
Strategic Management in Enhancing Educational Quality and Graduate Outcomes in Public Junior High Schools in Palembang

Dafsi Riama¹

¹Pascasarjana, Universitas PGRI Palembang, Indonesia

*Corresponding author: dafsiriamaspd@gmail.com

Abstract

Tujuan penelitian ini adalah untuk mengkaji bagaimana manajemen strategis telah diterapkan untuk meningkatkan standar pengajaran dan lulusan di Sekolah Menengah Pertama Negeri Palembang. Metode penelitian kualitatif deskriptif digunakan, dan data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Bidang utama yang menjadi fokus penelitian ini adalah pelaksanaan program, perencanaan strategis, dan penilaian pencapaian kualitas pendidikan. Hasil penelitian menunjukkan bahwa pengembangan visi dan misi sekolah, yang berfokus pada peningkatan kualitas, penguatan kompetensi guru, penciptaan kurikulum yang adaptif, dan peningkatan infrastruktur dan fasilitas pembelajaran, merupakan cara penerapan manajemen strategis. Selain itu, kerja sama dengan orang tua dan pihak luar lainnya sangat penting bagi kesuksesan program sekolah. Telah terbukti bahwa penerapan teknik yang terfokus meningkatkan prestasi akademik siswa, disiplin diri, dan persiapan lulusan untuk pendidikan lanjutan. Hasil penelitian ini menunjukkan pentingnya manajemen strategis yang berkelanjutan dan sukses dalam meningkatkan daya saing lulusan dan kualitas pendidikan di Sekolah Menengah Atas Negeri Palembang.

Kata Kunci: Manajemen Strategis, Kualitas Pendidikan, Kompetensi Lulusan, Sekolah Menengah Pertama Negeri

Abstract

The purpose of this study is to examine how strategic management has been applied to raise the standard of instruction and graduates at Palembang State Junior High Schools. Descriptive qualitative research methodology is employed, and data is gathered by observation, interviews, and documentation. The study's main areas of interest are program execution, strategic planning, and assessment of educational quality accomplishments. The study's findings show that the development of the school's vision and mission, which are focused on enhancing quality, bolstering teacher competencies, creating an adaptable curriculum, and upgrading learning infrastructure and facilities, is how strategic management is implemented. Additionally, working together with parents and other outside parties is crucial to the school program's success. It has been demonstrated that the application of focused techniques enhances students' academic performance, self-discipline, and graduate preparation for further education. The study's result attests to the importance of sustained and successful strategic management in raising graduates' competitiveness and educational quality at Palembang State Junior High Schools.

Keywords: Strategic Management, Educational Quality Improvement, Graduate Competence, Public Junior High Schools

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1. INTRODUCTION

Education One of the key foundations of national growth is education, which is crucial for producing high-caliber people resources (Soughati et al., 2025). As formal educational establishments, schools have a significant obligation to produce graduates with excellent character, skills, and competitiveness in addition to great academic performance (Kaforina et al., 2023). Schools must have an efficient and flexible management structure to deal with the difficulties of globalization, technology advancements, and social demands for high-quality education. The use of strategic management is one pertinent method to address these issues. Schools may create a clear vision, mission, and goals through strategic management. They can also create effective plans to raise the caliber of education and graduates. To make sure that every school action is in line with the predetermined strategic direction, this process includes planning, execution, and continuous program review (Palah et al., 2022).

In the Palembang State Middle School environment, efforts to improve the quality of education and the quality of graduates are continuously carried out through various programs, such as improving teacher competency, strengthening the curriculum, developing student character, and developing facilities and infrastructure (Kurniati et al., 2024). However, the effectiveness of implementing this strategy still needs to be studied in depth to ensure that each policy and program truly has an impact on improving school quality and graduate competitiveness (Lesia Viktorivna et al., 2022). Thus, it is essential to examine how strategic management is applied at Palembang State Junior High Schools in order to enhance the caliber of instruction and graduates, as well as to pinpoint elements that facilitate and hinder the process (Aji, 2023). It is anticipated that schools and policymakers would use the findings as a guide when creating more sustainable and successful educational development plan (Akram et al., 2022).

2. THEORETICAL STUDY

1) Understanding Strategic Management

Strategic management is a comprehensive, integrated, and long-term decision-making process aimed at achieving organizational goals. According to Palah et al. (2022), strategic management is the art and science of formulating, implementing, and evaluating cross-functional decisions that enable an organization to achieve its goals (Wang, 2024). In the educational context, strategic management plays a crucial role in determining the direction

of school policy through systematic, data-driven planning (Yang et al., 2024). Therefore, strategic management encompasses more than just the development of plans; it also encompasses the implementation, monitoring, and evaluation of implemented strategies (Su'udah, 2021).

2) Components and Stages of Strategic Management

According to González Del Campo et al. (2020), strategic management consists of three main stages:

- a. Strategy formulation – includes analysis of the internal and external environment, determination of the organization's vision, mission and goals.
- b. Strategy implementation – the implementation of programs, policies, and resource allocation to realize the formulated strategy.
- c. Strategy evaluation – performance measurement and feedback to improve future strategies.

In educational institutions, these three stages are carried out continuously to ensure that every school policy is relevant to the needs of students and developments in the world of education (Rehman et al., 2025).

1) Quality of Education

Educational quality can be defined as the degree to which educational processes and outcomes align with established standards and societal needs (Batubara & Arifin, 2022). Puspita and Andriani (2021) states that educational quality encompasses two main aspects: quality assurance and quality improvement (Puspita & Andriani, 2021). A quality school is a school that is able to provide educational services effectively, efficiently, and is oriented towards the satisfaction of educational customers namely students, parents, and the community (Dahlia et al., 2022).

2) Quality of Graduates

Graduate quality is a crucial indicator of an educational institution's success. According to Orakcı (2021), qualified graduates possess academic competencies, skills, and character traits consistent with national education standards (Gopal et al., 2021). At the junior high school level, graduate quality can be measured by academic achievement, discipline, personality, and readiness to continue on to higher education (Umar & Ko, 2022).

3) The Relationship between Strategic Management and Quality Improvement and Graduates The implementation of strategic management in schools enables clear policy direction for improving educational quality. With the right strategy, schools can optimize existing resources, enhance teacher professionalism, improve the learning process, and create a conducive learning environment (Susanta et al., 2023). Effective strategy implementation has a direct impact on improving student learning outcomes and the overall quality of graduates. Thus, strategic management becomes an important instrument in efforts to create superior, competitive schools that are able to produce competent graduates according to the demands of modern developments (National Reading Panel, 2022).

3. METHOD

This study employs a descriptive research design and a qualitative methodology. This method was selected because it seeks to provide a comprehensive understanding of how strategic management is applied to raise the standard of instruction and graduates at Palembang State Middle Schools (Kusumawardani, 2022). Qualitative research focuses on the significance, comprehension and interpretation of occurrences that naturally arise in educational settings without changing the variables under study (Prayudha, 2023).

Type and Approach of the Study

This research uses a qualitative, descriptive approach. This approach was chosen to obtain an in-depth overview of the implementation of strategic management in improving the quality of education and graduates in public junior high schools in Palembang. Qualitative research emphasizes understanding the meaning, processes, and phenomena that occur naturally in the school environment without variable manipulation (Kardo et al., 2020).

Location and Participants

The research was conducted in several public junior high schools in Palembang City. Research participants included:

- Headmaster, Vice principal, Teacher, Educational staff, Student, School committee/parents.
- Participants were selected purposively because they were considered to have relevant information regarding the implementation of strategic management in schools.

Research Design and Procedures

The research design uses qualitative descriptive with the following stages:

1. Identification of research problems and focus
2. Field data collection
3. Interactive data analysis
4. Conclusion drawing and verification

The research procedure follows the strategic management flow, namely:

1. Strategic planning
2. Program implementation
3. Evaluation and control

Initial Observation

Initial observations were made to:

1. Identifying the condition of educational quality in schools
2. Knowing the strategic management practices that are already running

Observing school culture, student discipline, and teacher performance

Lesson Planning

Learning planning is prepared as part of the implementation of strategies to improve the quality of education, including:

1. Preparation of lesson plans based on adaptive curriculum
2. Integration of character education
3. Utilization of technology in learning
4. Adapting materials to students' needs and abilities (Nurpratiwi, 2024).

Evaluation and Documentation

Evaluation is carried out periodically through:

1. Academic supervision
2. Management evaluation meeting
3. Assessment of student learning outcomes

Evaluation documentation includes:

1. Academic grades
2. Disciplinary record
3. Teacher competency improvement report

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Data Collection Techniques

According to (Renyaaan et al., 2020) The data collection techniques used are:

1. Interview with school principals, teachers and stakeholders
2. Observation school learning and management activities
3. Documentation in the form of school archives, RKS, RKAS, and activity reports

Documentation

Documents analyzed in the research include:

1. School Work Plan (RKS)
2. School Activity and Budget Plan (RKAS)
3. School work program
4. Student learning outcome report
5. Teacher training activity documents
6. Extracurricular activities archive

4. RESULT AND DISCUSSION

Results

Based on the results of interviews, observations, and documentation studies in several public junior high schools in Palembang, it was found that the implementation of strategic management in improving the quality of education and the quality of graduates was carried out through three main stages: strategic planning, strategy implementation, and program evaluation.

1. Strategic Planning

The principal, along with the school management team, conducts an internal and external environmental analysis to determine strategic priorities. Planning focuses on improving teacher competency, developing a curriculum based on student needs, and strengthening student character. Documents such as the School Work Plan (RKS) and the School Work and Budget Plan (RKAS) are the main references in preparing annual strategies (Wei, 2023).

2. Strategy Implementation

The strategy is implemented through several flagship programs, such as:

- 1) Teacher training and lesson study activities to improve the quality of learning.
- 2) Formation of student learning communities and extracurricular activities based on interests and talents.
- 3) Utilization of information technology in the learning process and school administration.
- 4) Increased cooperation with parents and school committees in supporting quality programs.

3. Evaluation and Supervision

Evaluations are conducted periodically through management review meetings and academic supervision. The evaluation results showed an increase in aspects of discipline, academic achievement, and an increase in the average student passing grade. Several teachers also showed an increase in pedagogical and professional competencies after participating in ongoing training (Rosadi et al., 2020).

Discussion

The research results show that the implementation of strategic management at Palembang Public Junior High Schools plays a significant role in improving educational quality (Roja & Salim, 2023). The planning process, based on situational analysis, enables the school to develop realistic and targeted strategies. This finding aligns with González Del Campo et al. (2020) opinion, which states that strategic planning helps organizations determine appropriate priorities to achieve long-term goals. In the implementation stage, the involvement of all school residents is a key factor for success (Fitriyadi & Wuryandani,

2021). Teachers, students, and education staff actively participate in implementing quality improvement programs. This is in line with (Pardede, 2020) theory which emphasizes the importance of participation and collaboration in educational management. The implementation of teacher training programs and strengthening student character has been proven to have a positive impact on student learning outcomes and behavior (Widiastuti et al., 2023).

The evaluation stage which is carried out continuously also shows that the school has implemented the principle of continuous improvement as stated by (Suprpto et al., 2023) in the Total Quality Management (TQM) concept (Fauz et al., 2020). Through evaluation and follow-up, schools are able to identify weaknesses and improve strategies for the next period. Overall, this research demonstrates that planned, participatory, and sustainable strategic management can improve the quality of education and produce graduates with character, competence, and readiness to compete at the next level (Destriani & Muslimin, 2021). However, several obstacles remain, such as limited funding, infrastructure, and differing levels of commitment among educators (Al Awlaqi & Ghazali, 2023). Therefore, stronger policy support from local governments and increased managerial capacity of school principals are needed to ensure the sustainability of this strategic program (González Del Campo et al., 2020).

5. CONCLUSION

The implementation of strategic management at a public junior high school in Palembang has been proven to contribute positively to improving the quality of education and graduates. Through a thorough planning process, participatory program implementation, and continuous evaluation, the school has been able to improve teacher performance, student learning outcomes, and a quality-oriented school culture. This success demonstrates that effective strategic management is key to realizing a superior, adaptive, and competitive educational institution. To maintain sustainable quality improvement, schools are advised to continuously strengthen the managerial competencies of principals and teachers, enhance collaboration with parents and stakeholders, and optimize the use of technology in the learning process and school management. Support from local governments and ongoing oversight are also essential to ensure that implemented strategies can continue to evolve in line with the dynamics of future educational needs.

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