

# Strategic Management in Achieving the School Vision and Mission: A Case Study of SMPN 32 Banjarmasin, South Kalimantan

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This study examines how SMPN 32 Banjarmasin implements strategic management to achieve its school vision and mission. The school's vision emphasizes three core ideals: excellence in achievement, noble character, and environmentally conscious cultural values. Using a qualitative case study design, the research explored how strategic planning was formulated, how programs were implemented and supervised, what obstacles emerged during implementation, what efforts were taken to address these obstacles, and which internal and external factors influenced the effectiveness of the strategy. Data were collected from 13 purposively selected informants, including the principal, vice principals, teachers, administrative staff, a student, and a school committee representative. The data collection techniques included in-depth interviews, participatory observation, and documentation, and the data were analyzed through reduction, display, and verification. The findings show that the school applied an integrated strategic management process consisting of needs-based planning, clear organizational structuring, continuous direction, and tiered supervision. The major obstacles included uneven teacher competence in digital learning, limited facilities, inconsistencies in coordination and evaluation, student discipline issues, low parental participation, restricted funding, and uneven technology adaptation. In response, the school strengthened internal collaboration, conducted training, improved resource allocation, expanded external partnerships, and reinforced digital literacy for teachers and students. The study concludes that the achievement of school vision and mission requires continuous, adaptive, and collaborative strategic management supported by visionary leadership, school culture, stakeholder participation, and adequate facilities.

**Keywords:** strategic management, school vision, school mission, educational leadership, school improvement

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## 1. Introduction

Educational institutions are expected not only to deliver instruction, but also to provide long-term direction for student development, institutional quality, and social trust. In school organizations, this long-term direction is commonly articulated through a vision and mission. A school vision communicates the desired future condition of the institution, while the mission describes the operational commitments required to move toward that future. For this reason, the achievement of a school's vision and mission depends heavily on strategic management rather than on routine administration alone.

In the context of increasingly competitive educational environments, schools are required to align planning, human resources, learning processes, character education, stakeholder participation, and evaluation systems with their institutional goals. A school that formulates a compelling vision but fails to translate it into coordinated programs will struggle to sustain quality improvement. Conversely, when a school embeds its vision and mission into academic, organizational, and cultural practices, the vision becomes a living guide for collective action.

SMPN 32 Banjarmasin is a public junior high school in South Kalimantan whose vision is oriented toward achievement, moral excellence, and environmental awareness. The school has developed academic and non-academic programs, character-building practices, and religious and environmental activities to support this vision. However, as in many public schools, implementation is shaped by the realities of leadership, teacher capacity, infrastructure, parental support, and policy change. This study is therefore important because it explains how strategic management is enacted in practice, what challenges emerge, and what institutional responses are developed. This article aims to analyze: (1) the strategy used by SMPN 32 Banjarmasin to achieve its vision and mission; (2) the obstacles encountered in the implementation process; (3) the efforts undertaken to overcome those obstacles; and (4) the internal and external factors that influence strategic effectiveness.

## 2. Literature Review

Strategic management in education refers to a systematic process of planning, organizing, directing, implementing, and evaluating institutional actions in order to achieve long-term goals. In school settings, strategic management helps leaders translate vision into measurable programs, assign responsibilities, coordinate resources, and monitor outcomes. The literature emphasizes that successful strategic management in schools depends on the quality of leadership, professional competence of staff, organizational culture, stakeholder participation, and adaptability to external change.

Vision functions as a long-range picture of the school's desired future and serves as the foundation for planning, program design, and quality assurance. Mission, meanwhile, operationalizes the vision by specifying the school's commitments and pathways for action. A strong school vision and mission should therefore not remain symbolic statements; they must be integrated into curricular decisions, student development programs, resource allocation, and institutional evaluation.

Previous studies have shown that schools achieve their vision more effectively when strategic planning is participatory, when programs are linked to measurable goals, and when monitoring and professional development are conducted consistently. This study contributes to the literature by providing an in-depth case from a public junior high school and by examining strategy, obstacles, responses, and influencing factors in one analytical framework.

## 3. Method

This research employed a qualitative case study design. A qualitative approach was chosen because the study sought to understand the meanings, perceptions, practices, and contextual dynamics involved in strategic management at SMPN 32 Banjarmasin. The case study design enabled an in-depth exploration of institutional processes in their real-life setting.

The study involved 13 purposively selected informants who were directly involved in the implementation of the school vision and mission. These informants included the principal, the vice principal for curriculum, the vice principal for student affairs, teachers, administrative personnel, a counselor, a student, and a representative of the school committee. Such variation in roles made it possible to obtain a more comprehensive understanding of the school's strategic processes.

Data were collected through in-depth interviews, participatory observation, and documentation. Interviews were used to explore the participants' experiences, judgments, and practical interpretations of school strategy. Observation enabled the researcher to capture school routines, interactions, and implementation

practices directly. Documentation, including school planning documents and records of school activities, served as supporting evidence.

Data were analyzed using the interactive model of reduction, display, and verification. The analysis was conducted continuously throughout the study so that themes could emerge from repeated engagement with the field data. Because the study focused on a single school, its value lies in analytical depth rather than statistical generalization.

#### **4. Findings and Discussion**

##### **Strategic Management Practices for Achieving the School Vision and Mission**

The study found that SMPN 32 Banjarmasin implemented its vision and mission through four interconnected managerial stages: planning, organizing, directing, and supervising. First, strategic planning was conducted systematically and based on school needs. The school prepared strategic and annual work plans at the beginning of each academic cycle and aligned them with the school vision. Planning was not treated as an isolated administrative exercise; rather, it involved needs assessment, mapping student characteristics, identifying academic priorities, and analyzing internal conditions through school-level SWOT analysis. Work meetings were used to engage stakeholders and ensure that the school community shared common goals.

Second, organizing was carried out through a clear division of labor. The principal established working teams and committees through formal decrees and assigned roles based on teacher competence and program needs. Coordination occurred across curriculum, student affairs, facilities, public relations, class teachers, and extracurricular mentors. This structure reduced overlap, clarified responsibility, and supported collective commitment to the school mission.

Third, direction was implemented through meetings, supervision, coaching, and daily reinforcement. The principal and school leadership emphasized discipline, role modeling, service quality, and commitment to the institutional vision. Teachers were guided in lesson planning, technology-based learning, and assessment practices, while students were directed through assemblies, routines, extracurricular mentoring, and character-building programs. Daily habits such as religious activities, literacy practices, and behavioral guidance were used to internalize school values.

Fourth, supervision was conducted in a structured and tiered manner. Classroom supervision, review of teaching documents, monitoring of attendance, evaluation of extracurricular activities, and monthly performance meetings were part of the school's control system. Follow-up actions included revision of ineffective programs, coaching for underperformance, and recognition for positive results. These findings indicate that school strategy was not limited to planning documents but was translated into operational routines and evaluative mechanisms.

##### **Major Obstacles in Strategy Implementation**

Although the school had designed its programs carefully, the implementation process faced several obstacles. The first obstacle concerned human resources. Not all teachers had the same capacity to implement innovative and technology-based instruction. Some teachers still needed support in digital literacy, and heavy administrative demands reduced the time and energy available for instructional innovation. Training opportunities were available, but they were not always continuous or fully aligned with actual school needs.

The second obstacle involved facilities and infrastructure. Several classrooms still lacked adequate digital tools such as LCD projectors, and internet stability remained uneven. Facility maintenance was also

constrained by funding cycles and technical availability. These conditions limited the consistent implementation of technology-supported learning.

The third obstacle related to management and program implementation. Even though programs had been included in school plans, coordination and execution did not always run smoothly. Evaluation was sometimes irregular because of time limitations, and some teachers reported delays in receiving program information. As a result, the gap between planning and implementation remained an important concern.

The fourth obstacle was cultural and student-related. Differences in student backgrounds affected discipline, motivation, and character development. Social media and external influences sometimes conflicted with the values promoted at school. Some students required more intensive guidance, especially regarding attendance, assignments, and positive habits.

The fifth obstacle involved parents and the wider community. Parental participation in meetings and school socialization activities was uneven. Because family involvement is essential for character formation and learning support, weak participation reduced the impact of several school programs. In addition, external collaboration with institutions and community partners had not yet reached its full potential.

The sixth obstacle was funding. Government operational funds were sufficient for basic needs but not for all developmental or innovative programs. The strict rules governing the use of such funds also reduced school flexibility in financing certain initiatives.

The seventh obstacle concerned technological adaptation. Teachers and students differed in their readiness to use digital platforms, and internet infrastructure was not always reliable when multiple classes accessed online learning simultaneously.

### **Strategic Responses to the Obstacles**

The school responded to these challenges through a range of adaptive and collaborative efforts. To address human resource limitations, the school introduced regular in-house training, especially in digital literacy and learning innovation. Teachers with stronger technological skills supported their colleagues, and documentation systems began to be digitized in order to reduce administrative burden. Professional development was also directed more closely toward practical school needs.

To improve infrastructure, the school submitted proposals for government support, sought assistance from external stakeholders, and upgraded facilities gradually according to budget priorities. A maintenance team was also formed to check facilities regularly so that damage could be identified and addressed more quickly.

To strengthen management, the school increased the frequency and regularity of coordination meetings. Monthly evaluation forums were used to review progress and identify implementation gaps. Internal communication was also improved through official digital channels so that teachers received updates more evenly and more quickly.

To address student discipline and cultural issues, the school reinforced the role of counseling services, character education, and daily positive habits. Programs such as fifteen-minute literacy sessions, prayer routines, home visits when necessary, and more structured reward-and-consequence systems were used to shape student behavior more consistently.

To improve parental and community involvement, the school organized more interactive parent meetings, introduced parenting sessions, and strengthened collaboration with the school committee. Partnerships were also expanded with health services, police, and cultural institutions to support student development beyond the classroom.

To manage financial limitations, the school reprioritized spending and explored additional support through sponsors, corporate social responsibility initiatives, and alumni participation. Program selection became more focused on activities with direct impact on learning and student development. To strengthen technological adaptation, the school not only trained teachers but also provided basic ICT training for students. Computer laboratory schedules were used to support digital practice, and the school worked with internet providers to improve network quality.

### **Internal and External Factors Influencing Strategic Effectiveness**

The findings show that strategic effectiveness at SMPN 32 Banjarmasin was shaped by both internal and external factors. Internally, the most influential factors were leadership, teacher competence, school culture, and facilities. The principal's communicative and participatory leadership style was crucial in aligning teachers and staff around the school vision. Teacher competence, especially in pedagogy and digital learning, directly affected instructional quality. A collaborative school culture encouraged shared commitment and smoother implementation, while adequate facilities supported program continuity.

Externally, parental support, government policy, and students' socioeconomic conditions were the most visible influences. Parents affected student discipline, character support, and home literacy practices. Government regulations, including curriculum reforms and educational standards, required the school to adapt its internal planning continuously. Meanwhile, socioeconomic differences shaped students' access to learning resources, especially technology. These findings suggest that successful strategy implementation depends not only on internal management quality but also on the school's ability to respond to its surrounding environment.

Overall, this case confirms that the achievement of school vision and mission is best understood as a dynamic process of alignment between institutional goals, management practices, organizational culture, stakeholder participation, and contextual adaptation.

## **5. Conclusion**

This study concludes that SMPN 32 Banjarmasin has implemented the achievement of its school vision and mission through a systematic and integrated strategic management process. Needs-based planning, clear organizational structuring, continuous direction, and comprehensive supervision enabled the school to align academic improvement, character formation, and environmental awareness with its institutional goals.

At the same time, the implementation process was challenged by uneven digital competence, limited facilities, administrative burden, coordination issues, student discipline concerns, low parental participation, restricted funding, and technological adaptation gaps. The school responded through training, digitalization, infrastructure improvement, stronger coordination, character-based interventions, greater parental engagement, funding prioritization, and technology support for both teachers and students. The findings indicate that strategic management in schools must be continuous, adaptive, and collaborative. Visionary leadership, committed teachers, a positive school culture, and supportive partnerships are essential for turning the vision and mission into practical and sustainable school improvement.

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