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by Insight School

FORMULATION STRATEGY IN FORMING AN EFFECTIVE SCHOOL
(Multisitus Study in Al-Azhaar Islamic Junior high School Tulungagung and State Junior high School 1 Tulungagung)

ABSTRACT

Effective schools are schools that are able to deliver their students to achieve the significant progress in academic and non-academic achievements. The efforts to achieve the degree, quality, and effective quality require strategies that can be formulated based on environmental analysis, both the internal environment of educational institutions and the external environment of the institution. From this analysis, strengths, weaknesses, opportunities and threats will be found so that can be used as a basis for formulating the strategies in forming effective schools. So, the formulation of strategies is the main basis for forming effective schools. This research will explore the formulation of a strategy (plan strategic) in Islamic Junior High School (SMP) al-Azhaar Tulungagung and Junior High School (SMP) Negeri 1 Tulungagung deeply. The process of analyzing the school's internal environment and the school's external environment which is the basis for determining the formulation of strategies in forming effective schools. This study uses a qualitative research method by using a phenomenological field study approach. Meanwhile, data collection techniques were carried out through in-depth interviews, observation, and passive participants in the field and using other literature relevant to the concept of formulating strategies in forming effective schools.

Keywords: Strategy formulation, effective school

A. INTRODUCTION

The formulation of strategies in forming effective schools is the basis of analysis carried out by educational institutions before determining the program, plan, and grand design. The number of educational institutions in Indonesia is increasing, this phenomenon requires institutional management to think more carefully to present educational programs that can be of interest to the public and boost the academic and non-academic achievements. Academic and non-academic achievements become the baromater to see the extent to which schools are indicated to be effective. Public trust educational institutions is

determined by these two achievements. Without clear results related to academic and non-academic achievement, the level of trust will not be realized.

The phenomenon above shows the importance of real products in educational institutions. The real products are in the form of academic and non-academic achievements. Effective educational institutions are certainly able to answer the needs of the community or users of educational services. To answer this need, an environmental analysis is needed. The environmental analysis includes, an analysis of the school's internal environment and the school's external environment. From this analysis, it will recognize the strengths and weaknesses of the internal school. These results can be used as a basis in formulating strategies in forming effective schools to achieve opportunities in the community.

B. LITERATURE REVIEW

Strategy formulation is part of the strategic management science component. Strategic management has four main components, those are environmental analysis, strategy formulation, strategy implementation, and strategy evaluation (J. David Hunger & Thomas L. Wheelen, 2003: 9). In this research, it will be discussed and extended about the formulation of strategies applied by educational institutions in forming effective schools. Strategy formulation is a process of developing a long-term plan by taking into account various aspects, including opportunities and threats to the environment and the strengths and weaknesses of the institution. Opportunities are a logical interpretation that an institution can achieve within a certain period of time according to the expected targets. Meanwhile, threats are several factors that can hinder the achievement of targets, both from internal and external to the institution. On the other hand, there is strength, namely the potential possessed by an institution that can help achieve the target or vision and mission of the institution. Behind the strengths there is a weakness that can arise from internal and external educational institutions. Top managers or school principals must have a variety of data, information, and scientific analysis that can be applied to formulate strategies in determining the position, role, and existence of an institution during a certain period of time. The position, role, and existence of an educational institution are determined by how effectively the institution is the solution, answer, and alternative to the needs of the community who use educational services. The effectiveness of educational institutions is determined from various academic and non-academic programs that can be realized according to predetermined targets. So, strategy

formulation plays a role in concocting, formulating, and formulating academic and non-academic programs to produce students who have significant achievements.

Effective school is shown by the significant development of student achievement, both academic and non-academic achievements. This statement was inspired by Peter Mortimore's idea that one which students progress further than might be expected from a consideration of intake (Peter Mortimore, 1993: 8). Effective school is marked by the presence of some students experiencing significant achievements. This achievement is generally an academic achievement. However, to form a human being whose academic achievement is not sufficient, it requires various non-academic skills, skills and competencies.

C. METHOD

This study used a multisite study design. The design of this model will provide descriptions of different objects, but have the same case substance. The object of this research is Islamic al-Azhaar Tulungagung Junior High School and State Junior High School (SMPN) 1 Tulungagung. The data collection techniques in this study used participant observation techniques, indept interviews, and documentation related to the formulation of strategies in forming effective schools.

D. RESEARCH RESULTS AND DISCUSSION

The formulation of strategies in forming an effective school refers to the philosophy of a school brand that is superior to achievement and character as well as the values of the Qur'an and Hadith, from which this philosophy will be developed in an internal and external analysis of the school obtained based on school self-evaluation data (EDS). The following are some of the stages and explanations of the two analysis models as follows;

1. Philosophy of Excellence Achievement and Character

The superior school brand is a label attached to the school concerned. The label of superior achievement is one of the icons that will spur the enthusiasm and motivation of the school community to compete for achievements. With a superior school brand, the school will always present an innovative and creative learning process. From this innovation will give birth to learn the methods that are attractive and preferred by students,thus the achievement of students will increase. Increasing the achievement of students can be said that the school goals are achieved effectively. If the school's goals are achieved, the school can be said to be effective. As stated by Keneddy in Dwi Esti Andriani

in the education management journal, effective schooling is indicated by the correspondence between the school's goals to be achieved with the achievement of its achievements (Kennedy, Michael B., 2002:1).

In simple terms, it can be indicated that achievement is superior if the learning process carried out is able to deliver students to the achievements set by the school. Superior school brands are able to create trust in educational institutions. With this trust capital, the performance of the institution will run well. This trust, if communicated with elements of effective school support, is in the realm of accountability. This is absolutely relevant to the characteristics of an effective school, namely strong educational leadership, high expectations of student achievement, emphasis non-basic skills, a safe and orderly climate, and frequent evaluation of students' progress (Jaap Schreerens and Bert P. M. Creemers, 2011:1). Effective schools are supported by high expectations and motivation for achievement from students and a safe and orderly school climate for teaching and learning activities..

Accountable is the condition of a school that is assessed by others (users of educational services) as quality, able to realize user expectations, complete academic assignments well, and according to mutual expectations. Accountability in an effort to realize an effective school is if the school can be responsible for what has been promised to the guardian of the student (the school's brand of achievement and character) becomes a reality or actual reality. In the concept of management, it is defined as what has been planned by an educational institution or institution to be implemented according to common expectations.

There are several indicators that must be considered at the degree to which an institution can be said to be accountable, first, transparency in the management of educational institutions. This means that all programs that have been launched by the institution can be known and accessed by all santri guardians or users of educational services. These programs include academic and non-academic activities obtained by students while studying at the school concerned. By knowing the programs, the level of trust in users of educational institutions will be stronger.

Not only transparency in school programs, but guardians or committees are involved in the process of formulating strategies or academic activities to determine the position of the school in the future. The involvement of student guardians who are accommodated in the school committee is one of the strengths of the effective school elements. One element of

the school can be said to be effective is to involve students and guardians in escorting students to succeed in the academic process at school.

Second, educational institutions can be said to be accountable if all academic and non-academic activities have procedural operational standards (S.O.P). Standard operational procedural function (S.O.P) in every activity program will help achieve results in accordance with the predetermined plan. Through standard operating procedures (S.O.P) in the event of things that are outside the operational standards, the supervisory or control team will provide improvements or improvements to conform to the established procedures.

Third, the school is said to meet the degree of accountability if the environmental conditions support or the school climate is able to stimulate students to race / compete in achieving achievements. As mentioned in the previous chapter that, one of the elements of an effective school is a learning environment that is conducive and supportive for the teaching and learning process.

Fourth, the performance of all teaching staff and education staff. It is undeniable that people who use education will see and see an educational institution that has good quality if all educators and educational staff are viewed from a convincing and professional appearance. This philosophy was initiated by the ancestors of the Indonesian nation, especially the Javanese, who said *ajining rogo soko busono.* So a performance or appearance that is always energetic and professional is able to make a positive contribution to educational institutions. So the value of accountability in effective schools which Supardi said in the concept of effective schools is when school programs are transparent and can be known and accessed by the parents or users of education services in a clear and open manner.

2. School Self Evaluation (EDS)

School Self Evaluation (EDS) is an assessment carried out by institutions to determine the extent to which work programs have been implemented. From the school self-evaluation (EDS) it will be known the weaknesses and shortcomings of all the activities that have been carried out, which will then look for a formula or solution. The formula or solution prepared for the future period becomes a better school activity program than previous years.

With regard to school self-evaluation (EDS) the school development team will try to formulate and formulate strategies that are better than in previous years. School self-

evaluation (EDS) will visualize the school's work during the past year, and serve as a reference for the program for the next year. The results of the EDS can be used as a means to formulate a program in a clear and detailed manner. In line with what was conveyed by Hans Luyten, Adrie Visscher, and Bob Witziers by formulating clear targets, exercising external control, publishing school performance results, and similar activities (Hans Luyten, Adrie Visscher, and Bob Witziers, Vol. 16, No. 3, September 2005). Formulating clear school targets based on school self-evaluation (EDS) can help create effective schools. So, school self-evaluation (EDS) is a blueprint for school performance over a certain period of time that has good and bad achievement scores for school activity programs.

1. The values of the Qur'an and Hadith

Al-Qur'an values become a reference and basis for education. It cannot be denied that in the Qur'an there are teachings related to education. The Koran defines education from the root words, al-Tarbiyah, al-Ta'lim and al-Ta'dib. First, the verb tarbiyah (fiil) is taken from robba, yarbu which means to grow, increase, develop. Rabbi, yarba grows, grows bigger, becomes adult. Rabba, yarubbu, improve, organize, manage and educate (Ibn Manzur, 2009:145) Master, lead guard and maintain. A related argument, al-Fatihah verse 2. Meaning: Fir'aun replied: "Didn't We have raised you among Our (family), when you were a child and you lived with Us several years from your age. Al-Syu'ara, verse 18.

Second, ta'lim is taken from the root word 'alama علم, yu'alimu يعلم which means teaching and تعليم ta'lim teaching. The related argument, surah al-Jumu'ah verse 2;

It was He who sent to the illiterate a Rasul among them, who recited His verses to them, purified them and taught them books and wisdom (As-Sunnah) and indeed they were actually in a real error. .

Third, ta'dib comes from addaba ادب yuaddibu يادب and ta'dib تأ ديب. Syed Naquib al Attas took the basis of the hadith أدبنى ربى تأ احسن ديبى My Lord has educated me with the best education.

Meaning: and He taught Adam the names (objects) entirely, then conveyed them to the angels and then said: "Mention to me the names of these things if you are true, the true people, they replied:" Thou holy, there is nothing that We know except what You have taught us; Verily, You are the one who knows, the most wise. (al-Baqarah, 31-32).

The application of the values of the Koran in the process of formulating strategies in forming effective schools will certainly have a positive impact. If we communicate the values of the Koran, if we communicate with the concept of spiritual intelligence SQ

(spiritual quotion) Ari Ginanjar which says SQ spiritual intelligence is the foundation needed to enable IQ (intelligence intelligence) and EQ (intelligence of the heart), then SQ is intelligence. the highest (Ari Ginanjar Agustian, 2001:13). Ari Ginanjar Agustian emphasized the importance of building spiritual intelligence as the basis for the functioning of other intelligences (intelligence). The model or process presented by SQ consists of three stages;

First, give priority to cleanliness of the heart. The cleanliness of the heart is synonymous with tazkiah in the Islamic concept. The same concept is certainly contained in education when viewed from an Islamic perspective, namely surah jumuah verse 2 purifies them and teaches them books and wisdom (As Sunnah). The process of good (effective) education is carried out by the process of purifying the heart (worship activities and religious culture in effective schools) because knowledge is light, meaning also soft, so the process of transferring knowledge or gaining knowledge certainly begins with purifying the mind, heart and body members - learners-through religious activities. If this has been done, the next process is teaching and learning activities (teaching them the book).

Second, teaching the book, the process of teaching books in effective schools is commonly known as effective learning. Effective learning is a knowledge transfer process that can be absorbed and understood by most students, compared to Mortimore's opinion, which says that effective schooling is shown by the fact that most students have progressed more than expected. An effective learning process will not be achieved optimally without planning, preparation and educational awareness from both the point of view of students and teachers and clerics. So it becomes a necessity for the application of religious values to become a lighter to ignite the knowledge of students.

Third, the educational values in the next Qur'an are the emergence of wisdom or intelligence in the form of knowledge. When students carry out the stages or process of application of religious values, wisdom or intelligence will be maximally achieved. Wisdom will not be present and just appear without a process that must be passed, namely the tazkiah stage of cleaning the heart and mind (zero mind process) so that enthusiasm or passion appears and guides students to be diligent and active in practicing (educational awareness) This desire to study hard and gain knowledge will certainly have implications for effective learning. Efforts that are continuously forged to get success through training, literacy, silent reading, tahfidz al-Koran will impact on wisdom. Wisdom in the form of spiritual, emotional, and intellectual intelligence. So, efforts to formulate strategies based

on religious values will have an impact on the formation of effective schools, which are shown, among others, maximum academic and non-academic achievements.

2. Internal School Analysis

This internal school analysis resulted from the work of the school development team / syuro board which is tasked with finding potentials that can be developed and able to work with and synergize to build, shape, and realize an effective school. Internal school analysis can be obtained in the form of data through School Self Evaluation (EDS). School Self Evaluation (EDS) is a ranking or position of the school for the past year. From this evaluation, it can be read and found the weaknesses, strengths or potential of the school concerned. The following are elements that can be used as a foundation, basis, and development for the formation of effective schools.

a. Human Resources

Human resources in educational institutions are people who dedicate their energy, thoughts, talents and creativity to the development and advancement of educational institutions. Human resources in educational institutions are important resources to support the existence and sustainability of the dynamics of an educational institution, without the existence of capable, skilled, trained, dedicated human resources, schools or educational institutions will undoubtedly encounter a formidable obstacle or obstacle. The dedication and creativity of human resources in educational institutions will have a significant impact on the development and effectiveness of the institution. This is according to the research results of Muhmmad Faisal A. Ghani (2011) the variables of excellent school such as pupils, teachers, and the total financial allocation in access of other types of school order to create a conducive school environment. Research conducted in Malaysia and Brunei related to effective schools resulted in, among other things, effective schools supported by human resources, namely students, teachers, and financial management.

Effective schools are shown by the presence of human resources who have the expertise and competence in their respective fields. This is reinforced by the opinion expressed by David Reynolds that effective schools have good quality human resources (David Reynolds, 1992: 14). Their experience and expertise is dedicated to the development of the school. The quality of human resources can be developed through training to increase academic competence.

The steps taken to improve the quality of human resources are by fulfilling the necessities of life. Among the programs implemented were ta'awun, which means

providing assistance to educators and education personnel related to proper living needs. Humans will work and do activities comfortably when their primary needs are sufficiently fulfilled, without meeting these needs, the performance they dedicate will not be optimal.

The next program to improve the quality of human resources is to provide educational scholarship assistance. Educational scholarships function to develop and improve the academic competence of teachers / clerics. The more teachers / ustadz who have higher education levels and in accordance with the needs of the school, it will help to form an effective school. The higher education level will have an effect or impact on teachers / ustadz to always think, be creative, carry out innovation, like challenges in competition, and get used to something new. Going out of the comfort zone or more popularly known as out of the box will score tough human resources, fighters and like academic challenges. So human resources who are ready to dedicate their energy, thoughts, creativity, talents and struggles to educational institutions can be generated through fulfilling the needs of life, scholarships for academic improvement and getting used to changes.

b. Facilities and Infrastructure

Facilities and infrastructure are inseparable elements in forming an effective school. Facilities and infrastructure in schools are effective as alternatives in strengthening academic cultures. Academic culture cannot be separated from two main activities, namely reading and writing. The culture of reading and writing which is supported by facilities and infrastructure in the form of public libraries and mini libraries located in every corner of the class and mosques will increase the desire of students to read and write.

Besides the library facilities, it is also supported by the completeness of informatics technology (IT) in the learning process. IT facilities in each class to support teaching and learning activities become a medium for learning that is quite effective. The needs of the community and the need for educators who expect learning models to use information technology in the form of LCD media spur schools to be effective in thinking and synergize with student guardians in fulfilling these facilities. The comprehensive range of facilities and infrastructure for learning tools and media LCD will support the formation of effective schools. All facilities and infrastructure that appear in physical form, such as complete tables and chairs, stationery, school buildings, sports venues, mosques, conducive learning parks, security, can support the formation of effective schools. So the completeness of

facilities and infrastructure is one of the considerations for formulating strategies in forming effective schools.

1. School External Analysis

a. Market Needs

Market needs in the world of education are none other than the programs offered by schools in meeting the needs of education service users. The program offered by the school aims to provide satisfaction with the expectations and needs of the community who use school institution services. Considerations for compiling an effective program include two things in the management concept, namely, effective and efficient. Effective means right on target, while efficient means that it is affordable or has a competitive price.

Another balance that can be used as a reference to determine the target market segment is rare competencies or programs that are not owned by other institutions. Based on the results of research conducted at the two schools, it was found that the existence of the tahfidzul Qur'an program, intensive tutoring program, silent reading program, majlas program (study of deepening religious knowledge with mentors from external schools), international language strengthening programs, literacy programs, can be categorized as all of these programs are aimed at controlling the market or fulfilling customer satisfaction for education service users.

The social conditions that have become a trend for the people of Tulungagung and its surroundings require educational institutions to think critically about the school programs that are served. The current of globalization, which is so swiftly flowing and affecting every aspect of life, makes parents worry about the character and future of their children. Social media that is mushrooming in all elements of society are like two sides of a coin, which can have positive and negative meanings. Therefore, one of the alternatives to fortify children so as not to abuse social media, is to create school programs that strengthen religious factors or religious deepening. The expectations of parents in this sophisticated era are sometimes very simple, namely, my child is not entangled with drugs, free sex, fights, and so on.

If the data above is communicated with the concept of Sondang P. Siagian market needs analysis, the resulting product or service must be in line with the

user's needs. The meaning of the same breath is that programs offered or served to users of education services have character, culture and understanding embraced by the community. Indonesian society generally has quite strong transcendental beliefs, but in the realm of application and implementation tends to be rather weak. Therefore schools that offer religious programs will get a lot of interest and users of educational services. So the formulation of strategies in forming effective schools needs to pay attention to factors of market needs or users of educational services including cultural, social factors, community trends, and problems that might become alternative solutions.

b.Future Orientation

The orientation of the strategy formulation in forming the next effective school is to pay attention to the future or the needs of students in the future. Competencies needed by students in the future, such as mastery of foreign languages. International foreign languages are a primary need for millennial adolescents to open a window to the world of knowledge. All knowledge can be developed universally when students are equipped with foreign language skills. Mastery of language becomes the orientation of the future needs of students, so it is taken into consideration in the formulation of strategies.

If the formulation of strategies in forming effective schools is based on future oriented, then effective schools will be formed. The proposition above is relevant to the programs that have been found in effective schools. Mortimore in his research on effective schools emphasizes effective learning and teaching (Peter Mortimore,2008: 9) Foreign language strengthening program, tahfidzul Qur'an, academic literacy are strengthening aspects of effective learning and teaching. So future orientation becomes the basis and consideration for formulating strategies in forming effective schools.

c. School Committee

The school committee is a group of people who have concerns in education. The elements in the school committee consist of representatives of student guardians, education experts, alumni, the business world and mass organizations as well as professional education personnel. The formulation of strategies in forming effective schools should pay attention to suggestions, input and new information related to conditions in the field through existing communication networks. The committee has a dual role, besides being directly involved in internal

school activities that are ad hoc temporary in nature, it is also able to provide new and constructive and productive information for the development of educational institutions. In line with the results of research conducted by Wahyu Dwi Mulyono and Pardjono, the highest role of the committee is as a consultative body then as a support and liaison, while the lowest role is as program control in schools (Wahyu Dwi Mulyono dan Pardjono, 2014: 402).

The formulation of strategies in forming effective schools on the basis of school committees, if communicated with David Hunger's strategy formulation model which states; the SWOT analysis process essentially tries to explore distinctive competences. Distinctive competence cannot be obtained solely on the basis of deep reflection or using contemplative techniques, but must dig from various sources based on empirical data. Then a proposition can be drawn, if the strategy formulation is carried out based on the committee's suggestions and information, an effective school will be formed.

d. Stakeholders

Stakeholders are those who have holders, power, authority and concern for the state of educational institutions. Effective schools are schools that are able to make common goals into a reality. Therefore, the process of formulating strategies in forming effective schools must pay attention to stakeholder input, suggestions and needs. In line with the research results of Nurkolis and Dwi Sulisworo, there are eight characteristics of an effective school, including the active participation of the community (Nurkolis and Dwi Sulisworo, 2018: 7728).

The following will describe who are the stakeholders who contribute, play a role, consider, and need to formulate a strategy in forming an effective school, namely; First, the parents or the community who use educational services. The formulation of strategies in forming effective schools must of course be oriented towards the needs of students, because they are the ones who will use and become users of the products that have been produced from educational institutions. Without a request from the community according to their needs, undoubtedly the education that has been carried out for years will result in inappropriate products.

Second, schools or educational institutions in which there are elements of teaching staff and educational staff. Schools and all the supporting elements in it become the spearhead of the input-process-output and outcomes for students. So the role of teacher educators is at the forefront of the learning process that is being carried

out inside and outside the classroom. Teachers are required to master the material, methods, techniques, methods and strategies in the knowledge transfer process. The elements contained in educational institutions are not only teachers but also exist; the principal who functions as the person in charge of the school he leads. Administrators who serve as administrative assistants for teachers in academic and non-academic processes. Students who are the main target objects in the process of academic and non-academic activities.

Third, is the government as a stakeholder element in charge of making policies and regulations which strengthen the legality and existence of educational institutions. Of course, the policy-making process must pay attention to input and information from the grassroots community. A good policy will certainly take sides and accommodate the aspirations and input of the community and the existing realities.. The technique is done by capturing various inputs from various sources and minimizing losses that have an impact on the policy. So the role of government which is stated in the form of regulations, policy packages and legality will have good implications for the position of education in the future.

Meanwhile, J. David Hunger & Thomas L. Wheelen said that the situation analysis is the beginning of strategy formulation. In the process of situation analysis J. David Hunger & Thomas L. Wheelen applied a SWOT analysis. The stressing analysis of this is that educational institutions (school development teams / suro boards) find a strategy between external opportunities and internal strengths of the institution, on the other hand they must consider external threats and internal weaknesses of educational institutions.
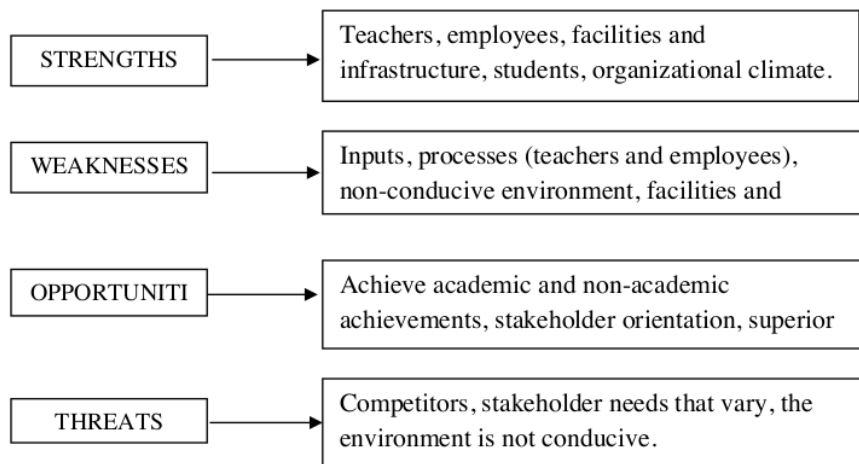
The findings of research in the field show that there are elements of internal analysis and school external analysis contained in school self-evaluation (EDS). In the realm of this analysis, educational institutions through the school development team will analyze internal school factors in the form of; the strength or potential of the internal institutions. These strengths or potentials include teachers, employees, facilities and infrastructure, students, organizational climate or learning environment and everything in educational institutions that supports the process of teaching and learning activities. The next internal factor is the weaknesses or deficiencies in educational institutions. These drawbacks include; unmeasurable input, discipline of teachers and employees, incomplete facilities and infrastructure, less conducive

environment, awareness of students about the importance of education and everything in school that can hinder the learning and teaching process.

factors will find opportunities that can be achieved by educational institutions. These opportunities include; pass the 100% national exam, achieve achievements in academic and non-academic competitions, stakeholder orientation, superior class programs, the position of educational institutions in the next four years, adaptation to the times, market segments that are the largest input for educational institutions, user output most educational institutions. While threats from external factors include; competitors of other allied educational institutions, the needs of various stakeholders, the external environment that does not support academic awareness, varied inputs due to the zoning system at the time of admission of new students (PPDB).

The dialogue above can be visualized in an image as follows;

STRENGTHS	→	Teachers, employees, facilities and infrastructure, students, organizational climate.
WEAKNESSES	→	Inputs, processes (teachers and employees), non-conducive environment, facilities and
OPPORTUNITI	→	Achieve academic and non-academic achievements, stakeholder orientation, superior
THREATS	→	Competitors, stakeholder needs that vary, the environment is not conducive.

From the data analysis above, a major theme can be drawn in the process of formulating strategies in forming effective schools, namely, the tendency to strengthen the academic realm and religious culture. Religious culture that can be used as a scientific ignition fire for each student to develop the potential of nature brought by students. Meanwhile, academic strengthening will add cohesiveness, harmony, and integrity between physical and psychological competences. In line with the results of Manas Ranjan Panigrahi's research, the emphasis must be to give a child-centered

approach and activity based learning so as to make the student dynamic and active in class. Teacher must give suitable assignment to student to develop their skills and level of understanding (Manas Ranjan Panigrahi, 2013: 4). The development of the potential of students is the main focus by designing activity-based learning. Thus students will be pro-active, dynamic, and active in the process of teaching and learning activities. Tasks and skills are one of the aspects of student development through academic literacy activities. So, the big themes in the formulation of strategies in forming effective schools are academic literacy and religious culture.

E. CONCLUSION

The formulation of strategies in forming effective schools is carried out based on the philosophy of superior achievement and character / values of the Koran and hadith, School Self Evaluation (EDS) which contains the results of internal analysis and external analysis of the school and the vision, mission of the school. In general, the meaning can be taken, that the formulation of strategies in forming effective schools can be realized through academic literacy and religious culture. Strengthening academic literacy and religious culture is the answer to the formulation of strategies in forming effective schools.

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Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Missing ","

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Article Error You may need to use an article before this word.

Sentence Cap. Review the rules for capitalization.

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Prep. You may be using the wrong preposition.

Article Error You may need to remove this article.

Frag. This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.

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Article Error You may need to use an article before this word. Consider using the article **a**.

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Article Error You may need to use an article before this word. Consider using the article **the**.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Missing ","

Article Error You may need to remove this article.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Confused You have used either an imprecise word or an incorrect word.

Run-on This sentence may be a run-on sentence.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Dup. Did you mean to repeat this word?

Wrong Form You may have used the wrong form of this word.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

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Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Wrong Article You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Frag. This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.

Hyph. Review the rules for using punctuation marks.

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Article Error You may need to remove this article.

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(ETS) **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

(ETS) **S/V** This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.

(ETS) **Article Error** You may need to use an article before this word.

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(ETS) **Missing ","** Review the rules for using punctuation marks.

(ETS) **S/V** This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.

PAGE 12
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(ETS) **Proper Nouns** You may need to use a capital letter for this proper noun.

(ETS) **Wrong Form** You may have used the wrong form of this word.

(ETS) **Missing ","** Review the rules for using punctuation marks.

(ETS) **Missing ","** Review the rules for using punctuation marks.

PAGE 13
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(ETS) **Possessive** Review the rules for possessive nouns.

(ETS) **P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.

(ETS) **Missing ","** Review the rules for using punctuation marks.

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