

Literature Review

Implementation of Strategic Management in Educational Institutions: Its Impact on Teacher Professionalism

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Abstract

This study aims to analyze the implementation of strategic management based on Wheelen and Hunger's theory in educational institutions and evaluate its impact on teacher professionalism. The method used is a literature study that examines various recent journals from 2015 to 2025 that are relevant to strategic management, education, and educator professionalism. The results showed that the implementation of the four main phases of strategic management-environmental scanning, strategy formulation, implementation, and evaluation and control-contributed significantly to improving organizational quality and teacher professionalism. In addition, the involvement of all stakeholders and effective leadership support the success of the strategy and the development of educators' academic and social competencies. The main conclusion shows that the systematic and participatory implementation of strategic management can strengthen educators' professionalism and improve the overall quality of education. This research confirms the importance of integrating strategic management theory in education management to achieve sustainability and improve the quality of teaching and learning.

Keywords

strategic management; implementation of education; professionalism of educators

Introduction

The changing times require all aspects of life to evolve with the latest era. The field of education is inseparable from the revolutions that occur in aspects of life. Education is an effort to realize the goals of every nation. Law Number 20 of 2003 is the basis for the implementation of education in Indonesia. Education is a planned effort to create a learning situation that triggers students to explore their potential. This potential includes spirituality, character, self-control, morals, and practical abilities (Depdiknas, 2003). Education in Indonesia undergoes periodic transformations and revolutions. The curriculum is one form of educational change in Indonesia. This curriculum change effort is a form of continuity from

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the improvement of the national education system. This improvement is certainly adapted to the relevance of the curriculum to the needs of the times, especially in the generation of students. Therefore, the demands of the curriculum from time to time will change according to the competency needs of students (Santika et al., 2022). The competencies needed by learners in the 21st century are different from the previous era. The latest curriculum has integrated 21st century competencies as a demand for its achievement. These competencies are known as 4C, namely Critical thinking skills, Creative and innovative thinking skills, Communication skills, and Collaboration skills (Rosnaeni, 2021).

Educational efforts in improving students' 21st century competencies cannot be separated from the role of educators. Educators in Indonesia are at the forefront of providing quality education for students. However, the quality of educators in Indonesia is still below expectations (Hoesny et al., 2021). Based on UKG data in 2015, the average score obtained by educators was 50.5 points out of an average of 80. Although in 2018/2019 there was an adjustment due to the consideration of the Minister of Education, the average was lowered to 70. The score results in the following year increased significantly but were still below average. This cannot ensure an accurate measurement of the quality of educators because there are other factors (Kawuryan et al., 2021). In line with that, regulations regarding the standards and quality of educators and education personnel are regulated in Permendikbud no. 32 of 2022. The quality of educators is regulated in this candy, which meets the competency standards and has an educator certificate (Permendikbudristek, 2022).

The quality of education is not only focused on the condition of educators in Indonesia. As the person in charge of implementing education, school principals contribute to improving the quality of education. Principal management significantly affects the performance of educators (Kanya et al., 2021). The principal's strategy in providing encouragement plays an important role. However, there are still many challenges for principals in consistency, strategic planning, educator collaboration, evaluation and monitoring. Principals are also still limited to control and administration rather than developing educators' competencies (Naufal Malik et al., 2023). Therefore, a significant gap exist between the national mandate for 21st-century education and the practical, on the ground principal's management strategic available for cultivating these essential competencies in their teachers.

Based on these problems, the researcher formulates 1) How is the implementation of strategic management according to Wheelen and Hunger's theory in educational institutions? 2) How is the impact of strategic management on improving educators' professionalism? Therefore, this research aims to 1) analyze the implementation of strategic management in educational institutions. 2) Explain the extent to which strategic management contributes to the development of teachers' professional competence.

Method

This research is a literature study. The journals used in this research literature study were selected from several literature databases published in the last ten years, specifically from 2015 to 2025, in the fields of strategic management, education, educator professionalism, and the Ministry of Research, Technology and Higher Education. The use of library research as data collection was carried out so that researchers could carry out the steps of developing hypotheses, searching for library sources, and reviewing documents related to the subject matter (Hadi & Afandi, 2021). The author first used general phrases to search for journals that had been reviewed, then used more specific terms in the final search. The search terms used were, in part: strategic management, education, and professional educator. The author has reviewed and reviewed 80 journals from the openlibrary database, google scholar, taylor & francis, sage journal, british library, and has been indexed by SINTA, International, and Garuda, based on the criteria of strategic management and educator professionalism. Following a process of reduction and analysis, 32 articles were identified as pertinent to the relationship between strategic management and professional educator performance. A subsequent in-depth review and analysis of this corpus refined the selection to 23 articles, which exhibited a pronounced focus on the paper's primary objective:

examining the role of strategic management implementation in augmenting the competencies of professional educators. This research results in a discussion of the implementation of strategic management with educator professionalism, providing a detailed perspective, comparing based on the identified literature sources, and summarizing the findings.

Results

This study discusses the implementation of strategic management with educational professionalism, providing detailed perspectives, comparing based on identified literature sources, and summarising its findings. The results of the study indicate that the application of the four main phases of strategic management are environmental scanning, strategy formulation, implementation, and evaluation and control contributes significantly to improving organisational quality and teacher professionalism. Additionally, the involvement of all stakeholders and effective leadership support the success of strategies and the development of educators' academic and social competencies.

Discussion

Implementation of Strategic Management in Educational Institutions

Strategic Management Theory According to Wheelen & Hunger (2018), strategic management is "A comprehensive set of managerial decisions and actions that determine the long-term performance and position of an organization" (Wheelen et al., 2018). Wheelen said this process involves four main phases, namely 1) Environmental Scanning which is an analysis of the internal (strengths/weaknesses) and external (opportunities/threats) environment, 2) Strategy Formulation which means the formulation of vision, mission, and strategic objectives based on environmental analysis, 3) Strategy Implementation includes resource allocation, organizational structure, and leadership for strategy execution, 4) Evaluation and Control includes performance monitoring and feedback for continuous improvement.

Environmental Scanning

Environmental scanning has proven to be an important foundation in the achievement of strategic educational goals. Principals who conduct environmental scanning systematically are able to identify relevant opportunities, threats, strengths and weaknesses for strategy formulation (Senaji et al., 2018). According to (Mustika & Rahmayanti, 2019) emphasized the importance of environmental scanning in designing education for special needs. This strategy is also very important in managing education funds to align with the vision and mission of the school (Guntram & Kumburu, 2024).

Strategy Formulation

Strategy formulation in schools involves setting a clear vision, mission and goals. However, teachers' lack of understanding of strategic management remains a major challenge in the effectiveness of strategy formulation (Faiz et al., 2019). Participation of all stakeholders in strategy formulation strengthens commitment and successful implementation (Kamara et al., 2024). Thoughtful strategy formulation is also a key pathway to school success (Larche, 2025).

Strategy Implementation

The success of strategy implementation depends largely on leadership and organizational culture. Principals' influence tactics and teachers' learning agility play an important role in increasing teachers' commitment and motivation (Mahmutoğlu et al., 2025). Strategy implementation should also be supported by transparency and accountability in the management of education funds (Guntram & Kumburu, 2024). Adaptive strategic leadership is essential for teachers' professional development (Mabele et al., 2023).



Evaluation and Control

Evaluation and control of strategies are conducted on an ongoing basis to ensure the achievement of goals and adjust strategies if necessary (Rahma, 2024). Monitoring the use of funds and involving school committees in the evaluation are essential to maintain accountability (Guntram & Kumburu, 2024). Data-driven evaluations must also be conducted carefully to avoid bias in teacher performance assessment (Ballou & Springer, 2015). Local adaptation in education reform is also an important factor in the success of evaluation strategies (Dimmock et al., 2021).

Educator Professionalism

According to Ki Hajar Dewantara in (Siswadi, 2023) Educators are identical to the concept of "Tri Mong" which characterizes educators who are sincere and compassionate, humanist, and as facilitators. Professional educators need professional, pedagogical, personality, and social competencies. An educator should go through a series of standardized and expert-certified training and development (Hanun, 2021). The four important aspects of expertise competence for professional educators are explained as follows:

1. Professional

Professional competence for educators is the expertise of educators in mastering the material broadly and deeply. This competency includes: 1) mastery of scientific material concepts, 2) mastery of competency standards and basic competencies, 3) material development, 4) continuous professional development, and 5) utilization of information technology (Yulmasita Bagou & Suking, 2020). This professional competence is certainly inseparable from the integration of digital technology as a learning medium. Aspects that need to be considered in this case are 1) mastery of teaching materials, 2) implementation of evaluations, 3) management and development of learning media, 4) management of teaching programs, 5) supporting and inhibiting factors for professionalism, and 6) solutions to inhibiting factors (Mia & Sulastri, 2023).

2. Pedagogy

Pedagogy comes from the Greek language which is divided into *paedos* (child) and *agagos* (leading or guiding), so pedagogy means guiding children. Pedagogy essentially urges educators to master broad and critical skills regarding the characteristics and psychology of students (Akbar, 2021). Educators' pedagogical competencies include 1) mastery of material and science, 2) planning and development, 3) understanding students, 4) management of educational and innovative learning processes, 5) personal development and professionalism, and 6) spiritual and social (Puteri Ramadhani, 2020).

3. Personality

Educators have a good image in attitude and behavior for students. The educator's personality is a reflection of the character cultivation that educators teach to students through their behavior (Syah et al., 2024). The competence of this educator includes 1) a stable personality, 2) Mature personality, 3) Wise and wise personality, 4) Noble character that is a role model, and 5) Authoritative personality (Zola & Mudjiran, 2020).

4. Social

Educators' social skills refer to the capacity of educators to establish optimal communication and relationships both in the educational environment and society. This educational interaction allows teachers to fulfill and stimulate the development of students' social needs (Rohmah & Marimin, 2015). This competency refers to two issues, namely attitude and communication. The attitude aspect leads to inclusiveness, objectivity, and non-discrimination. Communication aspects include effectiveness, empathy, and courtesy (Julita & Dafit, 2021).

Improving Educator Professionalism in the Implementation of Strategic Management

Based on the implementation of strategic management in educational institutions according to Wheelen & Hunger's theory (2018), it has a significant impact on improving organizational quality and teacher



professionalism (Kinyua et al., 2018; Mahmutoğlu et al., 2025). A comprehensive environmental scan enables schools to respond to changes appropriately and efficiently (Mustika & Rahmayanti, 2019). The involvement of all stakeholders in strategy formulation strengthens ownership and commitment to the school's vision (Kamara et al., 2024). Strategy implementation supported by effective leadership and a conducive organizational culture strengthens teacher motivation and accountability (Mahmutoğlu et al., 2025; Mabele et al., 2023). Systematic and adaptive evaluation is essential to maintain the relevance and sustainability of educational strategies (Rahma, 2024; Dimmock et al., 2021).

The expertise competence of the teaching profession can be improved through the implementation of strategic management. Professional educators pedagogically respond to learning needs such as student-centered learning and curriculum changes based on the background of students (Mustika & Rahmayanti, 2019). The strategy designed in the solution is to conduct blended learning training involving partner universities (Mahmutoğlu et al., 2025). Implementation of strategies can be carried out such as lesson study supported by peer to peer observation (Dimmock et al., 2021). Personality competence of educators increases with the collaborative culture of the school environment (Kamara et al., 2024). The design of reflective teacher strategies can and the development of a code of ethics play a role in this improvement. Professional competence can be improved by encouraging educators to conduct research and training. Educators need open access and competency-based certification to implement these strategies (Dimmock et al., 2021). The strategy of collaborative projects through inclusive communication training also has a positive impact on educators' social competence.

Conclusion

The implementation of strategic management based on Wheelen & Hunger's theory in educational institutions is carried out through four main stages: (1) Environmental Scanning to analyze strengths, weaknesses, opportunities, and threats; (2) Strategy Formulation by involving all stakeholders in setting vision, mission, and goals; (3) Strategy Implementation through effective leadership, resource allocation, and collaborative culture; and (4) Evaluation and Control to ensure strategies remain relevant through data-based monitoring. This implementation has a significant impact on improving teacher professionalism, especially in developing pedagogical, personality, social and professional competencies, such as curriculum adaptability, mastery of technology, exemplary and collaboration. The main driving factors include continuous training (blended learning, lesson study), competency certification, and strengthening school culture that encourages accountability and innovation..

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