

Knowing and analyzing the strategies of educational organizations at the secondary level in facing global challenges is one of the benchmarks for improving the quality of learning in secondary schools. Because with this analysis results can be obtained from secondary schools' responses to the global challenges of the digital era, the influence of the digital era on the strategies of secondary education organizations, and the limitations of secondary schools in developing educational organizations. From these results it can be concluded as follows: (1) Education is required to be more advanced and accessible to everyone in the 21st century. Secondary schools have an important responsibility to prepare students to face existing challenges and a future full of digital innovation; (2) Current educational strategies in secondary schools influence existing educational conditions. This is demonstrated by the development of a revolution-based curriculum in the digital era which focuses more on children's desires, and (3) Ultimately schools are required to have managerial competence, namely the ability of schools to create strategies, work patterns that are realistic, systematic and logical. Apart from that, education as an organization also requires compact cooperation, unity and commitment between the elements involved in it.

Highlighting the importance of education that is adaptive and responsive to increasingly complex global challenges. In the face of rapid and diverse changes in today's world, educational institutions must develop effective strategies to prepare students with skills, knowledge and attitudes relevant to global demands. It is necessary to emphasize the importance of education that is adaptive and responsive to increasingly complex global challenges. In the midst of rapid and diverse changes in the world today, educational institutions in Indonesia must develop effective strategies to prepare students with skills, knowledge and attitudes that are relevant to global demands. Thus, special attention is needed for secondary schools in facing global challenges.

#### REFERENCES

- Bacchus, M. K. (2013). *The education challenges facing small nation states in the increasingly competitive global economy of the twenty-first century*. In *Education in Small States* (pp. 7-25). Routledge.
- Badan Pusat Statistik. (2021). *Statistik Telekomunikasi Indonesia*. Jakarta: BPS
- Durib, M. J. (2014). Challenges of globalization to school curricula from the point of view of faculty members with suggestions of how to deal with it. *Procedia-Social and Behavioral Sciences*, 112, 1196-1206. <https://10.1016/j.sbspro.2014.01.1284>
- Dermawan, O. (2020). Manajemen Strategik Dalam Peningkatan Kualitas Pendidikan Di Sekolah Menengah Atas Negeri 1 Metro Lampung Strategic Management in Improving the Quality of Education In The State Senior High School 1 Metro Lampung. *JIEM (Journal of Islamic Education Management)*, 4(1), 72-81. <https://10.24235/jiem.v4i1.6828>
- Elyus, D. S., & Sholeh, M. (2021). Strategi humas dalam meningkatkan citra sekolah di era pandemi covid 19. *Jurnal Inspirasi Manajemen Pendidikan*, 9(2), 281-289.
- Fernandes, R. (2019). Relevansi Kurikulum 2013 dengan kebutuhan Peserta didik di Era Revolusi 4.0. *Jurnal Socius: Journal of Sociology Research and Education*, 6(2), 70-80. <https://doi.org/10.64431/annamatulausath.v3i1.305>

- Fitriah, D., & Mirianda, M. U. (2019). Kesiapan guru dalam menghadapi tantangan pendidikan berbasis teknologi. In Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI Palembang. 148-153. <https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/view/2982>
- Hendayani, M. (2019). Problematika Pengembangan Karakter Peserta Didik di Era 4.0. *Jurnal Penelitian Pendidikan Islam*, 7(2), 183-198. <https://doi.org/10.36667/jppi.v7i2.368>.
- Hendrarso, P. (2020). Meningkatkan Kualitas Sumber Daya Manusia di Perguruan Tinggi menuju Era VUCA: Studi Fenomenologi Pada Perguruan Tinggi Swasta. *Prosiding Seminar STIAMI*, 7(2), 1-11.
- Hulpia, H., & Devos, G. (2010). How distributed leadership can make a difference in teachers' organizational commitment? A qualitative study. *Teaching and teacher education*, 26(3), 565-575. <https://doi.org/10.1016/j.tate.2009.08.006>
- Indrawan, I. (2019). Profesionalisme Guru di Era Revolusi Industri 4.0. *Al-Afkar : Manajemen Pendidikan Islam*, 7(2), 57-80. <https://doi.org/10.32520/afkar.v7i2.255>
- Jabbar, A. A., & Hussein, A. M. (2017). The role of leadership in strategic management. *International Journal of Research-Granthaalayah*, 5(5), 99-106. <https://doi.org/10.29121/granthaalayah.v5.i5.2017.1841>
- Killick, D. (2014). *Developing the global student: Higher education in an era of globalization*. Routledge.
- Marshall, S. (2019). *Strategic leadership of change in higher education*. London and New York: Routledge.
- Muijs, D., & Rummyantseva, N. (2014). Coopetition in education: Collaborating in a competitive environment. *Journal of Educational Change*, 15(1), 1-18. <https://10.1007/s10833-013-9223-8>
- Mustafa, P. S., & Suryadi, M. (2022). Landasan Teknologis sebagai Peningkatan Mutu dalam Pendidikan dan Pembelajaran: Kajian Pustaka. *Jurnal Pendidikan Dasar*, 6(3), 767-793. <https://doi.org/10.36088/fondatia.v6i3.2130>
- Nail, B., & Ammar, W. A. (2017). Mobile learning education has become more accessible. *American Journal of Computer Science and Information Technology*, 5(2), 1-4. <https://10.21767/2349-3917.100005>
- Risnaldy, P., & Neforawati, I. (2020). Analisa QOS (Quality of Service) Zeroshell pada Mekanisme Load Balancing dan Failover. *MULTINETICS*, 6(1), 8-14. <https://doi.org/10.32722/multinetics.v6i1.2750>
- Sari, P., Fadiah, D., Sutiadi, A., Novitasari, D., Asbari, M. ., & PURWANTO, A. (2022). Meningkatkan Kepemimpinan Efektif dan Manajemen Mutu Pendidikan Dalam Menghadapi Tantangan Global. *Journal of Information Systems and Management (JISMA)*, 2(1), 1-7. <https://doi.org/10.4444/jisma.v2i1.234> .
- Setiawati, F. (2020). Manajemen Strategi untuk Meningkatkan Kualitas Pendidikan. *Jurnal At-Tadbir: Media Hukum Dan Pendidikan*, 30(1), 7-66.
- Sulastri, S., Fitria, H., & Martha, A. (2020). Kompetensi profesional guru dalam meningkatkan mutu pendidikan. *Journal of Education Research*, 1(3), 258-264.
- Tubagus, M., & Kom, S. (2021). *Model Pembelajaran Terbuka Jarak Jauh: Kajian Teoritis dan Inovasi*. Nas Media Pustaka.
- Utamy, R., Ahmad, S., & Eddy, S. (2020). Implementasi Manajemen Sumber Daya Manusia. *Journal of Education Research*, 1(3), 225-236. Utamy, R., Ahmad, S., & Eddy, S.

(2020). Implementasi Manajemen Sumber Daya Manusia. *Journal of Education Research*, 1(3), 225–236. <https://doi.org/10.37985/jer.v1i3.26>

Zhai, X., Li, M., & Chen, S. (2019). Examining the uses of student-led, teacher-led, and collaborative functions of mobile technology and their impacts on physics achievement and interest. *Journal of Science Education and Technology*, 28(4), 310-320. ) <https://doi.org/10.1007/s10956-019-9767-3>