



The Use of Design Sprint Method in Developing the Excellence Program of Integrated Islamic Elementary School (SDIT) Nur Hidayah Surakarta

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Abstract:

The declining number of registrations at the Integrated Islamic Elementary School (SDIT) Nur Hidayah Surakarta serves as the basis for this research. The purpose of this study is to explore the expectations of parents when enrolling their children at the Integrated Islamic Elementary School (SDIT) Nur Hidayah Surakarta. The research findings will be utilized to formulate the strengths offered to the community. The design sprint method is one of the approaches employed to identify these strengths. By utilizing the design sprint method, this study successfully formulated 8 (eight) strengths and discovered 2 (two) weaknesses in the implementation of the elementary school at the Integrated Islamic Elementary School (SDIT) Nur Hidayah Surakarta. The research adopted a qualitative descriptive approach, and a random sample of parents from the Integrated Islamic Elementary School (SDIT) Nur Hidayah Surakarta was interviewed using non-numerical interview techniques. The formulation of strengths at the Integrated Islamic Elementary School (SDIT) Nur Hidayah Surakarta through the design sprint approach assists the school's administration in formulating the strengths offered to the community.

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Introduction (مقدمة)

The design sprint was initially used for designing digital development systems (Sanjaya, 2020). Over time, the design sprint method has also been applied in the development of social sciences and practices in society (Abdilah, 2019), such as the development of both profit and non-profit organizations (Prabowo & Wiguna, 2021). In the business field, the design sprint method has been employed for developing various products, including agricultural products (Puspitasari & Anita, 2019), clothing business (Sanjaya, 2020), company payroll systems

(Surahaman & Nursadi, 2019), as well as middle-class micro-enterprises (UMKM) (Prabowo & Wiguna, 2021).

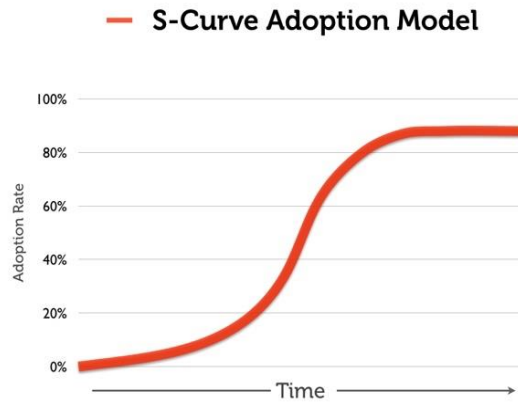
This research aims to explore new aspects of using the design sprint method in educational system development. Several journals have discussed the use of the sprint method, including for the recruitment system of lecturers (Chusyairi & Subari, 2020), e-learning application development in lectures (Batmetan et al., 2021), and learning development in university lectures (Sutanto, 2022). This study delves into another area of the design sprint method, focusing on developing educational excellence concepts offered to the community (Fitrianto & Aimmah, 2023). The design sprint is a method created by Google Ventures, developed by Jake Knapp together with John Zeratsky and Braden Kowitz (Fitrianto et al., 2023). This method has helped many companies overcome various challenges, including testing new business ideas for large companies, assisting in building new mobile app product features, and determining marketing strategies for start-ups (Chusyairi & Subari, 2020).

Schools are institutions designed for learning and developing the interests and talents of students (Fitri, 2020). The development of students' interests and talents in Indonesia is carried out by public and private schools, as well as other educational institutions (Jabar, 2011). Private schools, also known as independent schools, are not managed by local, state, or national governments (Suryadarma & Fitriyanto, 2020). They have the right to select students and are funded either fully or partially by charging tuition fees to students. Without depending on government funds, students can receive scholarships to attend private schools, which are managed in the form of foundations (Jabar, 2011).

The Nur Hidayah Foundation (YNH) in Surakarta plays a role in the education process in Indonesia by establishing the Integrated Islamic School (SIT) Nur Hidayah (Baalousha & Malovrh, 2023). SIT Nur Hidayah, a private school in Surakarta, consists of Integrated Islamic Early Childhood Education (PAUD IT) Nur Hidayah, Integrated Islamic Primary School (SD IT) Nur Hidayah, Integrated Islamic Junior High School (SMP IT) Nur Hidayah, and Integrated Islamic Senior High School (SMA IT) Nur Hidayah (Yulianto, 2016).

In the process of institutional development, there is a known S-Curve where the cycle consists of four phases: the initial phase where the institutional development is not yet evident (Jamil & Agung, 2022), the tipping point phase where the institution starts to grow (Antara & Dewantara, 2022), the mature phase where the institution no longer experiences significant growth as it has reached its peak (Syakdiyah et al., 2019), and the final phase is the post-mature phase where the institution undergoes a decline or transforms, creating a new S-Curve (Ekosiswoyo, 2016).

From 2011 to 2019, SDIT Nur Hidayah was in the mature phase, where there was a high enthusiasm among the community to continue their education at SDIT Nur Hidayah Surakarta, as indicated by the fulfillment of the student quota in every New Student Admission process (PPDB), even with the number of applicants exceeding the available quota (Sugiyanto et al., 2020).



However, starting in 2020, the community's enthusiasm began to decrease, as evidenced by the decrease in the number of applicants in the PPDB process at SDIT Nur Hidayah Surakarta. This marks the initial phase of post-mature for SDIT Nur Hidayah Surakarta. This post-mature phase is a determining point whether the institution will create a new S-Curve or experience a decline. Therefore, it is crucial to conduct a reassessment of SDIT Nur Hidayah's excellence.

Based on the background described above, the researcher formulated the following research question: "Does the excellence offered by SDIT Nur Hidayah Surakarta meet the expectations of parents/guardians of students in sending their children to SDIT Nur Hidayah?".



Method (منهج)

This research is a Qualitative Descriptive Research. The qualitative descriptive research is a research method that utilizes qualitative data and is presented in a descriptive manner (Mulyadi, 2013). The qualitative descriptive research method is often used to analyze social events, phenomena, or conditions (Prof. Dr. Suryana, 2012). The data collection method used in this research is through interviews. The data analysis technique used in this study is Qualitative Data Analysis Technique since this research uses non-numeric interview data as the main data source (Salim, 2012).



Result (نتائج)

In planning the reexamination of SDIT Nur Hidayah's excellence, the researcher reviewed the advantages offered by SDIT as stated in the New Student Admission brochure. The advantages of SDIT Nur Hidayah Surakarta include being a full day school, pioneering integrated basic education with a focus on developing Islamic generations, strengthening character education, providing various extracurricular activities, and achieving numerous achievements and awards.

These advantages of SDIT Nur Hidayah offered in the New Student Admission brochure will be tested through a Design Sprint, following the steps as outlined by Sanjaya (2020):

A. Design Sprint (Sprint Planning)

- a. Write sprint brief: Analyze the purpose of conducting the sprint and determine the sprint challenge. The purpose of this research is to create a new prototype of SDIT Nur Hidayah's excellence.
- b. Collect or conduct user research: Interview the users, namely parents/guardians of

SDIT Nur Hidayah students.

- c. Assemble your sprint team: Gather a team of four researchers.
- d. Plan the lightning talks: Determine the topics to be discussed during the lightning talks, addressing SDIT Nur Hidayah's advantages, shortcomings, and expectations.
- e. Create deck: Prepare a deck outlining the steps of each sprint phase.
- f. Find the right space: Find a comfortable place to conduct the Sprint. The locations here are the interviewees' homes and the school.
- g. Get supplies: Prepare the necessary Sprint materials, such as sticky notes, drawing pens, paper, plasters, scissors, projector, and notebooks.
- h. Choose a good icebreaker: Gather all team members to build rapport.
- i. Set the stage at the beginning of the sprint: Establish rules before starting the sprint to ensure smooth progress.

B. Design Sprint (Sprint Phases & Methods)

a. *Understand*

This phase is done through interviews to understand the respondents' response to SDIT Nur Hidayah's advantages as stated in the brochure and compare it with reality. There are three stages in the understanding process, namely (Sutanto, 2022):

- 1) How might we: The team members seek opportunities during the lightning talks.
- 2) Lightning talks: Presentations are made on topics related to the ongoing research. In this case, the topic to be addressed is finding the advantages of SDIT Nur Hidayah.
- 3) User interviews: User interviews are conducted to understand the problems and needs of the parents and guardians of SDIT Nur Hidayah students.

The data obtained in this Understanding process are as follows.

Responden 1	Respons		
	Strengths	Weakness	Expectations/Aspirations
	<ul style="list-style-type: none"> ▪ Teachers' care for the children. ▪ Administrative staff serve parents' protests well and wisely (excellent service). ▪ Friendly teachers towards the children. ▪ Google's favorite school version. ▪ Good understanding of religion. ▪ There is a small garden. 	<ul style="list-style-type: none"> ▪ The building is inadequate. ▪ Need to add air conditioning in each classroom. ▪ Facilities are insufficient, paying the same as other expensive schools. 	<ul style="list-style-type: none"> ▪ Facilities need to be improved. ▪ There is air conditioning in each classroom. ▪ More intense Tahfidzul Qur'an graduation ceremony. ▪ Awards for all children. ▪ Value for money.
Responden 2	Respon		

	Strengths	Weakness	Expectations/Aspirations
	<ul style="list-style-type: none"> ▪ Caring teachers. ▪ Good religious understanding. 	<ul style="list-style-type: none"> ▪ Tuition fees unaffected during the pandemic. 	<ul style="list-style-type: none"> ▪ Cross-subsidization financing. ▪ More Hafidz al-Quran (more than 3 juz).
Responden 3	Strengths	Weakness	Expectations/Aspirations
	<ul style="list-style-type: none"> ▪ Synergy between parents and school. ▪ Caring teachers. ▪ Good memorization (of Quran). ▪ Talent and interest development. ▪ Peer tutoring program. ▪ Good student character ▪ Good religious education ▪ Strong alumni. ▪ Good Quran memorization. ▪ School values individual students. ▪ assignments (PR). ▪ Expensive school fee (SPP). ▪ Detailed Islamic Religious Education (PAI). ▪ Difficult entrance test. 	<ul style="list-style-type: none"> ▪ Gentle teachers. ▪ Limited interactions between boys and girls. ▪ Heavy curriculum. ▪ Parent's Quran reading test. ▪ Many homework 	<ul style="list-style-type: none"> ▪ Simplifying the curriculum. ▪ Mastery of IT. ▪ Improving literacy. ▪ Public speaking. ▪ Focusing on conversational English and Arabic. ▪ Need for afternoon nap (siesta). ▪ Disciplined children. ▪ Etiquette education. ▪ School without homework (PR). ▪ Maintaining integrated learning. ▪ Anti-bullying and anti-sexual harassment. ▪ Collaboration with external parties. ▪ Separating Fiqh, Quran, and Hadith subjects.
Responden 4	Strengths	Weakness	Expectations/Aspirations
	<ul style="list-style-type: none"> ▪ Friendly teachers. ▪ Good learning concept. ▪ Quran memorization program is good. ▪ Strong alumni network. ▪ Good synergy between teachers and parents. ▪ Teachers care for students. ▪ Good academic values. ▪ Boarding facility available. ▪ Character, religious, and moral education. ▪ Supportive environment for Islamic etiquette. 	<ul style="list-style-type: none"> ▪ Infrastructure and facilities. ▪ Language development. 	<ul style="list-style-type: none"> ▪ International standard school. ▪ Improved English and Arabic language. ▪ Equipped laboratories. ▪ Collaboration with international institutions. ▪ Development of children's interests and talents.
Responden 5	Keunggulan	Kekurangan	Harapan
	<ul style="list-style-type: none"> ▪ Caring teachers. ▪ Extracurricular activities. ▪ Simplicity character. ▪ Maintaining good interactions with the opposite gender. 	<ul style="list-style-type: none"> ▪ Inadequate facilities and infrastructure. ▪ Expensive. 	<ul style="list-style-type: none"> ▪ Excellent in all aspects. ▪ Facilities provided for female students.

	<ul style="list-style-type: none">▪ The best SDIT.▪ Character.▪ Limited facilities but educational.▪ Synergy between teachers and parents.▪ Excellent Quran memorization		
Responden 6	Respon		
	Strengths	Weakness	Expectations/Aspirations
	<ul style="list-style-type: none">▪ Caring and open-minded teachers.▪ School that accommodates children's energy.▪ Excellent religious education.▪ Abundance of extracurricular activities.▪ Good education system.▪ Child-friendly school.▪ Not affiliated.▪ Expensive but meets the standard.▪ Character development.	<ul style="list-style-type: none">▪ No fee reduction during the pandemic.▪ Unmeasured extracurricular activities.▪ Expensive school fees.▪ Slow response from the administrative department.▪ Limited space in the school.▪ Insufficient facilities.▪ Lack of character development during online classes.	<ul style="list-style-type: none">▪ Well-structured activities.▪ Possessing good moral character.▪ Early communication with parents.

b. Diverge

In the Diverge process, Crazy 8's sharing and voting are conducted, meaning the researchers and the team draw conclusions through voting based on the interviews that have been conducted. The intended conclusions are the commonalities found among the Speakers regarding the expressed opinions (Common Thread). Each opinion that shares similarities will be marked with a star symbol (é). The opinions displayed in the Diverge are those that have three stars or more (Chusyairi & Subari, 2020).

Strengths	Weakness	Expectations/Aspirations
6 Stars (éééééé) <ul style="list-style-type: none"> ▪ Teacher Care ▪ Religious Education and Character Development 	4 Stars (éééé) Facilities and Infrastructure 3 Stars (éééé) Expensive (Cost not proportional to facilities)	Foreign Language Development (ééé) There was only one common hope among parents, which is the development of foreign language skills. Out of 6 respondents, 3 of them expressed the desire for foreign language development. While there were many hopes from parents for each unit, due to the different focus of each school unit, there was no common thread of hope other than foreign language development.
5 Stars (ééééé) <ul style="list-style-type: none"> ▪ Synergy between Parents and School ▪ Good Education ▪ Development of Interests, Talents, Extracurricular Activities, and Organizations. 		
4 Stars (éééé) Favored and High-Achieving School		
3 Stars (ééé) <ul style="list-style-type: none"> ▪ Excellent Memorization 		

-
- Adolescence Education and Interaction with the Opposite Gender.
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c. Decide

In the Decide process, the researcher explains in detail about the points found in Diverge. Decision Matrix: Evaluating ideas based on criteria or impact given. Strengths

1. 6 Stars (□□□□□□)

a) Care Teacher

The intended "Guru Care" refers to teachers who are sincere, attentive, and pay attention to small details of the students, such as their character and personality. Some real programs implemented by SDIT Nur Hidayah Surakarta are Home Visits by teachers during the pandemic, and teachers providing a comfortable space for students to share their thoughts.

b) Religious and Character Education

Religious and character education includes programs related to worship habits, Islamic personal development, religious lessons, life skills, and Islamic manners such as observing modesty, daily etiquette, simplicity, honesty, and other good behaviors. These two strengths are attractive to respondents. Therefore, promotion, attention focus, programs, and budget should be directed towards these two aspects. If both aspects are well developed, it will increase customer satisfaction, in this case, the parents of the students. These two aspects are essential factors for parents in choosing SDIT Nur Hidayah Surakarta as their preferred school. Therefore, most of the advertisement and promotion materials should focus on these two aspects.

2. 5 Stars (□□□□□)

a) Synergy between Parents and School

This refers to good communication between teachers and parents, class guardians who communicate events happening at school, well-organized Parents-Teachers Association (POMG), and teachers who respond well to parents' WhatsApp or SMS.

b) Good Education

Refers to the learning system, integrated Islamic school system, academic services, effective teaching methods, and relatively high exam scores that improve the students' competitiveness with other schools.

c) Development of Interests, Talents, Extracurricular Activities, and Organizations

This refers to the school's attention to the individual talents of the students, such as writing short stories, participating in sports competitions, and the variety of extracurricular activities organized by the school.

3. 4 Stars (□□□□)

Favorite and Achieving School; Refers to SDIT Nur Hidayah Surakarta being one of the favorite schools, with excellent achievements, frequently winning competitions and championships, and considered one of the best schools when searching for "best schools in Surakarta."

4. 3 Stars (□□□)

a) Good Memorization Skills

Refers to students having relatively extensive memorization, good recitation, and excellent Quranic learning.

b) Adult (baligh) Education and Interaction with the Opposite Gender

Refers to the well-guided pre-adulthood education at SDIT and the separation of boys and girls in the higher levels of SDIT Nur Hidayah Surakarta, which contributes to the students' maturity.

C. Shortcomings of SDIT Nur Hidayah Surakarta

1. 4 Stars (□□□□)

Facilities and Infrastructure: Among the many strengths of SDIT Nur Hidayah, there are some shortcomings identified by parents. The first one is the lack of facilities. This refers to the absence of air conditioning in TKIT, air conditioning and play areas in SDIT, as well as the lack of science and language laboratories, and common facilities for activities.

2. 3 Stars (□□□)

Expensive (Cost not proportional to facilities): The term "expensive" refers to the relatively high costs, although respondents still consider it affordable. Some respondents also stated "value for money," meaning that the cost is not proportional to the facilities, even though the expenses are in line with character development and teacher care.

Alternative dot voting method to collect ideas within 10 minutes, especially if there is a leader who can influence the team. Proposals and suggestions:

a) Highlight the promotion of teacher care.

b) Highlight the education of baligh and interaction with the opposite sex.

c) Improve and maintain facilities and infrastructure.

d) Enhance excellence service to parents while still teaching etiquette and simplicity to students, as one of the strengths of SDIT Nur Hidayah Surakarta is character education (adab) and the simplicity of its students.

e) Blueprint design for the facade of SDIT Nur Hidayah Surakarta.

f) Reevaluate the test for Quran reading by parents. Create test procedures that are more convenient, especially for SDIT, for example, an online system and a year-round PPDB team.

g) Optimize search engine (Google) for promotion.

Conduct voting based on the sketches considered interesting.

a) Entrance test for SDIT Nur Hidayah Surakarta is challenging (Quran reading test for parents).

b) International standard school.

c) IT proficiency for teachers and students.

d) Public speaking for SDIT Nur Hidayah Surakarta.

e) Heavy curriculum and extensive homework (PR).

f) Environment that instills simplicity.

g) Google's favorite school.

d. Prototype

Creating a real enough prototype that will be validated in the next stage.

e. Validate

The validation process is the final step in the Sprint cycle. In this process, the researcher conducts a stakeholder review, seeking feedback from stakeholders on the prototype that has been created. The stakeholders here include the board of trustees, board of supervisors, management, and the head of SDIT Nur Hidayah Surakarta.



Discussion (مناقشة)

The After going through the Design Sprint stages in managing the opinions of parents/guardians of students, the following improvement follow-up needs to be devised:

1. SDIT Nur Hidayah Surakarta prioritizes its caring teachers. The guidance of teachers should be focused on loving their profession, finding happiness and pride in being a teacher, and considering the role of a teacher as a distinguished act in the eyes of Allah. In addition to being a flagship program, caring teachers become a new focus for the public relations promotion(Yoke Suryadarma Fariz Mirza Abdillah, 2017). A plan should be developed on how to communicate to the public that SDIT Nur Hidayah Surakarta has numerous caring teachers.
2. SDIT Nur Hidayah Surakarta enhances the focus on character building, etiquette, and religious aspects in its programs. Though character building cannot be explicitly promoted as its results are subjective and highly variable(Ibnu Fitrianto, 2018), the outcomes can be observed and felt by parents.
3. SDIT Nur Hidayah Surakarta should continue running its successful flagship programs, such as the good educational system(Daryanes et al., 2023), talent and achievement development, diverse extracurricular activities, positive parent-school relationships, pre-adulthood education, maintaining interactions with the opposite sex, and cultivating simplicity of character.
4. SDIT Nur Hidayah Surakarta needs to improve its service and comfort for parents and students, in line with the fees paid to the school. The services should include a responsive administration and friendly school community(Juhaeni et al., 2021). Comfort should be ensured through an aesthetically pleasing and well-maintained school environment, along with the addition of air conditioning in classrooms(Ramadhany et al., 2021). This adjustment is essential as the customer segment of SDIT Nur Hidayah Surakarta has shifted towards the middle and upper-middle class.
5. SDIT Nur Hidayah Surakarta should create clear blueprints for each building it possesses. This is crucial since many people still judge based on the external appearance of a place(Annisa & Fitria, 2021).
6. SDIT Nur Hidayah Surakarta should evaluate the process of selecting new students to ensure that it becomes an easy(Suwartono & Aniuranti, 2019), straightforward, and prompt procedure without compromising the quality of students admitted.

7. SDIT Nur Hidayah Surakarta can consider implementing a program called "Customer Loyalty Privilege" (Baalousha & Malovrh, 2023).



Conclusion (خاتمة)

The After conducting this research, the researchers provide the following suggestions:

1. Sprint Conclusion: Recap and Next Steps - reviewing the ideas discovered during the sprint and discussing the next steps.
2. Research Design Sprint that involves respondents from parents/guardians of SDIT Nur Hidayah Surakarta to represent the foundation's respondents. For more focus, Design Sprints can be conducted for each other school unit (TKIT Nur Hidayah Surakarta, SMPIT Nur Hidayah Surakarta, and SMAIT Nur Hidayah Kartasura).



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