



STRATEGIC PLANNING MANAGEMENT FOR EDUCATIONAL QUALITY TRANSFORMATION: A CASE STUDY AT SMAN 05 REJANG LEBONG

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ABSTRACT

This study aims to analyze the implementation of strategic planning management in transforming educational quality at SMAN 05 Rejang Lebong. A qualitative approach with a case study design was employed. Data were collected through in-depth interviews, participatory observations, and document analysis of the school's medium-term and annual work plans and school self-evaluation documents, involving the principal, vice principals, teachers, education personnel, and the school committee. Data were analyzed interactively through data condensation, data display, and conclusion drawing and verification, with credibility strengthened through triangulation. The findings indicate that strategic planning was implemented through contextual analysis, participatory formulation of the school's vision and mission, the development of medium-term and annual work plans, the use of Education Report Card and internal school data, and systematic monitoring and evaluation. These practices formed a quality management cycle connecting planning, implementation, evaluation, and follow-up. The findings also indicate positive changes in academic achievement, student character, participation, and teachers' professional development.

Keywords: strategic management; educational planning; educational quality; data-based decision making; school quality improvement.

INTRODUCTION

Educational quality is one of the key indicators of a school's capacity to deliver a learning process that is relevant, effective, and sustainable (Musyaropah et al., 2024). Quality improvement cannot be understood merely as the attainment of student learning outcomes; it also encompasses a school's ability to manage resources, build educators' capacity, improve learning services, and consistently ensure the achievement of educational goals (Rahmawati et al., 2025). In this context, strategic planning becomes an essential part of school management because it provides direction for setting priorities, allocating resources, implementing programs, and evaluating performance. Studies on strategic planning show that systematic planning can provide organizations with a framework for linking long-term goals to measurable actions, although its success still depends on the quality of implementation and the fit between strategy and organizational context (George et al., 2019). Consequently, the central issue in improving educational quality is not merely whether a school possesses planning documents, but the extent to which such plans are translated into managerial action and tangible quality-improvement programs.

In educational practice, a persistent challenge is ensuring that school planning does not stop at administrative compliance but instead functions as an instrument that guides organizational change. Strategic planning needs to begin with an understanding of the school's internal and external conditions, the identification of strengths and weaknesses, and a reading of opportunities and

challenges, which are then translated into realistic program priorities (Rahmawati et al., 2025). Al Kadri and Widiawati (2020) found that environmental analysis and strategy formulation can be used to determine a school's development direction and to improve the quality of teachers and education personnel. Similar findings were reported by Priyambodo and Hasanah (2021), who positioned strategic planning as an instrument for guiding schools toward more structured improvements in educational quality. Meanwhile, Chusniyah et al. (2023) showed that mapping internal and external conditions through strategic analysis can help schools identify program alternatives related to human resource development, educational services, program evaluation, resource utilization, and the strengthening of school capacity.

This issue becomes increasingly important as schools are required to respond to changing student needs, developments in the educational environment, community demands, and the need to improve learning effectiveness. One opportunity schools can draw on is the use of data as a basis for setting priorities and evaluating program effectiveness. Data-based decision making allows schools to connect problem identification, goal setting, evidence gathering, information interpretation, corrective action, and evaluation in a recurring cycle. Schildkamp (2019) asserts that using data for school improvement is not simply a matter of using assessment results; it involves diverse sources of information and requires leadership capacity and data literacy so that information can be translated into corrective action. Mandinach and Schildkamp (2021) further show that data-based decision making is a complex process shaped by the interplay between individual, organizational, leadership, and school-system capacities. Educational quality transformation therefore needs to be viewed as an ongoing process that links planning, program implementation, monitoring, and evaluation on the basis of available evidence.

Beyond the use of data, the success of strategic planning is strongly influenced by the involvement of school members in decision making and program implementation. Plans drawn up solely by school leaders, without building understanding and a sense of ownership among teachers and other stakeholders, risk creating a gap between documents and practice. Carvalho et al. (2021) found that teacher participation and collaboration in formulating and making strategic decisions are closely linked to the meaningfulness and success of school action plans. Research on the quality of school improvement plans likewise shows that sound planning needs to begin with an adequate diagnosis of the problem, including the ability to identify root causes before setting goals and corrective actions (Meyers & Hitt, 2021). These findings suggest that strategic planning in schools should ideally not be oriented solely toward formulating a vision, mission, goals, and programs, but should also ensure a genuine connection between the school's real needs, the involvement of educational actors, program implementation, and the evaluation of outcomes.

This phenomenon is relevant to examine at SMAN 05 Rejang Lebong, Rejang Lebong Regency, Bengkulu Province, as a school that needs to manage various resources and programs in a directed manner to improve educational quality. This study focuses on how strategic planning is translated from the level of policy and planning documents into the practice of school management. This focus covers the process of formulating the school's direction and priorities, the use of information on school conditions to determine programs, the involvement of the principal, vice principals, teachers, and the committee in implementation, and the mechanisms for monitoring and evaluating established programs. Prior studies have widely demonstrated an important relationship between strategic planning and the improvement of educational quality, yet research that traces this process in depth within the context of a senior high school in a particular region still needs to be strengthened. Studies

on strategic planning in Indonesian schools generally emphasize strategy formulation, environmental analysis, or the principal's role in isolation, so that a study examining the linkage between strategy formulation, program implementation, data utilization, stakeholder participation, and evaluation as a single, integrated managerial process is needed (Al Kadri & Widiawati, 2020; Priyambodo & Hasanah, 2021; Chusniyah et al., 2023).

Based on these conditions, this study aims to analyze in depth the implementation of strategic planning management in the transformation of educational quality at SMAN 05 Rejang Lebong. The study seeks to understand how the school formulates its strategic direction and priorities, translates planning into quality-improvement programs, optimizes the involvement of school members, utilizes data and information in decision making, and monitors and evaluates program achievement. This approach is expected to provide a more comprehensive picture of the relationship between planning and quality-management practice at the school level, while also identifying the supporting factors and constraints that affect implementation. Accordingly, this study not only describes the existence of strategic planning but also examines how such planning functions as a driving process for educational quality change within the real context of a senior high school.

RESEARCH METHOD

This study employed a qualitative approach with a case study design to gain an in-depth understanding of the implementation of strategic planning management in the transformation of educational quality at SMAN 05 Rejang Lebong, Rejang Lebong Regency, Bengkulu Province. This approach was chosen because the study focuses on the processes, experiences, interactions, and managerial practices that take place within the school's natural setting. Informants were selected purposively, taking into account their involvement in and knowledge of the planning process and the implementation of quality-improvement programs. They consisted of the principal, three vice principals, six subject teachers, and members of the school committee. Data were collected through in-depth interviews, participatory observation, and documentation study. Interviews were used to explore information on the process of formulating the vision and mission, setting strategic priorities, implementing programs, using data in decision making, and evaluation mechanisms. Observations were conducted on planning activities, school meetings, program implementation, and learning activities relevant to quality improvement. Documentation, meanwhile, covered the school's planning and evaluation documents, such as the Medium-Term Work Plan (RKJM), the Annual Work Plan (RKT), and the School Self-Evaluation (EDS) documents. These multiple data sources were selected to obtain a comprehensive picture of the consistency between the plans formulated and their implementation in school practice (Creswell & Poth, 2018).

Data analysis was conducted interactively and continued from the data collection stage until the completion of the study. The analytical stages comprised data condensation, data display, and conclusion drawing and verification. During condensation, data from interviews, observations, and documentation were selected, categorized, and coded according to the study's focus, particularly strategy formulation, program implementation, the involvement of school members, data utilization, and quality-improvement evaluation. The categorized data were then presented in the form of thematic descriptions and matrices to facilitate the identification of patterns, relationships among findings, and differences between informants' perspectives. Conclusions were drawn gradually through the verification of available empirical evidence. Data validity was maintained through source and method triangulation, namely by comparing information from the principal, vice principals,

teachers, and the school committee, and by confirming interview findings against observation results and documents. In addition, member checking was carried out by reconfirming key information and interpretations with relevant informants. These procedures were used to strengthen the credibility, consistency, and traceability of the study's interpretation so that the resulting findings could depict the practice of strategic planning implementation contextually and be academically accountable (Miles et al., 2020; Creswell & Poth, 2018).

RESULTS AND DISCUSSION

Implementation of Strategic Planning Management at SMAN 05 Rejang Lebong

The findings show that SMAN 05 Rejang Lebong has formally implemented strategic planning management since 2018. This implementation is embodied in a four-year Medium-Term Work Plan (RKJM), which is then elaborated into an Annual Work Plan (RKT). Based on documentation and interviews with the principal, the planning process is not conducted by school leaders alone but also involves teachers, education personnel, the school committee, and parent representatives. Available planning documents show that the 2022–2026 RKJM serves as one of the main instruments guiding the school's development programs. The involvement of these various parties indicates that strategic planning at SMAN 05 Rejang Lebong is developed through a participatory mechanism aimed at building a shared orientation toward quality improvement.

These findings indicate that strategic planning has been positioned as an instrument that guides the organization rather than merely an administrative document. The philosophy developed by the school emphasizes that every program must have a clear direction and be accountable to the school community and the public. This orientation matters because the effectiveness of strategic planning depends heavily on the extent to which the plan is actually used to guide organizational decisions and actions. Through their meta-analysis, George et al. (2019) show that strategic planning has a positive relationship with organizational performance, particularly when the planning process is integrated with implementation. The practice at SMAN 05 Rejang Lebong thus reflects an effort to connect medium-term planning with annual programs and the school's operational activities.

Table 1. Profile of Strategic Planning Implementation at SMAN 05 Rejang Lebong

Aspect	Research Findings	Implications for Quality
Initial implementation	Formal strategic planning since 2018	Reflects the sustainability of the planning system
Main documents	2022–2026 RKJM and annual RKT	Bridges medium-term targets and annual programs
Vision formulation	Through deliberation and situational analysis	Builds a shared development direction
Mission	Elaborated into seven operational mission statements	Facilitates the translation of the vision into programs
Data utilization	Uses the Education Report Card and internal data	Strengthens the basis for decision making
Evaluation Stakeholders	Daily, monthly, semesterly, and annual Teachers, education personnel, the committee, and parents	Enables correction and follow-up Strengthens participation and accountability

These data show that the implementation of strategic planning at the school follows a cyclical pattern. Planning begins with mapping conditions, followed by setting direction and programs, implementation, evaluation, and follow-up. This pattern indicates that quality transformation is not treated as a one-off activity but as an ongoing process of improvement.

Formulating the Vision and Mission Based on Situational Analysis

One important finding of this study is that the formulation of SMAN 05 Rejang Lebong's vision and mission began with an analysis of the school's internal and external conditions using a SWOT framework. The principal treated an understanding of the school's actual position as the foundation for determining its development direction. This process continued through discussion forums involving teachers, education personnel, the school committee, and parent representatives. The vision-formulation forum was conducted intensively and produced a jointly agreed formulation.

This finding shows that the school's vision was not formulated top-down but was instead built through a deliberative process. This approach offers two managerial advantages. First, the vision becomes more contextual because it takes the school's actual conditions into account. Second, the involvement of school members helps build a sense of ownership of the agreed development direction. This is consistent with Carvalho et al. (2021), who found that teacher participation in school strategic planning is important for the implementation process, since teachers are the actors who translate organizational plans into educational practice.

SMAN 05 Rejang Lebong's vision, which is oriented toward achievement, character, and environmental awareness, is then translated into an operational mission. School documents show that this mission is directed, among other things, toward improving the quality of data- and technology-based learning. There is thus a clear link between the school's normative orientation and its operational strategy. This clarity of connection is important because a vision that is not translated into concrete targets and programs risks remaining merely a symbolic statement.

Teachers also identified a change in the clarity of program-implementation direction after the strategic planning system was introduced. This suggests that planning has provided a framework that helps teachers understand the relationship between the programs they carry out and the school's goals. Conceptually, this condition shows that strategic planning functions as a mechanism of *strategic alignment*, that is, aligning organizational goals with the actions of actors at the operational level.

Data-Based Program Implementation

The findings show that data utilization is one of the important characteristics of strategic planning implementation at SMAN 05 Rejang Lebong. The school uses the Education Report Card as one of its main sources of information for reading the condition of educational quality. In addition, the data used cover students' academic achievement, teacher and student attendance, learning mastery levels, diagnostic assessments, student and parent satisfaction, and teacher competency profiles. The planning process thus draws not on a single data source but combines information from various aspects of education delivery.

This data utilization is then carried into monthly evaluation forums. Observation results show that the school management team presents the development of performance indicators to the teaching staff in visual formats so that the information can be understood and discussed collectively. This pattern reflects an effort to turn data into information that can be used in the decision-making process.

This finding is consistent with Schildkamp (2019), who asserts that *data-based decision making* can support school improvement only when data are not merely collected but also interpreted and used to determine action. Mandinach and Schildkamp (2021) further explain that data-based decision making requires both organizational and individual capacity to properly understand and use data. The use of the Education Report Card at SMAN 05 Rejang Lebong can therefore be regarded as a strategic step, although its effectiveness still depends on the ability of school members to interpret this information.

The impact of data use is also evident at the classroom level. Teachers use diagnostic assessment data to identify concepts that students still find difficult, so that instruction can be directed toward students' actual needs. This finding is important because it shows that data use does not stop at the school-management level but has begun to be translated into pedagogical practice. There is thus a connection between school-level strategic planning and classroom-level decision making.

Nevertheless, the study also found a constraint in the form of uneven teacher capacity for analyzing and interpreting data. The school has responded to this condition through gradual data-analysis training and by assigning teachers with strong information-technology competence to mentor their colleagues.

This condition indicates that the transformation toward data-based management requires simultaneous capacity building. An increasing volume of data without a corresponding rise in analytical competence risks becoming an administrative burden rather than a benefit. Strengthening teachers' data literacy is therefore an inseparable part of strategic planning implementation.

Continuous Evaluation and Stakeholder Involvement

The findings show that SMAN 05 Rejang Lebong has developed a tiered evaluation mechanism. Evaluation is carried out at the classroom level by teachers, at the program level by the school management team, and at the strategic level on a semesterly and annual basis. This pattern indicates that monitoring and evaluation are not confined to the end of the year but take place periodically according to each level of program management.

Table 2. Monitoring and Evaluation Mechanism

Evaluation Level	Implementer	Timing	Focus
Classroom	Teacher	Daily	Learning process and progress
Program	Management team	Monthly	Program progress and performance indicators
Strategic	Management and stakeholders	Semesterly	Target achievement and obstacles
School plan	Stakeholders	Annual	Program effectiveness and follow-up

This evaluation pattern shows that the school has built a mechanism of *continuous improvement*. Evaluation is not positioned merely to identify faults but serves as a basis for organizational learning and program improvement. This orientation is important because evaluation that focuses only on administrative compliance tends to yield limited information for subsequent decision making.

Stakeholder involvement is also an important part of the evaluation mechanism. The school committee's deliberation forum is held at least twice each semester and is used to communicate the school's progress, achievements, and challenges. The committee is not positioned merely as a recipient of reports but is involved in discussions on the school's development direction.

This condition shows that school accountability is built through information transparency and participation. The findings of Carvalho et al. (2021) support this perspective by showing that the involvement of school actors in the planning process can strengthen the link between strategic plans and implementing action. In the context of SMAN 05 Rejang Lebong, stakeholder participation broadens the basis for decision making while also strengthening the legitimacy of the programs carried out.

The Impact of Strategic Planning Implementation on Educational Quality

Documentation shows changes in a number of educational quality indicators following the implementation of strategic planning. Document analysis reveals an increase in the average national assessment score over the past three years, along with a consistent graduation rate since 2022. On the

non-academic dimension, interviews with the vice principal for student affairs indicate a decline in disciplinary violations, an increase in student participation in extracurricular activities, and greater student confidence in taking part in competitions at the regency and provincial levels.

With regard to teachers' professional development, the documentation shows an increase in the proportion of teachers taking part in training and professional development, from 40% to 78% per year. In addition, three teachers received awards as outstanding teachers at the regency level over the past two years.

Table 3. Identified Changes in Quality Indicators

Dimension	Indicator	Finding
Academic	Average national assessment score	Shows an increase over the past three years
Graduation	Graduation rate	Consistent since 2022
Character	Disciplinary violations	Shows a decline
Student participation	Extracurricular activities	Shows an increase
Achievement	Student competitions	Confidence and participation increased
Teacher professionalism	Training/professional development	Increased from 40% to 78% per year
Teacher achievement	Outstanding teachers	Three teachers received regency-level awards

These findings indicate a link between the strategic planning system and various dimensions of school quality. Methodologically, however, these improvements in indicators need to be interpreted with caution. Because this study uses a qualitative approach with a case study design, the findings are more accurately understood as *an indication of change occurring alongside the implementation of strategic planning*, rather than as evidence of a single causal relationship.

This interpretation is important for maintaining the precision of academic claims. Many other factors can contribute to changes in educational quality, such as teacher competence, student characteristics, education policy, parental support, and the school environment. The contribution of strategic planning in this study is therefore more appropriately positioned as an organizational mechanism that allows various quality-improvement efforts to be systematically planned, coordinated, monitored, and refined.

A Model of Strategic Planning Implementation in Quality Transformation

Based on the overall findings, the implementation of strategic planning management at SMAN 05 Rejang Lebong can be synthesized into a pattern consisting of six main components: *situational analysis, formulation of strategic direction, data-based planning, collaborative implementation, continuous evaluation, and corrective follow-up*.

Table 4. Synthesis of the Strategic Planning Implementation Model

Stage	Mechanism	Strategic Outcome
Situational analysis	SWOT and school data	Identification of needs
Direction formulation	Vision, mission, and targets	Shared orientation
Planning	Data-based RKJM and RKT	Program priorities
Implementation	Collaboration among the principal, teachers, and stakeholders	Program execution
Evaluation	Daily, monthly, semesterly, and annual monitoring	Identification of achievements and problems
Follow-up	Program improvement and adjustment	Sustainability of quality improvement

This model shows that the strength of strategic planning implementation at SMAN 05 Rejang Lebong lies in the interconnection between stages. Data are used to read conditions, the results of the analysis are used to determine direction, direction is translated into programs, programs are implemented collaboratively, and implementation outcomes are evaluated to determine improvements. Strategic planning thus functions as a mechanism that links *information* → *decision* → *action* → *evaluation* → *improvement*.

These findings broaden the understanding of strategic planning management within the school context. Planning does not merely determine what is to be achieved; it also builds an organizational system that enables the school to learn from program implementation. This is consistent with Schildkamp (2019) and Mandinach and Schildkamp (2021), who position data use as an important part of the school-improvement process, as well as with George et al. (2019), who show that the benefits of strategic planning are stronger when planning is connected to implementation.

In practical terms, the findings indicate that quality transformation at SMAN 05 Rejang Lebong is supported by three mutually reinforcing conditions, namely *a clear strategic direction, data-based decision making, and participatory evaluation*. These three conditions are further strengthened through teacher capacity building. This pattern illustrates that strategic planning can serve as a foundation for school development when planning documents are genuinely used as a guide for decision making and are not separated from the processes of implementation and evaluation.

The implementation of strategic planning management at SMAN 05 Rejang Lebong thus produces not only planning documents but also a quality-management mechanism that links medium-term planning with annual programs, data use, learning implementation, teacher professional development, stakeholder participation, and continuous evaluation. This pattern represents an important finding of the study, as it shows how strategic planning can be operationalized as an instrument of organizational change at the school level. Empirical evidence regarding implementation since 2018, the use of the 2022–2026 RKJM, the utilization of the Education Report Card, and tiered evaluation provides a sufficiently strong basis for describing this process contextually.

CONCLUSION

This study shows that the implementation of strategic planning management at SMAN 05 Rejang Lebong proceeds systematically through the stages of situational analysis, formulation of the vision and mission, program development within the RKJM and RKT, data-based implementation, monitoring, evaluation, and follow-up. This process is supported by the involvement of the principal, vice principals, teachers, education personnel, the school committee, and parents, so that planning functions not merely as an administrative document but as a guide for directing educational quality-improvement programs. The use of the Education Report Card and internal data provides a more targeted basis for decision making, while evaluation conducted on a daily, monthly, semesterly, and annual basis enables the school to continuously identify achievements, constraints, and improvement needs. The findings also reveal positive changes in a number of quality indicators, such as an increase in the average national assessment score over the past three years, a consistent graduation rate since 2022, a decline in disciplinary violations, increased participation in extracurricular activities, and greater teacher involvement in professional development, rising from 40% to 78% per year. Nevertheless, these changes should be understood as indications occurring alongside the implementation of strategic planning rather than as evidence of a single cause-and-effect relationship, since educational quality is also influenced by various other factors. The school is therefore advised

to sustain data-based planning, strengthen teachers' ability to analyze and utilize data, clarify the success indicators of each program, and ensure that monitoring and evaluation results are consistently used as a basis for refining subsequent programs. In practical terms, this study implies that educational quality transformation can be strengthened through the integration of a clear strategic direction, coordinative leadership, evidence-based decision making, stakeholder participation, and continuous evaluation. Academically, the findings offer a contextual picture of strategic planning implementation at the secondary education level and show that the meaningfulness of planning lies in its capacity to connect information, decisions, actions, evaluation, and improvement within a single quality-management cycle. Future research is recommended to use a broader geographical scope or a longitudinal design, and to incorporate more measurable quality indicators, in order to deepen understanding of the sustainability of strategic planning implementation outcomes at the school level.

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