

Strategic Planning Practices in Islamic Senior High Schools: Evidence from MAN Jeneponto

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HOW TO CITE:

Reski Mei , Syahrudin Usman ,
St. Syamsudduha , Yuspiani , Sitti
Mania , Baharuddin , Mardhiah
(2026). Effectiveness of AI-Based
Lead Generation and Market
Segmentation in the Bangalore
Real Estate Industry.
International Journal of Special
Education, 41(16s), 1523-1530

ABSTRACT:

Strategic planning is widely recognized as a key component of educational management; however, prior research has largely focused on strategy implementation and organizational performance, with limited attention paid to how strategic planning is formulated within Madrasah Aliyah (Islamic senior high schools). This study aims to examine the strategic planning practices implemented at MAN Jeneponto, focusing on environmental analysis, the formulation of vision and mission statements, the setting of strategic priorities, and the development of strategic plans. A qualitative descriptive approach with a phenomenological perspective was employed. Data were collected through in-depth interviews, non-participant observation, and document analysis involving the *madrasah* principal, deputy principals, teachers, educational staff, and other stakeholders. Data analysis involved data reduction, data presentation, and conclusion drawing, while data validity was ensured through the triangulation of sources, techniques, and time. The findings indicate that strategic planning is carried out through a systematic and participatory process, involving the collaborative formulation of the vision, mission, and strategic goals. Environmental analysis serves as the foundation for determining institutional priorities, while strategic differentiation based on the madrasah institutional strengths bolsters its competitive position. Furthermore, the strategic plan is translated into short- and medium-term development plans that guide program implementation and resource allocation. The study concludes that strategic planning functions as a strategic management instrument that guides organizational development and sustainably strengthens the *madrasah* environment.

Keywords: Strategic planning; strategic management; Islamic senior high schools; school competitiveness; madrasah

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Introduction

Strategic planning has become an integral element of educational management as educational institutions operate in an increasingly dynamic and competitive environment. The rapid development of science and technology, changes in education policy, and rising public expectations for quality education require madrasahs to continuously improve their organizational performance and institutional competitiveness. In this context, schools are expected not only to provide quality learning services but also to realize sustainable organizational development through systematic planning. Therefore, strategic planning plays a crucial role in determining the long-term direction of educational institutions by aligning their vision, mission, goals, and available resources with the demands of a changing environment. Serving as the foundation for strategic management, strategic planning enables madrasah to anticipate future challenges, optimize institutional potential, and enhance organizational effectiveness.

In Indonesia, improving the quality of education has become a national priority, requiring madrasah to strengthen their managerial capacity in order to effectively achieve educational goals. Educational institutions are encouraged to formulate comprehensive strategic plans that serve not merely as administrative documents, but as managerial instruments to guide institutional development. Effective strategic planning enables leaders in educational institutions to identify organizational priorities, allocate resources efficiently, formulate measurable development programs, and respond to changes in both the internal and external environments. Consequently, the success of an educational institution is closely linked to the effectiveness of strategic planning in guiding institutional decision-making and achieving sustained improvements in the quality of education.

Strategic planning constitutes the initial and most fundamental stage of strategic management. This stage encompasses an analysis of the internal and external environments (SWOT) covering

strengths, weaknesses, opportunities, and threats as well as the formulation of the institution's vision and mission, the establishment of strategic goals, and the determination of priority programs. Previous studies have reported that strategic management contributes significantly to madrasah effectiveness, the enhancement of educational quality, organizational performance, and institutional competitiveness. However, the majority of existing literature focuses primarily on strategic leadership, strategy implementation, or school performance, while relatively limited attention has been paid to examining the strategic planning process itself as a foundation for madrasah management. Therefore, a comprehensive understanding of how strategic planning is formulated at the institutional level is crucial for strengthening strategic management practices within educational organizations.

MAN Jenepono provides a relevant context for examining strategic planning practices within the Indonesian education sector. As a *madrasa* committed to enhancing educational quality and institutional competitiveness, it must be capable of implementing strategic management to support its long-term development. An analysis of the strategic planning process at MAN Jenepono offers valuable empirical insights into how institutional priorities are identified, strategic goals are formulated, and development programs are designed through participatory decision-making and environmental analysis. Understanding these planning practices is expected to provide practical lessons for strengthening strategic management in similar educational institutions.

Based on these considerations, this study aims to analyze the strategic planning practices implemented at MAN Jenepono. Specifically, this study examines how the madrasah conducts environmental analysis, formulates its vision and mission, sets strategic goals, and develops strategic programs. These findings are expected to contribute to the body of knowledge regarding strategic educational management specifically in the area of strategic planning while also offering practical recommendations for madrasah leaders

and policymakers to strengthen strategic planning processes within the education sector.

Theoretical Study

Strategic Management

Strategic management is a systematic process by which organizations formulate, implement, and evaluate strategies to achieve long-term goals while effectively responding to changes in both the internal and external environments. Strategic management provides an integrated framework for aligning an organization's vision, mission, goals, and resources with environmental opportunities and challenges. In educational institutions, strategic management serves as an essential managerial approach to enhancing institutional effectiveness and ensuring sustainable development. According to David, strategic management consists of three interrelated stages: strategy formulation, strategy implementation, and strategy evaluation. Among these stages, strategy formulation serves as the foundation for the entire strategic management process, as it determines the organization's long-term direction and provides the basis for managerial decision-making. Similarly, Wheelen and Hunger emphasize that strategic management enables organizations to identify strategic issues, anticipate environmental changes, and formulate appropriate responses to maintain organizational effectiveness. In the context of education, strategic management assists stakeholders in establishing institutional priorities, coordinating organizational resources, and developing policies that support the enhancement of educational quality. Effective strategic management encourages madrasah to make evidence-based decisions, strengthen stakeholder participation, and align institutional programs with educational goals. Consequently, strategic management has become an integral component of madrasah governance, particularly in responding to policy changes and public expectations regarding educational performance.

Strategic Planning

Strategic planning is widely recognized as the cornerstone of strategic management, as it establishes an organization's long-term direction

and provides a framework for achieving its goals. It is a systematic process through which an organization determines its future path, identifies strategic priorities, and formulates measures to realize its vision and mission. Unlike operational planning, which focuses on short-term activities, strategic planning emphasizes long-term organizational development by integrating internal capabilities with external opportunities and challenges.

The strategic planning process generally begins with an environmental analysis aimed at understanding the internal and external conditions that influence organizational performance. Internal analysis focuses on identifying the organization's strengths and weaknesses, including human resources, organizational culture, financial capacity, facilities, and institutional capabilities. External analysis examines the opportunities and threats arising from the political, economic, social, technological, and regulatory environments. The integration of these analyses enables the organization to formulate strategies that are realistic, adaptive, and aligned with environmental conditions.

Another important component of strategic planning is the formulation of the institution's vision and mission. The vision describes the organization's desired future state, while the mission explains its fundamental purpose and primary responsibilities. These elements provide strategic direction and serve as a reference for establishing organizational goals, determining strategic priorities, and designing development programs. Effective vision and mission statements foster organizational commitment and ensure that all institutional activities are directed toward shared goals.

Strategic planning encompasses the setting of strategic goals and their translation into measurable programs and activities. Strategic goals provide specific targets that guide organizational performance, while strategic programs outline the steps necessary to achieve those goals. In educational institutions, strategic planning supports educational leaders in

prioritizing educational development, allocating resources efficiently, and coordinating institutional activities to enhance the quality of education.

Furthermore, stakeholder participation is a crucial element of strategic planning. The involvement of the madrasa head, teachers, and other stakeholders contributes to more comprehensive decision-making and enhances organizational commitment to implementing the strategic plan. Participatory planning also strengthens transparency, accountability, and shared responsibility, thereby increasing the likelihood of successful strategic program implementation.

Thus, effective strategic planning is characterized by systematic environmental analysis, clear institutional direction, measurable strategic objectives, stakeholder participation, and alignment between organizational resources and long-term goals. These components provide an analytical framework for examining how strategic planning is implemented at MAN Jenepono.

Strategic Planning in Educational Institutions

Strategic planning has become a vital managerial practice in educational institutions, as the education sector is required to respond effectively to rapid environmental changes and rising demands for educational quality. In an educational context, strategic planning serves not only as a mechanism for formulating long-term development plans but also as a systematic approach to enhancing institutional effectiveness and competitiveness. Through strategic planning, educational institutions can establish clear development priorities, align educational programs with institutional goals, and ensure the efficient use of available resources to achieve sustainable educational outcomes.

Implementing strategic planning in madrasah requires a comprehensive understanding of both internal and external organizational environments. Internal factors such as leadership, human resources, madrasah culture, infrastructure, and financial capacity influence the institution's ability to achieve its goals.

Meanwhile, external factors including government policies, technological advancements, demographic shifts, and community expectations present opportunities and challenges that must be considered during the planning process. Consequently, strategic planning enables educational institutions to anticipate changes, minimize potential risks, and formulate appropriate development strategies.

An effective strategic planning process also relies on the active participation of stakeholders. Principals, teachers, administrative staff, school committees, parents, and other stakeholders provide valuable perspectives that support sound decision-making and strengthen institutional commitment. Collaborative planning fosters transparency, shared responsibility, and greater acceptance of strategic decisions, thereby facilitating the successful implementation of school development programs. Such participation is crucial to ensuring that the strategic plan reflects the actual needs and priorities of the educational institution.

Furthermore, strategic planning provides a framework for continuous institutional improvement. By setting measurable goals, monitoring organizational progress, and periodically reviewing development priorities, madrasahs are better positioned to adapt to changes in the educational landscape while remaining consistent with their vision and mission. Consequently, strategic planning serves not merely as a planning document but also as a strategic management instrument that guides decision-making, supports organizational learning, and strengthens the institution's competitiveness.

Based on these perspectives, the study of strategic planning practices in educational institutions offers valuable insights into how madrasahs formulate development strategies, coordinate institutional resources, and achieve long-term organizational goals. These theoretical perspectives serve as the analytical foundation for understanding the strategic planning practices implemented at MAN Jenepono.

Methodology

This study employs a qualitative descriptive approach with a phenomenological perspective to examine the strategic planning practices implemented at MAN Jeneponto. This approach was selected to gain an in-depth understanding of how strategic planning is formulated and put into practice.

This study was conducted at MAN Jeneponto in South Sulawesi, Indonesia. The research site was purposively selected because the school is a State Islamic Senior High School (Madrasah Aliyah Negeri) characterized by various institutional strengths and ongoing development, and has demonstrated competitive achievements in both academic and non-academic fields.

This study utilizes both primary and secondary data. Primary data were obtained from the madrasa head, the deputy head for curriculum affairs, the deputy head for student affairs, and teachers. These participants were selected purposively based on their direct involvement in the strategic planning process. Secondary data were collected from strategic documents, the madrasa's vision and mission statements, institutional reports, records of student achievements, and other relevant institutional records.

Data were collected through in-depth interviews, non-participant observation, and document analysis. These techniques were employed in a complementary manner to obtain comprehensive information on strategic planning practices, while also enabling data triangulation from various sources.

Data analysis encompasses data reduction, data presentation, and conclusion drawing. The analysis is conducted iteratively throughout the research process to identify patterns, relationships, and meanings emerging from interviews, observations, and documentary evidence.

The trustworthiness of the findings was established through credibility techniques, including in-depth and sustained engagement, persistent observation, and triangulation of data

sources, data collection techniques, and time dimensions. Verification and cross-checking of the findings were conducted continuously throughout the research to ensure the credibility and consistency of the results.

Results

Collaborative Formulation of Vision, Mission, and Strategic Objectives

Research findings indicate that strategic planning at MAN Jeneponto is conducted as a collaborative managerial process involving the Madrasah Head, deputy heads, educational staff, teachers, and other stakeholders. Rather than being drafted solely by the Madrasah Head, the strategic plan is formulated through a series of deliberative meetings that encourage participants to contribute ideas, identify institutional priorities, and collectively determine the Madrasah's future direction. This collaborative approach ensures that strategic decisions reflect organizational needs while strengthening stakeholder commitment to achieving institutional goals.

The process of formulating the madrasa's vision, mission, and goals is carried out through intensive discussions that take into account the institution's characteristics, the local context, and educational aspirations. The head of the madrasa deliberately involves teachers and educational staff in this process to ensure that the established strategic direction reflects a shared institutional commitment rather than merely the personal initiative of the leadership. Such participation fosters a sense of ownership among stakeholders and enhances their sense of responsibility for implementing the agreed-upon strategic priorities.

The participatory planning process also enables madrasas to formulate strategic objectives that are responsive to institutional conditions. Findings indicate that collaborative discussions provide stakeholders with the opportunity to evaluate existing challenges, identify priority issues, and propose realistic development programs. Consequently, the madrasah's strategic planning process reflects a bottom-up decision-making approach, where institutional policies

emerge from collective deliberation, rather than from unilateral decisions. These findings indicate that stakeholder participation is a crucial organizational resource in strengthening the quality of strategic planning.

These findings support previous studies emphasizing that participatory strategic planning enhances organizational commitment, improves the quality of decision-making, and strengthens the sense of institutional ownership regarding development programs. In educational organizations, stakeholder engagement fosters broader acceptance of strategic policies while promoting shared responsibility throughout the implementation process. Therefore, strategic planning should be viewed not merely as a managerial function, but also as a collaborative governance mechanism that integrates diverse perspectives into institutional decision-making.

Environmental Analysis as the Foundation of Strategic Planning

The study further reveals that environmental analysis serves as the foundation for strategic planning at MAN Jenepono. Before determining strategic priorities, all stakeholders conduct a systematic assessment of internal and external conditions to gain a comprehensive understanding of the madrasa's current situation. Internal analysis focuses on identifying organizational strengths and weaknesses, while external analysis examines opportunities and challenges arising from educational policies, community expectations, and competition among educational institutions.

The results of the environmental analysis provide a significant picture of the madrasa's future, guiding the formulation of its vision, mission, and development priorities toward establishing institutional goals; this process enables an evaluation of organizational capacity, available resources, and contextual conditions prior to determining a strategic direction. Consequently, the madrasa is able to formulate development programs that are both realistic and aligned with its institutional capabilities.

Another important finding relates to the role of environmental analysis in supporting strategic

decision-making. The principal emphasized that understanding institutional strengths allows the school to maximize existing resources, while recognizing organizational weaknesses allows for the formulation of improvement strategies. Similarly, identifying external opportunities and potential threats encourages the school to anticipate environmental changes while preparing adaptive responses to future educational challenges.

The findings indicate that environmental analysis serves as a strategic planning instrument rather than merely an evaluative activity. These results support strategic management theory, which posits that organizations capable of integrating internal and external analyses into their planning processes are better positioned to formulate effective strategies and sustain organizational performance. The findings also reinforce prior research demonstrating that evidence-based planning enhances institutional responsiveness and fosters long-term organizational development.

Strategic Differentiation Based on Institutional Strengths

One of the study's most significant findings is the *madrasah*'s strategic effort to establish a distinctive area of competence. Rather than competing solely on the basis of academic achievement, MAN Jenepono has deliberately prioritized the development of extracurricular activities, particularly in the arts and sports. Furthermore, the school has strengthened its religious dimension by instituting communal dhuha prayers on campus and deepening Quranic memorization. Recognizing the diverse talents of its students while remaining committed to its obligations as an Islamic educational institution MAN Jenepono views these attributes as valuable assets and has integrated them into its strategic priorities.

The findings indicate that this strategic orientation influences both the formulation of institutional goals and the development of educational programs. By focusing on areas representing the madrasah comparative advantages, strategic planning becomes more

realistic and responsive to institutional capacity. This approach enables the madrasah to build a unique institutional identity while reinforcing its standing as an excellent and religiously grounded institution.

The emphasis on academic, extracurricular, and religious excellence also demonstrates that MAN Jenepono competitiveness reflects an understanding that educational quality encompasses multiple dimensions, including student character development, a religious environment, talent development, and a comprehensive learning experience. Thus, strategic planning serves as a means to position the madrasah in an increasingly competitive educational environment.

The findings demonstrate that MAN Jenepono is capable of adapting by aligning its strategic planning with its existing strengths. These findings make a significant contribution to the literature on educational strategic management by showing that educational institutions including madrasah can be improved through strategic planning that is tailored to their specific environmental contexts.

Development of Short-Term and Medium-Term Strategic Plans

Strategic planning at MAN Jenepono is translated into short- and medium-term development plans. The madrasa prepares an annual plan to guide operational activities while simultaneously developing a five-year strategic plan that serves as the primary framework for institutional development. This planning system enables the madrasa to balance short-term operational priorities with long-term organizational goals.

The study also found that the strategic plan serves as a reference document for program implementation, budget allocation, and resource management. The development team assigns responsibilities for each strategic program, allocates financial resources according to the madrasah priorities, and monitors implementation through periodic reviews. Such planning practices facilitate coordination among

madrasa units while ensuring alignment between institutional goals and operational activities.

Despite these structured planning efforts, the strategic program has not yet been implemented optimally. Limitations in implementation stem from constraints faced by MAN Jenepono, including varying levels of stakeholder commitment and the need for ongoing coordination among madrasa personnel. Nevertheless, the head of the madrasa continues to use strategic planning as the primary guide for institutional development and regularly reviews priority programs to address emerging needs and organizational challenges.

These findings suggest that strategic planning should be understood as a dynamic and ongoing managerial process, rather than a static planning document. Effective strategic plans require regular review, organizational commitment, and adaptive implementation to ensure that institutional goals remain achievable despite changing educational conditions. This perspective aligns with contemporary strategic management literature that emphasizes continuous planning, organizational learning, and adaptive leadership as essential components of sustainable institutional development.

5. Conclusion

This study concludes that strategic planning at MAN Jenepono is conducted as a systematic, participatory, and evidence-based managerial process. The planning process involves the collaborative formulation of the madrasa's vision, mission, and strategic goals with the active participation of the madrasa head, teachers, and educational staff thereby fostering a sense of institutional ownership and a shared commitment to organizational goals.

Strategic planning is grounded in a comprehensive analysis of the madrasah internal and external environments, enabling the institution to identify its strengths, weaknesses, opportunities, and challenges prior to establishing strategic priorities. MAN Jenepono also employs a differentiation-oriented strategy by highlighting its institutional strengths in the arts and sports serving as outlets for interests and

talents and in religious activities that reinforce a religious culture. Furthermore, the formulation of short- and medium-term strategic plans provides a structured framework for program implementation, resource allocation, and institutional development.

Overall, this study highlights that strategic planning serves as a strategic management instrument that guides organizational development and strengthens the madrasah

environment. These findings contribute to the growing body of knowledge on strategic management in education by demonstrating how participatory planning, environmental analysis, and institutional differentiation can support the continuous improvement of madrasah quality. Future research could expand on this study by examining how strategic planning influences strategy implementation, organizational performance, and long-term educational outcomes in various educational contexts.

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