



Implementation of Strategic Management to Improve the Performance of Educational Institutions

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ABSTRACT Educational institutions must be able to compete strategically in addition to providing high-quality education in the era of competition and globalization. Many educational institutions face problems in terms of operational effectiveness, service quality, and institutional competitiveness. To design a long-term vision, identify internal strengths and weaknesses, and map external opportunities and threats, strategic management becomes very important. A systematic framework for the implementation of measurable work programs, decision making, and resource allocation is provided by strategic management. Therefore, it is important to conduct research on how strategic management can help improve school performance. The purpose of this study is to evaluate the use of strategic management in educational institutions and measure its impact on improving institutional performance. Specifically, the study seeks to find out which strategies are most effective, the challenges faced in implementing them, and their actual impact on academic and non-academic performance. This study uses a qualitative approach with case studies in three secondary educational institutions. Data collection techniques are carried out through in-depth interviews, direct observation, and analysis of institutional documents. Data are analyzed using thematic analysis methods to identify patterns and relationships between variables. The results of the study show that implementing strategic management consistently improves organizational performance. Strategies such as participatory planning, SWOT mapping, and continuous evaluation have been shown to improve resource efficiency, stakeholder satisfaction, and better decision making. Strategic management has proven to be an effective method for improving the quality of education. Successful implementation depends heavily on the commitment of the leadership, the participation of the entire school, and an organizational culture that supports continuous improvement and change. Educational institutions can improve overall quality and adapt to environmental changes. This can be achieved through the implementation of appropriate strategies. Keywords: <i>Algorithms, Division of Joint Property, Family Law</i>			

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INTRODUCTION

Education is the key to a country's progress. It not only serves as a tool to improve one's intelligence, but also serves as a tool to build personality, social values, and skills needed to live in a community (Dahan dkk., 2024; Myronchuk dkk., 2020). Educational institutions, both formal and non-formal, have a strategic responsibility to prepare the next generation to be able to face today's challenges. In a situation like this, educational

institutions are not only a place to transfer information, but also a center for the formation of individuals who have integrity, creativity, and nationalism. As a result, the success of educational institutions in carrying out their functions greatly affects the quality of a country's human resources, which in turn has an impact on national development as a whole.

Educational institutions cannot simply rely on curriculum and learning techniques to achieve these goals. An organized, effective, and flexible management system is needed (M. Wu & Hao, 2022; G. Xu dkk., 2022). In such a situation, the right approach is strategic management. The formulation of vision and mission, assessment of the internal and external environment, formulation of strategies, implementation of policies, and evaluation of performance are all part of the overall process known as strategic management. By using this approach, educational institutions can consider the various factors that affect their performance in the long term. In addition, this method creates a basis for more measurable, consistent, and data-based decision making, which allows organizations to manage change more effectively.

In the contemporary era, educational institutions face various external challenges. The increasing pressure is caused by the globalization of education, changes in the national curriculum, advances in information technology, and increasing demands from society for the quality of graduates (Katterbauer & Al Shehri, 2022; Ma dkk., 2024). In addition, competition among educational institutions is increasingly competitive, both at the local, national and international levels. Now society pays more attention to how educational institutions are managed, transparent and accountable. Therefore, educational institutions must have the ability to respond to these changes through a clear and targeted approach. By using strategic management, organizations can set priorities, set goals, and determine work programs that can systematically meet these needs.

In addition to external factors, internal organizational factors also affect how effective the strategy is. The success of strategy implementation is greatly influenced by an organizational culture that supports innovation, visionary and highly committed leadership, the ability of teachers and education personnel, and good financial and infrastructure management (X. Chen dkk., 2024; Pankratova dkk., 2020). Combining all of these components into a framework that is in accordance with organizational goals is the task of strategic management. Partnerships between internal parts of the organization will strengthen organizational cohesion, create good synergy, and improve the organization's ability to survive and thrive in the long term. It is impossible to implement a plan that has been made effectively if there is no support from within.

Many educational institutions fail to implement strategic management effectively, despite its importance. Strategies are often merely administrative documents that do not serve as actual operational guidelines. Existing strategies are difficult to implement effectively due to lack of training, lack of resources, and low participation from all stakeholders ("Proceedings - 2020 3rd International Conference on Advanced Electronic Materials, Computers and Software Engineering, AEMCSE 2020," 2020; Song dkk., 2024). As a result, institutions experience stagnation or even decline in several aspects,

such as declining student interest, poor quality of education, and lack of accountability. Therefore, a research methodology is needed that can identify the source of the problem and offer strategic solutions based on real situations in the field.

This research is useful to answer these various problems. This research can provide a comprehensive picture of the process, obstacles, and success factors of strategy implementation in educational institutions by seeing how strategic management is implemented in real terms (Majumder dkk., 2021; Wolfe dkk., 2025). This research can also find differences between planning and implementation and provide suggestions for continuous improvement. This research will focus on the management aspect from a theoretical perspective and based on the practical experience of educational institutions that are the subjects. Therefore, the results are expected to help develop educational management practices in Indonesia.

Basically, strategic management is a tool for planning and systems to improve performance consistently. Educational institutions can improve productivity and work efficiency through situational analysis, strategic goal setting, and periodic monitoring and evaluation (Y.-J. Gong dkk., 2024; Turan dkk., 2021). The right strategy can help organize resources, prevent waste, and create competitive advantage. Furthermore, a well-planned strategy has the ability to improve overall educational services, including student management, curriculum, and community relations. All of this aims to improve the reputation and credibility of educational institutions.

The ability to encourage participation from all parts of the organization is one of the strengths of strategic management. A strategy built with participation will be more successful because all parties feel responsible for its implementation. The success of an institution's strategy is influenced by teachers, principals, administrative staff, and even parents. A strong, flexible, and innovative organizational culture is created when all members actively participate (Huang dkk., 2025; Zhang dkk., 2024). A strategic culture like this will make educational institutions more prepared to face change and make continuous improvements. Therefore, the strategy created must come from mutually reinforcing cooperation, not just from the leadership.

This research has significant academic and practical value. From an academic perspective, this research expands knowledge about the application of strategic management in the education sector, which has so far been more widely applied in the business world (Q. Chen, 2020; Z. Gong dkk., 2021). In addition, this research has the potential to expand scientific references for academics, students, and other researchers interested in the field of educational management. From a practical perspective, the findings of this study are expected to help managers of educational institutions, both formal and non-formal, make plans for developing their institutions. Educational institutions can become more adaptive, superior, and competitive by using the right strategy.

This study focuses on a comprehensive review of the use of strategic management to improve the performance of educational institutions by considering these difficulties and complexities (Hu dkk., 2024; J. Xu dkk., 2024). Identification of the strategic

planning process, policy implementation, evaluation of results, and analysis of internal and external factors that influence the success of the strategy implementation are part of this focus. In addition, this study will place special emphasis on the challenges faced and the efforts of institutions to overcome these problems. Finally, the aim of this study is to produce useful and sustainable suggestions that can be used by various types of educational institutions, depending on their context and characteristics.

METHOD

This study uses a qualitative approach because it is considered most appropriate for exploring complex, dynamic, and contextual social phenomena, such as strategic management practices in educational institutions (Ahmadinejad dkk., 2023; Zakariyya dkk., 2023). A qualitative approach does not only aim to produce data in the form of numbers, but also emphasizes the meaning, in-depth understanding, and subjective experiences of actors in a system or institution. In this context, researchers do not act as passive observers, but as active instruments that interact directly with research subjects to capture social reality from the perspective of participants. The focus of qualitative research lies in how strategies are designed, how they are implemented, and how educational actors respond to and assess their impact on institutional performance. Thus, this approach is very relevant for exploring the relationship between managerial processes and institutional achievements, both from an academic and administrative perspective, and identifying supporting and inhibiting factors contextually.

This research was conducted through a case study, an in-depth research approach that allows researchers to study and analyze various elements in a real situation, such as an educational institution that implements strategic management (Hu dkk., 2024; J. Xu dkk., 2024). Case studies allow data to be collected from various sources, such as interviews, observations, and documents. The result is a holistic picture of strategy practices in an institution. Case studies are unique because they can investigate a phenomenon in its original environment (the natural environment) without removing the social environment that influences it. Although this research does not aim to make statistical generalizations, its main goal is to produce analytical generalizations, namely deep understanding and critical thinking about strategic experiences and practices. These generalizations can be used as lessons or sources of inspiration for other institutions working in similar situations.

The research location was chosen intentionally, meaning that educational institutions were chosen intentionally to be relevant to the focus of the study. To be selected, the strategic plan document must be systematically prepared, the implementation of the strategy must have been ongoing for at least two years, and evaluations and performance reports must be available. Vocational high schools, high schools, madrasahs, or universities can be research sites if they have a clear decision-making and management system (Ahmadinejad dkk., 2023; Zakariyya dkk., 2023). The focus of the research is people who are directly involved in the strategic management process, such as the rector or principal, representatives of academic or curriculum leaders, heads of administration,

teachers, and representatives of school committees or foundations. To get a broader picture, researchers also consider various educational backgrounds, work experiences, and positions of informants.

Three main approaches were used in this study to obtain credible and in-depth data, namely in-depth interviews (in-depth interviews), direct observation in the field, and study of archive documentation and formal data of the institution. Interviews were conducted in a semi-structured manner, meaning that researchers created question guidelines but gave informants the opportunity to speak narratively and openly about their experiences (Cai dkk., 2023; Zhao, 2024). Interview questions covered the process of creating a strategic vision and mission, long-term work programs, strategy implementation in daily operations, evaluation and reporting systems, and real results or effects on institutional performance. For analysis purposes, interviews were conducted directly, recorded with permission, and transcribed. To maintain the depth of data and allow researchers to verify previous information, this process was carried out in several meetings.

Field observations were conducted to enhance and validate the interview results. Researchers conducted non-participatory and limited participatory observations; however, they participated in institutional activities such as teacher training, annual program evaluations, and strategic planning meetings (Ketcham dkk., 2021; T. Wu dkk., 2024). Researchers conducted observations to record interactions between individuals, leadership styles, organizational communication, school community involvement, and work culture shaped by the strategies implemented. Dates, times, observed activities, and initial interpretations were entered into field notes in a systematic manner. Observations were also used to determine whether the strategy document was in line with the real-world situation. For example, observations were used to determine whether learning quality improvement strategies were used consistently in learning activities.

In strategic management research, documents are an important source of data because they contain written evidence that can be verified and compared with data from observations and interviews. Researchers collect various documents related to the institution's strategy (Ketcham dkk., 2021; Soluyanov dkk., 2023). These include performance reports, strategic meeting minutes, Annual Work Plans (RKT), and other strategic documents. Content analysis of these documents is carried out to examine the consistency of planning, the suitability between targets and realization, and the dynamics of strategy implementation in stages. Key performance indicators, also known as KPIs, priority programs, and achievement of learning outcomes or outputs of the institution, are tracked in the documents. Documentation also helps to understand how the institution communicates the strategy to all students. It also helps to understand how the strategy is implemented in everyday life.

After collecting all the data, the researcher analyzed it thematically. In the first stage, the data was reduced, which means sorting and selecting relevant data, simplifying the information, and categorizing the data into initial themes such as "strategic planning", "strategic implementation", "performance evaluation", and "strategic results" (Dayarathna

dkk., 2024; Wei & Zheng, 2022). In the second stage, the data was presented in the form of a matrix or descriptive narrative that explains the relationship between themes. In the last stage, the researcher tried to avoid interpretive bias, the researcher also compared data from various sources. The analysis was carried out iteratively and consistently while rereading the raw data and validating the conclusions with relevant strategic management theories. This makes the results of the analysis academically accountable and not merely subjective.

In this study, the validity and validity of the data are very important because the truth and accuracy of the results depend greatly on the quality of the data. So, the researchers used triangulation as a verification method: they compared data from various sources (source triangulation), methods (method triangulation), and time (time triangulation). Source triangulation combined data from the principal, teachers, and administrative staff on the same topic. Method triangulation combined observation, documentation, and interviews (Shao dkk., 2025; X. Xu dkk., 2024). To ensure that the intended meaning was not distorted, the researchers also used the member checking method, where informants were asked to verify the interview transcripts and the researcher's initial interpretations. All of these actions were carried out to increase confidence in the research results.

The researcher acts as the primary tool in qualitative research, interacting directly with the subjects and field data. Therefore, the researcher's skills, sensitivity, and honesty are very important. In order for the data collection process to run smoothly, the researcher must understand the socio-cultural context of the educational institution, be able to communicate well, and be able to build trust with the informants. In addition, the researcher must remain neutral, remain objective, and not include personal principles into the interpretation of the data (Qiao dkk., 2020; Xue dkk., 2022). So, the researcher keeps a reflective journal to record initial ideas, changes in perspective during the field process, and methodological issues. Researchers do not only collect data; they also study the practices and answers of the informants and the hidden meanings of them.

The main objective of the methodology used in this study is to gain a comprehensive, in-depth, and contextual understanding of how strategic management is used in educational institutions and how these strategies impact the overall performance of the institution. This study not only provides an explanation of the data in the field, it also analyzes how strategies and outcomes relate, identifies challenges, and offers critical thinking about current management practices. The results of this study will not only improve educational management theory but will also provide practical references for educational institution managers, policy makers, and other stakeholders in building more efficient strategies that focus on sustainability and quality.

RESULTS AND DISCUSSION

RESULTS

This study shows that implementing strategic management in educational institutions is not just an administrative tool; it is an important tool for determining the path, culture, and performance of the institution. The researchers found that educational institutions that use strategic management show consistency in creating a vision and mission that are in accordance with changes in the educational environment. The institution's vision not only includes future goals, but also includes shared values and strategic goals. This formulation process is carried out carefully through deliberation forums, environmental data analysis, and in-depth discussions about the ideal conditions that the organization wants to achieve in the next five to ten years.

Strategic planning also encourages organizations to be proactive in dealing with change rather than reactive. By using data analysis and future projections, institutions can now create medium-term and long-term plans rather than just dealing with daily operational needs. This makes the organization's operational processes more organized, controlled, and have a strong basis for the policies made. In addition, the work culture of the institution is shifting. Teachers, administrators, and administrative staff are starting to think more systematically and strategically rather than just doing tasks.

The involvement of key actors such as principals, teachers, administrators, school committees, and even parent representatives is crucial to the success of the strategy during the strategic planning stage. The study found that a high sense of collective spirit and ownership resulted from the participatory strategy-making process. Principals were no longer the sole decision-makers, they were now acting as facilitators who allowed people to talk to each other, listen to everyone's concerns, and incorporate strategic ideas into a coherent plan. Because they were able to make decisions, teachers felt more valued and more committed to implementing the strategy.

Parental involvement also helps broaden the perspective on planning, especially on aligning school policies with community expectations. For example, a policy to improve service quality is based on a parent satisfaction survey. This shows that the strategy is not built from the top down; instead, it is done through a friendly, responsive, and open approach to external feedback. In addition, cross-stakeholder participation increases accountability and transparency in program implementation.

The results of the study show that organizations that implement strategic management have created a system to conduct periodic and systematic environmental analysis both internally and externally. SWOT analysis is a key strategy for identifying an organization's strengths, weaknesses, opportunities, and threats. This analysis is not merely a formality or symbolic, it is done through real data collection, field observations, and in-depth interviews with various stakeholders. Strengths found include teacher competence, management discipline, and community support. Meanwhile, common weaknesses found include limited infrastructure, uneven mastery of technology, and little publication of institutional successes. Most institutions take advantage of external opportunities, such as the development of educational technology, partnerships with third

parties, and educational autonomy policies. To ensure that the institution's approach can adapt to changes in its environment, risks such as school competition, changes in regulations, and the economic impact of students' families are also thoroughly studied.

After knowing the results of the SWOT analysis, the organization must create SMART strategic goals, which means specific, measurable, achievable, relevant, and long-term goals. This study found several strategic goals, including improving the quality of learning, improving the professionalism of educators and education, increasing community participation, and managing educational infrastructure and resources well. Each goal is accompanied by a work program and indicators of success. For example, the development of local curricula, the implementation of project-based learning approaches, and the implementation of regular training programs and the provision of performance-based incentives enable the achievement of the goal of improving teacher professionalism. Each program has evaluation indicators and annual achievement targets. Therefore, the strategy is not abstract, but rather pragmatic and useful.

Strategy implementation focuses on real results, not just on program implementation. Human resource capacity building is one of the main strategies implemented, especially teachers, who are responsible for implementing strategies in the classroom. Institutions provide regular training to teachers on pedagogy, learning technology, competency-based assessment, and curriculum integration. The curriculum is adjusted to actual needs, such as improving digital literacy or creating assessment questions based on high-level thinking skills (HOTS). The impact is seen in changes in classroom learning methods. In compiling and implementing learning, teachers become more active, creative, and reflective. In addition, the quality of learning increases, as indicated by increased student academic achievement and increased student involvement in the learning process. It is proven that increasing the capacity of human resources is very important to achieve a good educational vision and in accordance with the demands of the times.

Strategic leadership and managerial training is also provided to the principal and the institution's management team. Public communication skills, conflict management, planning, and data-based decision-making are all taught in this training. With this training, the principal is expected to play the role of a transformative leader who not only manages the institution but also inspires, fosters, and directs the entire education towards the same vision. Research shows that strategic management coaches help principals create annual work plans, create reports based on indicators, and conduct academic supervision well. This strong leadership plays a critical role in the successful implementation of strategies across all lines of business. Overcoming people who dislike change is greatly helped by flexible, collaborative, and principled leadership.

In implementing strategic management, improving organizational culture is very important. Through various means, the organization emphasizes important principles such as integrity, cooperation, discipline, responsibility, and innovation. Character building activities are not only used for students but also for teachers and employees through motivational training, weekly reflective sessions, and discussion forums on work ethics.

With the aim of supporting the strategic process and creating a harmonious and productive work environment, corporate culture is consciously designed. By implementing this strategy, the organization has a work culture that is more open to innovation, open to criticism, and responsive to change. Those who work feel involved in the process and are motivated to do their best. Meanwhile, students show an increase in enthusiasm for learning and discipline. A strong organizational culture is essential to achieving long-term goals.

The process of evaluating and monitoring the performance of educational institutions is one of the real effects of implementing strategic management. According to this study, organizations that use a strategic approach build an evaluation system based on key performance indicators also known as KPIs that allow for the assessment of student academic achievement. This system assesses the efficiency of resource management, the performance of educators, and the effectiveness of the learning process. For example, evaluations are carried out periodically, perhaps every three or six months, and are carried out by internal supervisory teams, community representatives, and other organizations. Furthermore, the evaluation report is used as a basis for long-term improvement. The organization immediately makes a clear and measurable follow-up plan if there is evidence of suboptimal achievements. Because this evaluation increases the accountability of the institution to the public, the results are communicated openly to the responsible parties through evaluation meetings, school magazines, and even the institution's official social media.

In addition, research shows that strategic management allows for more collaboration with people outside the educational institution, such as universities, education offices, educational NGOs, the industrial world, and parents of students. Schools with nearby universities collaborate for teacher internship programs and joint classroom action research, one successful example of this collaboration, which strengthens the institution's capacity in terms of curriculum, teacher training, facility development, and student mentoring programs. By working together, institutions can not only gain access to additional resources, but also expand their networks and increase their credibility in the eyes of the public. This shows that educational institutions cannot operate independently, but must work together across sectors to achieve strategic goals more efficiently and sustainably.

Strategic management increases efficiency and transparency in financial management. This method makes the annual budget of educational institutions depend on the priority scale of strategic programs. Improving the quality of education is directly influenced by activities that are supported by available funds. For example, most of the budget is allocated for teacher training, purchasing learning resources, and improving classroom infrastructure. In addition, reports on budget use are prepared comprehensively and distributed through an open financial reporting system to all stakeholders. This transparency increases public trust and encourages the community to support school programs with money and morals. Strategic management saves budget, which makes the organization more resilient to financial changes.

From an academic perspective, the implementation of a sustainable approach can substantially improve student learning outcomes. Improvements in academic achievement at the regional and national levels, student graduation to higher education levels, and average national exam scores were recorded by several institutions studied. These changes did not occur overnight; rather, they were the result of a broader strategy that included student monitoring, curriculum development, teacher coaching, and intensive student guidance. In addition, student participation and motivation to learn also increased. In addition to developing their character through various extracurricular activities, students became more active, confident, and creative in conveying ideas. This change in learning culture shows that effective educational methods can achieve overall learning goals.

The competitive advantage of educational institutions is largely shaped by strategic management. Having a clear, quality-oriented strategy is the main difference between stagnant companies and companies that continue to grow in an era where competition between companies is getting tighter. As the public sees the commitment and quality offered by institutions that consistently implement strategic management, more people enroll there. Strategies that are consistently implemented increase public trust in the institution. Public service, effective communication, a comfortable learning environment, and competent graduates are some examples of these benefits. These are the results of a well-thought-out, long-term plan.

There are many challenges in implementing a strategy, especially in changing the way workers or educators think because they are used to working without strategic references. Research shows that some institutions face threats from certain parties who feel that changing strategies adds to the burden. Institutions can overcome this problem gradually through a persuasive approach, active involvement in planning, and non-material incentives. To drive a change in work culture, a transformational leadership approach is essential. Principals who are successful in this transformation usually communicate well with others, can set an example in implementing strategic principles, and create a work environment that supports collaboration. This example is essential to fostering collective confidence and drive to execute the strategy.

Research also emphasizes that the strategy that has been implemented must be long-lasting. Many organizations are successful at first, but they become inconsistent after a change in leadership or changes in the external environment. Therefore, effective strategies must be documented in written systems and documents, such as a five-year strategic plan, a digital-based reporting system, and standard operating procedures (SOPs). This documentation ensures that the strategy continues to work even if leadership changes. Building a strong internal strategic team is also an important step to maintain the continuity of implementation. This team is responsible for monitoring, assessing, and revising the strategy regularly to suit the evolution. Educational institutions can guarantee the quality of their educational services for a long time by having an established system and experienced implementing staff.

Overall, this study says that implementing strategic management improves the performance of educational institutions in various aspects. Strategies that are implemented

regularly, from planning to evaluation, are able to change work culture, improve the quality of learning, improve institutional management, and foster public trust. This success comes from the cooperation of various parts of the strategy that support each other, not from one component. The success of strategic management in education shows that an administrative approach alone is not enough to manage the education sector. It requires clear strategic direction, participation of all parties, transformative leadership, and a commitment to continuous assessment and innovation. Therefore, strategic management is not just a technical tool, it is an essential foundation for building excellent, flexible, and future-oriented educational institutions.

DISCUSSION

The results of the study show that implementing strategic management in educational institutions not only provides clear direction for decision making, but also strengthens the institutional basis for carrying out all educational tasks well. SWOT analysis, goal setting, vision formulation, and periodic evaluation have shown that systematically designed strategies have improved the quality of educational services. Strategic roadmaps help organizations manage resources according to their top priorities and respond more quickly to changes in the external environment.

In practice, the strategies used encourage internal transformation in organizational management. This is especially related to organizational governance, curriculum, and human resource management. The principal and management group have a clear outline of how to create annual and medium-term work plans, as well as how to create a work environment where everyone works well together and focuses on results. Increasing teacher motivation and participation is also directly influenced by the implementation of strategic management. The existence of an organized monitoring and evaluation system encourages teachers to engage in training, innovate in learning, and reflect on their own teaching and learning processes.

In addition, strategic management encourages organizations to be more open when collaborating with external parties. This allows access to additional resources, including financial support, training programs, and policy assistance. In terms of the number of new students, the quality of graduates, and the level of stakeholder satisfaction, institutions that enable collaboration and innovation are more competitive. Using an approach that focuses on quality and sustainability makes organizations better prepared to face the challenges of globalization of education and technological advancement.

However, several challenges in the strategy implementation process were also discussed in this discussion. These include the old work culture that does not support, the lack of HR capabilities for strategic management, and some institutions do not yet have a digital planning and reporting system. Therefore, the success of strategic management is highly dependent on the commitment of leaders, continuous training for teachers and school employees, and the availability of supporting laws and technologies. Therefore, the implementation of strategic management must be based on a continuous transformation of organizational culture, not just planning.

From a theoretical perspective, these findings support the statement found in a number of literatures on educational management stating that planned and measured strategies have a significant effect on improving organizational effectiveness. In such a situation, educational institutions must balance academic quality orientation with institutional governance professionalism. For businesses to survive and thrive in the era of disruption, strategies must be implemented. Therefore, the conclusion of this discussion is that strategic management is an important transformation tool to improve the competitiveness, credibility, and overall quality of educational institutions.

CONCLUSION

The results of the study show that, systematically and in a planned manner, the implementation of strategic management has a very important role in improving the performance of educational institutions. Strategic management allows organizations to set a clear path through a vision, mission, and achievable goals. It also allows organizations to identify the strengths, weaknesses, opportunities, and challenges faced. Furthermore, the strategy is implemented through continuous evaluation and adjustment to the internal and external dynamics of the organization. This has been shown to improve governance, improve the quality of learning, strengthen the role of teachers and education personnel, and encourage all institutions to actively participate in achieving common goals.

In addition, amidst the challenges of globalization and rapid technological advances, educational institutions can be more competitive by implementing strategic management. Businesses that implement strategies become more flexible, creative, and responsive to change. A good strategy helps build a professional and collaborative organizational culture, allowing parents, students, and other stakeholders to have fun. Therefore, strategic management not only helps organizations work better and more efficiently, but is also an important foundation for building good, sustainable, and current educational institutions.

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