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Implementation of Strategic Planning in Improving The Quality of Urban Schools (A Multi-Informant Qualitative Study of School Principals Across Cities and School Supervisors)

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ABSTRACT

Educational institutions, particularly urban schools, face increasingly complex challenges due to rapid social change, technological advancement, institutional competition, diverse student characteristics, and increasing demands for educational accountability. In this context, strategic planning is essential to ensure that school improvement initiatives are well-directed, data-driven, and sustainable. However, the availability of strategic planning documents does not always guarantee effective implementation or continuous quality improvement. This study aimed to examine the implementation of strategic planning in improving the quality of urban schools, identify supporting and inhibiting factors, and analyze the alignment between strategic planning practices and relevant theoretical frameworks. This research employed a descriptive qualitative approach using a multi-case study design. Data were collected through written interviews and document analysis involving school principals and school supervisors. Data analysis was conducted using the interactive model proposed by Miles, Huberman, and Saldaña, which consisted of data reduction, data display, and conclusion drawing/verification. Source and technical triangulation were applied to ensure data validity. The findings revealed that strategic planning contributed to school quality improvement through data-based environmental analysis, participatory vision and mission formulation, contextual priority setting, structured implementation, and continuous monitoring. Nevertheless, challenges remained in developing measurable objectives, optimizing resources, and ensuring consistent follow-up evaluations. The study concluded that strategic planning functioned effectively as a quality improvement mechanism when supported by collaborative leadership, data utilization, stakeholder engagement, and adaptive implementation processes. Future school improvement efforts should strengthen strategic planning capacity by integrating evidence-based decision-making and continuous evaluation systems.

INTRODUCTION

Quality is a primary demand in educational implementation in an era characterized by information openness, competition, and public accountability (Saleha et al., 2026; Salsabilla, 2025; Sinaga et al., 2025; Yudha & Chuemchit, 2024). Schools are required to demonstrate measurable achievements, responsive services, and transparent governance. This demand is more pronounced in urban schools, which face intense competition among educational institutions, high parental expectations, population mobility, and diverse student backgrounds

in terms of social, economic, and cultural characteristics. In this context, a school's ability to design and implement strategic plans has become one of the key determinants of sustainable quality improvement.

Strategic planning is a systematic process for determining an organization's long-term direction through environmental analysis, vision and mission formulation, goal setting, strategy development, implementation, and evaluation (Bryson, 2018; Sagala, 2013). A meta-analysis concluded that strategic planning generally has a positive relationship with organizational performance, although the magnitude of its impact depends on the quality of the planning process and its implementation (George, Walker, & Monster, 2019). In the educational context, strategic planning enables schools to identify internal and external conditions, ensuring that improvement programs are directed toward continuous quality enhancement rather than merely fulfilling administrative requirements.

In Indonesia, school planning has increasingly shifted toward data-driven decision-making (Firdaus & Hannya, 2026; Latipah et al., 2026; Nurbani et al., 2025; Nurkolis & Kusumaningsih, 2026; Rohmah et al., 2025; Syobri et al., 2025). The use of Rapor Pendidikan as the basis for Data-Based Planning (PBD) through the Identification, Reflection, and Improvement (IRB) flow positions data as the foundation for developing quality improvement programs (Musakirawati et al., 2023). This approach aligns with data-driven decision-making principles that have long been established in the school effectiveness and improvement literature (Schildkamp, Ehren, & Lai, 2012). Therefore, contemporary school strategic planning ideally integrates strategic management frameworks with a culture of data utilization.

However, several studies have confirmed that the existence of planning documents does not automatically ensure quality improvement. Carvalho, Cabral, Verdasca, and Alves (2022) found that research on the quality of school strategic plans remains limited, and many plans lack adequate indicators for monitoring and evaluating implementation. Studies in other contexts have also identified a significant but weak relationship between strategic planning and quality improvement, suggesting that planning alone is insufficient without support from other factors, such as leadership capacity and resource availability. These findings indicate a gap between planning documents and actual implementation, particularly in monitoring, evaluation, and follow-up processes.

Recent research has further emphasized that data utilization alone does not automatically produce improved educational outcomes. Lee, Camburn, and Sebastian (2025) analyzed survey responses from 1,381 school leaders and administrative data from 269 schools in Florida and found that different forms of data use demonstrated different relationships with student achievement. Although school leaders frequently emphasized responsive data to identify student needs and state standardized test results, these practices were not directly associated with student performance. Benchmark assessment data, which were used less frequently, were the only form of data utilization associated with achievement, and their effectiveness was more likely in schools characterized by strong trust among staff members. Similarly, Meyers and VanGronigen's (2025) systematic review of 62 international studies published between 2010 and 2025 concluded that research on School Improvement Plans remains relatively limited despite their widespread implementation. Their synthesis identified six interconnected implementation processes: assessing current conditions,

determining needs, setting direction, organizing resources, implementing actions, and evaluating progress. Recent Indonesian evidence also illustrates how these processes operate in local contexts; Fauzan et al. (2026), for example, found that a senior high school in Pemalang implemented an integrated cycle beginning with problem identification through the Rapor Pendidikan, collaborative reflection, improvement program development, implementation, and evaluation. Collectively, these studies strengthen the argument that the central research issue concerns how strategic planning transitions from data and documents into coordinated institutional action.

Despite the increasing body of literature, several important research gaps remain. First, previous studies have frequently examined strategic planning through quantitative relationships, document evaluations, or implementation within single educational institutions, resulting in limited understanding of the complete planning cycle across diverse urban school contexts. Second, considerable attention has been given to strategic planning formulation, while the transition from environmental analysis and goal setting to program implementation, monitoring, evaluation, and follow-up remains insufficiently explored. Third, studies on data-driven planning often focus on school-level actors without simultaneously incorporating the perspectives of supervisors who provide guidance and observe multiple institutions. Fourth, theoretical and practical comparisons of strategic planning implementation involving both principals and supervisors remain relatively uncommon. These gaps align with the research problem identified in this study: investigations of strategic planning implementation in schools experiencing unique urban competition and student diversity remain limited, while implementation and monitoring processes receive less attention than planning formulation. Therefore, further qualitative investigation is needed to understand not only whether strategic planning exists but also how it functions as an organizational process under different urban educational conditions.

Addressing these gaps has significant theoretical, managerial, and policy implications. Indonesia's current education quality management framework increasingly encourages schools to utilize Rapor Pendidikan as a primary reference for internal evaluation and data-based planning, prioritize the most critical issues according to available authority and resources, involve relevant stakeholders, and translate improvement programs into Rencana Kerja Tahunan (RKT) and Rencana Kegiatan dan Anggaran Sekolah (RKAS) documents when necessary. Furthermore, the 2025 Rapor Pendidikan data released in 2026 expanded the quality framework by incorporating additional indicators related to students' positive habits, disaster and climate-change preparedness, book availability, and school facility conditions, thereby increasing the complexity of information required for planning decisions. These developments highlight the importance of implementation capacity. Schools require effective leadership, data literacy, stakeholder collaboration, human resource management, and monitoring mechanisms to distinguish strategic priorities from less impactful activities. Investigating how schools manage these processes is therefore essential because weak implementation may transform valuable data and strategic documents into administrative routines with limited influence on educational services and learning quality.

Against this background, the novelty of this study lies in examining strategic planning as a complete and interconnected implementation cycle across diverse urban educational contexts rather than focusing on a single planning stage. Specifically, this study incorporates

the perspectives of principals working in different institutional environments, including a vocational high school with an employment and industry orientation and an Indonesian school abroad operating within an international urban setting, along with the cross-school perspective of a school supervisor. The integration of varied urban contexts and supervisory perspectives represents a distinctive feature of this research, enabling direct comparison between strategic planning theories and empirical practices obtained through written interviews and document analysis. Methodologically, the multi-informant approach allows strategic planning to be examined from both the perspective of actors responsible for implementation and those responsible for supervision and institutional development. This approach provides insights into common patterns and contextual variations in how environmental analysis, strategic objectives, priority determination, implementation, resource limitations, monitoring, and follow-up processes are translated into school quality improvement practices.

Accordingly, this study aims to describe and analyze the implementation of strategic planning in improving the quality of urban schools, identify supporting and inhibiting factors affecting its implementation, and examine the alignment between actual strategic planning practices and established theoretical principles. These objectives address the research problems concerning how strategic planning is implemented, what factors facilitate or constrain implementation, and the extent to which practical implementation corresponds with strategic planning theory. Theoretically, this study contributes to educational strategic management literature by demonstrating how strategic planning and data-driven decision-making interact within different organizational and urban contexts. Empirically, it provides multi-informant evidence regarding how theoretical planning principles are applied, adapted, or challenged in practice. Practically, the findings may assist school principals in strengthening measurable objectives, resource alignment, implementation processes, and evaluation mechanisms; support school supervisors in developing context-sensitive guidance and monitoring strategies; and provide policymakers and educational authorities with evidence for improving the implementation of data-based planning. Ultimately, this study contributes to a more comprehensive understanding of strategic planning as an adaptive, participatory, data-informed, and continuously evaluated process for achieving sustainable educational quality improvement.

METHOD

Types and Research Designs

The research used a descriptive qualitative approach with a multi-case study design. This approach was selected to explore how strategic planning was implemented across different urban contexts and to identify cross-case patterns (Creswell & Poth, 2018).

Informants and Election Techniques

Informants were selected purposively based on their direct involvement in school strategic planning. Three informants participated in the study, with their identities anonymized using agreed-upon codes: KS-1, the principal of an urban vocational high school; KS-2, the principal of an Indonesian school abroad in an international urban context; and PS-1, a supervisor of high schools/vocational schools. The combination of principals as

implementers and supervisors as coaches provided perspectives on strategic planning implementation and cross-school guidance.

Table 1. Informant Profile

Code	Role	Context
KS-1	Principal	Vocational high schools, urban areas; Job Absorption Oriented / DUDI
KS-2	Principal	Indonesian schools abroad; international urban context, maintaining national identity
PS-1	School Superintendent	Supervisors at the high school/vocational level; Perspectives across Built Schools

Data Collection Techniques

Data is collected through two complementary techniques. First, written interviews using guided instruments sent and answered via WhatsApp, were chosen due to the consideration of the distance between the informants and time constraints. Second, a documentation study of the planning and quality documents referred to by the informant, such as the Education Report, the results of the School Self-Evaluation, the Strategic Plan/RKJM, the RKT, and the RKAS. The use of these two techniques allows for testing the consistency of the data.

The interview instrument for school principals contains fifteen open-ended questions that are prepared according to the stages of strategic planning, ranging from environmental analysis to monitoring and evaluation, plus items on supportive-inhibiting factors, quality change, and urban challenges. The instrument for supervisors contains eleven items that highlight the role of coaching and cross-school assessment at each stage. Each informant first expressed their willingness through a WhatsApp message before filling in, and the researcher opened up the possibility of further questions to deepen the answers that were considered still concise.

Data Analysis Techniques

The analysis used the interactive model of Miles, Huberman, and Saldaña (2014) which consisted of data reduction, data presentation, and conclusion drawing and verification. The reduction is carried out by encoding the answers into the theme according to the stages of strategic planning. The presentation was carried out through narrative texts and a matrix of findings across informants. Conclusions are drawn in stages and verified throughout the process.

Data Validity and Research Ethics

The validity of the data is maintained through source triangulation (comparing answers between informants) and technical triangulation (comparing interview results with documentation studies), as well as checking members via WhatsApp. Ethically, informed consent is obtained in writing via WhatsApp; the identity of the informant is disguised with a code; and personal data in screenshots that are used as censored evidence. However, the limitation is that written interviews have the potential to reduce the depth of exploration compared to oral interviews. But this is circumvented by open-ended questions and is open to the possibility of further clarification if you find something that is not clear.

RESULTS AND DISCUSSION

This section presents findings according to the stages of the strategic planning cycle, combining the answers of both principals (KS-1 and KS-2) and the perspective of the superintendent (PS-1), and then comparing them with related theories. Quotes are presented concisely and in a limited manner to maintain readability.

Overview of the Context of the Two Schools

Understanding the findings requires an introduction to the context of each school, as context also shapes how strategic planning is carried out. KS-1 leads a vocational high school in an urban area that is strongly oriented towards the absorption of graduates in the business and industrial world, especially in the health sector. This orientation makes partnerships with hospitals, health centers, and pharmacies as the planning axis, while placing patient safety and industry standards as a quality reference. These characteristics explain why the school's strategic goals are formulated in very concrete indicators, such as job absorption targets and competency certification graduation.

Meanwhile, KS-2 leads an Indonesian school abroad in an international urban context. This school has a dual function: to provide quality education while maintaining national identity and carrying out cultural diplomacy. The relatively small number of students allows for personalized services, but the limited number of teachers and the need for teaching across levels are challenges. The difference in the educational calendar and the dynamic mobility of students also affect the continuity of the program. This context explains why the strategic planning of KS-2 seeks to balance national standards, the strengthening of Indonesian language and culture, and global competitiveness.

The PS-1 plays the role of supervisor at the high school/vocational level who observes many target schools. This position provides PS-1 with a cross-school perspective so that they can assess the general patterns, strengths, and weaknesses of strategic planning practices that are not always visible from within a single school. These three points of view—two implementers in different contexts and one cross-school coach—complement each other in reading the implementation of strategic planning.

Environmental Analysis as a Basis for Planning

The two principals stated that strategic planning begins with data-based environmental analysis. KS-1 integrates Education Report Cards, School Self-Evaluation (EDS), and SWOT analysis through the Identification, Reflection, and Improvement (IRB) flow, with the involvement of the School Education Quality Assurance Team. KS-2 goes through a similar process by combining EDS, Education Report Cards, curriculum reflection, and committee and parent input, then formulating it in SWOT. In KS-1, the mapping resulted in the identification of strengths in the form of certified productive teachers and weaknesses in the renewal of practice facilities; In KS-2, strengths include personalized services due to small number of learners and institutional support, while weaknesses include limited number of teachers and cross-border calendar adjustments.

"The process begins with the use of objective data from the Education Report Card to identify quality achievements, which are then deepened through contextual reflection in EDS, then confronted with external dynamics using a SWOT matrix." (KS-1)

The supervisor confirmed the pattern while giving critical notes. According to PS-1, most schools have conducted environmental analysis through EDS and Education Report

Cards, but the quality still needs to be improved to be more data-driven and able to generate the right program priorities. These findings suggest that although data-driven analytics practices have become institutionalized, their depth is not evenly distributed.

Theoretically, these findings are in line with the principles of data-driven decision-making (Schildkamp et al., 2012) and the SWOT function at the environmental analysis stage (Gürel & Tat, 2017). The convergence of the two schools on the Education Report Card as a basis confirms that the PBD policy has been internalized (Musakirawati et al., 2023). However, the supervisor's record on the quality of the analysis reinforces the argument that the availability of data does not automatically guarantee a sharp analysis.

Formulation of Vision, Mission, and Strategic Goals

The formulation of vision, mission, and goals in both schools takes place participatory. KS-1 involves internal elements (vice principal, head of competency expertise, teacher council, education staff, student representatives) and external elements (business/industry partners, committees, and supervisors of trustees), through the stages of contextual analysis, stakeholder workshops, alignment, and determination. KS-2 involves the management team, teachers, committees/parents, as well as the direction of the education attaché and supervisors, with a vision that emphasizes graduates with Indonesian culture as well as global competitiveness. Both translate the vision into measurable goals: KS-1 uses a cascading approach based on SMART principles to operational goals in RKAS, while KS-2 maps the mission into a program with implementation and achievement indicators.

The supervisor considers that in general, the vision and mission of the school are clear and relevant, but some strategic goals still need to be formulated more measurably so that their achievements can be evaluated objectively. This note is in line with Carvalho et al.'s (2022) emphasis on the importance of clear indicators in school plans. Thus, the practice of formulating visions and missions has been in accordance with participatory theoretical principles, but the measurability of goals is a point that still needs to be strengthened.

Formulation of Strategies and Priority Programs

Prioritization in both schools is based on data and contextual needs. KS-1 formulates three priority pillars—industrial-class optimization, laboratory standardization, and competency certification strengthening—based on Education Report Cards, tracer studies, and industry regulations, as well as consideration of budget limitations. KS-2 prioritizes meaningful learning, strengthening literacy-numeracy and digital literacy, differentiated learning, safe school culture, strengthening Indonesian identity, and developing global competencies. These differences in orientation reflect the context: KS-1 is oriented towards job absorption, KS-2 is oriented towards balance of identity and global competitiveness.

These findings show that the formulation of strategies has been rooted in the results of environmental analysis, in accordance with the principles of strategic management of education (Sagala, 2013; Bryson, 2018). Prioritization in the midst of limited resources also confirms that strategic planning functions as a rational allocation mechanism, not just a list of activities.

The sharpening of priorities is also seen in the way the two schools link the program to the budgeting structure. KS-1 translates recommendations for improving the Education Report indicator into an activity code in the budgeting application, then arranges funding through the principle of cross-subsidization that combines regular operational funds,

performance funds, and the support of industry partners. KS-2 maps program needs along with objectives, indicators, persons in charge, and implementation time, by prioritizing programs that have a direct impact on the quality of learning and considering institutional agendas and resource efficiency. This pattern shows that strategy formulation does not stop at ideas, but is locked into budget instruments so that they can be executed and accounted for.

Strategy Implementation

At the implementation stage, the two schools pour the program into RKJM/RKT and RKAS and divide roles functionally. KS-1 implements a cross-sectoral coordination structure with the deputy head of industrial relations as a liaison for partnerships, as well as funding through a combination of BOS and partner funds. KS-2 divides roles between management teams, teachers, homeroom teachers, education staff, committees, and partners, with coordination through meetings and learning communities. Both face typical obstacles: KS-1 on the limitations of practical tools and internship quotas, KS-2 on the limited number of teachers, teachers teaching across levels, student mobility, and differences in educational calendars.

"The main obstacles include the limited number of teachers so that teachers need to teach across levels; Schools must carefully manage schedules, workloads, and program priorities." (KS-2)

The supervisor emphasized that the implementation of the program generally goes well in schools with strong and collaborative leadership, but its effectiveness is influenced by the availability of human resources and facilities, the commitment of school residents, and the consistency of implementation. This statement corroborates the literature that strategic plan failures often occur not in formulation, but in implementation that is not supported by adequate capacity and commitment (George et al., 2019).

Interestingly, the two principals did not stop at the obstacles, but developed adaptive mitigation strategies. KS-1 optimizes production-based learning models through limited services in schools, expands partnerships to network clinics and pharmacies to increase internship quotas, and streamlines budgets for priority practice materials and simulation training. KS-2 develops realistic program priorities, strengthens teacher collaboration and the use of learning technologies, implements differentiated learning, and intensifies communication with parents and partner networks. The ability to overcome these obstacles shows that effective implementation is not just about executing plans, but also managing obstacles creatively without sacrificing quality goals.

Monitoring, Evaluation, and Follow-up

Both schools carry out regular monitoring and evaluations. KS-1 conducts weekly and monthly monitoring through academic supervision and laboratory audits, with semester evaluations based on indicators such as competency test pass percentage, satisfaction of industry partners, and graduate absorption; The results will be followed up through budget reallocation in the next cycle. KS-2 monitors through academic supervision, assessment analysis, and program evaluation, then makes the results the basis for improvement in the following year's RKT/RKAS/KSP.

The superintendent noted that although monitoring and evaluation have been carried out by most schools, the level of follow-up still varies between schools. These findings are

consistent with the highlights of Carvalho et al. (2022) that the monitoring and evaluation aspects are often the weakest link in the planning cycle. Thus, in schools that consistently follow up on evaluation results, strategic planning is truly a process of continuous improvement; Instead, without follow-up, the repair cycle stalls.

Supporting and Inhibiting Factors

The synthesis of the three informants shows a consistent pattern of supporting and inhibiting factors, as summarized in Table 2.

Table 2. Supporting and Inhibiting Factors of Implementation (Cross-Informant Synthesis)

Supporting Factors	Inhibiting Factors
Visionary and participatory leadership (KS-1, KS-2, PS-1)	Limited human resources and facilities (KS-1, KS-2, PS-1)
Utilization of data/Education Report in decisions (KS-1, KS-2, PS-1)	Technology and financing gap (KS-1)
Stakeholder engagement and trust (KS-1, KS-2)	High personnel turnover (PS-1)
Work culture and positive reflection (KS-2, PS-1)	Uneven literacy/data utilization (PS-1)
Sense of belonging to the school community (KS-1)	Learner mobility & calendar differences (KS-2)

The most prominent supporting factors are leadership and data utilization, while the most recurring bottleneck is resource limitations. This pattern confirms that the effectiveness of strategic planning is not determined by documents alone, but rather by leadership, data culture, and resource capacity—in line with empirical findings that the relationship between strategic planning and quality is moderated by these factors.

G. Typical Urban School Challenges

The three informants confirmed that the urban context presents unique challenges in the form of inter-school competition, high societal expectations, and the diversity of students. KS-1 responded by differentiating expertise programs and strengthening industry partnerships; KS-2, which is located in an international city, balances the demands of global quality, strengthening the language, and maintaining Indonesian identity. PS-1 adds the dimension of the speed of technological development as a challenge that demands adaptive services. Thus, strategic planning in cities is not only about efficiency, but also differentiation and adaptation strategies to maintain competitiveness and fairness in quality access.

Contribution to Quality Improvement

All three informants agreed that strategic planning contributes to quality improvement, albeit with different emphasis depending on the context. KS-1 felt changes in the output aspects: an increase in the percentage of graduates of industry-certified competency tests, more standardized and safe practicum services, an increase in the absorption of graduates recorded in tracer studies, and an increase in public trust and parental satisfaction. KS-2 feels changes in the process and governance aspects: school programs become more directed, learning pays more attention to the needs of students, teachers are accustomed to reflecting and compiling teaching tools, and school activities are more aligned with the vision and

mission. Students gain more room to thrive through competitions and cultural arts activities, while communication with parents strengthens and safety and mental health issues begin to become a planning concern.

The supervisor emphasized that the contribution of strategic planning lies in providing clear directions, setting program priorities, increasing the effectiveness of resource use, and encouraging continuous improvement of the quality of learning and services. Thus, the contribution of strategic planning is not singular: on the one hand it appears as measurable achievements (quality of output), on the other hand as the strengthening of culture and governance (quality of processes). Both are complementary faces of school quality as understood in quality management (Sallis, 2014).

Comparison of Theories and Field Findings

Table 3 summarizes the comparison between theoretical references and field findings at each stage.

Table 3. Comparison of Theories and Field Findings

Stages	Theoretical Mold	Field Findings	Compatibility
Environmental analysis	Data-driven decisions; SWOT (Schildkamp et al., 2012; Gürel & Tat, 2017)	Based on Education Report Cards/EDS/SWOT via IRB	Suitable; Uneven depth
Vision-mission & purpose	Participatory; measurable goals (Bryson, 2018; Carvalho et al., 2022)	Participatory; Some Less Measurable Goals	Partially compliant
Strategy formulation	Align analysis; Resource-Based Priorities (Sagala, 2013)	Data-driven & context-driven priorities	Conform
Implementation	Leadership & capacity dependency (George et al., 2019)	Depends on leadership, human resources, commitment	Conform
Monev & follow-up	Indicators are clear; followed up (Carvalho et al., 2022)	Monev walks; Follow-up varies	Gap

Overall, practice in the field is largely consistent with strategic planning theory and data-driven decision-making principles. The strongest conformity was seen at the stage of environmental analysis and strategy formulation, while the most pronounced gaps were in the measurability of objectives and consistency of evaluation follow-up. This pattern reinforces the argument of George et al. (2019) that strategic planning contributes to performance but its effectiveness depends on the quality of implementation, as well as Carvalho et al.'s (2022) highlight that monitoring and evaluation are vulnerable points. The implication is that strengthening the quality of urban schools requires not only the preparation of plans, but the sharpening of indicators and the cultivation of evaluation follow-up.

CONCLUSION

This study concludes that strategic planning plays an important role in improving the quality of urban schools when it is implemented as an integrated management process rather than merely as an administrative document. The findings indicate that effective strategic planning begins with data-based environmental analysis, participatory vision and mission formulation, priority setting based on contextual needs, structured implementation, and continuous monitoring and evaluation. The involvement of multiple perspectives from school principals and supervisors demonstrates that school quality improvement is influenced not only by the existence of strategic plans but also by leadership capacity, stakeholder commitment, data utilization, resource availability, and consistency in follow-up actions. The implementation of strategic planning in urban schools is strongly aligned with strategic management theory, particularly in terms of environmental analysis and strategy formulation; however, challenges remain in ensuring measurable objectives and consistent evaluation mechanisms. Therefore, strategic planning should be positioned as a dynamic quality-improvement cycle that enables schools to respond adaptively to urban challenges, including competition, diverse student characteristics, technological changes, and increasing community expectations. These findings reinforce previous research emphasizing that strategic planning contributes to educational quality improvement when supported by effective implementation practices, collaborative leadership, and systematic evaluation.

Future research is recommended to expand the scope of investigation by involving a larger number of schools from diverse geographical, socioeconomic, and institutional contexts to obtain a broader understanding of strategic planning implementation patterns. Further studies may also employ mixed-method approaches by combining qualitative exploration with quantitative measurements of strategic planning effectiveness, leadership influence, data literacy, resource capacity, and school performance outcomes. Longitudinal research is particularly encouraged to examine how strategic planning practices develop over time and how continuous evaluation and adaptation influence sustainable improvements in school quality. In addition, future studies may explore the role of digital education management systems and artificial intelligence-based data analysis in strengthening data-driven strategic decision-making at the school level. Such investigations would provide deeper insights into how schools can transform strategic planning from a formal requirement into an adaptive organizational capability that supports continuous educational improvement.

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