

Research Article

Cite this article: Rosita, T., & Kurniatun, T. C. (2025). Bridging Vision and Reality: Examining Strategic Planning Implementation in Indonesian State Schools. *Educational Process: International Journal*, 15, e2025177. <https://doi.org/10.22521/edupij.2025.15.177>

Received March 16, 2025

Accepted April 9, 2025

Published Online April 24, 2025

Keywords: Strategic planning, sustainable development, stakeholder involvement, school principals

Author for correspondence:

Tita Rosita

 tita@ecampus.ut.ac.id

 Universitas Terbuka, Indonesia

Bridging Vision and Reality: Examining Strategic Planning Implementation in Indonesian State Schools

Tita Rosita , Taufani Chusnul Kurniatun 

Abstract

Background/purpose. This research analyzes the challenges and opportunities of implementing strategic planning in public schools. Strategic planning is a crucial tool for enhancing the effectiveness and efficiency of educational institutions. In public schools, strategic planning helps align educational goals with available resources, ensuring sustainable improvement in student outcomes and institutional performance. On the other hand, public schools often face challenges such as budget constraints, policy changes, and diverse student needs, making strategic planning essential for navigating these complexities.

Materials/methods. This research uses a descriptive method with a qualitative approach. Data processing uses the Nvivo12 application.

Results. The research results show that school strategic planning must be flexible, data-based, and involve various parties to effectively meet local needs. Implementation of the strategy has had a positive impact on the quality of education, including academic achievement and transformation of school culture. However, improvements in management and resource support are still needed. Integrated monitoring and evaluation are the keys to success, and they are supported by technology, relevant indicators, and collaboration between stakeholders. The involvement of students, parents and local communities has also been proven to strengthen the relevance of strategic planning to the needs of all parties. In addition, innovation and adaptation to change show the importance of sustainable development in every school.

Conclusion. As a result, resistance to change can be overcome with a participatory approach and an organizational culture that supports innovation and collaboration.



OPEN ACCESS

© The Author(s), 2025. This is an Open Access article, distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted re-use, distribution, and reproduction, provided the original article is properly cited.

1. Introduction

A strategy is a long-term plan of action formulated to attain a specific objective. The objective is to achieve the goal by adhering to a systematic pattern of conduct throughout time (Mintzberg, Ahlstrand, & Lampel, 1998). Strategy may establish direction, concentrate efforts, delineate the organization, and ensure consistency. Identifying and integrating emerging aspects is crucial in strategic planning, which may manifest in various forms. Strategic planning is characterized as “a systematic process whereby an organization establishes and fosters commitment among key stakeholders to priorities vital to its mission” (Allison & Kaye, 2005). Others have similarly characterized strategic planning as “a formal process intended to assist an organization in identifying and sustaining an optimal alignment with the most critical components of its environmental context” (Rowley & Sherman, 2001).

Strategic planning is a key element in organizational management which aims to achieve long-term goals effectively and efficiently and provides direction for the trajectory of an organization (AlMalki & Durugbo, 2023; Namazi & Rezaei, 2023; Tuytens et al., 2021). Apart from that, strategic planning is needed as an effort to analyze the situation of internal and external factors in the organization (Ferlie & Ongaro, 2022). In the educational context, the application of strategic planning is becoming increasingly important considering the development of community needs and demands for improving the quality of education. This is because education is part of the national plan, so part of it is educational planning (Khasawneh, 2024). Elementary schools as formal educational institutions that play an important role in forming the foundation of students' knowledge, character and skills, need to adopt a strategic planning approach to be able to face various challenges and changes.

Meanwhile, much research has been conducted on strategic planning, research shows that strategic planning has a positive effect on improving the performance of educational institutions, apart from that, strategic planning focuses on a sustainable and future-oriented decision-making process (Fauzi, 2023; Habeeb & Eyupoglu, 2024; Nwagwu, 2020). Other research states that well-developed strategic planning can produce better performance to achieve quality education (Ladera-Castañeda et al., 2024).

In Indonesia, various policies and regulations have been issued by the government to encourage elementary schools to carry out strategic planning to improve the quality of education. One of these policies is the implementation of National Education Standards which require schools to have long-term oriented school development plans. Strategic planning is expected to be able to provide clear direction in achieving the school's vision and mission, increase participation of all stakeholders, and optimize available resources.

However, the implementation of strategic planning in elementary schools is not free from various challenges, such as limited resources, lack of understanding and management skills among school principals, and low levels of teacher participation in the planning process. Many elementary schools still have difficulty translating the school's vision and mission into operational, measurable and sustainable strategic steps. This creates a gap between the plans made and their implementation in the field, thereby hampering the achievement of educational goals.

Therefore, this research aims to examine in more depth the implementation of strategic planning in elementary schools, especially in terms of the planning process, challenges faced, and its impact on improving the quality of education. By evaluating the implementation of strategic planning, it is hoped that this research can provide applicable recommendations for elementary schools in increasing the effectiveness of strategic planning to support the achievement of national education goals.

2. Literature Review

2.1. School Strategic Planning

Strategic planning should function as a flexible, long-term strategy for an institution aimed at enhancement. A plan must encompass a precise set of interrelated human, technological, and organisational capabilities to realise these strategic objectives. These capabilities necessitate alterations in academic and administrative procedures, cultural elements, and the conduct of executive leadership, faculty, and personnel. Certain adjustments may be implemented swiftly, but others will require additional time. Resources, along with the incorporation of diverse perspectives, procedures, and incentives, are essential contextual components in strategic planning. A meticulously crafted strategic plan, incorporating the perspectives of all stakeholders, enables an educational institution to optimize and potentially reallocate its current resources—such as personnel, finances, and facilities—to fulfill the objectives and activities outlined in the plan (Kroboth, 2010).

Involving all relevant stakeholders in the process will facilitate the support of those engaged in the plan's creation for resource reallocation and enhancement. A meticulously devised plan with evaluative metrics can furnish compelling rationale and justification to central university administration when soliciting additional resources, particularly if the institutional plan aligns with the university's objectives, as well as to prospective donors when strategies resonate with their values and goals. A comprehensive strategic plan must incorporate the institution's mission and vision. In higher education, strategic planning has transitioned from primarily addressing physical campus buildings to serving as a systematic instrument for the organized progress of the academic institution (Holmes, 2017; Keller, 1983).

Demographic changes, technological progress, and educational expenses have surpassed the inflation propelling this transformation. Strategic planning in higher education is difficult to execute, partly due to the limited incentives for implementing essential reforms (Tromp & Ruben, 2010). Frequently, administrators and academic members lack clarity regarding the process, despite recognizing the necessity for a strategic plan (Sevier, 2001).

3. Methodology

3.1. Research Approach

This research applied a descriptive study by using a qualitative approach. It is a research strategy used to systematically describe phenomena in detail without manipulating variables. The objective of a descriptive study that employs a qualitative approach is to offer a comprehensive, in-depth comprehension of a specific phenomenon, group, event, or experience in its natural context, without the need to manipulate the environment. The objective is to elucidate the what, how, and why of human behavior, perceptions, or social practices, frequently from the participants' perspective (Creswell & Poth, 2018; Merriam & Tisdell, 2016; Sandelowski, 2000). This method aims to provide an in-depth understanding of a particular subject by exploring its characteristics, contexts, and meanings.

3.2. Research Participants and Data Collection

The research respondents consisted of three school principals in West Java province, Indonesia, especially in the State Elementary Schools of Sumedang Regency, namely SDN Darangdan, SDN Sabagi and SDN Babakan Cikamuning. In order to gather in-depth insights from the respondents, it applied some of the most effective techniques for data collection consisting of interviews (semi structured, open questions and in-depth), focus group discussions (FGDs), observations, document analysis and case studies. The process of developing the instruments used to collect the data through the interview techniques covers several items consisting of; The objective of a descriptive qualitative

study is to acquire comprehensive, detailed descriptions of the experiences, perspectives, or comprehensions of the participants. The development of open-ended interview questions entails several critical stages, including the examination of the primary strategies that have been implemented, the integration of strategies into daily school activities, and the most significant obstacles to strategy implementation in strategic planning. These topics include:

a. Specify the research objective and inquiries for the intended components of strategic planning. The study's research objectives and central questions should be explicitly defined at the outset. These dictate the type of information to investigate.

b. Determine the primary themes or concepts that constitute the components of strategic planning. Identify the themes or intended areas to explore (e.g., beliefs, experiences, perceptions, strategies) based on the research framework and the literature.

c. Develop open-ended queries that pertain to the various components of strategic planning. Use basic and neutral language, avoid yes/no or leading responses, and create questions that allow for narrative responses.

d. Arrange the queries in a logical sequence with respect to the components of strategic planning. Begin by asking general, straightforward queries to establish a rapport, and progress to more complex or sensitive topics.

e. Develop the interview queries in accordance with the components of strategic planning.

To ensure that the questions elicit detailed responses, check for clarity, and revise the questions based on feedback, test them with a few individuals.

f. Maintain a flexible attitude during interviews by emphasizing the strategic planning components. It is adapted to follow-up questions based on the participant's responses in descriptive qualitative research to delve deeper into pertinent insights.

3.3. Data Analysis

Data analysis applied in this study is using NVivo 12 which belongs to a qualitative data analysis (QDA) software designed to help researchers manage, analyze, and find insights in unstructured or qualitative data such as interviews, focus groups, open-ended survey responses, journal articles, social media content, and multimedia. The details steps in using this software to analyze the collected data covering; data organization, data coding, text search and word frequency analysis, analyzing sentiment and themes, using memos and annotations, exploring relationships, visualizing data, creating models and maps, charts and graphs, and social network analysis.

4. Results

4.1. Strategic Planning

Strategic planning is a systematic process used by organizations to determine long-term direction and establish goals and objectives to be achieved. Based on the visualization above, strategic planning in this research includes the school's vision and mission, the vision and mission communication process carried out by the school to all staff and students, the strategic planning process carried out, the parties involved and the need and priority identification process carried out by the school. The following figure is the branch of each research focus from the strategic planning.

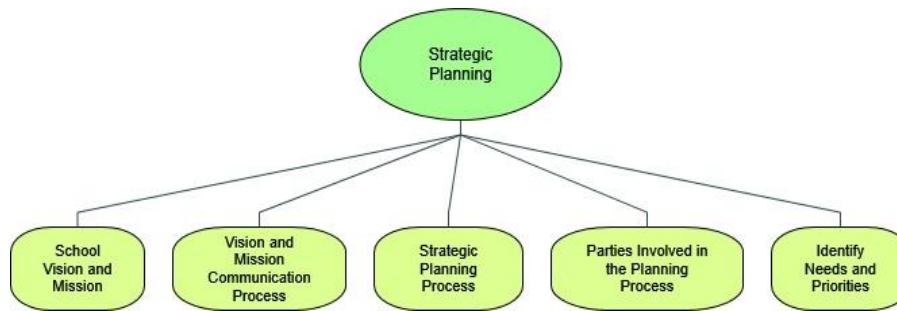


Figure 1. Strategic Planning Mind Map

4.2. School Vision and Mission

Vision and mission are important strategic elements for schools, providing direction, goals and guidance in decision making. Each school adapts its vision and mission to the institution's unique values, goals and needs. At SDN Darangdan, the vision focuses on developing students who have noble character, faith, piety, and are able to utilize technology. Its mission includes improving the quality of learning, developing character, strengthening talents through extracurricular activities, and collaborating with the surrounding environment. SDN Babakan Cikamuning has a vision to form individuals who have morals, character, achievement, health and are technologically adept. Its mission emphasizes high ability-based learning such as HOTS and 4C, healthy living habits, strengthening local culture, and developing technology to produce innovative work. Meanwhile, SDN Sabagi focuses on the vision of creating students who are intelligent, skilled, have noble character, and are competitive by 2024. Its mission includes increasing creativity, strengthening religious values, forming a spirit of leadership, and the ability to compete in society through mastery of science and technology. . Each vision and mission reflects the school's commitment to supporting student development according to their individual needs and potential.

4.3. Vision and Mission Communication Process

The vision and mission communication process is the steps taken by an organization to ensure that the vision and mission are understood, internalized and supported by all members of the organization as well as external stakeholders. Effective communication of vision and mission promotes coherence and consistency in organizational actions, and motivates individuals to work toward shared goals. Based on the data visualization above, it is known that each school has various ways of communicating its vision and mission to all staff and students. SDN Darangdan communicates its vision and mission through direct socialization as well as through social media and print media as stated by KS.SD who said: "The vision and mission are communicated through direct socialization to all staff and students, as well as through social media and print media" . The vision and mission communication process carried out by SDN Babakan Cikamuning is also carried out directly through meeting activities, as stated by KS.SBC that: "By socializing it at meetings with the students' parents and realizing it in learning at school." Another opinion was conveyed by KS.SS that: "The agenda for discussing the school's vision and mission was implemented after the implementation of the Learning Community by involving all school members as an educational ecosystem at SDN Sabagi. Communicate the school's vision and mission up to the execution and evaluation stage can be seen on the following figure.

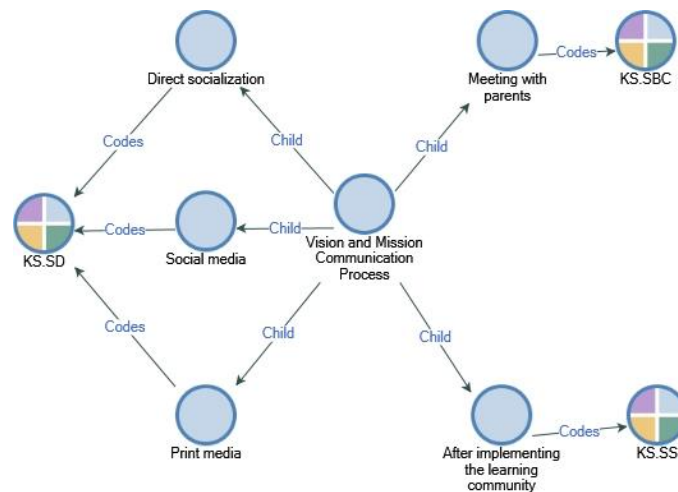


Figure 2. Project Map Communication Process Vision and Mission

4.4. Strategic Planning Process

The strategic planning process in schools is carried out through steps that are adapted to the characteristics of each school. SDN Darangdan uses education report card analysis as a basis for formulating data-based Medium Term Work Plans (RKJM) and Annual Work Plans (RKT). SDN Sabagi focuses on learning that supports students, through differentiated teaching modules, positive culture, and project – based learning on Pancasila student profiles. Meanwhile, SDN Babakan Cikamuning has set three to five strategic targets, covering student performance, finances and governance, which are integrated with the Integrated Improvement Plan (UIP) under the direction of the school leadership. It is described in the figure below.

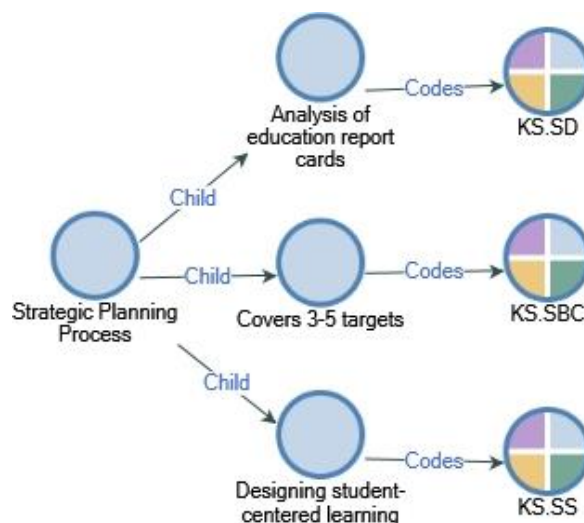


Figure 3. Project Map Strategic Planning Process

4.5. Parties Involved in the Planning Process

In the strategic planning process, there are various parties involved to ensure that the plans prepared include various perspectives and can be implemented effectively. The parties involved usually come from various levels and functions within the organization, including several external stakeholders. Based on the visualization above, the parties involved in the planning process include the school principal, teaching staff, education staff, students, and school committee. Apart from that, other parties include community figures presented by KS.SD and the Sabagi learning community presented by KS.SS. It can be seen in the figure below.

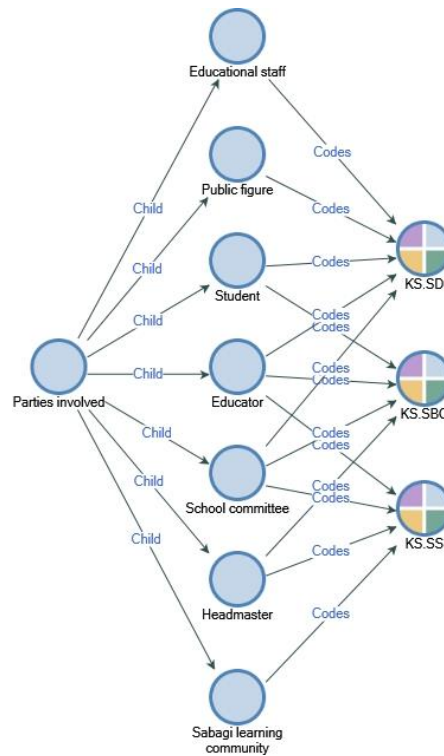


Figure 4. Project Map of Parties Involved in the Planning Process

4.6. Identify Needs and Priorities

The process of identifying needs and priorities in strategic planning is carried out through various approaches that suit the needs of the organization. SDN Darangdan identified needs by analyzing education report cards, especially in aspects where the quality was still low. SDN Sabagi focuses on the lack of assets, including human resources, facilities, environment and finances, as a basis for planning school programs that are in line with the vision and mission. Meanwhile, SDN Babakan Cikamuning implements a more comprehensive identification, covering the internal and external environment of the organization, as well as internal and external components of Information Systems/Information Technology (IS/IT), to ensure strategic planning is in line with the vision, mission and goals of the organization. Its description can be seen in the figure below.

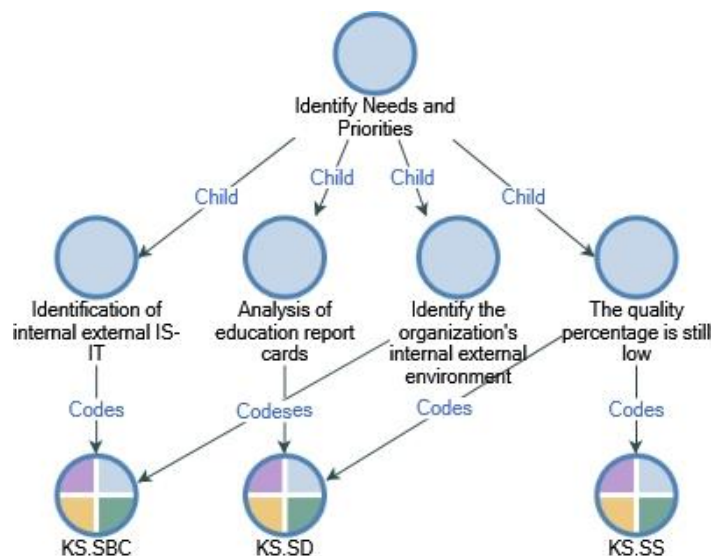


Figure 5. Project Map Identification of Needs and Priorities

4.7. Strategic Implementation

Strategic implementation is the process of implementing strategic plans that have been formulated by the organization to achieve goals. Strategic plans will be effective if they are translated into real action. Based on the visualization above, strategic implementation in this research includes the main strategies that have been implemented by each school, how the strategy is implemented in daily activities at school, and what are the biggest challenges in implementing the strategy. Its description can be seen in the figure below.

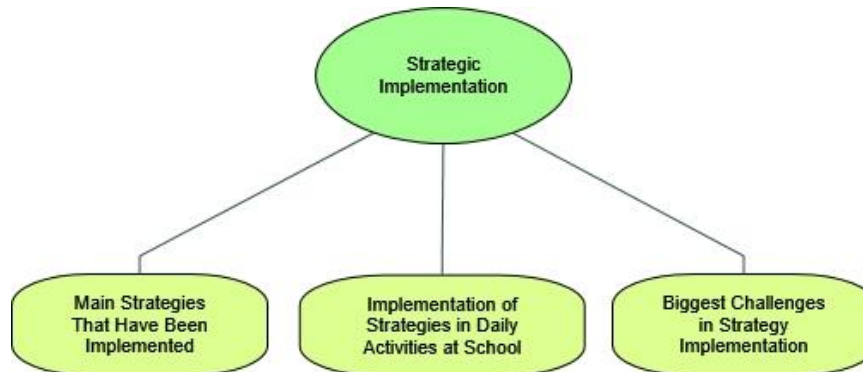


Figure 6. Strategic Implementation Mind Map

4.8. Main Strategies That Have Been Implemented

The research results show various main strategies implemented in each school. SDN Darangdan focuses on improving literacy and numeracy through the "Dara Manis" (Darangdan Reading and Writing) program. SDN Babakan Cikamuning implements a comprehensive strategy, including having a clear vision and mission, building a solid work team, increasing teacher competency, routine supervision and evaluation, utilizing technology, establishing relationships with parents and the community, as well as providing adequate infrastructure. Meanwhile, SDN Sabagi emphasizes building the character of students according to the dimensions of the Pancasila student profile, designing learning that is pro-child, and holding discussions and reflections in the Sabagi learning community.

4.9. Implementation of Strategies in Daily Activities at School

The research results show that each school has a unique approach to implementing daily strategies. SDN Sabagi implements strategies through school learning communities involving all school actors, such as in the P5 Project with the theme of local wisdom which is carried out every Saturday through farming activities. SDN Darangdan implements the strategy through the "Dara Manis" program, namely simultaneous literacy and numeracy activities every Thursday in the school field, guided by the class teacher. Meanwhile, SDN Babakan Cikamuning emphasizes implementing strategies that involve learning effectiveness, strong leadership, quality culture, independence, community participation, management transparency, continuous evaluation, responsiveness to needs, accountability and sustainability.

4.10. Biggest Challenges in Strategy Implementation

The research results show several main challenges in implementing strategies in schools. Challenges at SDN Sabagi include students' moods frequently changing, thus affecting participation in literacy and numeracy activities, as well as difficulty managing time due to clashes in teacher activities and minimal understanding of the Pancasila Student Profile Strengthening Project (P5). At SDN Babakan Cikamuning, obstacles include students' low understanding of the importance of education, limited teaching staff, lack of learning infrastructure, and the economic conditions of parents who are classified as lower middle class. Its description can be seen in the figure below.

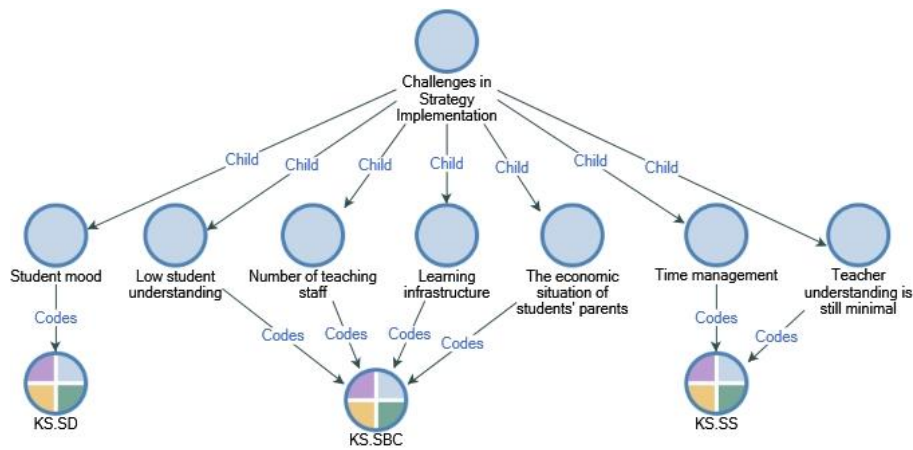


Figure 7. Project Map Biggest Challenge in Strategy Implementation

4.11. Monitoring and Evaluation

The research results show several main challenges in implementing strategies in schools. Challenges at SDN Sabagi include students' moods frequently changing, thus affecting participation in literacy and numeracy activities, as well as difficulty managing time due to clashes in teacher activities and minimal understanding of the Pancasila Student Profile Strengthening Project (P5). At SDN Babakan Cikamuning, obstacles include students' low understanding of the importance of education, limited teaching staff, lack of learning infrastructure, and the economic conditions of parents who are classified as lower middle class. Its description can be seen in the figure below.

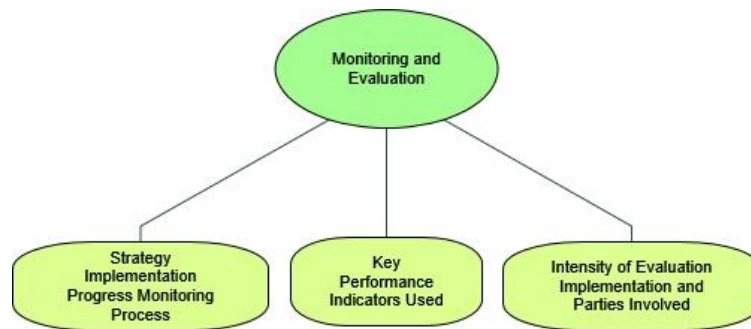


Figure 8. Mind Map Monitoring and Evaluation

4.12. Strategy Implementation Progress Monitoring Process

The research results show various approaches to monitoring the progress of strategy implementation in schools. SDN Darangdan monitors through observation of numeracy literacy activities, presentation of student results, and student work. SDN Saraga uses Follow-up Plan (RTL) documents and Google Site-based learning journals to monitor differentiation learning, including the implementation of the Pancasila Student Profile Strengthening Project (P5). Meanwhile, SDN Babakan Cikamuning implemented two stages of monitoring: first, evaluating the implementation of activities and budget to ensure conformity with the work plan; second, recording and documenting changes through observations, photos, videos and change notes. Its description can be seen in the figure below.

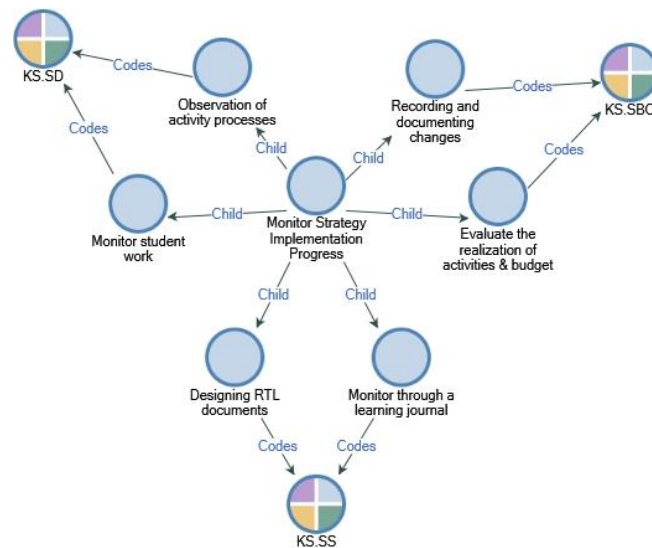


Figure 9. Project Map Process Monitor Implementation Progress

4.13. Key Performance Indicators Used

The research results show that each school has key performance indicators that are tailored to their individual needs. SDN Darangdan uses discipline and consistency in implementing activities as the main indicators. SDN Sabagi focuses on the ability to organize learning based on P5 projects, differentiated teaching modules, KSE, and positive culture. Meanwhile, SDN Babakan Cikamuning has more diverse indicators, including learning planning, vision-mission communication, school program presentations, curriculum management reflection, learning community activation, learning quality improvement cycles, good leadership practices, and reflection on teacher competency development programs.

4.14. Intensity of Evaluation Implementation and Parties Involved

The research results show that evaluation of strategy implementation in schools is carried out with frequency and involvement of different parties. SDN Darangdan carries out evaluations every month by the principal, teachers and supervisors. At SDN Sabagi, evaluations are carried out twice a month in learning community activities (kombel) involving teachers, students and parents. Meanwhile, SDN Babakan Cikamuning carries out regular evaluations to monitor the development of student grades on an ongoing basis, involving teachers, students, policy makers and education experts from related institutions. Its description can be seen in the figure below.

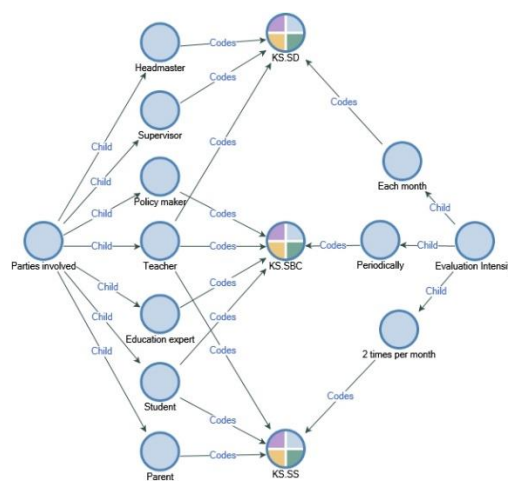


Figure 10. Project Map Intensity of Evaluation Implementation and Parties Involved

4.15. Result and Impact

Results are direct achievements or outputs from certain activities or actions in a program. Results usually occur in the short term. Meanwhile, impact is a long-term change resulting from the implementation of a program or strategy. Measuring results and impact can provide a deep understanding of what has been achieved and the changes that have resulted. Based on the visualization above, the results and impacts in this research include what main results have been achieved by each school since strategic implementation, what impact the strategy has had on the quality of education and student achievement, and whether there have been significant changes in school culture or community involvement. Its description can be seen in the figure below.

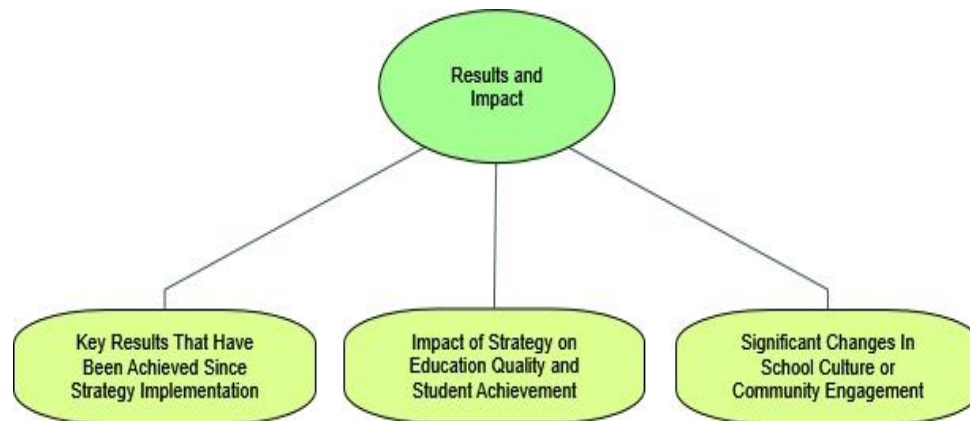


Figure 11. Mind Map of Results and Impact

4.16. Key Results Achieved Since Strategy Implementation

The research results show various main achievements since the implementation of the strategy in schools. SDN Darangdan noted an increase in students' reading motivation, students' ability to analyze everyday problems, as well as the development of digital-based numeracy literacy. SDN Babakan Cikamuning succeeded in ensuring the achievement of the strategic objectives set. Meanwhile, SDN Sabagi reported results in the form of student learning achievements above the KKTP, products from the implementation of the Pancasila Student Profile Strengthening Project (P5), increased student academic and non-academic achievements, as well as increased reflective values in teacher learning practices. Its description can be seen in the figure below.

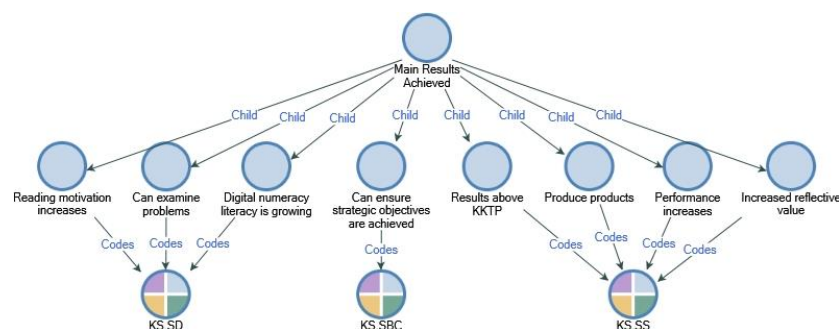


Figure 12. Project Map Main Results That Have Been Achieved Since Strategy Implementation

4.17. Impact of Strategy on Education Quality and Student Achievement

The research results show the positive impact of the strategy on the quality of education and student achievement in each school. At SDN Sabagi, the implementation of the Pancasila Student Profile Strengthening Project (P5) increases students' independence and self-confidence, so that they are more courageous in competing with the times. At SDN Darangdan, strategies have an impact on increasing students' reading motivation and their ability to explore knowledge and create

independently. Meanwhile, at SDN Babakan Cikamuning, strategies have a positive influence on the learning process, learning outcomes and student motivation, which in turn drives their learning behavior. Its description can be seen in the figure below.

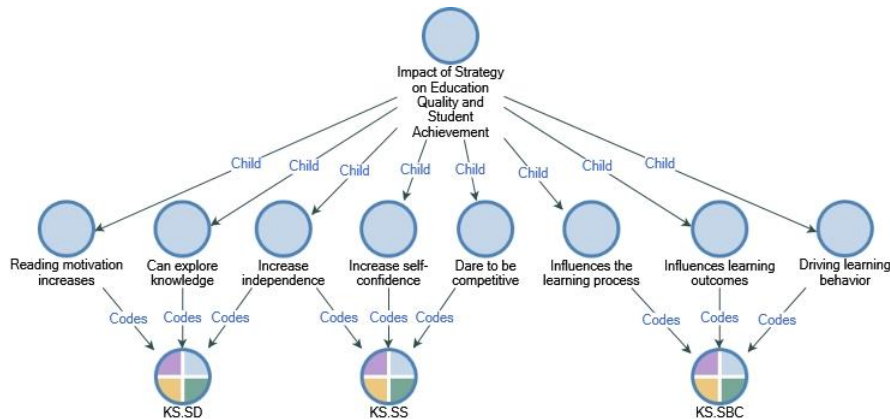


Figure 13. Project Map Impact of Strategy on Education and Student Achievement

4.18. Significant Changes In School Culture Or Community Engagement

The results showed significant changes in school culture and community involvement in various schools. At SDN Babakan Cikamuning, changes occur in line with the progressive development of education, in line with cultural demands. Darangdan Elementary School is experiencing an increase in digital literacy and numeracy culture, where students are starting to use digital portfolios to document their work. At SDN Sabagi, changes can be seen in increasing the creativity and innovation of the learning community in carrying out the Strengthening the Pancasila Student Profile (P5) Project, as well as the habit of learning literacy, religious and health activities, such as congregational duha prayers and group gymnastics. Its description can be seen in the figure below.

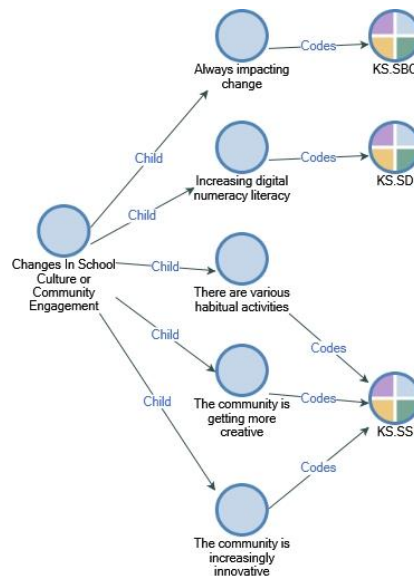


Figure 14. Project Map Changes in School or Community Culture

4.19. Adjustments and Improvements

The research results show that adjustments and improvements play an important role in ensuring implemented strategies remain relevant and effective. Adjustments are made by responding to feedback and changing conditions, while improvements aim to improve performance and correct errors in ongoing processes or programs. This process includes handling feedback and continuous improvement steps taken by each school to ensure optimal achievement of goals and continuous development. Its description can be seen in the figure below.



Figure 15. Project Map of Adjustments and Improvements

4.20. Process for Handling Feedback and Adjusting Strategy

The results showed that each school implemented various ways to handle feedback and adjust strategies. At SDN Darangdan, adjustments are made through analysis of questionnaires filled out by students to adapt activities to their needs. SDN Sabagi received constructive feedback in the P5 Project and designed differentiated teaching modules according to the curriculum. Meanwhile, SDN Babakan Cikamuning is making adjustments through changes to assessment standards, transformation of leadership and leadership, partnerships with regions and organizations, Teacher Professional Education (PPG), increasing educational qualifications, mentoring and collaboration, as well as constructive performance evaluations.

4.21. Steps Taken For Continuous Improvement

The research results show that each school has a different approach in carrying out continuous improvement. SDN Darangdan made improvements by studying independent training topics on literacy and numeracy on the Merdeka Mengajar platform and sharing good practices with other schools. SDN Sabagi reflects in the learning community to design improvements for the next project. Meanwhile, SDN Babakan Cikamuning implements the Plan-Do-Check-Act (PDCA) cycle for continuous improvement, which includes planning, implementing, evaluating and taking corrective action. Its description can be seen in the figure below.

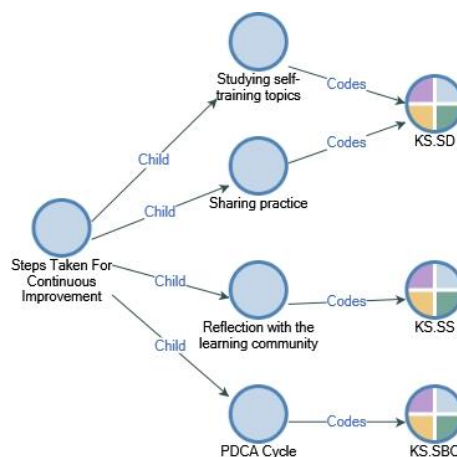


Figure 16. Project Map Steps Taken For Continuous Improvement

4.22. Recommendations for Future Strategic Planning

The research results show several recommendations for future strategic planning. KS.SS (Head of SDN Sabagi) recommends using the P4 (Fact, Feeling, For Learning, and Future) reflection model to assess the success of the program. KS.SD (Head of SDN Darangdan) suggested asset mapping to prepare supporting facilities for strategy implementation. Meanwhile KS.SBC (Head of SDN Babakan Cikamuning) suggested that strategic planning include three to five targets, including student

performance, financial and governance targets, which are directly related to the school's Integrated Improvement Plan (UIP) and led by school leaders. Its description can be seen in the figure below.

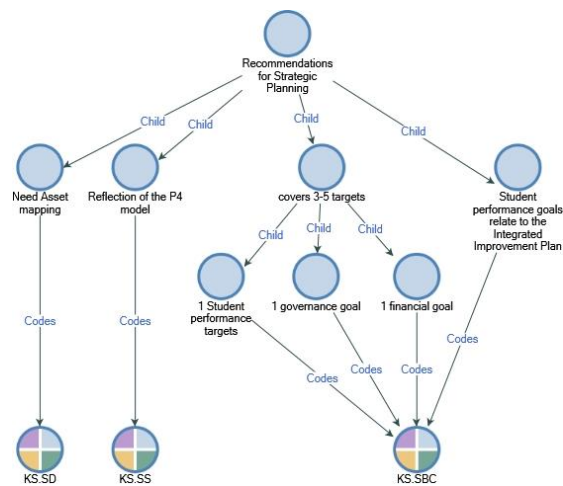


Figure 17. Project Map Recommendations for Future Strategic Planning

4.23. Student Engagement

Student involvement in strategic planning in elementary schools in Sumedang Regency is carried out in various ways, although not all of them are carried out routinely. In general, schools involve students through open forums to convey ideas and input, as well as focus group discussions with student representatives on important topics. However, these two activities are only carried out if necessary. In addition, participatory activities more often involve students in competitions such as science, arts and sports, considering the lack of activities such as workshops or seminars that discuss strategic planning at the elementary school level. This student involvement aims to create an inclusive and relevant learning environment, as well as increasing students' sense of ownership of educational outcomes.

4.24. Parental Involvement

Parent involvement in strategic planning in public elementary schools in Sumedang Regency is carried out in various ways, including sending surveys or questionnaires to collect parents' opinions, holding regular meetings to discuss strategic plans, and forming parent committees that are involved in decision making. In addition, open forums and communication channels such as email, newsletters, and social media are used to ensure two-way communication with parents. Parents are also involved in participatory activities such as open days and community projects, and are rewarded for their contribution. All of these steps aim to create close collaboration between home and school to support student success.

4.25. Partnerships with Local Organizations

Several schools in Sumedang Regency have established partnerships with local organizations and received contributions, such as support for infrastructure. KS.SD as Head of SDN Darangdan and KS.SBC as Head of SDN Babakan Cikamuning confirmed the existence of partnerships with external organizations that provide resource support. However, KS.SS as the Principal of SDN Sabagi said that their school had not yet established partnerships with local organizations, so no contributions had been received. Its description can be seen in the figure below.

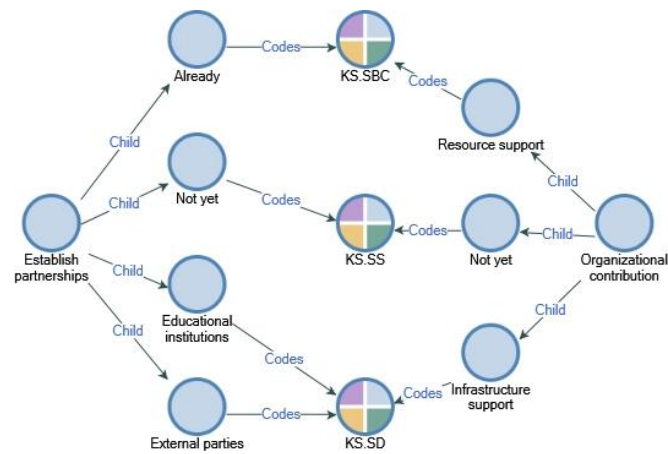


Figure 18. Project Map Partnership with Location Organization

4.26. Community

Several schools in Sumedang Regency have established partnerships with local organizations and received contributions, such as support for infrastructure. KS.SD as Head of SDN Darangdan and KS.SBC as Head of SDN Babakan Cikamuning confirmed the existence of partnerships with external organizations that provide resource support. However, KS.SS as the Principal of Sabagi Elementary School said that their school had not yet established partnerships with local organizations, so no contributions had been received.

4.27. Collaboration with Local Government

Every school in Sumedang Regency has collaborated with the local government, building good relationships that involve the government in school planning. KS.SD as Head of SDN Darangdan explained that the school received resource support in the form of facilities and infrastructure, and was often involved in community activities. Local government involvement aims to ensure alignment between school plans and government policies and programs. Its description can be seen in the figure below.

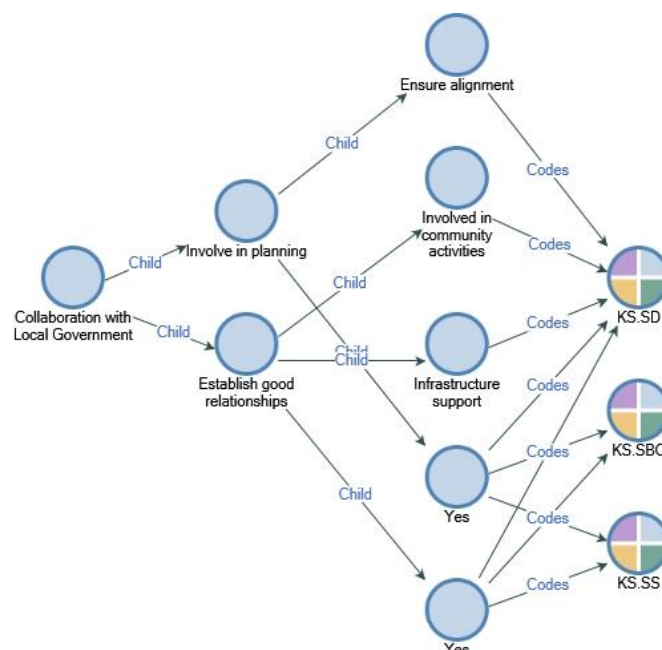


Figure 19. Project Map Collaboration with Local Government

4.28. Resistance to Change

Based on the findings, resistance to change was found at SDN Sabagi, where KS.SS as the Principal admitted that there were parties who rejected change, especially if they felt comfortable with the current conditions. On the other hand, KS.SD as Head of SDN Darangdan stated that there is no resistance to change or innovation in his school, because all parties support change as a step to develop the quality of education.

5. Discussion

Based on research results, this vision and mission shows differences in priorities between schools. SDN Babakan Cikamuning, for example, has a more comprehensive approach with a focus on 21st century competency-based learning, while SDN Sabagi emphasizes preparing students to compete. This variation shows that school strategic planning is strongly influenced by local context, student needs, and internal school policies. Each school applies a different communication approach according to their audience. SDN Darangdan combines digital and print media to expand the reach of communication, while SDN Babakan Cikamuning places more emphasis on parental involvement and application in learning. The process implemented at SDN Sabagi shows a strong collaborative approach involving the entire school community, which can increase commitment and a sense of ownership of the vision and mission.

As is known, vision and mission are important in strategic planning, strategy formulation includes determining the vision and mission, as well as a description of weaknesses and strengths, external threats and opportunities, vision is needed to measure the results of the development and operation of the strategic plan (Garcia et al., 2017; Miranda-Ullón et al., 2017).

Each school implements a different strategic planning process depending on their primary focus. SDN Darangdan relies on educational data as a basis for planning, while SDN Sabagi focuses on a learning differentiation approach. SDN Babakan Cikamuning uses a more structural approach with a focus on student performance, financial and governance targets, reflecting more complex and structured planning. The involvement of external stakeholders such as the school committee and community leaders at SDN Darangdan shows high openness in the planning process, which can strengthen the school's relationship with its external environment. SDN Sabagi emphasizes the importance of internal collaboration through Learning Communities, which demonstrate a participatory approach at the internal level.

Even though each school implements a different strategic planning process, strategic planning thinking considers various things that are the goals of each organization which are of course different, this is adjusted to the needs and curriculum used. Therefore, it is necessary to consider strategy in strategic planning with operational actions (Dagkas S, 2016; Rahim et al., 2021; Savini, 2024)

Each school uses a different approach to identifying needs and priorities. SDN Darangdan uses measurable data from education report cards, while SDN Sabagi focuses more on the lack of assets that affect school management. SDN Babakan Cikamuning emphasized the importance of the organizational environment and IS/IT, which shows attention to digitalization and the use of technology in planning.

The importance of data in identifying needs and priorities in preparing strategic planning can influence the achievement of organizational goals. In this identification, various strengths, weaknesses, opportunities and threats will be obtained which are important components of an effective strategy. In educational institutions, strategic planning helps in realizing ideal desires in the future by developing a long-term vision (Biondi & Russo, 2022; Djoundourian & Shahin, 2022; Elbanna & Abdel-Maksoud, 2023; Serafini et al., 2022; Tryba et al., 2023).

The results of this research show that each school has a different strategic focus according to their respective contexts and needs, with challenges that vary depending on their resources and internal conditions. The strategy implemented shows an effort to improve the quality of education through literacy, numeracy, character strengthening and the use of technology. However, the success of strategy implementation is strongly influenced by external factors such as limited resources, stakeholder involvement, and the ability to manage students' emotional and motivational challenges. Overall, strategic implementation in these schools can be seen as a comprehensive effort to improve the quality of education, but still requires improvements in terms of resource support, increasing teacher competency, and better school management. It is in line with the previous research stating that the analysis identified three themes in the strategic planning process: assessing corporate vision, mission, goals, and objectives; engaging stakeholders in strategic planning; and reviewing the internal and external environment. The two topics of the influence of strategic planning are acquiring a competitive advantage and establishing the organization's current and future trajectory (Bantilan et al., 2023).

The research results show that monitoring and evaluation are important components of strategic management in schools, with variations in the method and intensity of implementation. The monitoring process varies from direct observation to the use of formal documents and digital technology, depending on the maturity level of school management. The performance indicators used vary, from behavioral indicators such as discipline to more complex indicators that measure the success of project-based learning or school collaboration. Periodic evaluations carried out by internal and external parties reflect the importance of collective participation in assessing the success of strategy implementation. It has supporting research result exposing that the active engagement of the entire educational community, the customization of strategic plans to specific contexts, and ongoing assessment are essential components for the success of strategic planning (Castillo et al., 2024).

However, there are several challenges that can be identified. For example, schools that use a technology-based approach require adequate infrastructure support, and schools that involve many external parties in evaluation require more intensive coordination to manage the input provided. Overall, the success of strategy implementation depends greatly on how schools integrate this monitoring and evaluation process into daily management. Technology support, collaboration between stakeholders, and relevant and appropriate indicators are very important to ensure that the strategy formulated can run effectively and produce the expected impact. Overall, the main results reported show that the implemented strategies have succeeded in achieving concrete targets, such as increasing student motivation and learning outcomes. The schools involved have succeeded in building good foundations in literacy, numeracy and the use of technology, which are important elements in 21st century education. Nomin et al (2025) stated that Effective Principal Leadership, Strategic Planning utilizing SWOT analysis, and optimal human resources management through the enhancement of teacher competencies are critical elements in the successful implementation of School Based Management (SBM).

The impact of implementing the strategy shows a significant transformation in the quality of education in these schools. Increased motivation, independence and student achievement are clear evidence that strategies based on active and contextual learning can have a positive long-term impact. The success of this strategy is not only visible from formal learning outcomes, but also from psychosocial aspects, such as student self-confidence and initiative.

Changes in school culture and community involvement indicate that the strategies implemented do not only focus on classroom learning, but also pay attention to social and cultural aspects. These changes strengthen the role of schools as community centers and agents of social change, where the values of collaboration, innovation and digital literacy become part of the school culture. It is also

found that Strategic planning has grown pervasive in higher education. Nevertheless, there are diverse interpretations of its total worth. Perceptions of value are essential as they can affect the efficacy and extent of involvement in the strategic planning process, which is often seen as vital for success (Graves & Erickson, 2024).

The adjustment process carried out by these schools shows a commitment to continuously increasing the relevance of educational strategies. Each school adopts a different approach according to its specific needs. Handling feedback through questionnaires, constructive reflection, and systemic changes shows that the educational strategy in each school is not rigid, but is dynamic and responsive to actual conditions. The adjustments made reflect a data-driven and student-focused approach, which is critical in ensuring that education policy can continue to operate effectively.

The continuous improvement steps taken show that each school has adopted a proactive and collaborative approach to quality improvement. Independent training and cross-school collaboration demonstrate a commitment to developing teacher capacity and strengthening a culture of knowledge sharing. According to Ayodele & Ali (2010) School success is attained by a clear strategy and dedicated administration. The study of strategic planning practices for school excellence seeks to comprehend the principles of strategic planning. It offers a procedural framework for educational administrators to include into institutional growth strategies. This augments the school manager's endeavors in integrating objectives, policies, and other administrative tasks into a cohesive action plan. The use of the PDCA cycle by SDN Babakan Cikamuning also shows a more systematic effort in managing change, which is supported by evaluation steps and corrective actions. This approach indicates that schools are not only reacting to current challenges, but also planning for sustainable long-term improvement.

This reflective approach shows the school's orientation to continue evaluating and learning from experience, both in terms of factual data and emotional aspects felt by the parties involved. This provides a balance between evidence-based evaluation and experiential subjectivity, aiming to improve learning processes and future strategic planning. By applying the P4 model, reflection not only functions as an evaluation tool, but also as a mechanism for sustainable learning development. This shows that SDN Sabagi has placed reflection as an integral part of improving the quality of education, especially in formulating more comprehensive strategies.

Asset mapping is a proactive step that aims to identify and utilize available resources optimally. This shows that schools do not only focus on programmatic or academic aspects, but also pay attention to infrastructure and physical resources that support strategy implementation. In this context, asset mapping allows schools to be more prepared and responsive in facing operational challenges, as well as increasing efficiency in the use of existing resources. Nasruji (2024) stated that The analysis of determination reveals that digital innovation substantially influences alterations in organizational structure and operational performance. The implementation of digital technology significantly enhances operational efficiency and organizational structural flexibility within the healthcare sector. This strategy is also important to support program sustainability, because by knowing the condition and availability of facilities, schools can avoid logistical or operational obstacles that have the potential to hinder program implementation.

This recommendation emphasizes the importance of structured and focused strategic planning. By setting three to five clear targets, schools can be more focused in achieving their targets. The focus on student performance, finance and governance reflects a balanced approach between academic, financial and managerial aspects, all of which are interrelated to support improving the quality of education. In addition, the link between student performance targets and the school's UIP shows that there is strategic alignment between the school's long-term goals and more specific operational

goals. The involvement of school leaders in the direction of these goals is also important to ensure accountability and strong strategic leadership.

Although schools have begun to involve students in strategic planning, increases in the frequency and scope of participation are needed. Open forums and more frequent and structured focused discussions will allow students to provide more comprehensive input. On the other hand, student involvement in participatory activities such as workshops and strategic seminars needs to be explored to encourage their sense of ownership of the school environment.

Overall, parent involvement in strategic planning in public elementary schools in Sumedang Regency is good and includes various aspects, such as surveys, open forums, and participation in school activities. To further increase effectiveness, it is important for schools to ensure that parental input is not only heard, but also implemented in policy and strategic planning. Additionally, recognition of parents' contributions through awards or publications can strengthen their future involvement.

It is important for schools that do not yet have partnerships to actively build relationships with local organizations. Schools can map the potential of organizations in the surrounding environment and offer mutually beneficial forms of collaboration. This partnership can provide a valuable contribution not only in material form, but also in implementing educational programs and developing student competencies.

Community involvement in school strategic planning has gone well in several schools. However, to further increase effectiveness, community forums that discuss important issues such as student character need to be held more regularly and structured. In addition, community involvement in more strategic activities, such as joint decision making, can be strengthened.

Collaboration with the local government has brought real benefits to schools in Sumedang Regency. To maintain the sustainability of this relationship, schools need to continue to ensure that their strategic plans are in line with government priorities, as well as identifying new opportunities for collaboration in other areas, such as curriculum development or improving teacher competency.

At SDN Sabagi, resistance to change is a challenge that needs to be overcome. Leadership needs to implement more effective change management strategies, such as involving resistive parties in the decision-making process, providing training regarding proposed innovations, and creating a space for open dialogue to address concerns and encourage wider participation.

SDN Darangdan shows that with adaptive human resources and a supportive organizational culture, resistance to change can be minimized. Openness to innovation allows schools to be more responsive to dynamic educational needs.

6. Conclusion

Strategic planning in schools requires a flexible and local context-based approach. Strategy implementation shows positive results, especially in improving the quality of education and establishing a progressive learning environment. However, resource support, increasing teacher competency, and school management still need to be improved. Monitoring and evaluation are crucial elements to ensure strategies are effective, with the support of appropriate technology and indicators. Transformation through strategic planning has been proven to have a significant impact on student learning outcomes, changes in school culture, and community engagement. Adjustments made adaptively, based on feedback and reflection, reflect the importance of continuous improvement cycles in education. Strategic recommendations include holistic reflection, asset mapping, and target-based planning to improve sustainability and accountability. The involvement of students, parents, communities and local government strongly supports the success of the strategy,

although improvements are still needed to ensure more consistent participation. Resistance to change varies, but can be overcome with participatory change management strategies and an organizational culture that supports innovation. Overall, this research emphasizes the importance of collaboration, capacity development, and an adaptive strategic framework to realize quality education.

7. Suggestion

The following suggestions are proposed for consideration in future research. To begin with, the incorporation of a structured interview and self-report questionnaire will significantly contribute to the study's comprehensiveness. Furthermore, it is imperative to organize research and statistics orientations for students in order to enhance their knowledge of the subject matter. Additionally, a training orientation is required to ensure that all students and instructors are well-informed about the correct implementation and utilization of effective strategic planning into the instructional process by considering its media/ technology applied. Fourthly, the study suggests that it can be implemented in high school curricula so that students can develop a solid understanding of the research process prior to enrolling in subsequent programs.

8. Limitation

Despite the significance of the findings, the study is constrained by its dependence on a single instrument for data collection pertaining to interview technique by using open-ended questions. Another limitation is the limited number of strategic planning aspects evaluated concerning to student outcomes and institutional performance, particularly.

Declarations

Author Contributions. T.R.: Conceptualization, design, analysis, writing, editing/reviewing, supervision. T.C.K.: supervision, data acquisition, data analysis/ interpretation, statistical analysis: admin, technical or material support. All authors have read and approved the published on the final version of the article.

Conflicts of Interest. The authors declare no conflict of interest.

Funding. The authors received no financial support for this research.

Ethical Approval. All the participants in this study were notified of its intentions. Every participant has duly executed a confidentiality agreement and a data transfer form. Similarly, all data has been de-identified, ensuring the confidentiality of the participants.

Data Availability Statement. All data collecting and storage protocols were authorized by the Institutional Review Board as an exempt study for program enhancement. Participant identifiers were removed to ensure anonymity.

Acknowledgments. We would like to state our thankfulness to all the parties, especially state elementary schools in Sumedang regency, West Java province, Indonesia for allowing and supporting us for this research from the initial phase to completion.

References

- Abass Ayodele, L., & Mohd Ali, H. (2010). Surveying The Practice of Strategic Planning for School Excellence. *International Business Education Journal*, 3, 79-98. <https://ejournal.upsi.edu.my/index.php/IBEJ/article/view/1387>
- Allison, M., & Kaye, J. (2005). *Strategic Planning for Nonprofit Organizations: A Practical Guide and Workbook*. 2nd ed. Hoboken, NJ: John Wiley & Sons. <https://doi.org/10.1002/9781118769690>

- AlMalki, & Durugbo. (2023). Evaluating Critical Institutional Factors of Industry 4.0 for Education Reform. *Technol. Forecast. Soc. Chang*, 188, 122327. <https://doi.org/10.1016/j.techfore.2023.122327>
- Bantilan, Jecyl C., Prima O. Deguito, Archie S. Otero, Analyn R. Regidor, and Marilou D. Junsay. 2023. "Strategic Planning in Education: A Systematic Review". *Asian Journal of Education and Social Studies* 45 (1):40-54. <https://doi.org/10.9734/ajess/2023/v45i1976>
- Biondi, & Russo. (2022). Integrating Strategic Planning and Performance Management in Universities: A Multiple Case-Study Analysis. *J. Manag. Gov*, 26, 417–448. <https://doi.org/10.1007/s10997-022-09628-7>
- Castillo, M. J. A. C. ., Córdova, M. M. E. R. ., Orozco, M. E. P. ., & Gurumendi, J. M. B. . (2024). Strategic Planning for the Management of Educational Institutions: Sistematic Review. *Journal of Ecohumanism*, 3(8), 314–323. <https://doi.org/10.62754/joe.v3i8.4733>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage. <https://doi.org/10.4148/2470-6353.1252>
- Dagkas S, S. A. (2016). Exploring social and environmental factors affecting adolescents' participation in physical activity. *Europ Physic Edu Rev*, 13(3), 369–384. <https://doi.org/10.1177/1356336x07081800>
- Djoundourian, & Shahin. (2022). Academia–Business Cooperation: A Strategic Plan for an Innovative Executive Education Program. *Ind. High. Educ*, 36, 835–845. <https://doi.org/10.1177/09504222221083852>
- Elbanna, & Abdel-Maksoud. (2023). An Organizational Innovation and the Role of Strategic Planning: The Case of the Dubai Hotel Industry. *Manag. Sustain. Arab Rev*, 2, 109–125. <https://doi.org/10.1108/msar-09-2022-0045>
- Fauzi. (2023). Research vs. Non-Research Universities: Knowledge Sharing and Research Engagement among Academicians. *Asia Pacific Education Review*, 24, 25–39. <https://doi.org/10.1007/s12564-021-09719-4>
- Ferlie, & Ongaro. (2022). *Strategic management in public services organizations: Concepts, schools and contemporary issues*. Routledge. <https://doi.org/10.4324/9781003054917>
- Garcia, Duran, Cardeño, Prieto, Garcia, & Paz. (2017). Strategic planning process: Stages carried out in small and medium-sized enterprises to optimize competitiveness. *Espacios*, 38(52), 1–14. <https://doi.org/10.7441/joc.2013.04.04>
- Graves, B.M., & Erickson, F.J. (2024). Strategic planning in higher education: perceptions of faculty and administrators at public institutions. *Discov Educ*, 264(3). <https://doi.org/10.1007/s44217-024-00351-z>
- Habeeb, Y. O., & Eyupoglu, S. Z. (2024). Strategic Planning, Transformational Leadership and Organization Performance: Driving Forces for Sustainability in Higher Education in Nigeria. *Sustainability (Switzerland)*, 16(11). <https://doi.org/10.3390/su16114348>
- Holmes, J. (2017). *20/20 Planning: The Story of the First Twenty Years of the Society for College and University Planning*. Ann Arbor, MI: Society for College and University Planning, 1985. <https://www.scup.org/page/resources/books/ttp>. Accessed October 4, 2017.
- Keller, G. (1983). *Academic Strategy: The Management Revolution in American Higher Education*. Baltimore, MD: John Hopkins University Press. <https://doi.org/10.1111/hequ.12160>

- Khasawneh, M. A. S. (2024). The Impact of Efficient Strategic Planning on Sound School Administration Among Public School Principals in Saudi Arabia. *Evolutionary Studies in Imaginative Culture*, 185–200. <https://doi.org/10.70082/esiculture.vi.868>
- Kroboth, P. (2010). Viewpoints: Planning strategically. *Am J Pharm Educ*, 74(1)
- Ladera-Castañeda, M., Sotelo, C. G. M., Pacherras, M. Á. A., Castro-Rojas, M., & Soto, I. B. R. (2024). Strategic Planning And Quality Education In The Framework Of The Sdg's In A Peruvian Public Technological Institute. *Journal of Lifestyle and SDG'S Review*, 4(1), 1–16. <https://doi.org/10.47172/2965-730X.SDGsReview.v4.n00.pe01686>
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass. <https://doi.org/10.1177/0741713616671930>
- Mintzberg, H., Ahlstrand, B., & Lampel, J. (1998). *Strategy Safari: A Guide Tour Through the Wilds of Strategic Management*. 1st ed. New York, NY: Free Press. <https://doi.org/10.1108/ws.1999.07948bae.002>
- Miranda-Ullón, Aguayo-Carvajal, & Villalva-Abarca, G. R. (2 C.E.). La planificación estratégica y la gestión de recursos de la información. *Dominio De Las Ciencias*, 4(3), 1044–1059. <https://doi.org/10.15517/eci.v2i1.1216>
- Namazi, & Rezaei. (2023). Modelling the Role of Strategic Planning, Strategic Management Accounting Information System, and Psychological Factors on the Budgetary Slack. *In Accounting Forum; Routledge: London, UK*, 1–28. <https://doi.org/10.1080/01559982.2022.2163040>
- Nasruji. (2024). The Effect of Education Strategic Planning on Education Quality Improvement in Senior High School of Batam City. *Journal of Education and Technology Development*, 2(1), 104–119. Retrieved from <https://myjournal.or.id/index.php/JETD/article/view/284>
- Nomin, N., Resky, M., & Lusiana, L. (2025). Strategic Planning In Achieving Optimal Quality Of Education With School Based Management: A Systematic Literature Review. *Jurnal Education And Development*, 13 (1), 435-444. <https://doi.org/10.37081/ed.v13i1.6647>
- Nwagwu. (2020). E-Learning Readiness of Universities in Nigeria—What are the Opinions of the Academic Staff of Nigeria's Premier University? *Educ. Inf. Technol*, 25, 1343–1370. <https://doi.org/10.1007/s10639-019-10026-0>
- Rahim, M., Hamidi, M., & Rasekh, N. (2021). Strategic Planning of Physical Education and Sports in Iranian Schools Using QSPM Matrix. *Annals of Applied Sport Science*, 9(4), 1–10. <https://doi.org/10.52547/AASSJOURNAL.975>
- Rowley, D. J., & Sherman, H. (2001). *From Strategy to Change: Implementing the Plan in Higher Education*. 1st ed. Hoboken, NJ: Jossey-Bass. <https://doi.org/10.5465/amle.2003.9324073>
- Sandelowski, M. (2000). *Whatever happened to qualitative description? Research in Nursing & Health*, 23(4), 334–340. [https://doi.org/10.1002/1098-240x\(200006\)23:3%3C246::aid-nur9%3E3.0.co;2-h](https://doi.org/10.1002/1098-240x(200006)23:3%3C246::aid-nur9%3E3.0.co;2-h)
- Savini, F. (2024). Strategic planning for degrowth: What, who, how. *Planning Theory*, 0(0), 1–22. <https://doi.org/10.1177/14730952241258693>
- Serafini, Moura, D., Almeida, D., & Rezende, D. (2022). Sustainable Development Goals in Higher Education Institutions: A Systematic Literature Review. *J. Clean. Prod*, 370, 133473. <https://doi.org/10.1016/j.jclepro.2022.133473>

- Sevier, R. A. (2001). *Strategic Planning in Higher Education: Theory and Practice*. 1st ed. Washington, DC: CASE Books. <https://doi.org/10.1108/ijsh.2001.24902cab.002>
- Tromp, S. A., & Ruben, B. D. (2010). *Strategic Planning in Higher Education: A Guide for Leaders*. 2nd ed. Washington, DC: National Association of College and University Business Officers. <https://doi.org/10.4324/9781003442769-22>
- Tryba, Patzelt, & Breugst. (2023). Knowledge Diversity and Venture Growth: The Contingent Effects of Early Planning and Experimentation. *Br. J. Manag.*, 34, 343–362. <https://doi.org/10.1111/1467-8551.12600>
- Tuytens, Vekeman, & Devos. (2021). Strategic Human Resource Management in Primary and Secondary Schools. An Explorative Study in Flanders (Belgium). *Educ. Manag. Adm. Leadersh.*, 51, 711–732. <https://doi.org/10.1177/1741143221998706>

About the Contributor(s)

Tita Rosita, Doctor, is a lecturer in primary education program, Universitas Terbuka, Indonesia. Her current research interests are educational management and educational planning.

Email: tita@ecampus.ut.ac.id

ORCID: <https://orcid.org/0000-0002-4794-3589>

Taufani Chusnul Kurniatun, Doctor, is a lecturer in Educational Administration study program, Faculty of Educational Sciences, Universitas Pendidikan Indonesia, Indonesia. Her current research interests are administration and management of education.

Email: taufani@upi.edu

ORCID: <https://orcid.org/0000-0003-1736-7258>

Publisher's Note: *The opinions, statements, and data presented in all publications are solely those of the individual author(s) and contributors and do not reflect the views of Universitepark, EDUPIJ, and/or the editor(s). Universitepark, the Journal, and/or the editor(s) accept no responsibility for any harm or damage to persons or property arising from the use of ideas, methods, instructions, or products mentioned in the content.*
