



IMPLEMENTATION OF STRATEGIC MANAGEMENT AT MTsN 1 TULUNGAGUNG

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Abstract :

In the era of globalization and digitalization, educational institutions such as MTsN 1 Tulungagung face complex challenges arising from policy, technological, and social dimensions. To respond to these dynamics, the institution has implemented strategic management as a systematic approach to enhancing the effectiveness of resource management and the quality of education. This study aims to describe the process of implementing strategic management at MTsN 1 Tulungagung, identify supporting and inhibiting factors, and analyze its impact on improving educational quality. The research focuses on three main aspects: strategy implementation, encountered constraints, and their influence on institutional performance. This study employs a descriptive qualitative approach with a case study design. Data were collected through interviews, observations, and documentation, and analyzed using the stages of data condensation, data display, and verification based on the Miles and Huberman model. The findings indicate that strategic management at MTsN 1 Tulungagung is carried out through four main stages: environmental analysis, strategy formulation, implementation, and evaluation and control. Key supporting factors include visionary leadership, teacher participation, and community support, while the main obstacles relate to limited resources and facilities. The implementation of strategic management has been shown to enhance teacher motivation, learning innovation, and school community participation; however, academic outcomes have not yet demonstrated significant improvement, as the strategic process is still in the strengthening phase.

Keywords : Strategic Management, Implementation, Educational Quality

INTRODUCTION

In the rapidly developing era of globalization and digitalization, educational institutions, including Madrasah Tsanawiyah Negeri (MTsN) 1 Tulungagung, are confronted with various complex challenges from both internal and external perspectives. Changes in national education policies, the demands of 21st-century competencies, as well as social and technological dynamics require educational institutions to adapt strategically in order to remain relevant and competitive. Amid these changes, the role of strategic management becomes crucial as a foundation for managing all resources effectively and efficiently to achieve predetermined educational goals (Siagian, 2011).

Strategic management is essentially a systematic process that encompasses strategy formulation, implementation, and evaluation in order to achieve long-term organizational objectives. In the educational context, strategic



management is not limited to administrative aspects but also involves careful planning in improving learning quality, developing educators, utilizing facilities and infrastructure, and adapting to prevailing curriculum policies (David & David, 2017). Through this approach, schools are expected to anticipate various external environmental changes, such as policies of the Ministry of Religious Affairs, trends in digital education, and public expectations regarding the quality of madrasah graduates.

As a religious-based secondary education institution, MTsN 1 Tulungagung bears the responsibility of producing graduates who excel not only academically but also possess strong religious character and noble morals. In carrying out this function, the madrasah faces several challenges, including limitations in competent human resources, suboptimal facilities and infrastructure, and the dynamic development of the national curriculum, such as the implementation of the Merdeka Learning Curriculum (Kemdikbud, 2022). These conditions require madrasah management to apply adaptive and innovative management strategies in order to optimize existing potential and sustainably achieve the institution's vision and mission.

The implementation of strategic management in educational environments such as MTsN 1 Tulungagung involves several important stages, namely the formulation of clear vision and mission statements, analysis of internal and external environments, strategy formulation, strategy implementation, as well as evaluation and control of implementation outcomes (Rangkuti, 2013). Through these stages, educational institutions are expected to determine policy directions that align with the actual conditions and needs of the madrasah. This process also serves as an instrument to identify external opportunities and threats, as well as internal strengths and weaknesses, ensuring that the implemented strategies are realistic and applicable.

This study aims to provide an in-depth description of how the process of strategic management implementation is carried out at MTsN 1 Tulungagung within the context of modern educational management. The main focus of the research includes three key aspects: (1) the process of strategic management implementation in the madrasah; (2) the supporting and inhibiting factors affecting its implementation; and (3) the impact of strategic management implementation on improving the quality of education at MTsN 1 Tulungagung. By examining these three aspects, this study is expected to present a comprehensive overview of strategic management practices in Islamic secondary education institutions.

The objectives of this research align with the growing need for educational institutions to enhance effectiveness in decision-making and data-based policy implementation. First, this study aims to describe in detail and factually the implementation of strategic management at MTsN 1 Tulungagung. Second, it seeks to identify supporting and inhibiting factors in its application, including aspects of human resources, organizational culture, and external policies that influence madrasah operations. Third, it aims to assess the extent to which the implementation of these strategies impacts the improvement of educational

quality, both in terms of students' academic achievement and the overall quality of educational services (Mulyasa, 2018).

The benefits of this research are twofold: practical and theoretical. Practically, the findings are expected to serve as a reference for the management of MTsN 1 Tulungagung in optimizing the application of quality-oriented strategic management. In this way, the madrasah can sustainably improve institutional performance in academic, administrative, and human resource development aspects. Theoretically, this study is expected to enrich the body of knowledge in Islamic educational management, particularly in the context of madrasahs as educational institutions with distinct characteristics compared to general schools (Sagala, 2013).

Furthermore, the results of this study may serve as evaluation material for policymakers at regional and national levels in formulating programs to improve madrasah quality. Considering the strategic role of madrasahs in producing highly competent and religiously grounded generations, the effective implementation of strategic management is key to ensuring the sustainability and competitiveness of Islamic educational institutions in the future. Therefore, this study is expected to make a tangible contribution to the development of strategic management in the education sector and to strengthen the position of madrasahs as high-quality and competitive educational institutions in the modern era.

RESEARCH METHOD

This study employs a descriptive qualitative approach with a case study design conducted at MTsN 1 Tulungagung, Tulungagung Regency. This approach was selected because it enables an in-depth understanding of the process of strategic management implementation within a specific educational setting, highlighting internal institutional dynamics and the involvement of key stakeholders (Sugiyono, 2019; Moleong, 2018). The research subjects include the principal, teachers, educational staff, and the school committee/parents, who were selected purposively based on their involvement in the planning and implementation of madrasah strategies (Creswell, 2016).

Data were collected through in-depth interviews, participatory observation, and the analysis of official school documents, such as the Annual Work Plan, evaluation reports, and student achievement records. Data analysis was conducted interactively through the stages of data condensation, data display, and conclusion drawing or verification, following the analytical model developed by Miles and Huberman (2014). To ensure data validity, this study applied triangulation of sources, methods, and time.

FINDINGS AND DISCUSSION

Stages Of Strategic Management Implementation

The research findings indicate that MTsN 1 Tulungagung has implemented the strategic management process systematically by following the main stages as outlined by Wheelen and Hunger (2000), namely environmental

analysis, strategy formulation, strategy implementation, and evaluation and control. At the environmental analysis stage, the school conducts an assessment of internal and external factors that influence institutional performance. Internal factors include teacher competencies, the condition of facilities and infrastructure, and the school's organizational culture. External factors consist of opportunities for collaboration with external parties such as community institutions, the business sector, and higher education institutions, as well as threats in the form of changes in educational policies or limitations in regional government funding. This analysis aligns with the SWOT analysis approach, which emphasizes the importance of identifying strengths, weaknesses, opportunities, and threats (Fitri et al., 2020). The analytical process also reflects the concept of environmental scanning as proposed by Bryson, which emphasizes that public institutions such as schools must understand environmental dynamics to ensure that formulated strategies are more adaptive (Bryson, 2004). In the context of MTsN 1 Tulungagung, this analysis is conducted through management meetings, field observations, and discussions with teachers and the school committee.

The next stage is strategy formulation, in which the school establishes its vision, mission, goals, and strategic objectives. This process is carried out participatively by involving the principal, teachers, educational staff, and the school committee. Such a participatory approach is consistent with Akdon's view that the effectiveness of strategic planning in education increases when all stakeholders are involved in formulating the organization's vision and mission, thereby strengthening a sense of belonging and shared commitment to achieving school goals (Collins & Porras, 2011).

At the strategy implementation stage, the school executes various programs aimed at achieving strategic objectives. These programs include improving teacher competencies through training and workshops, enhancing learning facilities and infrastructure, developing flagship programs based on character education and technology, and increasing community and parental participation. These implementation strategies align with Fred David's concept of a Strategic Action Plan, which emphasizes the importance of measurable and consistent actions to realize formulated strategies (David, 1994).

Subsequently, the school carries out the evaluation and control stage by periodically monitoring program achievements, evaluating implementation effectiveness, and reflecting on encountered challenges. Practical measures include semester evaluation meetings, the collection of students' academic and non-academic achievement data, and satisfaction surveys regarding school services. This approach is consistent with Alkhafaji's view that strategic control must be adaptive and continuous so that organizations can adjust policy directions in response to external environmental dynamics (Alkhafaji, 2003).

Overall, the findings show that MTsN 1 Tulungagung has implemented the strategic management process comprehensively through four main stages: environmental analysis, strategy formulation, implementation, and evaluation and control. These stages are in line with the strategic management model

proposed by Haryana in his study of secondary schools in Tasikmalaya and are supported by the classical theory developed by Wheelen and Hunger, which conceptualizes strategic management as a continuous cycle of analysis, formulation, implementation, and evaluation (Haryana, 2024).

This approach demonstrates that educational institutions, including madrasahs, can adopt strategic management principles commonly applied in business organizations and public institutions (Bryson, 2004). This integration indicates that MTsN 1 Tulungagung has sought to position strategy not merely as a formal document, but as a driving instrument for organizational change. According to Fidler (2002), the application of strategic management models in schools can enhance institutional effectiveness, as all organizational components move systematically toward a shared vision.

The success of strategy implementation at MTsN 1 Tulungagung is closely linked to the active involvement of stakeholders, including teachers, educational staff, the school committee, parents, and the surrounding community. Their involvement strengthens the legitimacy and acceptance of strategies at the implementation level. This finding aligns with Bryson's participatory theory, which emphasizes the importance of shared ownership in strategic planning within the public sector (Bryson, 2004).

Furthermore, Akdon explains that strategic management in education that involves multiple stakeholders strengthens organizational social capital and expands resource support (Akdon, 2011). At MTsN 1 Tulungagung, such participation not only enhances the relevance of strategies to the local context but also fosters a sense of belonging among school members. These findings are consistent with studies published by LDPB Journals (2024), which indicate that school community involvement positively affects the success of school-based strategic management.

Supporting And Inhibiting Factors In Strategy Implementation

The primary supporting factor for strategy implementation at MTsN 1 Tulungagung is the strong commitment of the principal and teachers to the institution's vision and mission. In strategic educational management theory, visionary leadership serves as the main driving force for successful change (Fidler, 2002). The principal acts as a strategic leader who directs resources toward achieving strategic goals, as emphasized in Hill and Jones's model of Strategic Leadership and Change Management (Hill & Jones, 2001).

In addition, the active participation of teachers and educational staff in planning and monitoring processes strengthens implementation success by increasing accountability and accelerating strategic communication. This aligns with Bontis and Choo's concept of intellectual capital, where teachers' knowledge and competencies are considered strategic assets that support continuous innovation (Choo, 2002). Another supporting factor is community and school committee support in providing additional facilities, such as learning resources and extracurricular programs. Community participation strengthens social networks and expands external support, consistent with Bryson's stakeholder approach, which highlights the importance of building symbiotic

relationships with external environments to ensure strategic sustainability (Bryson, 2004).

Despite these supports, strategy implementation at MTsN 1 Tulungagung faces several constraints. The first is the limited managerial and innovative competencies of some teachers and educational staff, particularly in translating strategies into operational programs. This condition supports Fitri's assertion that the success of educational quality management depends heavily on the managerial capacity of human resources (Fitri et al., 2013). The second constraint is inadequate facilities and infrastructure, including limited educational technology and ideal learning spaces. According to Fidler, physical facilities are a strategic component supporting school improvement, as effective strategy implementation requires a supportive work environment (Fidler, 1996).

Another inhibiting factor is teachers' limited time due to heavy routine and administrative workloads, which reduces the optimal execution of strategic programs. Davis describes this condition as strategy overload, where organizations face too many initiatives without sufficient time capacity for implementation (Davis, 2013). The final constraint involves frequent external policy changes that require rapid adaptation, such as curriculum reforms and budgetary regulations. This phenomenon aligns with the Dynamic Capabilities theory proposed by Christensen and Overdorf, which emphasizes the need for educational organizations to remain adaptive to environmental changes to sustain competitiveness (Overdorf, 2011).

Impact of Strategy Implementation on Educational Quality

Overall, the implementation of strategic management at MTsN 1 Tulungagung has had a positive impact on educational quality. Observations indicate that teachers have become more innovative in applying interactive and technology-based learning methods. This supports Akdon's view that effective educational strategies influence not only formal planning but also transformations in classroom learning practices (Akdon, 2011).

Parental and community involvement has also increased through school communication forums and joint activities, contributing to a more conducive learning environment. According to Fitri, such external involvement strengthens the educational ecosystem and enhances institutional competitive advantage (Fitri et al., 2019). Another impact is increased motivation among teachers and students to achieve strategic targets. Clear vision and mission statements provide shared direction and foster collective ownership of institutional change. Fred David's Goal-Setting Theory supports this finding, emphasizing that clarity of strategic goals enhances individual motivation and organizational productivity (David, 1994).

However, improvements in academic outcomes, such as examination scores and student achievement, have not yet shown significant changes. This is understandable, as strategy implementation is still at an early stage and requires time to produce measurable outcomes. Bryson notes that strategic success in public institutions is long-term in nature and depends on sustained monitoring and organizational culture development (Bryson, 2004).

In conclusion, the implementation of strategic management at MTsN 1 Tulungagung is progressing in the right direction. The school has successfully established an integrated system of strategic planning, implementation, and evaluation, although further enhancement of human resource capacity and supporting facilities is needed to achieve optimal results. Indicators of quality improvement are reflected in increased teacher motivation, greater school community participation, and the emergence of various learning innovations. Nevertheless, a key challenge lies in the limited availability of quantitative instruments to measure strategic impact. Therefore, adopting a comprehensive evaluation model such as the Balanced Scorecard (BSC) is recommended to assess strategic performance in educational institutions (Abadi & Soltani, 2012).

The BSC approach balances financial aspects, customer perspectives (students and parents), internal processes, and learning and growth dimensions. In educational contexts, this means evaluating strategic success through indicators such as academic performance improvement, community participation, facility quality, and teacher professionalism. This view is reinforced by Fitri, who emphasizes that educational quality management must be based on a structured measurement system to ensure sustainable improvement and effective control (Fitri et al., 2013).

CONCLUSION

The implementation of strategic management at MTsN 1 Tulungagung has been carried out comprehensively through four main stages: environmental analysis, strategy formulation, implementation, and evaluation and control. The successful application of this strategy is supported by the principal's visionary leadership, the active participation of teachers and educational staff, as well as support from the community and school committee, which strengthens the legitimacy of policy implementation. Nevertheless, several challenges remain, including limitations in managerial competence, facilities and infrastructure, and time availability, which affect the optimal execution of strategic programs. To address these constraints, the school has undertaken efforts such as prioritizing flagship programs and conducting periodic evaluations to ensure that strategies remain relevant to dynamic environmental conditions.

The impact of strategic management implementation is reflected in increased teacher motivation, greater school community participation, and enhanced learning innovation that contributes to the improvement of educational quality. However, academic outcomes have not yet shown significant improvement, as the strategic process is still in a strengthening phase. Therefore, the sustainability of strategic management implementation at MTsN 1 Tulungagung requires continuous enhancement of human resource capacity, development of supporting facilities, and the adoption of a more comprehensive strategic performance evaluation system to ensure sustainable improvement in educational quality.

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