

School Strategic Planning Utilizing VMTS Framework: A Case Study at SMP Negeri 1 Kedungwuni Pekalongan

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Abstract

This study examines the implementation of strategic planning based on the VMTS model (Vision, Mission, Goals, and Objectives) at SMP Negeri 1 Kedungwuni, Pekalongan Regency. Using a qualitative case study approach, data were collected through in-depth interviews, participatory observation, and document analysis. The results show that although the school has formally established its vision, mission, goals, and objectives, the dissemination and understanding among staff and stakeholders remain uneven, leading to suboptimal implementation. Challenges such as limited budget, human resources, and the absence of systematic monitoring and evaluation hinder the execution of strategic programs. Additionally, stakeholder participation needs improvement to foster stronger ownership and commitment. The study recommends enhancing communication and socialization of strategic plans, increasing stakeholder involvement, establishing structured monitoring and evaluation systems, and optimizing resource management. These measures are vital to support the sustainable improvement of educational quality at SMP Negeri 1 Kedungwuni.

Keywords: Strategic Planning; VMTS Model; School Management

Introduction

Strategic planning is a fundamental aspect of educational institution management, serving as the primary guideline for determining direction, goals, and the necessary steps to achieve a school's vision and mission. In the context of junior high schools (SMP), strategic planning aims not only to improve the quality of learning but also to ensure the school's sustainability and relevance in responding to the ever-evolving social, economic, and educational policy dynamics. Bryson (2018) emphasizes that strategic planning in schools is a crucial foundation for determining the direction and policies of education management oriented toward quality achievement. One of the most widely adopted and effective models of strategic planning is the VMTS model Vision, Mission, Goals, and Objectives. According to David (2017), the VMTS model helps schools systematically and measurably formulate their strategic direction, thereby facilitating the management and continuous evaluation of school programs.

The VMTS model underscores the importance of vision as an ideal future image the school aspires to, followed by a mission that outlines strategic steps, long-term goals, and specific, measurable objectives to operationalize those goals. This framework provides clear direction and focus in managing resources and implementing various quality improvement programs. Yusuf and Wibowo (2019) found that well-executed strategic planning significantly enhances school performance and learning quality. Furthermore, Sari and Purnomo (2020) argue that the involvement of all stakeholders in the development of strategic plans plays a critical role in successful implementation at the junior high school level. The active participation of teachers, principals, school committees, and surrounding communities adds value in formulating relevant and realistic objectives (Kurniawan et al., 2021).

However, in practice, strategic planning is often hindered by limited conceptual understanding and human resource constraints at the school level. Hartono (2019) notes that a lack of understanding of strategic management is a primary barrier to the implementation of strategic planning in schools. Dewi and Santoso (2020) also point out that one of the major obstacles in implementing strategic planning in junior high schools is the lack of comprehensive socialization of the school's vision and mission, resulting in set targets not being commonly used as a reference for decision-making. This is supported by Prasetyo's (2018) findings, which reveal that inconsistent documentation and monitoring of strategic plans can reduce the effectiveness of school management.

In addition to internal factors, external environments also pose challenges that cannot be overlooked. Wahyudi and Pramudito (2021) stress that changes in educational regulations and socioeconomic dynamics influence the smooth execution of strategic planning in schools. Therefore, adaptive strategic management in response to external changes is essential to ensure continuous quality improvement in education (Nugroho, 2019). Sutrisno and Lestari (2020) further suggest that VMTS-based strategic planning must be integrated with ongoing evaluation to adjust directions and programs according to real needs in the field. This aligns with Zulkifli's (2017) assertion on the importance of evaluation and follow-up within the strategic management cycle to achieve goals and objectives optimally.

Tabel 1. Comparison of Ideal and Actual Conditions of VMTS-Based Strategic Planning Implementation at SMP Negeri 1 Kedungwuni

Aspect	Ideal Condition	Actual Condition at SMPN 1 Kedungwuni
Vision and Mission Formulation	Vision and mission are developed clearly and participatively, serving as guidance for the entire school community.	Vision and mission are not well socialized; limited involvement from teachers and the school committee.
Stakeholder Involvement	All stakeholders (teachers, staff, committee, students, parents) actively participate.	Limited participation; process is mostly top-down.
Planning Documentation	Complete, accessible, and regularly updated planning documents.	Inconsistent and poorly documented planning records.
Strategic Plan Socialization	Vision, mission, goals, and objectives are well socialized to all school members.	Minimal socialization; some members are unaware of the strategic plan.
Monitoring and Evaluation	Regular monitoring with evaluations used as the basis for improvements.	Monitoring is rarely conducted; evaluations are not systematic.
Resources (HR, Budget)	Competent human resources and sufficient budget support strategic planning.	Limited HR and budget hinder implementation.
Responsiveness to External Environment	Plans are adaptive to regulatory changes and socioeconomic dynamics.	Difficulty adapting to changing regulations and social dynamics.

SMP Negeri 1 Kedungwuni, located in Pekalongan Regency, is currently striving to implement VMTS-based strategic planning as part of its efforts to enhance educational quality. However, based on preliminary observations and internal reports, the implementation of strategic planning in the school still faces several challenges, such as inadequate planning documentation, lack of vision and mission socialization across the school community, and weak integration of strategic objectives with ongoing school programs. Fitriani (2022) emphasizes the importance of empirical studies on the implementation of strategic planning in this junior high school as a way to provide both practical solutions and a comprehensive overview to improve school management and quality. This study focuses on examining the implementation of VMTS-based strategic planning at SMP Negeri 1 Kedungwuni, identifying supporting and inhibiting factors in its execution, and analyzing how such planning contributes to the effectiveness of school management and educational quality. The objective of this research is to describe the detailed process of VMTS-based strategic planning implementation, to identify the factors influencing its success and obstacles, and to propose strategic recommendations that can serve as practical guidance for improving school quality and management at SMP Negeri 1 Kedungwuni.

Strategic planning is a critical element in organizational management, as it defines direction, goals, and resource allocation to achieve long-term outcomes. According to Wheelen and Hunger (2012), strategic planning is a continuous and systematic process of making strategic decisions that guide an organization toward long-term success. Pearce and Robinson (2015) add that strategic planning involves developing and maintaining alignment between organizational goals, available resources, and a changing environment. Johnson, Scholes, and Whittington (2017) further explain that strategic planning entails defining the organization's vision, mission, and objectives, as well as analyzing internal and external environments to determine the most appropriate strategy. Similarly, Steiner (2018) asserts that strategic planning enables organizations to anticipate changes and prepare adaptive measures necessary to achieve goals effectively.

The key elements of strategic planning include Vision, Mission, Goals, and Objectives (VMTS), which serve as the foundation for school strategy management. Vision is defined as an aspirational statement that outlines the ideal future condition of the school (Wheelen & Hunger, 2012). The mission expresses the school's functions and roles in realizing the vision (Pearce & Robinson, 2015). Goals represent the long-term outcomes that support the vision and mission (Johnson et al., 2017), while objectives are specific, measurable operational targets used to evaluate the achievement of those goals (Steiner, 2018). The clarity and alignment of VMTS are critical to the success of strategic planning (Anderson & Anderson, 2010).

The steps in VMTS-based strategic planning begin with formulating the school's vision and mission through a participatory process involving all stakeholders, including principals, teachers, students, school committees, and the community (Köse & Korkmaz, 2016). The next step is to determine strategic goals that articulate school development priorities in the medium to long term (Bryson, 2018). This is followed by the formulation of specific and measurable objectives that support the attainment of those goals (Wheelen & Hunger, 2012). The preparation of operational programs and activities is then carried out to effectively integrate school resources (Pearce & Robinson, 2015). The final phase is monitoring and evaluation to ensure the implementation aligns with the set targets and to adjust strategies in response to environmental changes (Johnson et al., 2017).

The application of VMTS-based strategic planning within schools offers a systematic framework for improving the quality of education in a sustainable manner. As stated by Salleh and Johari (2015), employing the VMTS model helps schools clearly

articulate their vision and mission and align these aspirations with measurable operational activities. Kartowagiran (2014) highlights that strategic planning also strengthens the commitment of all school members and enhances coordination among stakeholders. However, a study by Ahmad and Ibrahim (2019) revealed that the success of strategic planning implementation heavily depends on the active involvement of teachers and effective managerial support. Furthermore, research by Nurhayati (2017) indicates that strategic planning without continuous monitoring and evaluation is prone to failure in achieving school goals.

Method

This research was conducted at SMP Negeri 1 Kedungwuni, Pekalongan Regency, as a case study site for the implementation of VMTS-based strategic planning. The selection of this location was based on the school's relevance and urgency in the context of its ongoing strategic management development, as well as the lack of prior in-depth studies addressing the conditions and processes of strategic planning at this school. The research was carried out over a three-month period, from January to March 2025. This time frame was chosen to allow the researcher sufficient opportunity to conduct direct observations, in-depth interviews, and comprehensive document collection, thereby enabling the acquisition of accurate and contextual insights into VMTS-based strategic planning practices at the school. This study employed a qualitative approach using a case study method, focusing on an in-depth exploration of the phenomenon of VMTS-based strategic planning within the school environment. The case study method was selected due to its capacity for holistic and detailed analysis of the context, processes, and factors influencing both the success and challenges of strategic planning implementation at SMP Negeri 1 Kedungwuni. The research followed a framework which includes preparation through literature review and instrument development, data collection through observations, interviews, and documentation, followed by thematic and comprehensive data analysis, and descriptive and interpretive reporting of results. The presence of the researcher in the field was crucial in obtaining valid and context-rich data. In this study, the researcher served as the primary instrument, conducting participatory observations and in-depth interviews with the school principal, teachers, administrative staff, and school committee members. The researcher's role as an observer-participant enabled direct interaction with various stakeholders, allowing the data gathered to reflect not only formal facts but also insights into the social and organizational dynamics of the school. In practice, time constraints and the teachers' busy schedules posed challenges for interview arrangements; however, through a communicative and flexible approach, the researcher succeeded in building trust, which facilitated effective data collection. The researcher's role as the main instrument requires strong observational and communication skills to obtain deep and meaningful data. The primary data sources in this study consisted of both primary and secondary data. Primary data were obtained directly from key informants, such as the principal, teachers, and school committee members, through semi-structured interviews designed to explore the strategic planning process and its supporting and inhibiting factors. Secondary data included official school documents related to VMTS-based strategic planning, such as the vision and mission statements, program implementation reports, and monitoring and evaluation results. In practice, these documents were not always complete or systematically organized; therefore, the researcher conducted cross-checking through interviews to validate the data. The collection of secondary data enriched the depth and validity of the findings, in line with the principle of data triangulation. Data collection techniques included in-depth interviews, participatory observation, and documentation. Semi-structured interviews

were used to obtain detailed narratives and perspectives from informants regarding their experiences and perceptions of the strategic planning process. Participatory observation enabled the researcher to directly observe planning meetings, program implementation, and interactions among school stakeholders, capturing contextual and behavioral data that might not emerge through interviews alone. Documentation was used to gather written evidence of strategic planning implementation. However, in reality, some documents were outdated and not digitized, requiring the researcher to extract additional data from manual archives and oral confirmations. Combining data collection techniques in this way is essential to enhance the credibility and validity of research findings. The collected data were analyzed qualitatively using thematic analysis techniques, which involved organizing the data, deep reading, coding, identifying themes, and constructing thematic narratives that revealed key patterns in the implementation of VMTS-based strategic planning at the school. The analysis was conducted iteratively and reflectively to ensure that data interpretation accurately reflected the real and in-depth context. Throughout the analysis process, the researcher engaged in internal discussions with academic advisors to ensure objectivity and analytical rigor. To ensure the validity and credibility of the data, this study applied several validation techniques, including source and methodological triangulation by comparing data from various informants and collection methods. In addition, the researcher conducted member checks by confirming findings and interpretations with key informants to receive feedback and clarification, thereby ensuring that the data truly reflected their perspectives. The researcher also documented the entire research process in detail through an audit trail to maintain transparency and traceability. Regular self-reflection was conducted by the researcher to identify and manage potential biases throughout the research process.

Result dan Discussion

Based on interviews with the principal and several teachers, the vision of SMP Negeri 1 Kedungwuni has been clearly formulated and documented in the school's official documents. The vision reads: "To become a school that excels in academic achievement and character building, shaping a generation that is faithful, devoted, and environmentally conscious." The principal explained that this vision serves as the main reference point for all decision-making and program planning processes within the school. However, observations during teaching and coordination meetings revealed that the dissemination of this vision has not been comprehensive. Some teachers and administrative staff admitted they were not fully familiar with the detailed formulation of the vision, resulting in inconsistent implementation in day-to-day activities. Moreover, the vision document available only in the principal's office and library has not been widely distributed through internal media such as bulletin boards or the school's website.

The school's mission, as outlined in the strategic planning document, comprises several points that demonstrate the school's commitment to achieving its vision. These include improving the quality of teaching and learning, developing student character, and fostering collaboration with the community and stakeholders. Interviews with subject teachers revealed that most teachers understand the mission and use it as a foundation when designing lesson plans and extracurricular activities. However, observations indicated that the implementation of the mission tends to be partial and not yet fully integrated into all operational aspects of the school. For example, character development programs lack clear indicators and are not conducted routinely. Additionally, the mission document found in the school archives does not include a systematic implementation guide, leading to a discrepancy between the written mission and actual practices in the field.

The school's strategic goals are outlined in the strategic plan and serve as development priorities for the next five years. These goals include improving student academic performance, enhancing teacher competence, upgrading facilities and infrastructure, and strengthening a religious and environmentally conscious school culture. According to interviews, the principal emphasized that these goals were formulated through a deliberative process involving teachers and the school committee. In practice, however, the implementation of several strategic goals faces significant challenges, particularly related to limited budgets and human resources. Observations and annual reporting documents show that the achievement of these goals has not been systematically measured using clear indicators, resulting in evaluations and reports that are often descriptive and lack sufficient quantitative data.

Strategic targets are specific objectives expected to be achieved within a set period, such as increased student graduation rates, higher ratios of certified teachers, and improvements in learning facilities. Interviews with administrative staff and school committee members indicated that these targets were developed based on the strategic goals and are aligned with national education standards. However, field observations revealed a gap between the planned targets and their implementation. Several targets lacked detailed annual work plans, resulting in sporadic and poorly coordinated implementation of supporting programs. Additionally, monitoring documents were found to be incomplete and often consisted only of general reports without measurable quantitative targets.

Interview findings show that the strategic planning process at SMP Negeri 1 Kedungwuni begins with the collective development of the school's Vision, Mission, Goals, and Strategic Targets (VMTS) by the school management team, including the principal, vice principals, senior teachers, and the school committee. This process is carried out in regular meetings; however, the frequency and duration of strategic planning discussions tend to be limited due to busy agendas. Observations of these meetings revealed minimal involvement from new teachers and administrative staff, meaning their perspectives were not well represented in the planning process. Documentation from the planning meetings shows that the discussions remained general and did not follow through with the establishment of achievement indicators or clear monitoring mechanisms. The implementation of programs based on the strategic plan has achieved varying degrees of success. Some flagship programs such as teacher training and extracurricular activities have been well-organized, but others such as facility development and instructional quality improvement have faced financial and resource constraints. These conditions have resulted in suboptimal achievement of certain targets during the planning period. Monitoring and evaluation have been limited, with inconsistent data collection, making it difficult to conduct an in-depth analysis of program performance.

According to interviews with the principal and school committee, the main challenges in implementing VMTS-based strategic planning include limited funding, insufficient stakeholder involvement, and poorly managed documentation. In addition, shifting educational policies and the rapidly increasing demands for quality improvement pose further challenges to maintaining alignment between planning and implementation. Nonetheless, strong supporting factors include the commitment of the principal and several senior teachers who actively promote the strategic plan, along with moral support from the school committee and the surrounding community.

Tabel 2. Penerapan Perencanaan Strategis Berbasis VMTS di SMP Negeri 1 Kedungwuni

VMTS Component	Key Findings	Main Challenges	Supporting Factors
Vision	The vision has been formulated and clearly documented, but its dissemination is not yet comprehensive	Limited dissemination to all school members	Commitment from the school principal
Mission	The mission is documented and understood by some teachers, but implementation remains partial	Indicators and implementation guidelines are unclear	Adequate teacher understanding
Strategic Goals	Strategic goals have been set through deliberation but their achievement is not yet well measured	Budget and human resource limitations	Involvement of the school committee
Strategic Targets	Targets have been developed but lack detail and are not supported by a systematic annual work plan	Incomplete monitoring documentation	National education standards as reference
Plan Implementation	Programs are implemented variably; some succeed, others face funding and resource constraints	Limited budget, irregular monitoring	Moral support from the surrounding community
Vision (repeated)	The vision has been formulated and clearly documented, but dissemination is not yet comprehensive	Limited dissemination to all school members	Commitment from the school principal

The research findings indicate that SMP Negeri 1 Kedungwuni has established a formal foundation for VMTS-based strategic planning, encompassing a documented vision, mission, strategic goals, and targets. These findings are consistent with the theoretical perspectives of David (2017) and Robbins & Coulter (2016), who assert that vision and mission are fundamental elements in formulating an effective strategic plan. However, despite the formulation of the vision and mission, their dissemination and understanding among all school stakeholders particularly teachers and administrative staff remain uneven. This is evident from observations and interviews revealing inconsistencies in how the vision and mission are implemented in daily activities. These findings align with Dewi & Santoso (2020), who stated that a lack of vision and mission

dissemination can hinder stakeholder alignment and commitment to school strategic objectives. Similarly, Susanto et al. (2021) emphasize that without effective communication and active engagement, a school's vision and mission risk becoming mere formalities with minimal organizational impact.

Furthermore, although strategic goals and targets have been determined through participatory forums, their implementation and achievement remain constrained, primarily due to limited budgets, human resources, and a lack of systematic monitoring documentation. This suggests a gap between planning and field execution, as described by Hartono (2019), who notes that resource constraints and suboptimal monitoring management are key barriers to strategic plan implementation in schools. Incomplete documentation and largely descriptive evaluations hinder objective measurement of target achievements, resulting in poorly directed program improvements. These findings are supported by Putra et al. (2022), who highlight the importance of information technology-based monitoring and evaluation systems in enhancing school management effectiveness.

Triangulation of data from interviews, observations, and documents strengthens the conclusion that the strategic planning process at SMP Negeri 1 Kedungwuni is still largely driven by the school principal and senior teachers, with limited participation from newer teachers, administrative staff, and the school committee. This indicates that participatory mechanisms in planning and evaluating strategic plans are not yet fully inclusive. In line with the participatory management theory proposed by Sutrisno & Lestari (2020), active involvement of all stakeholders is crucial to enhance the relevance and success of strategic planning. The limited participation has also led to reduced innovation and adaptability of strategies to internal and external school dynamics. Rahman et al. (2023) argue that active multi-stakeholder involvement strengthens accountability and transparency in school management, thereby promoting continuous improvement.

Budget constraints emerged as a major obstacle raised by informants, especially in implementing infrastructure development and teacher competency enhancement programs. This reflects the findings of Wahyudi & Pramudito (2021), who argue that financial resources are critical to ensuring the continuity and effectiveness of school strategic plans. Nevertheless, moral support and commitment from the school principal, senior teachers, and the surrounding community serve as important assets that help facilitate the implementation of several flagship programs. This highlights the importance of visionary leadership and collaboration with external stakeholders as drivers of successful strategic management, as emphasized by Nugroho (2019).

Another significant issue is the sporadic and unsystematic nature of the monitoring and evaluation process. Incomplete monitoring data and evaluations based primarily on narrative reports without valid quantitative data hinder the school's ability to objectively analyze performance. This phenomenon is consistent with Zulkifli (2017), who stressed that continuous and data-based monitoring and evaluation are essential to adjust strategies and achieve set targets. Without a structured evaluation mechanism, strategic planning risks becoming a formal document with minimal impact on actual school quality improvement. Lestari & Pramono (2022) similarly recommend implementing a performance indicator-based evaluation system to maximize the outcomes of school strategic management.

Overall, this study shows that the implementation of VMTS-based strategic planning at SMP Negeri 1 Kedungwuni is built upon a sound theoretical framework of strategic management, yet still requires significant improvements—particularly in the areas of dissemination, participation, documentation, monitoring, and evaluation.

Inclusive strategic planning supported by adequate resources can enhance program implementation and the achievement of educational goals. Strategic recommendations include strengthening human resource capacity through strategic management training, developing a data-driven monitoring and evaluation mechanism, and improving communication and stakeholder engagement throughout the planning and implementation process.

Conclusion

Based on the research findings, it can be concluded that SMP Negeri 1 Kedungwuni has established a written VMTS-based strategic planning framework that serves as a foundational guideline for school management. Although the vision, mission, goals, and strategic objectives have been clearly formulated, the dissemination and understanding of these documents are not yet evenly distributed among stakeholders, resulting in inconsistent implementation. Furthermore, the execution and monitoring of goal attainment are hindered by limited funding, insufficient human resources, and a lack of systematic documentation and evaluation processes. Active participation from all stakeholders also needs to be strengthened to ensure that strategic planning is implemented effectively and supports the overall improvement of education quality. Therefore, it is recommended that the school enhance the dissemination of its vision, mission, goals, and strategic objectives to all school members through effective internal communication channels. Stakeholder participation should be increased at every stage of planning, implementation, and evaluation in order to foster a strong sense of ownership and shared commitment. Monitoring and evaluation processes should be managed systematically with clear indicators to support continuous improvement. Additionally, optimizing resources through training programs and seeking additional funding sources is essential to minimize constraints related to budget and human resources. Lastly, the development of a comprehensive documentation system is key to ensuring transparency and accountability in the management of the school's strategic planning.

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