



Original Article

Education Management Strategy in Medan City: Improving The Quality of Learning Through Innovation and Collaboration

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Abstract:

This study aims to analyze education management strategies in Medan City in an effort to improve the quality of learning through innovation and collaboration. Using a qualitative approach and descriptive methods, this study collects data through in-depth interviews, participatory observations, and documentation studies from various education stakeholders, including school principals, teachers, education officials, and the community. The main findings of the study show that the application of information technology, the development of local competency-based curriculum, and innovative teaching methods have improved student motivation and teaching quality. Collaboration between schools, the government, the private sector, and the community has also contributed positively to improving the quality of education. However, the study also identifies constraints such as limited infrastructure, varied community participation, and complex bureaucracy as challenges in the implementation of strategies. Research recommendations include improving infrastructure, increasing community participation, and simplifying bureaucracy to support the success of education management strategies. This research provides insight into the effectiveness of innovation and collaboration in education as well as the steps needed to overcome obstacles and maximize educational outcomes in Medan City.

Keywords: Management Strategy; Education; Innovation; Collaboration

Introduction

In the era of globalization and the industrial revolution 4.0, the world of education is required to always innovate and collaborate to improve the quality of learning (Lase 2019). The city of Medan, as one of the metropolitan cities in Indonesia, has a strategic

role in the development of education in the North Sumatra region. With demographic and cultural diversity, the challenges in managing education in this city are quite complex. Therefore, an effective and adaptive education management strategy is very crucial to ensure the quality of learning in accordance with the times (Mulyanti 2025).

Educational management is the art and science of managing educational resources to achieve educational goals optimally (Qudsiyah et al. 2023). In the context of Medan City, education management not only focuses on administration and policy, but also involves innovative approaches that can respond to the dynamics of student needs. As a culturally, socially, and economically diverse city, Medan faces various challenges, including disparities in the quality of education between regions and community groups.

Improving the quality of learning is the main goal of every educational institution (Hadi 2020). However, achieving this goal requires a holistic approach that involves various stakeholders, ranging from local governments, educational institutions, to the community. The city of Medan with all its potential has a great opportunity to innovate in education management that can trigger a positive transformation in this sector.

One of the important strategies in education management in Medan City is innovation. Innovation in education can mean the development of relevant curricula, the application of technology in the learning process, and the update of more interactive and collaborative teaching methods (Subagyo, Rahmawati, and Ghufroon 2024). The application of information and communication technology (ICT) in learning, for example, can improve access and quality of education, especially in facing learning challenges in the digital era.

Collaboration is also the key to improving the quality of education in Medan City. Collaboration between schools, between schools and governments, as well as between schools and communities and the private sector can expand the learning opportunities and resources available. This collaboration can help schools face existing limitations, such as limited infrastructure, human resources, and funds.

Community and parent involvement in education is also an important aspect of an effective education management strategy (Suryadi et al. 2024). In Medan City, community participation in supporting schools and learning activities can strengthen the quality of education. Synergy between families, schools, and the community will create a more conducive and inclusive learning environment for children.

The Medan City Government has a strategic role in designing education policies that support this innovation and collaboration. Policies that lead to improving the quality of teachers, developing educational facilities, and providing scholarships for outstanding students are concrete steps that can be taken. Teachers' training and professional development programs must also be continuously improved to ensure that they are able to adopt innovative teaching methods.

In addition, periodic evaluation and monitoring of educational policies and programs is essential to ensure their effectiveness. The city of Medan must be able to adjust its management strategy in accordance with the results of this evaluation, so that every step taken really has a positive impact on the quality of learning. Transparency and accountability in the implementation of education programs will also increase public trust in the government's efforts in the education sector (Sumual et al. 2024).

The transformation of education in the city of Medan also requires a paradigm shift from all related parties. Education is no longer seen only as the responsibility of the government or educational institutions, but also as a shared responsibility. Through a

participatory approach, every component of society can play an active role in the process of improving the quality of education.

The city of Medan also needs to take advantage of local potential as part of innovation in education. Integrating local culture into the school curriculum, for example, can add relevance and meaning to learning for students. It can also build a sense of love and pride in local culture while promoting the values of multiculturalism among students.

Furthermore, innovation and collaboration in education in Medan City should not only be limited to the local level, but also must expand networks and cooperation with other cities, both at home and abroad. The exchange of knowledge, experiences, and best practices will enrich the insights and skills of education stakeholders in Medan City.

In addition, there needs to be efforts to overcome the education gap that still exists in several areas of Medan City. Equitable access to quality education is a challenge that must be faced. In this case, zoning policies, resource allocation, and educational infrastructure development must be well designed so that no child is left behind. Through an integrative and results-oriented approach, Medan City can become a model in innovative and collaborative education management in Indonesia. The full support of all parties, including the government, the community, and the private sector, is urgently needed to realize this vision.

Education is a long-term investment whose benefits will be felt by future generations (Daulay et al. 2024). Therefore, efforts to improve the quality of education in Medan City must be carried out continuously and sustainably. In conclusion, with an education management strategy that focuses on innovation and collaboration, Medan City can achieve a better and more equitable quality of education. This will not only bring positive changes to the young generation in this city, but also to the social and economic development of Medan as a whole.

Methods

This study uses a qualitative approach with a descriptive method to analyze education management strategies in Medan City in improving the quality of learning through innovation and collaboration. This approach was chosen to gain a deep understanding of the processes, strategies, and factors that affect education management in the city of Medan. The following is a complete explanation of the research methods used:

1. Research Approach

The approach used in this study is a qualitative approach. The qualitative approach was chosen because this study focuses on extracting in-depth information about education management strategies in Medan City (Rachmawati 2017). This research wants to understand the phenomenon holistically and contextually, namely how innovation and collaboration are applied in education management to improve the quality of learning.

2. Research Methods

The method used in this study is a descriptive method. The descriptive method allows researchers to describe phenomena or facts that occur in the field systematically, factually, and accurately. Using this method, the research can identify, analyze, and describe the strategies used in education management in Medan City, as well as how these strategies can improve the quality of learning.

3. Location, Subject and Time of Research

The location of this research is Medan City, North Sumatra. The city of Medan was chosen because it is one of the major cities in Indonesia that has a variety of educational institutions and faces unique challenges and opportunities in education management. The subject of this research involves various stakeholders in education in Medan City, such as: Principals and teachers at various levels of education (elementary, junior high, high school, and vocational school).

Education office officials in Medan City.

Community leaders involved in the development of education.

Representatives from the education community and non-governmental organizations (NGOs) engaged in education.

Parents of students and students as direct beneficiaries of education management.

The research was carried out for four months, starting from March to June 2024

4. Data Collection Techniques

Data collection in this study was carried out using several techniques (Miles and Huberman 1992), namely:

- In-Depth Interview: Interviews are conducted directly with school principals, teachers, education officials, community leaders, and representatives of the education community to gain in-depth information about the education management strategies they implement, the challenges they face, and the innovations and collaborations carried out to improve the quality of learning.
- Participatory Observation: The researcher conducted direct observations in several schools and educational institutions in Medan City to observe how education management strategies are applied in daily activities. These observations include learning activities, the use of technology in the classroom, collaboration between schools, and other relevant activities.
- Documentation Study: The researcher collects data from various official documents such as education policies, school annual reports, education office work programs, and relevant previous research reports. This documentation study is useful to complement the data from interviews and observations.

5. Research Instruments

The instruments used in this study are interview guides, observation notes, and documentation sheets. These instruments are designed in such a way as to ensure that the data obtained is in accordance with the research objectives. The interview guide is structured with open-ended questions that direct the informant to provide comprehensive information regarding the research topic. Observation notes are used to record things observed in the field, while documentation sheets serve to collect written data from various document sources.

6. Data Analysis Techniques

Data analysis was carried out qualitatively using a thematic analysis approach (Jogiyanto Hartono 2018). The steps of data analysis include:

- **Data Reduction:** This process involves sorting, selecting, and simplifying data obtained from the field. Data relevant to the research objectives were selected, while irrelevant data were excluded.
- **Data Presentation:** The data that has been reduced is then presented in the form of narratives, tables, or diagrams to facilitate understanding of the research findings.
- **Drawing Conclusions and Verification:** Once the data is presented, the researcher draws conclusions based on the findings of the study. This conclusion is then verified by comparing it with other relevant data or theories to ensure its validity.

7. Data Validity and Reliability

To ensure the validity and reliability of the data, this study uses several techniques, including:

- **Triangulation of Data Sources:** Using various data sources (interviews, observations, and documents) to obtain more accurate and comprehensive information.
- **Triangulation Method:** Using various data collection methods to cross-check the results obtained.
- **Member Check:** Involves research participants in verifying the data that has been obtained to ensure that the information collected is in accordance with reality.
- **Audit Trail:** Document the entire research process in detail, from data collection, analysis, to conclusion drawn.

Results

1. Innovation Strategy in Education Management in Medan City

The results of the study show that innovation is one of the main strategies in education management in Medan City to improve the quality of learning. Some of the forms of innovation found in this study include:

- **Application of Technology in Learning:** Many schools in Medan City have begun to integrate information and communication technology (ICT) into the learning process. The use of learning software, e-learning platforms, and multimedia devices helps make learning more interactive and engaging. This innovation helps students to more easily understand the material and increase their interest in learning.
- **Local Competency-Based Curriculum Development:** Some schools have adopted curricula that adapt to local needs, including teaching related to local culture, language, and wisdom. This not only makes learning more relevant but also builds a sense of love and pride in the local culture among students.
- **Teaching Method Innovation:** It was found that teachers in several schools in Medan City have used innovative teaching methods such as project-based learning, collaborative learning, and problem-based learning. This approach is considered more effective in improving students' critical, creative, and collaborative thinking skills.

Research shows that innovation, such as the application of technology in learning, the development of local competency-based curriculum, and innovative teaching methods, is the main strategy in improving the quality of education in Medan

City. The Social Learning Theory of Albert (Bandura and Wessels 1997) emphasizes the importance of observation and interaction in learning. Innovations in technology and teaching methods that involve project- or problem-based learning fit this principle, as students learn through hands-on experience and social interaction. Research by (Maghfiroh 2022) shows that the application of information technology in learning can improve student engagement and learning outcomes. In addition, research by (Lestari and Safitri 2025) on "Visible Learning" confirms that interactive and project-based teaching methods can have a positive impact on student learning outcomes. These findings are consistent with the results of research in Medan City which shows that innovations such as the use of ICT and new teaching methods improve student motivation and skills.

2. The Role of Collaboration in Improving the Quality of Learning

Collaboration is also an important theme that appears in the results of this study. Collaboration between various stakeholders in education has had a positive impact on improving the quality of learning. Some of the forms of collaboration found include:

- **Inter-School Cooperation:** Research has found collaborative practices between schools in the form of teacher exchanges, joint learning activities, and inter-school competitions. This cooperation allows for the exchange of knowledge and experience between teachers and improves student skills through interaction with peers from other schools.
- **Collaboration with the Government and Other Educational Institutions:** The Medan City Government, through the Education Office, has been actively collaborating with schools to design programs to improve the quality of education, such as teacher training, seminars, and workshops. In addition, the government also collaborates with universities to develop internship programs for students and training for teachers.
- **Partnerships with Communities and the Private Sector:** This study finds collaboration between schools and local communities as well as the private sector in supporting educational activities. Some schools have established partnerships with companies or non-governmental organizations (NGOs) to provide scholarship programs, provision of learning facilities, and extracurricular activities focused on 21st century skills.

Collaboration between schools, the government, the private sector, and the community was found to be a significant strategy in improving the quality of learning. These collaborations include the exchange of experiences between schools, partnerships with communities, and support from the private sector. The Theory of Educational Collaboration by (Vygotsky and Cole 1978) emphasizes the importance of social interaction and collaboration in learning. Vygotsky argues that learning takes place in a social and cultural context, so collaboration between different parties can enrich the learning experience of students. Research by (Fauzia et al. 2024) shows that collaboration between schools and communities can improve the quality of education by providing additional support and resources. Also, a study by Durlak in (Sidik 2024) on "Safe and Supportive Schools" revealed that collaboration between schools and communities improves student engagement and learning outcomes. These findings support the results of research in Medan City which shows that collaboration with

various stakeholders improves the quality of learning and student learning outcomes.

3. Obstacles in the Implementation of Innovation and Collaboration Strategies

Although various innovations and collaborations have been carried out, this study also identifies several obstacles faced in the implementation of education management strategies in Medan City:

- **Limited Resources and Infrastructure:** Some schools, especially those located in the suburbs, still face limitations in terms of infrastructure and educational facilities. Access to adequate technology, well-equipped libraries, and modern laboratories is still a challenge. This limits the ability of schools to implement innovations in learning.
- **Diverse Levels of Parent and Community Participation:** Although some schools have successfully involved parents and communities in educational activities, these levels of participation are still mixed. There are schools that have difficulties in inviting parents to play an active role, especially in areas with low economic levels or lack of educational awareness.
- **Bureaucratic and Policy Constraints:** Some informants revealed that there are still bureaucratic and policy constraints that slow down the implementation of innovative programs in schools. Long licensing processes, frequently changing policies, and lack of inter-agency coordination are often obstacles to the implementation of effective education management strategies.

Several obstacles were found in the implementation of the strategy, including limited infrastructure, varied community participation, and bureaucratic constraints. (Appelbaum et al. 2012) states that change in educational organizations requires a clear understanding of needs, strong support, and management of barriers. The limitations of infrastructure and bureaucracy that are obstacles reflect the challenges in managing change and innovation described in this theory. Research by (Fullan 2007) revealed that the implementation of innovation in education often faces challenges such as limited resources and resistance to change. This is in line with the results of research in Medan City which shows that infrastructure and bureaucratic constraints affect the implementation of education management strategies.

4. The Impact of Innovation and Collaboration on the Quality of Learning

This study also found that innovation and collaboration in education management in Medan City have a significant impact on improving the quality of learning. Some of the positive impacts identified include:

- **Increased Student Motivation and Participation:** Students show a higher interest in learning when faced with more interactive and innovative learning methods. Collaborative programs also provide opportunities for students to learn from real-life experiences and develop their social skills.
- **Improving the Quality of Teaching and Teacher Professionalism:** Through training, workshops, and other professional development programs facilitated by the government or the private sector, many teachers feel more confident and more competent in using innovative learning methods.
- **Improved Learning Outcomes:** Some schools reported improved student learning outcomes after the implementation of innovative and collaborative

strategies. Students demonstrate improvements in critical thinking skills, the ability to work together, and a deeper conceptual understanding.

Innovation and collaboration have been proven to have a positive impact on student motivation, teaching quality, and learning outcomes. The Theory of Intrinsic Motivation from (Ryan and Deci 2024) states that learning that involves interesting and relevant elements can increase student motivation. Innovations in teaching methods and collaboration with various parties provide a more engaging and relevant context for students, which in turn increases their motivation to learn. A study by (Hattie 2008) on "Visible Learning" shows that factors such as student motivation and teaching quality have a significant impact on learning outcomes. Research by (Darmawan et al. 2024) also shows that collaboration between schools and communities can improve learning outcomes through additional support and resources. These findings support the results of research in Medan City that innovation and collaboration contribute to improving the quality of learning and student learning outcomes.

Conclusion

The Village Law has now established a comprehensive regulatory framework regarding village entities, in contrast to the previous regulations contained in Law No. 32/2004. Based on this amendment, BUM Desa is given a clear position as a local economic entity that has a crucial role in realizing welfare for villagers and improving overall welfare in the area, as well as contributing to the development direction set by the village government. It is important to note that the effective implementation of Village BUM requires professional governance, which can be measured and assessed in accordance with the guidelines set by relevant laws and regulations. Thus, compliance with the guidelines for the formation of Village BUM that has been set is a prerequisite for the optimal operational success of Village BUM. Through this approach, idealism-oriented Village BUM activities can become an integral part of local and regional economic development strategies, which in turn contribute to the overall national economy.

The Job Creation Law and its derivative regulations, such as the Village BUM Government Regulation, clearly affirm the position of the Village BUM as a legal entity established through the Village deliberation process and determined through the Village Regulation. However, the irrepressibility of Village Regulations as an element in the hierarchy of laws and regulations has resulted in a legal vacuum in regulating the legal structure related to Village BUM. Thus, there are juridical implications where legal certainty related to the form of the Village BUM legal entity is disturbed.

To obtain legal entity status, the village government is required to register for Village BUM through the official portal of Kemendes.go.id, in line with the procedures regulated in Permendes PDTT 3/2021. After going through the registration process, BUM Desa will obtain status as a legal entity. In the context of North Sumatra, based on the results of the study, it is known that two out of three samples studied stated that the clarity regarding the status of BUM Desa as a legal entity has high significance. For those who have obtained the status of a legal entity, there are a number of advantages that can be obtained, such as ease in obtaining access to capital and assistance, and making it easier for Village BUM in matters related to civil affairs. Therefore, the importance of legal entity status for BUM Desa

is recognized as a crucial aspect that affects various aspects of the operation and development of the entity.

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