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The Causality Study of External Environment Analysis (EEA), Internal Environment Analysis (IEA), Strategy Implementation on Study Program Performance at Vocational High School (VHS) in Nias Archipelago, Indonesia

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Abstract
The purposes of this study are to find out the significant effect of: (1) EEA on strategy implementation, (2) IEA on strategy implementation, (3) EEA on study program performance, (4) IEA on study program performance, and (5) strategy implementation on study program performance of Vocational High School (VHS) in Nias Archipelago. The population of this study is all of the leaders of Study Program at VHS in Nias Archipelago as many as 255 people. The samples, consisting of 154 heads of Study Program, were selected by using the formula of Isaac and Michael. The distribution of samples size were made by using proportional random sampling. Data was collected by using the closed-ended questionnaire. The data was analyzed by using the descriptive analysis and path analysis. There are direct effect of EEA & IEA on strategy implementation with the value of path coefficient sequentially 0.305; 0.338. There are direct effect of EEA, IEA, & strategy implementation on study program performance with the value of path coefficient sequentially 0.178; 0.207; 0.383. The test is done by using the level of significancy at $\alpha = 0.05$, $df = 154$.
Keywords: external and environtment analysis, strategy implementation, study program performance, study program, vocational high school (VHS).

1. Introduction

Developing of human resource is something that must be done to face the global competition. To support it, demanded the implementation of qualified education in order that the human resource building be more maximal. Vocational High School (VHS) has a strategic role to foster the spirit of enterpreunership, and the students skill through the learning process. From the discussion above, the students of VHS must show the good performance in every their service activities. VHS has various kinds of study program which is operationally dealing directly to the students. Study program thinks of what will be provided and offered to the students. In practice, the offering are competencies that must be owned by students after graduation. The good performance for VHS only can be realized if all of study programs show the good performance as well in every services which are provided to students. Gavrea, Ilies and Stegerean (2011) revealed that: "*although the concept of organizational performance is very common in the academic literature, its definition is difficult because of its many meanings. For this reason, there isn't a universally accepted definition of this concept*". The study program performance is very relevant to the Schwartz et al's opinion (2011: 6) which grouped the school performance on three points, namely: (1) input, consisting of social and fiscal resource that includes the resource, the level of funding, parents involvement, class size, program offering, teachers qualification, the condition of school facility, students health; (2) process, consisting of activities which take place every day and learning environment, which includes instructional quality (learning), teachers and students presence, students interaction to the teachers, school orderliness and sequrity, ownership sense by the students; and (3) output, consisting of score of students, students achievement, readiness to become the labor. According Sallis (2002: 3) there are four things that are important to the quality, they are moral, professional, competitive, and accountability imperative. In this research, the study program performance is measured by four dimensions, namely: (1) moral imperative, (2) professional imperative, (3) competitive imperative, and (4) accountability imperative.

Research which was conducted by Onderi, Kiplangat, & Awino (2014: 1-14) in 21 secondary schools in Kenya, found that many determinant factors of poor Performance of school. They are: the background of the students, the background of the parents, parents education, the attitude of the teachers to the students, motivation of the teachers, the attitude of the teachers to their work, the guidance of teachers to the students, teaching methods of teachers, education qualifications of teachers, classroom management, enabling environment, and the last is the leadership. The result of this study shows the importance of vocational high school to understand the background of students so that can be given the varied learning methods. The relevant thing was found by Mbugua, et al (2012: 87-91). A study of 132 mathematics teachers showed that: "*factors contributing to poor performance include under staffing, inadequate teaching/learning materials, lack of motivation and poor attitudes by both teachers and students, retrogressive practices*".

Within three years recently, graduates of VHS dominated the unemployment rate in Indonesia. In 2013,

approximately 11.19% of the unemployed came from VHS graduates, and in 2014 amounted to 11.24%. From 7.45 million unemployment rate of population of Indonesia in 2015 which is the largest is VHS graduates namely 9.05%. The data indicate one of facts of the failure in the study program in VHS in empowering the students to enter the job markets. The same thing with the existence of the study program organizing in Nias archipelago, still far from the expectation. The opening of the study program which are dominated by Business and Management program shows the inability of the head of study program and principals to analyze the external and internal environment of the school.

After exploring and understanding the issues of the study program performance in Nias Archipelago, found several factors. The first is the lack of an analysis of the external and internal environment carried out by the head of study program. This causes the study program does not fully understand what the strengths and weaknesses of the available resources, as well as the inability to see the opportunities and challenges in the future. Another cause is the lack of ability to implement the plan of study program through the allocation of appropriate resources, both human, financial and the other resources.

Environmental scanning is the monitoring, evaluating, and disseminating of information from the external and internal environments to key people within the corporation. Its purpose is to identify strategic factors-those external and internal elements that will determine the future of the corporation (Wheelen dan Hunger, 2012:16). To cope with what are often ambiguous and incomplete environmental data and to increase their understanding of the general environment, firms engage in a process called external environmental analysis. The continuous process includes four activities: scanning, monitoring, forecasting, and assessing (Hitt, M. A., Ireland, R. D., and Horkisson, R. E., 2007:39). EEA can be defined as an activity to do the scanning, monitoring, forecasting, and assessment of the external environment of school consisting of economic, political, social, technology, competitors, new entrants stakeholders, shareholders, study program services. According to Marr (2006:19): "*all organizations need to adapt over time – to either changes in their external competitive environments, to regulatory demands, to changing stakeholder wants and needs, or to evolving and changing internal competencies*". EEA consists of three areas, namely: (1) remote environment, (2) industry environment and (3) operasional environment (Pierce & Robinson, 2000: 72). In this research EEA is measured by using four dimensions, namely: (1) the ability of head of study program to take deeply information from the remote school environment, specifically for study program; (2) the ability of head of study program to take deeply information from the near school environment; (3) the ability of head of study program to select the information from the external environment; and (4) the taking part of leadership level in the school to analyze the external environment.

According to Provan (1989:24): "the rationalis decision perspective also considers internal organizational factors to be important in influencing the strategy formulation process, but focuses primary on an objective, rational consideration of internal strenghts (such as cost advantages, financial resources, distinctive competences, and technological advantages) and weakneses (such as obcelete facilities, low profitability, few critical skills, and weak R & D efforts)". IEA is the process which carried out by head of study program and his staffs to assess the internal condition of schools including school resources, school structure and school culture, furthermore are grouped into strengths and weaknesses factors for study program. IEA capabilities can be seen from the two main dimensions (Brownlie, D. T, 1989: 300-329; Marr, 2006:19). First, identify the internal environment, including (1) the school resources; (2) the school structure; (3) the school culture. The second dimension is the ability to evaluate the school condition, including: (1) the ability to evaluate the present condition of study program; (2) compare the situation of study program with the previous study program; and (3) determine the factors that become the strengths and weaknesses at the study program level. In this research IEA is measured by using two dimensions, namely: (1) identificate the internal environment, and (2) the ability to evaluate the study program condition.

Implementation of the strategy by every study program at VHS is the ability of all school personnel in implementing all activities that have been planned well, and can be seen from the organization ability to draw up the programs, budget allocation, and the ability of leaders to adapt the program to the organizational resource management (Wheelen & Hunger, 2012: 272). Andrews, et. Al (2011:1-19) revealed: "*that public organizations need to achieve a fit between strategic orientation and style of implementation if higher levels of performance are to be attained*". Implementation of the strategy can be seen from: (1) effective and efficient organization structure; (2) the school culture; (3) leadership; (4) communication; (5) the reward system; and (6) increasing the expertise of the staffs (Mass, 2008: 24-25). David (2011: 220) revealed that: "*changes in strategy often require changes in the way an organization is structured*". Cater dan Purcko (2010: 207-236) revealed that: "*organisational culture refers to the shared values, attitudes and norms of behaviour that create the propensity for individuals in an organisation to act in certain ways*". Sterling(2003:27-34) revealed that; "*effective communication of the strategy and its underlying rationale are also critically important ...".* In this research Implementation of the strategy is measured by using six dimensions, namely: (1) strategy implementation through organization structure; (2) strategy implementation through school culture; (3) strategy implementation

through leadership; (4) strategy implementation through communication; (5) strategy implementation through reward system; and (6) strategy implementation through increasing the skill of staff.

2. Research Rationale

Veettil's research (2008: ii) indicates that there are environment, strategy formulation, and strategy implementation influences to the organization performance. The same thing to the the research which was conducted by Birinci & Eren (2013: 29) to one of the universities in Turkey. From the background of the problem and the results of the study above, in this research are asked questions research, namely: (1) Does the EEA affect directly on the strategy implementation?; (2) Does the IEA affect directly on the strategy implementation?; (3) Does the EEA affect directly on the performance of the study program?; (4) Does the IEA effect directly on the performance of the study program?; and (5) Does the strategy implementation affect directly on the performance of study Program at VHS in Nias Archipelago? With the following framework:

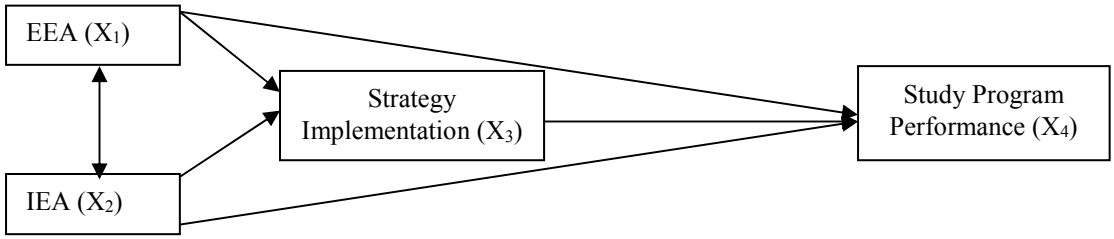

Figure1. Research Framework

3. Methodology

This research is a quantitative research by using the correlational research method, using the path analysis. The population of this study are the heads of the study program at vocational high school in Nias Archipelago, amounted to 255 people. Sampling was conducted by random sampling technique, with the number of 154 people. In this study, the writer divides the Likert scale into five continuums and each was given a score. The instrument was face validated by expert. In order to establish the internal consistency index, the instument was trial tested using 30 heads of study program drawn from a similar sample outside the study area. After doing test validity, is found out that items of variable X_1, which were planned 38 items, are invalid as much as 4 items. Items of variable X_2, which were planned 25 items, are invalid as much as 3 items. Items of variable X_3, which were planned 48 items, are invalid as much as 6 items. Items of variable X_4, which were planned 45 items, are invalid as much as 5 items. Reliability test is done by using the formula Cronbach Alpha (α). Reliability variables $X_1 = 0{,}91$, $X_2 = 0{,}88$, $X_3 = 0{,}93$, and $X_4 = 0{,}91$.

The descriptive statistic is used to describe the data for each variable. Using the descriptive statistics aims to find the highest score, lowest, mean, median, mode, and deviation standard. While the inferential statistic is used to test the hypothesis. Before doing the hypotheses test, firstly test requirements analysis, consisted of the test for normality, homogeneity, linearity and multicolinierity.

4. Result

Table 1. Description of Research Data

Statistics				
	EEA	IEA	Strategy Implementation	Study Program Performance
N Valid	154	154	154	154
Mean	60.94	53.21	79.64	85.90
Std. Error of Mean	.781	.720	1.122	.914
Median	60.00	53.00	79.00	85.00
Mode	54[a]	53	78	83
Std. Deviation	9.689	8.935	13.921	11.346
Variance	93.878	79.830	193.787	128.742
Range	42	47	59	49
Minimum	40	35	48	59
Maximum	82	82	107	108

a. Multiple modes exist. The smallest value is shown

Testing on Data Analisys Requirements

a. Test of Normality

Table 2.Tests of Normality

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
EEA	.065	154	.200*	.984	154	.064
IEA	.090	154	.004	.972	154	.003
Strategy Implementation	.061	154	.200*	.986	154	.116
Study Program Performance	.051	154	.200*	.986	154	.110

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

b. Homogeneity Test

Calculation of homogeneity, X_3 over X_1 obtained χ^2 by 32,6. Thus $\chi^2 < \chi^2_{tab}$ is 32,6 < 44,5. Calculation of homogeneity, X_3 over X_2 obtained χ^2 by 27,7. Thus $\chi^2 < \chi^2_{tab}$ is 27,7 < 43,2. Calculation of homogeneity, X_4 over X_1 obtained χ^2 by 34,6. Thus $\chi^2 < \chi^2_{tab}$ is 34,6 < 44,5. Calculation of homogeneity, X_4 over X_2 obtained χ^2 by 22,8. Thus $\chi^2 < \chi^2_{tab}$ is 22,8 < 43,2. Calculation of homogeneity, X_4 over X_3 obtained χ^2 by 50,4. Thus $\chi^2 < \chi^2_{tab}$ is 50,4 < 54,4.

c. Linearity Test and The Significance of Regression

Table 3. ANOVA Summary for Linear Regression $\hat{X}_3 = 48{,}061 + 0{,}518\ X_1$

Source of Variation	df	Number of Squares	Average Number of Squares	F	F_{tab}
Total	154	1.006.469,00			
Coeffiesien (a)	1	976.819,64			
Regression (b/a)	1	3.858,40	3.858,40	22,74	3,91
Residu	152	25.790,96	169,68		
(TC)	35	7.284,11	208,12	1,32	1,49
Galat (G)	117	18.506,85	158,18		

From the linearity test results obtained $F < F_{tab}$ is 1,32 < 1,49 and test the significance of regression toward $F > F_{tab}$ is 22,74 > 3,91, thus it can be concluded that the equation $\hat{X}_3 = 48{,}061 + 0{,}518\ X_1$ is linear and significant at the significance level (α) = 0,05.

Table 4. ANOVA Summary for Linear Regression $\hat{X}_3 = 47{,}460 + 0{,}605\ X_2$

Source of Variation	df	Number of Squares	Average Number of Squares	F	F_{tab}
Total	154	1.006.469,00			
Coeffiesien (a)	1	976.819,64			
Regression (b/a)	1	4.467,41	4.467,41	26,97	3,91
Residu	152	25.181,95	165,67		
(TC)	38	8.091,41	212,93	1,42	1,49
Galat (G)	114	17.090,53	149,92		

From the linearity test results obtained $F < F_{tab}$ is 1,42 < 1,49 and test the significance of regression toward $F > F_{tab}$ is 26,97 > 3,91, thus it can be concluded that the equation $\hat{X}_3 = 38{,}0978 + 0{,}5579\ X_2$ is linear and significant at the significance level (α) = 0,05.

Table 5. ANOVA Summary for Linear Regression $\hat{X}_4 = 60{,}881 + 0{,}411\ X_1$

Source of Variation	df	Number of Squares	Average Number of Squares	F	F_{tab}
Total	154	1.156.103,00			
Coeffiesien (a)	1	1.136.405,46			
Regression (b/a)	1	2.421,91	2.421,91	21,31	3,91
Residu	152	17.275,63	113,66		
(TC)	35	5.291,04	151,17	1,48	1,49
Galat (G)	117	11.984,59	102,43		

From the linearity test results obtained $F < F_{tab}$ is 1,48 < 1,49 and test the significance of regression toward $F > F_{tab}$ is 21,31 > 3,91, thus it can be concluded that the equation $\hat{X}_4 = 60,881 + 0,411\ X_1$ is linear and significant at the significance level (α) = 0,05.

Table 6. ANOVA Summary for Linear Regression $\hat{X}_4 = 59,891 + 0,489\ X_2$

Source of Variation	df	Number of Squares	Average Number of Squares	F	F_{tab}
Total	154	1.156.103,00			
Coeffiesien (a)	1	1.136.405,46			
Regression (b/a)	1	2.918,26	2.918,26	26,44	3,91
Residu	152	16.779,28	110,39		
(TC)	38	5.448,03	143,37	1,44	1,49
Galat (G)	114	11.331,24	99,40		

From the linearity test results obtained $F < F_{tab}$ is 1,44 < 1,49 and test the significance of regression toward $F > F_{tab}$ is 26,44 > 3,91, thus it can be concluded that the equation $\hat{X}_4 = 59,891 + 0,489\ X_2$ is linear and significant at the significance level (α) = 0,05.

Table 7. ANOVA Summary for Linear Regression $\hat{X}_4 = 51,639 + 0,430\ X_3$

Source of Variation	df	Number of Squares	Average Number of Squares	F	F_{tab}
Total	154	1.156.103,00			
Coeffiesien (a)	1	1.136.405,46			
Regression (b/a)	1	5.487,69	5.487,69	58,70	3,91
Residu	152	14.209,85	93,49		
(TC)	50	5.370,43	107,41	1,24	1,45
Galat (G)	102	8.839,42	86,66		

From the linearity test results obtained $F < F_{tab}$ is 1,24 < 1,49 and test the significance of regression toward $F > F_{tab}$ is 58,70 > 3,91, thus it can be concluded that the equation $\hat{X}_4 = 51,639 + 0,430\ X_3$ is linear and significant at the significance level (α) = 0,05.

d. Test of Multicolinierity

Test of multicolinierity is done by calculating the determinant coefficient of covariance matrix or correlation. Its criteria is if the determinant coefficient of correlation matrix is very low near to zero indicates that there is a multicollinearity problem (Kusnendi, 2008: 161). By using the excel program, founded that the determinat coefficient is 0.97. Due to the determinant coefficient is very high close to 1, it can be concluded there is not multicollinearity problem between the exogenous variable X_1 and X_2.

Test of Hypothesis

Table 8. The Effect of EEA and IEA on Strategy Implementation

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	24.958	7.980		3.128	.002
	EEA	.438	.103	.305	4.240	.000
	IEA	.526	.112	.338	4.698	.000

a. Dependent Variable: Strategy Implementation

Table 5. The Effect of EEA, IEA , and Strategy Implementation on Study Program Performance

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	34.343	6.259		5.487	.000
	EEA	.209	.083	.178	2.512	.013
	IEA	.262	.091	.207	2.879	.005
	Strategy Implementation	.312	.062	.383	5.052	.000

a. Dependent Variable: Study Program Performance

5. Discussion of the Findings

Base on the data analysis, founded out that: (1) Based on the research result, founded the significant path coefficient between EEA and strategy implementation, namely p_{31} = 0.305. Thus, EEA affects directly on strategy implementation. This finding is relevant to the Fairfield study, Harmon and Behson (2011) who found that there are influences of the external environment that is low demand of stakeholders on the strategy implementation. The findings of this study support the research of Mross and Rothenberg (2006) that there are EEA influence to the strategy implementation. (2) based on research result, founded the significant path coefficient between IEA and implementation strategy, namely p_{32} = 0.338. Thus, IEA affects directly to the strategy implementation. This finding is relevant to the study of Birinci & Eren (2008: 29) who found that there are IEA influences to the strategy implementation. (3) Based on the research result, founded the significant path coefficient between EEA and performance of study program, namely p_{41} = 0.178. Thus, the IEA affects directly to the study program performance. This finding is relevant to the study of Vias and Manwany (2012) who found that there are EEA influences on productivity, Murray (2012: 4) who found that there are external environment influences on innovation. (4) Based on the research results, found the the significant path coefficient between IEA and performance of study program, namely p_{42} = 0.207. Thus, IEA affects directly to the study program performance, which 2.89% changes of study program performance can be determined by IEA. This finding is relevant to the study of Birinci & Eren (2013) who found that there are IEA influences to the performance. (5) Based on the research result, found the significant path coefficient between strategy implementation and performance of study program, namely p_{43} = 0.383. Thus, the strategy implementation affects directly to the study program performance. This study is also relevant to the study of Veettil (2008) who found that there are strategy implementation influences to the organization performance. Similarly, the research which was conducted by Bobe (2012) to 679 schools, found that the strategy implementation affects the capability building of school.

6. Conclusions

EEA and IEA affect directly to the strategy implementation of study program at VHS in Nias Archipelago. EEA, IEA and strategy implementation also affect directly to the study program performance at VHS in Nias Archipelago. The efforts to improve the study program performance are done by: external environment analisys (EEA), internal environment analysis (IEA), and a good strategy implementation. Finally, based on the results of the study, it can be conducted that study program performance cand be improved through two stages; the first stage is to enhance the ability of leader of study program in adjust with envorinment analisys between strategy formulation, and the second stage is to enhance of strategy implementation by personnel of study program.

7. Recommendations

From the finding and the foregoing discussion, the folowing are recommended as a way forward.

a. It is recommended to the Regents/Mayors in Nias Archipelago to do as follows: (a) The opening of VHS in regency/city level should be based on the proper analysis, to minimize the unemployment rate which is derived from the VHS graduates; (b) The placement of the principal of VHS, should be based on the appropriate selection process and adapted to his/her educational background; (c) Doing the recruitment of teachers, administrators, laboratory assistants, librarians especially to be placed in VHS; (d) The placement of teachers, administrators, laboratory, librarian at VHS are adapted to the needs of each VHS.
b. It is recommended to the legislative council of regency/City in Nias Archipelago as follows: (a) Allocating the sufficient budget, especially for the provision of infrastructure facilities in vocational high school; (b) taking part in supervising the learning process which is conducted at VHS.
c. It is recommended to the head of Education Department of regency/City in Nias Archipelago do as follows: (a) Doing the training on strategic management to all the heads of the VHS and the heads of study program; (b) Doing the training to the teachers, administrators, laboratory, librarian at VHS concerning the improvement of the professionalism of each; (c) Approving the opening of a new study program that corresponds to the potential of each area. It means, every opening of new study programsare based on the EEA and IEA results; (d) Devising the apprenticeship for teachers in some advanced VHS in other areas in Indonesia
d. It is recommended to the principals of VHS in Nias Archipelago do as follows: (a) increasing the possessed strategic management capabilities; (b) placing the head of the study program , coordinator and homeroom in accordance with owned educational qualifications and specifications; (C) supporting and facilitating the study program in devising the vision, mission and strategic plan of study program.
e. It is recommended to the head of study program do as follows: (a) increasing the possessed strategic management capabilities; (b) preparing the team in establishing the strategy formulation; (c) Establishing cooperation to the business and industry.

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