

Strategic Management Implementation at Immanuel Senior High School, Batu City, East Java

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Abstrak:

This study aims to describe and analyse the implementation of strategic management at Immanuel High School, Batu City, based on the Wheelen and Hunger model, which includes environmental observation, strategy formulation, strategy implementation, and evaluation and control. This study aims to describe and analyse the implementation of strategic management at Immanuel High School, Batu City, based on the Wheelen and Hunger model, which includes environmental observation, strategy formulation, strategy implementation, and evaluation and control. This study used a qualitative approach with a single case study design. Data were obtained through in-depth interviews, observations, and documentation studies of purposively selected informants. Data were then analysed using the interactive model of Miles, Huberman, and Saldaña with triangulation of sources and techniques to ensure data credibility. The study shows that service differentiation through the boarding system, character development, and multicultural management are the school's main strengths in implementing strategic management. This strategy is supported by the 3 Goods vision, which is internalised in all school programs and reinforced through a tiered evaluation mechanism. However, weaknesses remain, such as the lack of a standardised alum tracer study system and formal data-based environmental mapping. The implementation of strategic management has been integrated and effective in supporting school sustainability and the management of diverse students. This study confirms that integrating institutional values with strategic management practices is a crucial factor in building a school's competitive advantage.

Kata kunci: Institutional Vision; Multicultural; Service Differentiation; Strategic Management; Tracer Study.

Introduction

Twenty-first-century education has become a competitive service industry, pushing private schools to formulate a clear competitive strategy amid the public's preference for free public schools (Amalia & Kholik, 2025). Studies across contexts converge on one conclusion private-school competitiveness is not the product of a single tactic but of a complete managerial cycle. Turkish private schools build advantage from academic quality, service, and institutional image combined (Karagöz & Özdemir, 2026), zoning-pressured schools must integrate promotion with service differentiation (Mai et al., 2021; Suranda & Nora, 2025) and public schools facing competition from religious-based private schools have had to reconstruct their entire strategic management rather than run isolated programs (Mahdiyah et al., 2026; Magay et al., 2025). The pattern is consistent: durable competitiveness depends on the full strategic cycle, not short-term formulation alone.

This consensus sits uneasily against how literature studies strategic management in practice. The dominant model, Wheelen and Hunger's four interdependent stages of environmental observation, formulation, implementation, and evaluation-control (Machmud, 2024), insists these stages cannot be understood in

isolation. Yet empirical studies routinely isolate them success is attributed narrowly to leadership commitment while failure is blamed on budget constraints (Asykur et al., 2025), character-based programs are studied as standalone initiatives disconnected from macro strategy (Eminarni et al., 2025) and evaluation-control receives far less attention than formulation-implementation (Agusnawati et al., 2024). This fragmentation is compounded by a contextual gap: differentiation studies remain concentrated at the elementary level (Magay et al., 2025; Mahdiyah et al., 2026), leaving high schools with nationally diverse populations largely unexamined. Literature, in short, prescribes integration in theory but rarely tests it in practice precisely the gap this study addresses.

Immanuel High School in Batu City, East Java, makes this gap empirically visible. Amid a national decline in private-school enrollment driven by zoning regulation, the school has turned this threat into an opportunity through character-based service differentiation and social inclusion. Since 2013 it has hosted the Secondary Education Affirmation Program (ADEM) for students from 3T regions, including Papua, requiring the capacity to manage cultural diversity and support students' academic-social adaptation (Gustiani et al., 2022; Lubis et al., 2025; Rilci et al., 2024). Yet behind this external recognition lies an internal paradox: environmental observation is not grounded in formal data, competitor mapping is unstandardized, alumni tracer studies do not exist in structured form, and evaluation of character pillars remains qualitative and intuitive. The school is strategically successful by outcome while lacking the managerial infrastructure the Wheelen and Hunger model identifies as necessary for that success the same disconnect the literature shows at a conceptual level.

This study addresses that disconnect through three contributions: contextually, shifting focus from elementary schools (Magay et al., 2025; Mahdiyah et al., 2026) to a high school with a nationally diverse population; theoretically, treating all four Wheelen and Hunger elements as an interdependent system rather than isolated components such as promotion (Suranda & Nora, 2025) or character planning alone (Eminarni et al., 2025) and practically, linking external achievement to the maturity of internal managerial systems, a relationship underexplored in domestic and international discourse (Karagöz & Özdemir, 2026). This study therefore aims to describe and analyze the implementation of strategic management at Immanuel High School, Batu City, across environmental observation, strategy formulation, strategy implementation in managing ADEM students' cultural diversity, and strategic evaluation-control in addressing the gap between institutional expectations and field realities.

Literature Review

The theoretical framework of this study is Wheelen and Hunger's model of strategic management as a continuous process of four interdependent stages: environmental observation, strategy formulation, strategy implementation, and evaluation and control. Machmud (2024), together with Kautsar and Julaiha (2023), both anchor this study's use of the model, arguing that weaknesses in one stage inevitably compromise the next and that strategic management is best understood as a single development-implementation-evaluation cycle rather than four separate activities. This interdependence claim is the study's central theoretical commitment, and it is the yardstick against which the following review is organized: not simply what each stage of the literature has found, but whether the literature has actually studied these stages as interdependent, or has instead treated them as isolated topics.

Judged against that yardstick, the environmental observation literature is thin and cautionary rather than reassuring. Iswandi et al. (2023), studying SWOT preparation for Semarang City's School Mover Program, found that strategy formulation is only as effective as the internal-external data feeding it: incidental, non-standardized scanning produces observation results that cannot be translated into measurable strategies.

Read through Wheelen and Hunger's interdependence claim, this is not a self-contained finding about scanning practice alone; it is evidence that a weak first stage constrains everything downstream which is precisely the mechanism the theory predicts and precisely the condition observed at the research site, where environmental observation is not yet based on formal data or standardized competitor mapping.

By contrast, strategy formulation is the best-documented stage, and here the studies converge rather than merely accumulate. Amalia and Kholik (2025) identify curriculum innovation, learning services, and institutional image as the strategies private schools use to stay attractive against free public schools, Karagöz and Özdemir (2026) reach a structurally similar conclusion in Turkish private schools, where advantage comes from combining academic factors, service quality, and institutional reputation rather than reacting to market pressure, Mohamed and Basar (2023) provide the quantitative link, showing strategic management implementation positively correlated with competitive advantage. Together these studies establish formulation as a genuine determinant of institutional sustainability, not administrative housekeeping. What they do not establish, however, is whether that formulation was itself the product of adequate environmental scanning, or whether it succeeded despite scanning gaps of the kind Iswandi et al. (2023) describe the interdependence the theory claims remains asserted rather than tested.

Strategy implementation research follows a similar pattern of internal convergence and external isolation. Santoso and Ambarwati (2020) found ADEM program success at SMK Negeri 2 Jember driven by consistent operational management functions rather than leadership commitment alone, Wardani et al. (2024) show ADEM implementation functioning as social integration despite cultural-adaptation challenges; and Winatha et al. (2021) confirm in Lampung that program effectiveness depends on the school's managerial readiness to design structured academic and social support. These three studies agree that implementing affirmative programs is a management capacity problem, not merely a sociological one directly relevant to Immanuel High School's ADEM mandate. Yet all three examine implementation as a standalone success factor, without asking how implementation quality relates to the formulation that preceded it or the evaluation that should follow it, leaving the same interdependence question open.

Evaluation and control is where the fragmentation this review has been tracing becomes most visible. Triani (2023) finds that institutions routinely possess adequate strategic planning documents but lack standardized instruments to measure strategy achievement, leaving quality control incidental and qualitative-intuitive the same symptom this study observes in Immanuel High School's non-standardized alumni tracking and qualitative character-pillar evaluation. That this is the least-researched of the four stages is itself consistent with the fragmentation pattern above: formulation and implementation dominate the literature (Agustina et al., 2024; Karagöz & Özdemir, 2026; Mohamed & Basar, 2023), scanning and evaluation are comparatively neglected (Iswandi et al., 2023; Triani, 2023), and affirmative-program research (Santoso & Ambarwati, 2020; Wardani et al., 2024; Winatha et al., 2021) stands apart entirely as a sociological literature never linked back to strategic management architecture.

This pattern yields a testable proposition rather than a descriptive gap. If Wheelen and Hunger's interdependence claim holds, a school with strong, well-documented formulation and implementation as the differentiation and ADEM-management literature above would predict for a case like Immanuel High School should nonetheless show compromised outcomes wherever its scanning and evaluation practices remain informal, because weakness in one stage propagates rather than stays contained. The segmented literature reviewed here has not tested that proposition end-to-end within a single case; this study does so by analyzing all four elements together at Immanuel High School, Batu City, treating its documented

strength in service differentiation and ADEM management, alongside its documented weakness in environmental scanning and evaluation, as a single interdependent system rather than four separate findings.

Research Method

Research Design

This research uses a qualitative approach with a single case study design based on the interpretivism paradigm. This approach was chosen because it aligns with the research objectives, namely to understand and interpret in depth how the implementation of strategic management is experienced and interpreted by organizational actors, rather than measuring it statistically. The case study design was chosen because it is the most appropriate empirical research strategy for investigating contemporary phenomena in depth in a real-life context, especially when the boundaries between the phenomenon and its context are not always clear (Yin, 2018), while also allowing for the exploration of multiple participants' perspectives on a phenomenon bound by space and time (Creswell, 2013). Immanuel High School, Batu City, was selected through purposive, theory-driven case selection rather than for statistical representativeness. Three criteria jointly justify this choice: uniqueness (it is the only boarding Christian high school in Batu City), longitudinal exposure to the phenomenon under study (more than a decade as an ADEM Program partner, allowing all four Wheelen and Hunger elements to be observed as a matured rather than emergent system), and external validation of outcomes (the 2025 national Best ADEM Organizer 1 title, which signals that whatever strategic management processes exist at this site have already produced a verifiable result worth explaining). Following Yin (2018) logic of the revelatory case, the goal of this single-case design is analytic generalization to the theoretical proposition set out in the Literature Review, not statistical generalization to all private or ADEM-partner schools.

Participants and Sampling Techniques

The research participants were determined through purposive sampling technique, with the following inclusion criteria: (1) holding a structural position directly involved in one of the four elements of school strategic management, or (2) being a direct beneficiary of the ADEM Program with a minimum study period of two years at the school. Exclusion criteria included staff or students who served/were enrolled for less than one academic year, as they were deemed to have insufficient exposure to the school strategic management cycle. Based on these criteria, eight key informants were identified, namely the Head of the Foundation's Education Development Agency (BPP), the Principal, the Vice Principal for Curriculum, the Vice Principal for Student Affairs, two Subject Teachers, a Guidance and Counseling Teacher, a Dormitory Supervisor, and a Grade 12 ADEM Program Student. This number was deemed adequate because single case study research prioritizes depth of information from sources most relevant to the phenomenon, not statistical representation, and the interview process was stopped at the point when no substantial new information was found from each informant category (data saturation) (Fusch & Ness, 2015).

Research Instruments

The main instrument in this study was the researcher herself (human instrument), assisted by three supporting instruments: (1) a semi-structured interview guide, (2) a field observation guide sheet, and (3) a documentation study checklist sheet. The interview guide was structured based on four question clusters aligned with the Wheelen and Hunger Model elements, namely environmental observation, strategy formulation, strategy implementation, and evaluation and control (Machmud, 2024). Before being used in the field, the interview guide was reviewed through expert judgment by the supervising lecturer to assess

the suitability of the questions to the indicators of each construct, and was piloted on one non-target informant to check readability and potential question bias before being used on the main participants.

Data Collection Procedures

Data were collected through triangulation of three techniques. First, semi-structured in-depth interviews with eight key informants, each lasting approximately 45–60 minutes and recorded with the informants' consent. Second, non-participatory field observations were conducted on February 23, 2026, to observe routine school activities, ADEM student interactions with regular students, and dormitory management practices. Third, a documentation study of the school's Strategic Plan, ADEM Program regulations, accreditation certificates and awards, and dormitory Standard Operating Procedures. Data collection was conducted in stages between February and March 2026, starting with an initial documentation study to establish context, followed by interviews with key informants, field observations, and finally interviews with ADEM students for cross-confirmation. During the process, adjustments were made to the Dormitory Supervisor interview schedule due to overlapping school activities, resulting in rescheduling of interviews without changing the substance of the protocol.

Operational Definition of Construct

Four main constructs were operationalized based on the Wheelen and Hunger Model indicators (Machmud, 2024) as follows: (1) environmental scanning, measured through indicators of internal-external data availability, competitor mapping mechanisms, and the use of observation results in decision-making; (2) strategy formulation, measured through indicators of the vision-mission formulation process, determination of service differentiation strategies, and stakeholder involvement in strategy formulation; (3) strategy implementation, measured through indicators of strategy translation into institutional programs and the effectiveness of ADEM student cultural diversity management at the operational level; and (4) evaluation and control, measured through indicators of the availability of standardized evaluation instruments, alumni tracer study mechanisms, and follow-up improvements based on evaluation results. These four constructs served as a reference in compiling interview guidelines and thematic coding.

Data analysis

Data analysis uses the interactive model of Miles et al. (2014), which includes data reduction through thematic coding (ES for environmental scanning, SF for strategy formulation, SI for strategy implementation, EC for evaluation and control), presenting data in the form of narratives, thematic matrices, and verbatim quotations, as well as drawing conclusions and verification which is carried out cyclically from the start of data collection. Coding was carried out manually with the help of word processing software and spreadsheets for compiling thematic matrices, in order to maintain traceability of the coding process from raw data to final themes. Data validity is built through triangulation of sources and techniques, extended observations, peer examination, and member checking of key informants, in accordance with four qualitative validity criteria: credibility (supported by triangulation and member checking above), transferability (supported by the thick description of context in the Research Design), dependability (supported by the audit trail above), and confirmability (supported by the documented coding trail linking findings back to raw data).

As the primary research instrument in a qualitative case study, the researcher's interpretive role carries an inherent risk of bias, which this study addressed procedurally rather than through a single safeguard. Bias mitigation relied on triangulation across three independent channels: informant accounts obtained through

in-depth interviews, non-participatory field observation, and documentation study, so that no single finding in this study rests on interview data alone.

Prolonged engagement with the research site further reduced the risk of performative or self-conscious responses from informants: repeated site visits and continued communication with key informants beyond the formal interview sessions allowed the researcher to detect and correct early-stage distortions that limited-duration contact might otherwise have introduced. Interpretive bias was additionally checked through peer debriefing, in which preliminary findings were periodically discussed with a methodologically competent colleague not involved in the study, providing an external check on assumptions the researcher might not have recognized as unexamined. Within the interview channel, member checking was conducted with key informants to verify that the researcher's interpretation of their statements matched their intended meaning before those statements were finalized as data.

Results

This section presents research findings regarding the implementation of strategic management at Immanuel High School in Batu City based on the four elements of the Wheelen and Hunger Model, obtained from triangulation of in-depth interviews with nine key informants, field observations, and documentation studies. Beyond describing what each element looks like in practice, the analysis below also traces how strength or weakness in one element appears to propagate into the next directly testing the interdependence proposition set out in the Literature Review. As an initial overview before the narrative description is presented, Table 1 summarizes the key findings along with the gaps identified in each element.

Table 1. Summary of Findings Based on the Wheelen and Hunger Model

Element	Key Findings	Gaps
Environmental Observation	Participatory SWOT; monthly PMO; ADEM and Kurikulum Merdeka opportunities	Not yet based on formal data; without competitor mapping documents
Strategy Formulation	"3 Goods" vision rooted in Trinitarian theology; "3M" strategy; 3-tier architecture	Dependent on key figures of the Foundation and Principal
Strategy Implementation	24-hour dormitory routine; digital detox; General Worship and continuous prayer; ADEM ecosystem	Academic mentoring among teachers is not yet evenly distributed
Evaluation and Control	Monthly PMO; quarterly graphs; 1st Place National Best ADEM predicate 2025	Without a formal alumni tracing system; Student Affairs SOP is not yet final

A detailed description of each finding in the table above is explained in the following subsections.

Environmental Observation

The initial strategic management steps at Immanuel High School in Batu City began with a review of changes in government regulations, particularly the zoning policy for New Student Admissions (PPDB) at public schools. This policy had a direct impact on reducing the number of prospective new students from the surrounding area. As a result, the management chose not to compete on affordable fees with public schools, but instead focused on other strategic advantages not available to competing schools. These advantages include providing dormitory facilities and managing students from diverse cultural and regional backgrounds through the ADEM (Secondary Education Affirmation) Program since 2013. While this step

has been successful in maintaining the school's sustainability, the environmental monitoring process still has weaknesses due to the lack of written data. This was frankly acknowledged by the principal.

"The government's implementation of the zoning system forced us to realize that we would never win if we competed solely on cost or student numbers. The real opportunity we seized was the high level of parental anxiety about the moral degradation of adolescents, leading us to position ourselves in the niche market for boarding character education. Unfortunately, this mapping of competitor dynamics is still intuitive, based on superficial observations; we don't yet have a formal document or written database that regularly charts the movements of competing institutions."

The interview information is supported by an analysis of the school's mid-term strategic plan, which found no written documentation containing detailed comparative data on the strengths and weaknesses of competing schools. Furthermore, based on the researcher's observations during school work meetings, the identification of trends or community needs was largely based on verbal estimates from the principal, rather than on formal market surveys. This situation resulted in the school's initial decisions being heavily dependent on the principal's personal judgment, which then influenced the accuracy of the school's vision formulation in subsequent stages.

Strategy Formulation

To create a strong distinctive identity to survive the competition, the school formulated a "3 Goods" Vision: Good Spirituality, Good Character, and Good Academics. Key findings in this formulation indicate that the vision is grounded in strong religious values derived from the theological philosophy of the Trinity. This theological foundation serves as the school's primary strength, providing a clear differentiator that is difficult for competitors to replicate.

In its implementation, this grand vision is divided into three strategic levels: the corporate level through the foundation's long-term work plan; the business level through positioning the school as a multicultural Christian educational institution; and the functional level through concrete work programs in each school unit. The process of dividing the vision into annual work programs was explained by the Head of the Foundation's BPP.

"The 3 Goods vision is not just a slogan, but rather the theological embodiment of the Trinitarian philosophy: the spirit is nourished by spiritual nourishment, the soul is shaped through character discipline, and the mind is sharpened through academic logic. We formulated it top-down to maintain the authenticity of the foundation's mission. However, in reducing this vision to annual work program performance indicators, we implemented a bottom-up approach by involving all teaching staff to minimize resistance during execution."

The teachers' involvement expressed in the interviews is supported by an examination of the school's curriculum documents, which show that spiritual and character targets have been incorporated into the lesson plans for each subject. This is further reinforced by the researcher's direct observations at the annual meeting, where teachers actively developed standards for assessing student behavior. However, an examination of the school's internal documents also revealed that key decisions remain heavily dependent on the foundation's leadership, potentially hindering the school's ability to respond quickly to sudden external changes.

Strategy Implementation

The strategic planning that has been prepared is then implemented in daily life by organizing dormitory activities 24 hours a day. The cause-and-effect relationship is clearly visible at this stage, where character formation is not only taught in class, but is formed directly through the dormitory rules. Rules such as restrictions on the use of devices that must be collected every 20.50 WIB and the placement of dorm rooms that mix students from various ethnicities are concrete steps to prevent social problems that were predicted at an early stage.

In guiding students, particularly those in the ADEM Program from Papua who experience cultural differences, the school uses a two-way mentoring approach that combines the roles of the Guidance and Counseling (BK) teacher and the Vice Principal for Student Affairs. This operational collaboration was explained by the BK teacher :

"We precisely divide the implementation burden for the affirmative students of the ADEM Program. When they experience culture shock or decreased motivation to learn, the Guidance and Counseling Unit steps in as a remedial agent through a humanistic group counseling approach. Conversely, if there is a violation of dormitory regulations, the Vice Principal for Student Affairs acts as a strict enforcer. This two-way synergy ensures students feel they have a safe space while remaining within strict discipline."

The implementation of this two-door approach is evidenced by data from dormitory violation logbooks and counseling files, which show a decrease in the number of student violations over time. Through direct observation in the dormitory at night, researchers witnessed the orderly collection of devices and the camaraderie of students from various regions mingling in the common room. The successful implementation of this strategy has had a positive impact on student learning outcomes, as evidenced by official documents confirming eligibility for university selection through the SNBP pathway, where ADEM Program students achieved satisfactory graduation. However, field observations also identified challenges in the form of unequal learning support among dormitory supervisors.

Evaluation and Control

The evaluation system at Immanuel High School is implemented routinely, daily, weekly, monthly, and annually, to ensure programs are running according to plan. School-level evaluations are centered around monthly Project Management Office (PMO) meetings, which aim to identify root causes and identify immediate solutions. Meanwhile, to maintain unity and commitment among the leadership, the school regularly holds weekly prayer groups.

This short-term evaluation system has proven successful, earning the school an award for best national affirmative action program manager. However, from a long-term strategic perspective, a significant weakness is identified: the lack of a systematic alumni tracking system (tracer study). This issue was openly addressed by the Vice Principal for Curriculum:

"Internally and operationally, our PMO forum is very rigorous in analyzing monthly issues and immediately producing corrective policies. However, we must admit there is a fatal weakness in the long-term evaluation system. Because there is no standardized tracer study for ADEM alumni, we lose track of the sustainability of the impact of this 3 Goods coaching when they return to their home regions or continue their studies. As a result, our strategic management cycle is not fully closed-loop; we lack empirical feedback data to update the accuracy of data during the environmental monitoring stage in the following year."

This disconnect in alumni data was evident when researchers examined graduation documents in the archives, where student records ceased immediately upon graduation with no updates regarding their continued studies or employment. This was further reinforced by researchers' observations during year-end evaluation meetings, where discussions about the school's long-term success often consisted of mere verbal estimates due to the lack of definitive alumni data. This weakness in the evaluation system prevented the strategic management cycle at Immanuel High School from fully rotating, leaving the school lacking concrete data to improve environmental monitoring and strategic planning for the following year.

Discussion

Overall, the findings at Immanuel High School in Batu confirm Wheelen and Hunger's framework that environmental monitoring is the foundation of the strategic management cycle. However, there are fundamental differences between field practices and trends described in the current literature. While previous research, such as that of Suranda and Nora (2025), concluded that private schools generally respond to public school zoning policies reactively through marketing and promotional strategies alone, Immanuel High School responded to these pressures structurally. This school radically transformed its internal ecosystem through a highly disciplined boarding system as a form of authentic service differentiation. This aligns with Amalia and Kholik (2025) analysis that institutional innovation has proven more resilient than mere promotion. However, a critical analysis of this practice also reveals empirical weaknesses: the absence of a formal competitor mapping document confirms Iswandi et al. (2023) concern that without systematic environmental monitoring data, strategy formulation is highly risky and intuitive.

The original contribution and most important theoretical implications of this study lie in the strategy formulation dimension. The "3 Goods" vision, deeply rooted in Trinitarian theology, meets the criteria of Barney's Resource-Based View (VRIN) framework: valuable, rare, difficult to imitate, and irreplaceable, since no alternative source can replicate theological conviction as the driving force of institutional culture (Antony & Anuradha, 2026; Ndruru et al., 2024). These findings extend the discourse developed by Mohamed and Basar (2023), together with Karagöz and Özdemir (2026), by providing empirical evidence that long-term competitive advantage in educational institutions does not arise purely from secular facilities or managerial superiority. Rather, it stems from a deep theological philosophy that binds all organizational resources. This calls for conceptual modifications to the application of secular strategic management models such as Wheelen and Hunger when applied to faith-based educational institutions. In this context, collective spiritual commitment is not simply one strategic input but rather a cross-stage glue that determines the course of the entire strategic management cycle.

This departs from prior models of competitive advantage that rest on academic, service, and reputational resources remaining, in principle, replicable by any sufficiently resourced competitor (Karagöz & Özdemir, 2026; Mohamed & Basar, 2023). Immanuel High School's advantage is structurally different: it is anchored in a resource that competing secular or differently-affiliated schools cannot adopt without abandoning their own institutional identity, which is precisely what the VRIN criterion of inimitability requires but which prior studies of school competitiveness have not empirically located.

In the implementation dimension, strategy execution is not only carried out through formal delegation of instructions but is also integrated into an intensive daily routine (4:00 AM to 9:00 PM). The practice of Joint Worship, where unit leaders are required to dedicate five hours to prayer, emphasizes that exemplary leadership is key to realizing the vision at the operational level, a finding that strengthens the argument of Mushthofa et al. (2022) regarding the formation of religious character. Unlike prior studies that treat affirmative-program implementation as a standalone social-integration outcome without connecting it back

to the school's broader strategic architecture (Santoso & Ambarwati, 2020; Winatha et al., 2021; Wardani et al., 2024), this study situates ADEM management as one operational arm of the 3 Goods strategy, meaning its successes and gaps are read as evidence about the implementation stage of Wheelen and Hunger's cycle specifically, not merely about program design in isolation. Regarding the management of student diversity in the Secondary Education Affirmation Program (ADEM), this study provides a critical contribution beyond previous literature (Santoso & Ambarwati, 2020; Winatha et al., 2021; Wardani et al., 2024) which only views this program from the perspective of social integration or normative readiness. This study successfully formulated operational evidence in the form of a "two-layer intervention model" in which the Guidance and Counseling Teacher acts as a remedial agent while the Vice Principal for Student Affairs acts as a rule enforcer as a concrete mechanism to maintain the consistency of the implementation of social inclusion strategies that require cross-cultural adaptation.

Finally, in the evaluation dimension, the existence of a monthly Problem, Monitoring, and Objectives (PMO) forum focused on root cause analysis demonstrates ongoing quality control practices, addressing the weaknesses of educational institutions that typically only conduct annual qualitative evaluations (Triani, 2023). However, the absence of a formal alumni tracking system (tracer study) is a critical anomaly that disrupts the long-term evaluation cycle. Without a tool to measure the post-graduation impact on ADEM students' hometowns, the resulting feedback will not be able to recalibrate environmental observations in subsequent periods. This theoretically implies that in the implementation of affirmative action programs, the Wheelen and Hunger strategic management cycle will never fully close the loop without a post-institutional tracking policy.

As a synthesis of theoretical contributions, this study demonstrates that the success of strategic management in schools with a diversity mandate is not determined by rigid adherence to formal planning stages. Rather, success is shaped by the institution's ability to integrate spiritual commitment as an anchor for service differentiation, translated into measurable and sustainable managerial consistency amidst the challenges of cultural diversity and the competitive pressures of modern education.

Conclusion

This study provides a theoretical contribution to the development of Wheelen and Hunger's Strategic Management Model by empirically proving that the absence of alumni tracking (tracer study) causally breaks the chain of feedback, thus preventing the creation of a closed-loop system in educational organization management. Scientifically, this study enriches the literature on private institutions' strategies in responding to macro policy disruptions (such as SPMB zoning) through the utilization of ideological-theological values as unique resources that create competitive advantages, as well as the importance of a dual-track approach that synergizes structural disciplinary rules and psychological recovery in managing the sociocultural diversity of affirmative students. Thus, the main scientific contribution of this study confirms that the sustainability of the strategy cycle in educational institutions is not only determined by the success of daily operational execution, but also by the availability of feedback data from long-term outputs (alumni) which serves as a crucial basis for the accuracy of environmental observations in the next managerial cycle.

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