

The Contribution of School Strategic Planning Towards the Quality of School Exam Graduates in Junior High Schools in Banten Province

Prof. Dr. Sudadio, M.Pd¹, Asep Kurniawan², Suswasarosa³, Facrudin Ultsa⁴, Furniture⁵

ABSTRACT: This study aims to examine the contribution and test the significance of the correlation between the effectiveness of school strategic planning (Variable X) on the quality of graduates as measured by the achievement of School Exams (Variable Y) at the Senior High School (SMA) level in Banten Province. The uneven variation in School Exam achievements and strategic planning practices that tend to only be administrative documents are the main background for this in-depth study. This study uses a quantitative approach with a descriptive correlational explanatory research type. The accessible population is all high schools in Pandeglang Regency, Serang Regency, and Serang City. The school sample was selected using Purposive Sampling. Data were collected through a survey using a 1-5 Likert Scale (Variable X) and documentation of School Examination scores (Mathematics and Indonesian) as a proxy for Graduate Quality (Variable Y). Data analysis used parametric statistical techniques, namely the Shapiro-Wilk Normality Test and the Pearson Product Moment Correlation Test, with the help of the SPSS program. The Shapiro-Wilk normality test shows that the data for Variable X (Principal Planning) and Variable Y (UAS Score) are normally distributed, with significance values of 0.088 and 0.104, respectively ($p > 0.05$). The results of the Pearson Correlation Test produce a correlation coefficient value (r) of 0.517, which indicates a positive relationship with moderate strength between the two variables⁹. However, the significance value obtained was 0.190 ($p > 0.05$), so the relationship was declared statistically insignificant. Although there is a tendency for a positive relationship between the effectiveness of the principal's strategic planning and student academic achievement, this relationship cannot be proven significant based on the sample data of this study. This finding suggests that in addition to strategic planning, other more dominant variables need to be considered in explaining variations in graduate quality, as well as the need to increase the sample size in further research.

KEYWORDS: Effectiveness of School Strategic Planning, Graduate Quality, School Examination Achievement, Pearson Correlation, Educational Management

1. INTRODUCTION

Efforts to improve the quality of education at the high school level are a national priority. The quality of graduates is often reflected in the performance of the School Examination (US), which is a key indicator of institutional success. However, this success is determined not only by students' academic achievement but also by managerial factors, particularly the effectiveness of the school's strategic planning.

Strategic planning is a systematic process for establishing a vision, mission, goals, programs, and educational implementation strategies based on student needs, school conditions, and the demands of the times. Strong planning serves as a guideline for resource management, educator competency development, and learning outcome evaluation.

Banten Province faces challenges in competing for quality education, as evidenced by the uneven variation in school exam results across high schools (public and private) across the region. In practice, strategic planning often remains merely an administrative document and is not integrated into school learning programs and management. This lack of synchronization leads to suboptimal resources and limited support for student readiness, potentially widening the quality gap. Therefore, an in-depth study is needed to examine the contribution of school strategic planning to the quality of school exam graduates in Banten.

There are four main problems identified based on the background: 1) Unequal Gap in Graduate Quality: Variation in School Examination achievements between State Senior Secondary School in Banten is still high. 2) Ineffective Implementation of Strategic Planning: Strategic planning tends to only be an administrative document, not integrated as an operational guideline. 3) Asynchrony between Planning and Implementation: There is a significant difference between planning documents and program implementation in the field, which has an impact on less than optimal resource utilization. 4) Lack of Real Contribution of Strategic

The Contribution of School Strategic Planning Towards the Quality of School Exam Graduates in Junior High Schools in Banten Province

Planning to Graduate Quality: There is no factual picture regarding the real role of strategic planning in improving graduate quality (School Examination achievement).

2. THEORETICAL FRAMEWORK

A. Quality of Learning Outcomes

The quality of education is a measure of an institution's success in achieving its goals (Sudadio, 2021:193). This quality includes the integration of input, process, and output. Basic Concepts and Dimensions: Graduate Quality is defined as the level of achievement of student competencies—including cognitive, affective, and psychomotor aspects—after the educational process (Sudadio, 2021:199). Learning Outcomes are relatively permanent changes in behavior as a result of the learning process (Bloom, 1976:12). Sallis (2002:29) divides the Quality of Learning Outcomes into two dimensions: Absolute Quality (achievement of competency standards) and Relative Quality (value added or improvement over time). The Ministry of National Education (2008:21) emphasizes that the quality of learning outcomes is the suitability between student achievement and the established Graduate Competency Standards (SKL). Determination Factors: Learning outcomes are influenced by the interaction between students' internal conditions (motivation, readiness) and external conditions (learning environment, quality of instruction/Gagné, 1985:34). Slavin (2011:51) emphasizes the aspect managerial, where the quality of learning outcomes is the result of the interaction between the quality of teacher learning, student characteristics, and the quality of the school climate. Measurement at the High School Level: In the context of this research, the Quality of Learning Outcomes is measured through the School Examination (US) score, which serves as an important indicator for measuring the achievement of graduate competencies for all subjects (Permendikbud, 2018:7). High US achievement is considered a reflection of the success of school management.

B. Quality of Learning Outcomes

The quality of education is a measure of an institution's success in achieving its goals (Sudadio, 2021:193). This quality includes the integration of input, process, and output. Basic Concepts and Dimensions: Graduate Quality is defined as the level of achievement of student competencies—including cognitive, affective, and psychomotor aspects—after the educational process (Sudadio, 2021:199). Learning Outcomes are relatively permanent changes in behavior as a result of the learning process (Bloom, 1976:12). Sallis (2002:29) divides the Quality of Learning Outcomes into two dimensions: Absolute Quality (achievement of competency standards) and Relative Quality (value added or improvement over time). The Ministry of National Education (2008:21) emphasizes that the quality of learning outcomes is the suitability between student achievement and the established Graduate Competency Standards (SKL). Determination Factors: Learning outcomes are influenced by the interaction between students' internal conditions (motivation, readiness) and external conditions (learning environment, quality of instruction/Gagné, 1985:34). Slavin (2011:51) emphasizes the aspect managerial, where the quality of learning outcomes is the result of the interaction between the quality of teacher learning, student characteristics, and the quality of the school climate. Measurement at the High School Level: In the context of this research, the Quality of Learning Outcomes is measured through the School Examination (US) score, which serves as an important indicator for measuring the achievement of graduate competencies for all subjects (Permendikbud, 2018:7). High US achievement is considered a reflection of the success of school management.

C. School Strategic Planning

Strategic planning is an important managerial process that links the school's vision with operational actions to achieve quality. Definition and Function: Strategic Planning (Renstra) is the process of determining long-term goals, strategies, programs, and policies based on an in-depth analysis of the internal and external environment (SWOT) (Bryson, 2011:63). Its main function is to provide clear direction, guide resource allocation, and provide a framework for evaluating performance and goal achievement. Characteristics of Renstra Effectiveness: Renstra's effectiveness is measured by its ability to be integrated into the academic culture and daily decisions of the school, not just an administrative document. An effective Renstra must be oriented towards quality and results, which means that the programs formulated directly support the improvement of the quality of student learning outcomes. Linkage to Graduate Quality: Bryson (2011:63) explicitly explains that the quality of learning outcomes is directly related to the effectiveness of strategic planning. Schools with focused and data-based planning tend to produce better academic outcomes because the programs implemented focus on comprehensively improving the quality of learning.

D. Thinking Framework (Variable Synthesis)

Synthetically, this study argues that the effective implementation of School Strategic Planning (X)—from needs analysis to program implementation and evaluation—will create a conducive instrumental environment. This environment, in turn, will significantly

The Contribution of School Strategic Planning Towards the Quality of School Exam Graduates in Junior High Schools in Banten Province

correlate with improvements in the Quality of Learning Outcomes (Y) as reflected in the achievement of graduates' School Examination scores.

3. RESEARCH METHODS

This research is a quantitative study with a descriptive correlational explanatory type. The quantitative approach was chosen to measure and analyze the cause-and-effect relationship (correlation) between variables in the form of numerical data. This research is descriptive to describe the characteristics of the variables, and explanatory correlational to explain the extent to which the Independent Variable (X), namely the Effectiveness of School Strategic Planning, contributes and correlates significantly with the Dependent Variable (Y), namely the Quality of Graduates (School Examination Achievement).

Variables	Operational Definition	Data Types
Independent Variable (X)	Effectiveness of School Strategic Planning (School Principal's Strategic Plan). Measured based on respondents' (school principals') perceptions of the process of preparing, implementing, and evaluating the school's Strategic Plan.	Data Primer (Ordinal/Interval)
Dependent Variable (Y)	Graduate Quality. Proxied using documented School Examination (US) scores in critical subjects (Mathematics and Indonesian) as an indicator of academic achievement.	Secondary Data (Ratio/Interval)

Population and Sample

The population used in this study includes two public senior high schools in Serang Regency, Serang City, and Pandeglang Regency, Banten Province. Purposive sampling was used to select schools deemed most relevant and possessing complete data for both variables. The primary unit of analysis was the principal as the respondent for variable X and graduate grade data for variable Y. Research Instruments and Data Collection Techniques Data Collection for Variable X (Strategic Planning): The instrument used is a questionnaire distributed to the Principal as key respondents. The measurement scale uses a Likert Scale with five categories (1 = Strongly Disagree to 5 = Strongly Agree) to measure the level of planning effectiveness. The instrument has been tested for validity and reliability to ensure the accuracy and consistency of the measurement. Data Collection for Variable Y (Graduate Quality): The technique used is documentation, namely the collection of secondary data in the form of recordings of School Examination (US) scores for Mathematics and Indonesian subjects from high school graduates in the period studied.

Data Analysis Techniques Data analysis was carried out using inferential statistics with the help of the SPSS (Statistical Product and Service Solutions) program. Analysis Prerequisite Tests: Normality Test (Shapiro-Wilk): Carried out to test the assumption that the data of both variables are normally distributed, as a mandatory prerequisite for using parametric statistics. Hypothesis Test: Pearson Product Moment Correlation Test: Used to calculate the correlation coefficient (r) and determine the strength (strong, moderate, weak) and direction (positive or negative) of the relationship between Strategic Planning Effectiveness and Graduate Quality. Significance Test (p-value test): Used to determine whether the correlation found has a significant statistical meaning, by comparing the Sig. value with the significance level ($\alpha = 0.05$). Decision: if Significance < 0.05 , the relationship is significant; if Sig > 0.05 , the relationship is not significant.

4. RESEARCH RESULTS

From the results of the normality test with SPSS, the following results were obtained.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X	.229	8	.200*	.847	8	.088
Y	.326	8	.012	.854	8	.104

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The Tests of Normality table shows the significance values (Sig.) for variables X and Y based on the Kolmogorov–Smirnov and Shapiro–Wilk tests. In this study, the decision on normality was determined by looking at the significance value in the Shapiro–Wilk test because the sample size was less than 50 respondents.

Variable X has a Sig. value = 0.088

Variable Y has a Sig. value = 0.104

The Contribution of School Strategic Planning Towards the Quality of School Exam Graduates in Junior High Schools in Banten Province

Both significance values are greater than 0.05 ($p > 0.05$), so it can be concluded that the data is normally distributed. This means there are no significant deviations from the normal distribution in either variable.

Because the data was normally distributed, the product moment correlation test was continued using SPSS and the following results were obtained:

Correlations

		X	Y
X	Pearson Correlation	1	.517
	Sig. (2-tailed)		.190
	N	8	8
Y	Pearson Correlation	.517	1
	Sig. (2-tailed)	.190	
	N	8	8

Pearson correlation analysis was conducted to determine the relationship between variable X (Principal Planning) and variable Y (Mathematics and Indonesian Language Final Exam Scores). The calculation results showed a correlation coefficient value of $r = 0.517$, which indicates a positive relationship with moderate strength between the two variables. This means that an increase in variable X tends to be followed by an increase in variable Y.

However, the results of the significance test show a probability value (Sig. = 0.190) which is greater than the significance threshold of 0.05. Thus, the relationship between variables X (Principal Planning) and Y (Indonesian Language and Mathematics Final Exam Scores) is not statistically significant, so that the suspicion of a strong relationship between variables in the population cannot be proven based on the sample data in this study. In other words, although numerically the correlation shows a positive direction and moderate strength of the relationship, the results cannot be generalized because they do not meet the criteria for statistical significance ($p > 0.05$).

Methodologically, this finding indicates that the variable Ke cannot yet be stated as a factor that has a real correlation with the variable Y. This insignificance can be caused by several factors, such as the relatively small sample size or the presence of other variables that more dominantly influence the variable Y but are not included in the research model. This finding indicates the need for further analysis, either by increasing the number of samples, testing intervening/moderating variables, or applying advanced statistical models in subsequent research.

5. CONCLUSION

Based on the results of the data analysis, it can be concluded that: 1) The normality test using Shapiro–Wilk shows that variable X (Principal Planning) and variable Y (Mathematics and Indonesian Language Final Exam Scores) have significance values of 0.088 and 0.104, respectively. Because both are greater than 0.05, it can be stated that the data are normally distributed. Thus, the normality assumption is met so that parametric statistical analysis is appropriate to use. 2) The Pearson Product Moment correlation test produces a correlation coefficient (r) value of 0.517 which indicates a positive relationship with moderate strength between variable X and variable Y. However, the results of the significance test show a Sig. value = 0.190 ($p > 0.05$), so the relationship is not statistically significant. This means that the improvement in principal planning cannot be empirically proven as a factor that is significantly correlated with the improvement in Mathematics and Indonesian Language Final Exam scores in this study sample. Thus, overall, it can be concluded that although there is a tendency for a positive relationship between principal planning and student academic achievement, the relationship cannot be confirmed significantly based on the research data.

Based on the research findings, several suggestions can be put forward as follows: 1) For schools, principal planning still needs to be strengthened as part of educational management; however, improving student learning outcomes should not only focus on planning, but also consider other factors that may be more dominant, such as the quality of learning, student motivation, parental support, and the availability of infrastructure. 3) For teachers, increasing collaboration with school management in the implementation of academic programs can be a strategy to ensure that school planning is optimally implemented and has an impact on student learning outcomes. 4) For future researchers, it is recommended to: • use a larger sample size to increase the statistical power of the analysis, • include other variables such as principal leadership, school climate, or teacher pedagogical competence as mediating or moderating variables, • evaluate the research model longitudinally so that the relationship between variables can be observed over a longer period of time. Further research can also use mixed methods to gain a more

The Contribution of School Strategic Planning Towards the Quality of School Exam Graduates in Junior High Schools in Banten Province

comprehensive understanding of how principal planning contributes to student learning outcomes, not only from a statistical perspective but also from the experiences and perceptions of school stakeholders.

REFERENCES

- 1) Ahmed, N. (2020). Impact of strategic school planning on student examination results. *International Journal of Educational Development*, 74, 102–118. <https://doi.org/10.1016/j.ijedudev.2019.102118>
- 2) Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing*. Longman.
- 3) Arifin, M. (2019). Implementation of the principal's strategic planning in improving the quality of learning in public junior high schools. *Journal of Educational Management*, 7(2), 112–125.
- 4) Arikunto, S. (2012). *Basics of educational evaluation*. Bumi Aksara.
- 5) Arikunto, S. (2020). *Research procedures: A practical approach (Revised ed.)*. Rineka Cipta.
- 6) Bloom, B. S. (1976). *Human characteristics and school learning*. McGraw-Hill.
- 7) Bryson, J. M. (2011). *Strategic planning for public and nonprofit organizations (4th ed.)*. Jossey-Bass.
- 8) Bryson, J. M. (2018). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement*. Jossey-Bass.
- 9) Chen, L., & Li, X. (2018). School strategic management and academic performance: Evidence from China. *Asian Education Review*, 9(2), 55–68.
- 10) David, F. R. (2018). *Strategic management: Concepts and cases (16th ed.)*. Pearson Education.
- 11) Deming, W. E. (1986). *Out of the crisis*. MIT Press.
- 12) Dharma, A., & Pratiwi, A. (2023). The influence of principal leadership and quality culture on the effectiveness of strategic planning in secondary schools. *Journal of Educational Administration*, 30(1), 100–115.
- 13) Gagné, R. M. (1985). *The conditions of learning and theory of instruction (4th ed.)*. Holt, Rinehart & Winston.
- 14) Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards. (2005). State Secretariat.
- 15) Hasanah, N. (2021). Implementation of quality-based strategic plans in junior high schools. *Journal of Educational Administration*, 10(3), 210–223.
- 16) Hoy, W. K., & Miskel, C. G. (2018). *Educational administration: Theory, research, and practice (10th ed.)*. McGraw-Hill.
- 17) Johnson, R. (2015). Strategic planning and student achievement in middle schools. *Journal of Educational Leadership*, 22(4), 301–315.
- 18) Sudadio, dkk JEFMS, (2023), the Effect of Transformational Leadership Style and Organizational Culture on the Productivity of Junior High Schools in Serang District, Volume 06
- 19) Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. (2003). State Secretariat.
- 20) Miles, M. B., Huberman, A. M., & Saldaña, J. (2019). *Qualitative data analysis: A methods sourcebook (4th ed.)*. Sage Publications.
- 21) Minister of Education and Culture Regulation No. 4 of 2018 concerning Assessment of Learning Outcomes by Educational Units. (2018). Ministry of Education and Culture.
- 22) Ministry of Education and Culture. (2020). *Guidelines for preparing the Medium-Term Work Plan (RKJM) and Annual Work Plan (RKT) for Schools*. Ministry of Education and Culture.
- 23) Ministry of National Education. (2008). *Guidelines for developing curriculum at the educational unit level*. Directorate General of Primary and Secondary Education Management.
- 24) Mintzberg, H. (1994). *The rise and fall of strategic planning*. Free Press.
- 25) Mulyadi, R. (2022). The role of principal leadership and quality planning on junior high school students' academic performance. *National Education Management Journal*, 12(1), 75–89.
- 26) Mulyasa, E. (2017). *School-based management: Concept, strategy, and implementation*. PT Remaja Rosdakarya.
- 27) Nanus, B. (1992). *Visionary leadership*. Jossey-Bass.
- 28) Rachman, A., & Yusuf, M. (2021). Evaluation of the implementation of strategic plans to improve graduate quality: A case study of favorite high schools in Banten Province. *Journal of Education and Evaluation*, 9(1), 45–60.
- 29) Rahmawati, L. (2017). Educational quality strategies and their impact on student learning achievement. *Journal of Educational Quality*, 4(1), 15–27.
- 30) Reigeluth, C. M. (1999). *Instructional-design theories and models: A new paradigm of instructional theory (Vol. II)*. Lawrence Erlbaum Associates.

The Contribution of School Strategic Planning Towards the Quality of School Exam Graduates in Junior High Schools in Banten Province

- 31) Sallis, E. (2002). Total quality management in education (3rd ed.). Kogan Page.
- 32) Scheerens, J. (2000). Improving school effectiveness. UNESCO-IIEP.
- 33) Slavin, R. E. (2011). Educational psychology: Theory and practice (10th ed.). Pearson.
- 34) Smith, A. B., & Jones, C. D. (2020). The impact of strategic planning fidelity on student achievement outcomes. *Journal of School Leadership*, 30(3), 200–220.
- 35) Steiner, G. A. (1997). Strategic planning: What every manager must know. Free Press.
- 36) Sudadio, S. (2021). Essential dimensions of quality education and training. Bumi Aksara.
- 37) Sudjana, N. (2016). Assessment of the results of the teaching and learning process. PT Remaja Rosdakarya.
- 38) Sugiyono. (2022). Quantitative, qualitative, and R&D research methods. Alfabeta.
- 39) Suryadi, A., & Rukayah, S. (2020). The influence of strategic planning on the quality of education in private schools. *Journal of Educational Sciences*, 5(1), 34–45.
- 40) Thompson, G. (2016). Leadership, strategic planning, and educational outcomes. *Australian Journal of Education*, 60(3), 245–260.
- 41) Wheelen, T. L., & Hunger, J. D. (2017). Strategic management and business policy: Globalization, innovation, and sustainability (15th ed.). Pearson.
- 42) Wibowo, T. (2018). The contribution of school management to mathematics learning outcomes in public junior high schools in Jakarta. *Journal of Educational Evaluation*, 3(1), 50–63.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.