

Quality Management Through School Strategic Planning at SMA N 1 Banyudono

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ABSTRACT

Strategic planning is one of the keys to the effectiveness of educational activities and quality improvement in line with the vision, mission, and objectives of an educational institution. The purpose of this study was to determine the implementation of strategic plans carried out by schools in improving the quality of education. The research method used was a qualitative approach. Data collection was conducted through observation, interviews, and documentation. The results of this study can be concluded that SMA Negeri 1 Banyudono has implemented strategic planning effectively and structurally, starting from planning, implementation, and evaluation of quality improvement programs through motivational seminars, in-house teacher training, and school roadmaps. The principal formed a special team to be responsible for the quality planning process. Internal and external challenges were successfully identified and overcome with adaptive strategies, thereby supporting the realization of continuous improvement in education quality. With strategic planning that can improve the quality of education, SMA Negeri 1 Banyudono has the potential to become a leading high school that produces quality graduates with a balance between scientific knowledge and Islamic knowledge in line with the vision, mission, and objectives of the institution. It is recommended that the school continue to strengthen the implementation of data-based strategic plans and continuous evaluation, and for future researchers to examine the effectiveness of strategic plans in other schools to expand the findings.

Keywords: Quality Management, Strategic Planning, Strategic Management

Introduction

Quality education is education that develops abilities and improves the quality of life of the community by realizing national goals. As stated in Article 3 of Law No. 20 of 2003 on National Education System, education aims to develop the potential of students to become individuals who are faithful and devoted to

God Almighty, have noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic citizens who are responsible to society and the nation. Quality education not only produces graduates who excel academically, but also fosters character and 21st-century competencies (Wati et al, 2025). Meanwhile, Afrida, Masruhim, and Akhmad (2025) emphasize that effective education quality must be supported by a sustainable and evaluation-based management system. In line with this, the success of schools in improving the quality of education is determined by clear and measurable strategic planning (Ranisa, Suriansyah, and Purwanti, 2023).

As times change, schools are required to make changes in order to keep up with the competitive nature of educational institutions. One of the efforts that can be used to improve the quality of educational institutions is by creating strategic planning. According to Marno and Supriyanto, strategic planning is a management tool used to manage current conditions in order to predict future conditions, so a strategic plan is a guide that organizations can use from their current conditions to work in the future for 5 (five) to 10 years (Shaifuddin, 2021). This view is reinforced by Firmansyah, Hanafiah, and Handayani (2024), who state that effective strategic planning allows schools to adapt to changes in policy, curriculum, and student needs. This is also mentioned by Rifki (2025), who states that the principal's managerial strategy is a key factor in optimizing quality improvement programs in schools.

In the implementation process, educational institutions certainly face several challenges. The current era of curriculum transformation and education digitization has increased the urgency of implementing quality management through school strategic plans. An effective management system must be accompanied by a routine evaluation mechanism so that program implementation can be adjusted to the dynamics of changes in education (Adnana, Hasmiwati, Afrianita, and Nuraida, 2024). In addition, the success of the Merdeka curriculum implementation greatly depends on the school's ability to integrate strategic plans with data-based quality programs (Midiaty, Mulawarman, and Masruhim, 2024). Policy updates such as the implementation of the Merdeka curriculum and the strengthening of the Pancasila student profile require educational institutions to be able to adjust their direction and strategic priorities appropriately. SMA N 1 Banyudono is one of the schools that has shown a strong commitment to improving the quality of education by developing a data-based school strategic plan, namely the education report card. This approach is in line with the findings of Ranisa et al. (2023), who found that schools that implement strategic plans involving the entire school community tend to show improvements in student satisfaction and achievement. The planning policies established will influence the success or failure of a task. Therefore, good work is work that is carried out according to plan (Hamid et al., 2018).

Educational institutions are expected to be able to develop strategic school plans that are not only oriented towards academic achievement, but also towards strengthening the character and professionalism of teachers. SMA Negeri 1 Banyudono has made efforts to implement strategic steps to overcome these problems, such as conducting In-House Training (IHT), supervising learning, and developing a co-curricular curriculum that is relevant to the current needs of

students. According to Danim (2011), teachers are a key factor in learning quality management at school. Sallis (2011) also adds that improving the quality of education requires the participation of all parties, and Mulyasa (2009) emphasizes the importance of teacher development as a major investment in education management. Therefore, efforts to improve the quality of education should not only focus on the teaching and learning process but also on how educational institutions plan, implement, and evaluate each program systematically and continuously through collaboration between school principals, teachers, and educational staff.

As a solution to the problems that arise in the process of implementing new policies, schools focus their strategic plans on strengthening human resource capacity and adjusting programs to education quality data. According to Edward Sallis (2002), quality management in education is a systematic approach to continuously improving the quality of educational institutions by involving all components of the school, from planning and implementation to evaluation, in order to achieve satisfaction for all parties involved in the educational process. In addition, according to Deming (1986), through the concept of Total Quality Management (TQM), he also emphasizes that quality improvement must be carried out continuously through a cycle of planning (plan), implementation (do), evaluation (check), and corrective action (act).

The selection of Banyudono State Senior High School 1 as the research location was based on initial observations showing that this school has implemented quality management through a systematic and sustainable school strategic plan. Based on observations and initial interviews with the principal and vice principal for curriculum, it was found that SMA Negeri 1 Banyudono has a 2020-2024 medium-term strategic plan (RKJM) based on education report card data. In its implementation, the school formed a quality development team tasked with overseeing the implementation of programs to improve teacher quality, infrastructure, and strengthen student character. This is in line with the findings of Afrida et al. (2025) that the success of improving education quality is determined by the effectiveness of implementing a strategic plan based on collaboration and continuous evaluation.

The results of the observation also show that there are various school flagship programs, such as In-House Training (IHT) for teachers, differentiated learning assistance, student motivation seminars, and regular academic supervision. These programs are in line with the views of Ranisa et al. (2023) that successful quality improvement strategies emphasize the involvement of the entire school community and continuous professional development of teachers. The implementation of these activities also supports national education policies, such as the Merdeka curriculum and the Pancasila student profile, as explained by Midiaty, Mulawarman, and Masruhim (2024) that the school's readiness for new policies is highly dependent on the effectiveness of strategic planning integrated with the quality system. Visionary school leadership that involves teachers, educational staff, and the school committee in every stage of planning and evaluation shows that SMA Negeri 1 Banyudono has a collaborative work culture and effective communication in maintaining the quality of education at the institution. However, there are still internal and external obstacles, such as

limited school budgets, gaps in teacher competencies, and constraints on facilities and infrastructure.

Thus, this study will discuss how quality management can be realized through the strategic plan of SMA N 1 Banyudono, identify the determining factors for success, and the influence of the school's strategic plan in supporting the process of achieving quality and sustainable education. This objective is expected to contribute to the development of educational management theory and practice, particularly in the context of improving quality based on strategic plans (Sallis, 2011; Deming, 1986; Bryson, 2018).

Method

This research method uses a descriptive qualitative approach. This study focuses on obtaining an overview of field data regarding the implementation of the school's strategic plan to improve the quality of education at SMA N 1 Banyudono. According to Moleong (2017), qualitative research aims to understand social phenomena from the participants' perspective by describing them comprehensively and in depth.

This research was conducted at SMA N 1 Banyudono, located at Jl. Jembungan Rt 10, Rw 03, Jembungan, Boyolali Regency, Central Java Province. The data sources used in this study were obtained from the Principal, Vice Principal for Curriculum, Administrative Office, and strategic plan documentation. One of the interviews was conducted with the Vice Principal for Curriculum to obtain firsthand information about the planning, implementation, and evaluation of the strategic plan to improve the quality of education. Observations were made by observing the learning process and the implementation of the ongoing quality program. In addition, documentation techniques were used to collect written data such as the school's strategic plan, annual work program, quality evaluation reports, and other administrative documents related to the research.

The data obtained was analyzed using an interactive analysis model developed by Miles and Hubberman (1994). This analysis consisted of three stages, namely data reduction, data presentation, and conclusion drawing.

Results

Based on observations and interviews with Banyudono 1 Public High School, quality management through strategic planning (Renstra) has been implemented systematically and measurably. The school has developed a Medium-Term Work Plan (RKJM) and School Activity Plan (RKS) in line with the results of the Education Quality Report Card and National Assessment (ANBK). The data generated from the quality report card will be used as a basis for decision-making to determine the focus of quality improvement, especially on red-flag indicators such as student psychological aspects, bullying cases at school, and teacher professionalism. The MTWP is open to change. For example, if the MTWP is set for 2022-2025 and a new policy is introduced in 2024, the MTWP will be amended, but only for that year. The amendment will also be made to the STP and the School Budget Plan (SBP).

Table 1: Quality Report Results

Aspect	Condition
Numeracy Skills	Good
Student Character	Good
School Safety Conditions	Good
School Diversity	Good
Quality of Learning	Good
Student Literacy Skills	Most in Need of Improvement

(Source: Education Report SMA Negeri 1 Banyudono, 2024)

In implementing the program at Banyudono 1 Public High School, priority is given to strategic activities that are in line with the needs and conditions of the school environment. Some of the main activities carried out include in-house training (IHT) to improve teacher professionalism, mentoring for senior teachers in developing the Merdeka curriculum lesson plans, and the development of co-curricular activities that now replace the P5 project. These co-curricular activities are designed to strengthen the character of students. For example, SMA Negeri 1 Banyudono implements the "Roadmap to Success" project, which involves student presentations to parents as career planning exercises and the formation of Pancasila student profiles.

The implementation of UTBK incentive classes, OSN competition mentoring, and talent scouting programs at SMA Negeri 1 Banyudono aims to improve academic achievement and increase the school's achievement index. These activities have resulted in a number of students being accepted into state universities such as UGM, UI, and UNS. On the other hand, the school received technological assistance in the form of Interactive Smart Boards, but their use is still limited due to the limited number of devices and the teachers' lack of competence in utilizing these digital tools.

The quality evaluation process is carried out routinely and periodically through learning supervision, teacher performance observation, and e-performance reports. Assistance in analyzing the evaluation results is provided by the principal and branch supervisors to determine follow-up policies. Thus, it can be concluded that SMA Negeri 1 Banyudono has developed quality management through a school strategic plan based on quality report data, which is carried out through a process of planning, implementation, and continuous evaluation.

Discussion

Based on the results of the above research, it can be seen that the implementation of quality management through strategic planning at SMA Negeri 1 Banyudono is in line with the concept of Total Quality Management (TQM) proposed by W. Edwards Deming (1986). According to Deming, the process of quality improvement must be carried out systematically and continuously through the Plan-Do-Check-Act (PDCA) cycle. The PDCA principle emphasizes the importance of data-based planning, collaborative implementation, objective evaluation, and continuous follow-up (Deming, 1986; Sallis, 2002; Goetsch & Davis, 2014). Recent studies also confirm that the application of the PDCA cycle

in education quality management can improve teacher performance and learning effectiveness (Ranisa et al., 2023; Afrida et al., 2025; Wati et al., 2025).

SMA Negeri 1 Banyudono implements the PDCA cycle, *which begins* with the planning stage through the preparation of the Medium-Term Work Plan (RKJM) and School Activity Plan (RKS) based on the results of quality reports and ANBK. This process reflects Deming's principle that every quality improvement must begin with data-driven planning, and every quality policy must be formulated based on objective data to ensure it is on target. Educational institutions will set the quality indicators they want to achieve, such as improving teacher competence and student learning outcomes, which are then broken down into annual programs at the school. The main focus of the school's strategic plan includes improving teacher competence, strengthening the curriculum, and developing student character (Sallis, 2002; Afrida et al., 2025; Juran, 19982). This is in line with the findings of Ranisa, Suriansyah, and Purwanti (2023), who explain that quality evaluation-based strategic planning produces programs that are more adaptive and realistic to the needs of the school.

Second, the Do (implementation) stage, in which the school runs various quality programs such as IHT, inter-teacher mentoring, and co-curricular activities. Some of these programs reflect implementation efforts in facing changes that involve all components of the school. The principle of collective participation is in line with the concepts of Deming (1986) and Juran (1992) that quality cannot be achieved if it is only carried out by management, but must involve the entire school community. Research conducted by Rifki (2025) and Wati et al. (2025) also shows that collective involvement in the implementation of quality programs accelerates the achievement of the school's strategic objectives.

Third, the Check (Evaluation) stage is a quality evaluation process that is carried out periodically through supervision by the principal and observation of learning. The evaluation process does not serve to find individual mistakes, but to improve the learning system to make it more effective. This is in line with Deming's (1986) view that quality assessment emphasizes *system improvement*, not just individuals. (Goetsch & Davis, 2014; Sallis, 2002).

Fourth, the Act stage (Follow-up and Continuous Improvement). Based on the evaluation results, the school will revise the programs and strategies that have been implemented. For example, if it is found that teachers are not yet proficient in using *smart boards*, the school will hold additional training sessions. If the allocated funds are limited and hinder the procurement of facilities, the school can collaborate with committees and alumni to support funding. These steps demonstrate the application of *continuous improvement* as described by Deming (1986) and reinforced by Rifki (2025), who emphasizes the importance of external collaboration to strengthen quality sustainability. Additionally, according to Wati et al. (2025) and Midiaty et al. (2024), consistent follow-up is an indicator of the successful implementation of quality management in schools.

The obstacles faced by schools in implementing quality management through strategic plans at SMA Negeri 1 Banyudono include limited school budgets, gaps in teacher competencies, and constraints in facilities and infrastructure. According to Deming (1986), these types of obstacles are *common*

cause variations that must be overcome through systemic improvements, not individual mistakes. Sallis (2002) and Juran (1992) emphasize that effective quality management requires a system that supports comprehensive improvement. Therefore, SMA Negeri 1 Banyudono uses collaborative strategies such as teacher training and external partnerships to ensure that quality continues to improve despite limited resources.

The impact of strategic plans on the achievement of educational quality, the implementation of strategic plans at Banyudono 1 Public High School has been proven to have a positive impact on improving educational quality, both in terms of academics, the professionalism of teaching staff, and student satisfaction. Based on the results of interviews and observations, after the implementation of a focused strategic plan, there has been evidence of improvement in quality indicators: improved teacher professionalism through IHT activities and routine supervision to enhance teachers' ability to design learning, improved student academic achievement through the UTBK program, OSN, and incentive guidance, which resulted in an increase in the number of students accepted into state universities, increased satisfaction among school members due to a more conducive learning environment, improved communication between teachers and students, and increased public trust in the school. Research by Ranisa et al. (2023) and Afrida et al. (2025) also confirms that this PDCA-based strategic plan has a positive correlation with teacher performance and learning effectiveness in secondary schools.

Theoretically, this reinforces the concept put forward by Deming (1986) that strategic plans that are designed and evaluated on an ongoing basis will result in measurable education quality that is oriented towards the satisfaction of education service users (*students as customers*). The principle of *quality as a process*, not just as an end result, is reflected in the school's commitment to continuously improve the system every year through quality report analysis and internal school evaluation. This is in line with the findings of Rifki (2025) and Wati et al. (2025), which show that the success of strategic plans is highly dependent on the consistency of evaluation implementation and continuous improvement follow-up.

Therefore, it can be concluded that the strategic plan is not only an administrative tool, but also serves as the main instrument in driving a culture of quality and accountability at SMA Negeri 1 Banyudono. The PDCA principle is the main basis for realizing measurable, adaptive, and satisfaction-oriented education for all parties involved in the educational process (Deming, 1986; Sallis, 2002; Ranisa et al., 2023).

Conclusion

The results of this study can be concluded that quality management at SMA Negeri 1 Banyudono has been carried out systematically and oriented towards continuous quality improvement in accordance with the concept of Total Quality Management (TQM) proposed by W. Edwards Deming (1986). The strategic plan is implemented through the Plan-Do-Check-Act (PDCA) cycle, which includes data-based quality report planning, implementation of development programs

such as IHT and co-curricular activities, as well as regular evaluation and follow-up by the school. The results of the study confirm that the strategic plan has a significant impact on improving teacher professionalism, student academic achievement, and school community satisfaction. Although there were obstacles in the implementation process, such as limited funds and infrastructure, the school was able to overcome them through internal collaboration and external support.

The findings of this study imply that school strategic plans are not merely administrative documents, but rather managerial tools that serve to build a sustainable education quality system. The application of the PDCA principle encourages schools to continuously improve every aspect of management, from planning and implementation to evaluation. Strategic planning has an impact on increasing managerial efficiency, policy transparency, and a culture of reflection that encourages continuous improvement. Thus, quality management based on strategic planning can be an effective model for improving the quality of education in secondary schools, especially in the context of the Merdeka Belajar (Freedom of Learning) policy, which emphasizes school independence in managing the quality and innovation of learning. The success of educational quality does not only depend on the availability of resources, but also on visionary leadership and a consistent evaluation system.

Based on the results and discussion, schools are expected to continue strengthening the implementation of the PDCA cycle by emphasizing data-based evaluation and continuous follow-up. SMA Negeri 1 Banyudono needs to develop a *digital quality monitoring* system to ensure integration between the planning and implementation of the designed programs. Improving teachers' competence in learning technology also needs to be a priority so that learning innovation can be optimized. In addition, the involvement of the community, alumni, and local government should be increased to broaden support for quality development in schools. For future research, it is recommended to conduct a comparative study with other schools to assess the extent to which strategic plans affect the quality of education.

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