

Strategic Framework for Student Achievement: Analyzing MAN 2 Samarinda's Approach

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ABSTRACT

This study investigates how strategic management practices at MAN 2 Samarinda have contributed to the enhancement of student achievement across academic and non-academic domains. Employing a qualitative case study methodology, the research involved interviews, observations, and document analysis to gather data from school administrators, teachers, and students. The study identified four critical stages in the strategic management process: environmental analysis, strategy formulation, strategy implementation, and strategy evaluation. Through a structured and continuous strategy management process, MAN 2 Samarinda has significantly improved student performance in religious education, academic disciplines, and extracurricular activities. The results offer valuable insights into how strategic management can support holistic student development and provide a sustainable model for other educational institutions. Despite the promising findings, this study acknowledges several limitations. First, the case study is based on a single institution, which may limit the generalizability of the results to other schools with different contexts, sizes, and resources. Second, the study focuses primarily on the perspectives of school administrators, teachers, and students, potentially omitting input from other critical stakeholders, such as parents or external partners, which may affect the comprehensiveness of the analysis. Additionally, the evaluation process was based on available school records and reports, which may not fully capture the subjective experiences and challenges faced by students and staff. Future research could include a more diverse range of schools and stakeholders to deepen understanding and increase the generalizability of the findings. The study's results highlight the importance of a systematic and adaptive approach to strategic management in education, offering valuable lessons for other institutions aiming to foster both academic and non-academic success.

Keywords: *Strategic Management, Student Achievement, Academic Success, Non-Academic Success, Educational Strategy*

ABSTRAK

Studi ini mengkaji bagaimana praktik manajemen strategis di MAN 2 Samarinda berkontribusi terhadap peningkatan prestasi siswa di bidang akademik dan non-akademik. Dengan menggunakan metodologi studi kasus kualitatif, penelitian ini melibatkan wawancara, observasi, dan analisis dokumen untuk mengumpulkan data dari administrator sekolah, guru, dan siswa. Studi ini mengidentifikasi empat tahap penting dalam proses manajemen strategis: analisis lingkungan, formulasi strategi, implementasi strategi, dan evaluasi strategi. Melalui proses manajemen strategi yang terstruktur dan berkelanjutan, MAN 2 Samarinda telah meningkatkan prestasi siswa secara signifikan dalam pendidikan agama, disiplin akademik, dan kegiatan ekstrakurikuler. Hasilnya menawarkan wawasan berharga tentang bagaimana manajemen strategis dapat mendukung pengembangan siswa secara holistik dan menyediakan model berkelanjutan bagi lembaga pendidikan lainnya. Meskipun temuannya menjanjikan, studi ini memiliki beberapa keterbatasan. Pertama, studi kasus ini didasarkan pada satu lembaga, yang dapat membatasi generalisasi hasil ke sekolah lain dengan konteks, ukuran, dan sumber

daya yang berbeda. Kedua, studi ini berfokus terutama pada perspektif administrator sekolah, guru, dan siswa, sehingga berpotensi mengabaikan masukan dari pemangku kepentingan penting lainnya, seperti orang tua atau mitra eksternal, yang dapat memengaruhi kelengkapan analisis. Selain itu, proses evaluasi didasarkan pada catatan dan laporan sekolah yang tersedia, yang mungkin tidak sepenuhnya mencerminkan pengalaman subjektif dan tantangan yang dihadapi siswa dan staf. Penelitian selanjutnya dapat mencakup sekolah dan pemangku kepentingan yang lebih beragam untuk memperdalam pemahaman dan meningkatkan generalisasi temuan. Hasil studi ini menyoroti pentingnya pendekatan sistematis dan adaptif terhadap manajemen strategis dalam pendidikan, yang menawarkan pelajaran berharga bagi institusi lain yang ingin mendorong keberhasilan akademik dan non-akademik.

Kata Kunci: Manajemen Strategis, Prestasi Siswa, Keberhasilan Akademik, Keberhasilan Non-Akademik, Strategi Pendidikan

INTRODUCTION

The development of education is a key pillar in driving a country's progress. Therefore, a focused and efficient strategy is needed to improve the quality of education. One of the problems that often occurs is the high academic ability of young people, which, although above average, does not necessarily correlate with high academic achievement (Novianti et al., 2018). Management is a series of processes carried out by a person in organizing and managing various activities, either independently or with a team. This process includes a number of key functions, namely planning, organizing, actuating, and controlling. On the other hand, strategy can be defined as a collection of ideas, thoughts, decisions, and actions designed to help an institution achieve its predetermined goals. All madrasah activities, including academic and non-academic development, need to be guided by a strong strategic foundation. Strategic management serves as the main foundation to ensure that every program implemented is in line with the institution's vision and is capable of producing competent, excellent, and highly competitive graduates (Pranajaya et al., 2022; Rijal, 2021; Suharna, 2024). The importance of achievements in academic and non-academic fields is closely related to strategic management, because a properly formulated strategy can direct all madrasah activities and resource potential to achieve educational goals efficiently and purposefully. Strategic management assists in the planning, implementation, and evaluation of activities, both in strengthening academics and developing students' interests and talents, so that madrasahs are able to improve their competitiveness and overall educational quality. Based on Law of the Republic of Indonesia Number 20 of 2003 Article 12 Paragraph 2 concerning the National Education System, it is emphasized that every student has the right to obtain educational services tailored to their respective potential, interests, and abilities. Thus, the learning process can develop to its full potential. Academic services include various activities aimed at supporting the achievement of students' academic goals, both through direct and indirect interactions. Meanwhile, non-academic services are a form of additional support aimed at honing and improving students' competencies and skills outside of academic aspects (Kalim et al., 2022; Pratiwi et al., 2022).

According to David, strategic management is the art of designing, implementing, and evaluating organizational decisions to achieve desired goals (Suparman et al., 2023). According to Budiman in his book *Strategic Management for Educational Management*, strategic management is a series of decisions and actions aimed at formulating and developing one or more effective strategies to achieve organizational goals (Budiman & Ujang Cepi Barlian, 2020; Rijal et al., 2018).

According to Wheelen and Hunger, strategic management is a series of processes that include decision-making, steps, and managerial actions that play an important role in determining the long-term performance of an institution. This process includes several main stages, namely analysis of the strategic environment, strategy formulation, strategy implementation, and assessment or evaluation of the strategies applied (Wheelen & Hunger, 1995). These four main elements are interrelated and form an integrated system, describing the entire management strategy model as a whole. Environmental analysis is a crucial step that involves observing, assessing, and collecting data from various internal and external aspects of an institution. The primary goal of this step is to identify strategic factors that could potentially influence the

direction of policy and the institution's future sustainability. Strategy formulation is the process of developing long-term plans based on an evaluation of an institution's internal and external conditions. The stages include establishing a vision and mission, setting realistic targets, developing strategic direction, and formulating policies to guide implementation. Strategy implementation is the stage where management applies strategies and policies into concrete actions by developing programs, planning budgets, and establishing operational procedures. This stage can also involve comprehensive changes to the work culture, organizational structure, and overall management system of the institution. Strategic evaluation serves to assess an institution's achievements. This process involves comparing the institution's actual performance with its targets or desired outcomes. The selection of performance indicators is tailored to the organizational unit being assessed and the objectives to be achieved.

The research results show that management strategies are effective in improving the quality of education. The planning stage includes developing a vision, mission, objectives, SWOT analysis, and short- to long-term plans, involving various stakeholders such as the principal, teachers, and the madrasah committee. The implementation strategy encompasses policies, teacher motivation, human resource management, and the development of a positive culture in the madrasah. The results are evident in improved staff performance, learning effectiveness, student achievement, competency standards, and the madrasah's reputation (Fanani & Anwar, 2023). The vision and mission of an educational institution are crucial and must be achieved through strategic management. Strategic management is implemented through a structured program encompassing budget management, operational procedures, and policies that support the internal environment, such as organizational structure and work culture, as well as the external environment, including government regulations and community support. Strategy evaluation and control are continuously conducted by management and staff, encompassing self-assessment and benchmarking to ensure goal achievement, including review of supporting factors, performance measurement, and corrective action. Resistance to change can be overcome by involving all members of the madrasah to create support and a sense of ownership of the strategy (Indah et al., 2018; Widjajanti & Mariyo, 2022). The success of strategic management implementation at MAN 2 Brebes depends heavily on the role of the principal in designing the educational vision and strategy. A principal with strong management and communication skills is able to mobilize all members of the school to achieve common goals. Active leadership creates a conducive learning environment by encouraging collaboration between teachers, students, and parents. Other important factors are flexible curriculum development, regular evaluations, and parental participation. Through a SWOT analysis, the study identified internal and external factors that influence school performance as a basis for developing effective strategies. The success of strategic management is largely determined by the principal's ability to respond to change and capitalize on opportunities (ARROMAL & HANIF, 2024; Maria et al., 2018).

Based on observations conducted by researchers at MAN 2 Samarinda, MAN 2 Samarinda offers many extracurricular activities in academic fields, including biology club, astrogeo club, economics club, mathematics club, chemistry club, robotics physics club, English debate club, Indonesian debate club, Arabic club, German club, Japanese club, and English club. Non-academic activities include arts (bivo, habsy putra putri, traditional dance, band, journalism, calligraphy, tilawah), sports (futsal, volleyball, basketball, badminton, karate, silat), organizations (MPK, OSIM, irmanda, scouts, PMR-KKR, PIK-R, KIR, paskib), and religion (Da'i Da'iyah, JHQ). Madrasahs certainly face increasingly complex challenges, both from internal and external environments. This situation encourages madrasahs to continue to innovate and improve the capacity and potential of their students. In this context, the madrasah principal plays an important and strategic role in implementing strategic management, particularly in relation to the development of students' academic and non-academic aspects. The researcher chose to conduct the study at MAN 2 Samarinda because this madrasah has achieved various accomplishments in both academic and non-academic fields, from the city to the national level.

The researchers chose MAN 2 Samarinda as the object of this research because this madrasah excels in education and consistently shows improvement in academic and non-academic achievements every year, thus attracting widespread public attention. The madrasah reflects

the principal's management in selecting and implementing strategic management to improve student achievement in both fields. The main focus of this study is the implementation of strategic management in supporting the improvement of student achievement, both in academic and non-academic fields, at MAN 2 Samarinda. Based on the issues or problems that are the focus of this research, the objectives of this study are as follows: 1) to determine how environmental analysis strategies improve student achievement at MAN 2 Samarinda; 2) to determine how strategies are formulated to improve student achievement at MAN 2 Samarinda; 3) to determine how strategies are implemented to improve student achievement at MAN 2 Samarinda.

METHOD

The type of research used in this study is a case study. This case study aims to gain a comprehensive understanding of the reality from the perspective of the participants. This understanding is not predetermined but develops through the process of research and analysis of the social phenomenon being the primary focus. The researcher used a case study approach to examine in depth how strategic management is implemented to improve student achievement at MAN 2 Samarinda. Primary data in this study were collected from the principal, deputy principal for curriculum, subject teachers, extracurricular instructors, and students at MAN 2 Samarinda, with the aim of obtaining information related to the achievements of students each year. The secondary data utilized includes madrasah profile books, student achievement records, madrasah activity documentation, journals, articles, and other related reports at MAN 2 Samarinda. The data collection techniques used were interviews, observation and documentation. Observations focused on activities at the madrasah, including the activities of the madrasah principal, vice principal for curriculum, subject teachers, extracurricular teachers, and students at MAN 2 Samarinda. During this observation process, the researcher directly observed conditions related to strategic environmental analysis, formulation, implementation, and evaluation of strategies to improve achievement at MAN 2 Samarinda. The selection of informants in this study was carried out using two methods, namely purposive sampling and snowball sampling (Saldana, 2014). In addition, researchers collected data through documentation techniques, which involved collecting documents and archives. This method was used to complement information obtained from observations and interviews. Data sources used included various forms such as written documents, recordings, manuals, official reports, diaries, and meeting minutes. Documents analyzed in this study included school profiles, SWOT analysis results, various student achievement improvement programs, curriculum documents, Strategic Plans (Renstra), and curricular and extracurricular programs. In this study, the researcher used two types of triangulation to increase the validity of the data collected, namely source triangulation and method triangulation. Data analysis techniques were carried out through several stages, including compiling, grouping, organizing, coding, and categorizing data obtained from various sources, including field notes, photographs, drawings, and report documents. All information was analyzed descriptively using a qualitative approach. The data was then processed in more depth to draw conclusions based on direct findings from the field.

FINDINGS

1. Strategic Environmental Analysis at MAN 2 Samarinda

The first step in MAN 2 Samarinda's strategic management to improve student achievement is to conduct a strategic environmental analysis, which involves identifying each indicator of internal factors (strengths and weaknesses) and external factors (opportunities and threats).

This analysis encompasses internal factors (strengths and weaknesses) and external factors (opportunities and threats), compiled through meetings with various parties, including the madrasah leadership, deputy principals, school committees, teaching staff, and external stakeholders. The madrasah's internal strengths lie in its strategic location, strong religious programs, and active student participation in academic and non-academic competitions. Weaknesses include limited teacher development and the economic conditions of most students' parents. External opportunities include parental support, collaboration with

various agencies, and technological developments. Meanwhile, threats include declining learning quality due to a lack of teacher mentoring and limited funding. Despite facing budget constraints, the supervising teachers remain committed to supporting students through creative strategies such as equipment loans, independent training, and utilizing existing resources.

Overall, the strategy implemented by MAN 2 Samarinda reflects the synergy between the internal and external potential of the madrasah which is oriented towards improving student achievement in both religious, academic and non-academic fields, while still paying attention to the context and available resources. The internal and external factors that align with the indicators for improving student achievement at MAN 2 Samarinda are as follows:

- a. Internal factors (strengths)
 - 1) Located in the city center and office center;
 - 2) Having qualified human resources;
 - 3) Having adequate dormitories and infrastructure;
 - 4) Intensive religious guidance.
- b. Internal factors (weaknesses)
 - 1) Lack of teacher training and competency development,
 - 2) Limited access to printed reading and learning resources,
 - 3) Insufficient operational budget to support all student development activities.
- c. External factors (opportunities)
 - 1) Lower-middle income of parents;
 - 2) Dynamic competitive educational environment;
 - 3) Negative social and media influences;
- d. External factors (threats)
 - 1) Open collaboration with various government and private institutions;
 - 2) Government policies to strengthen character education;
 - 3) Developments in information technology and the digitalization of education;
 - 4) Moral and material support from alumni and parents.

2. Strategy Formulation at MAN 2 Samarinda

Efforts to improve student achievement align with the vision, mission, and goals of MAN 2 Samarinda. Therefore, it is crucial to formulate strategies to improve all aspects of educational quality, particularly those related to student achievement.

a) MAN 2 Samarinda's Vision:

"To create human resources who are pious, have noble character, have integrity, are high achievers, and are environmentally conscious and cultured."

This vision reflects the aspirations of the madrasah that are oriented towards the future while respecting the potential that exists today, and in line with the norms and expectations of society, namely:

- 1) Realizing madrasah citizens who are obedient in worshipping Allah,
- 2) Forming madrasah citizens with Islamic character in thoughts, words, and actions through habituation,
- 3) Displaying a consistent and honest attitude in carrying out duties, supported by curriculum and evaluation,
- 4) Achieving academic and non-academic excellence through innovative learning and talent development, 5) Growing environmental awareness and creating a beautiful, clean, healthy, safe, and comfortable madrasah.

b) Mission of MAN 2 Samarinda:

- 1) To develop human resources who are devout and pious, and who master science and technology with an environmental perspective;
- 2) To establish the Healthy Living Community Movement (Germas) through clean and healthy living behaviors within the madrasah environment;
- 3) To implement comprehensive, quality education to create superior, world-class madrasah citizens, from the city to the international level;
- 4) To establish professional, transparent, accountable, and clean madrasah management in accordance with national education standards;

- 5) To improve the quality of professional teaching and education staff;
- 6) To implement creative, innovative, and contextual learning in accordance with an adaptive character curriculum integrated with the environment;
- 7) To provide counseling, religious services, self-development, and extracurricular activities oriented towards environmental protection and management while upholding national values;
- 8) To organize religious programs to prepare moderate Muslim intellectuals with insight into Islamic and national treasures;
- 9) Provision of child-friendly and inclusive educational facilities and infrastructure;
- 10) Explaining collaboration with all stakeholders in implementing environmentally conscious education.



Figure 1 . Motto, Vision, Mission

The programs at MAN 2 Samarinda support each other in developing students with character and achievement. In an effort to shape students' character to excel and have noble morals, and to foster the spirit of Strengthening the Pancasila Rahmatan lil 'Alamin (P5RA) Student Profile, MAN 2 Samarinda consistently carries out various activities that support improved achievement. All of these efforts are in line with the madrasah's mission to create a generation that is knowledgeable, has character, is competitive, and has a global perspective within the framework of Islamic values that align with points seven and eight.

c) Educational Objectives at MAN 2 Samarinda

1) Short-Term Objectives (1 year)

- New Student Admissions (PPDB) for the 2024/2025 academic year will be followed by the Madrasah Student Introduction Period (MATSAMA) and the Boarding School Student Introduction Period (MATSASA);
- Implementation of initial, formative, and summative assessments, both cognitive and non-cognitive;
- Implementation of the change agent program for students;
- Implementing technical guidance for students selected to participate in the Computer-Based National Assessment (ANBK);
- Implementing technical guidance for students participating in the Indonesian Madrasah Competency Assessment (AKMI);
- Implementing technical guidance for 12th-grade students in preparation for the AM, UTBK, and SPAN-PTKIN;
- Implementing extracurricular activities in the fields of religion, science, language, arts, sports, and health;
- Conducting Saturday-Sunday Camping (Persami) activities as part of the Scout Orientation Period (MOP) and the Ambalan Guest Reception (PTA) of the A.M. Sangaji Scout Group of MAN 2 Samarinda;
- Celebrating the Anniversary of MAN 2 Samarinda;
- Celebrating National Holidays (PHBN) and Islamic Holidays (PHBI);

- Conducting learning activities outside the classroom;
- Conducting basic literacy and digital literacy activities, and at the end of each academic year, students will write essays/short stories and publish them in a book;
- Collaborating with parents to conduct visits to other madrasas/schools;
- Conducting study visits to universities both within and outside the city;
- Conducting seminars on determining the direction of the Qibla for grade 10 students and community service for grade 12 students in the religious program.

2) Medium-Term Objectives (3 years)

- Developing students with excellent character; (1) Faith and devotion to God Almighty; (2) Honesty; (3) Independence in learning and organization; (4) Social; (5) Environmental concern; (6) A culture of achievement (both academic and non-academic); (7) Love for the homeland and nation.
- Embodying the wisdom of diversity of religions, nations, ethnicities, races, and socio-economic groups globally;
- Improving the quality of graduates, as evidenced by students: (1) Continuing to higher education or at civil service schools; (2) Producing literary works in the form of short stories, novels, poetry, or similar works.
- Improving the management of planning, implementation, supervision, and evaluation of learning through digitalization programs;
- Utilizing information technology as a means of developing educational management in the learning process;
- Utilizing the platforms of independent learning, independent teaching, and lifelong learning to realize the Strengthening of the Pancasila Rahmatan lil 'Alamin Student Profile Project (P5RA);
- Developing interpersonal and intrapersonal skills for all members of the madrasa community;
- Enhancing the role of students in various academic and non-academic competitions, from the city to the international level;
- Increasing students' potential in developing social communication through partnerships at the city to the international level;
- Improving madrasa management through digitalization;
- Developing partnerships with government and non-governmental institutions;
- Developing collaborative learning across subjects, particularly the Strengthening of the Pancasila Rahmatan lil 'Alamin (P5RA) Student Profile Project.

3) Long-Term Goals (5-8 years)

- Producing graduates who are faithful and pious, with noble character;
- Producing graduates with broad perspectives and able to compete in the global era;
- Producing graduates who are nationalistic and environmentally conscious;
- Producing graduates who are able to compete with graduates from other madrasas/schools;
- Producing graduates who are capable of becoming pioneers of change in various fields

Through the formulation of short-, medium-, and long-term strategies, madrasas strive to create a conducive educational environment that is adaptive to current developments and upholds Islamic, national, and humanitarian values. These efforts are realized through various learning activities, training, character development, and cross-sector collaboration, to produce graduates who excel in religious, academic, and non-academic fields and who can benefit society.

Strategy formulation is a crucial step in formulating alternative strategies based on the vision, mission, and objectives through a SWOT analysis to improve student achievement, both in religious, academic, and non-academic aspects. These three elements serve as the primary foundation for developing students who are not only intellectually intelligent but also possess noble morals, integrity, and social and environmental awareness. These values foster the development of positive character traits such as discipline, responsibility, and a passion for learning, which contribute to academic success, as well as social and leadership skills, which are essential for non-academic activities. Thus, all school activities, structured based on the vision and mission, can create an educational environment that supports comprehensive and sustainable student achievement.

The next step is to develop alternative strategies using a SWOT analysis matrix based on the previous internal and external environmental analyses. The SWOT analysis identifies several key factors: strengths, weaknesses, opportunities, and threats. A summary of the SWOT analysis is then presented in tabular form to facilitate understanding and support the strategic decision-making process. This table describes in detail the relationship and contribution of each factor to the overall condition of MAN 2 Samarinda, as follows:

Table I. SWOT Analysis Matrix

INTERNAL FACTORS	STRENGTHS	WEAKNESSES
	1. Located in the city center and office area 2. Has qualified human resources 3. Has adequate dormitories and infrastructure 4. Provides intensive religious guidance	1. Lack of teacher training and competency development 2. Access to printed reading resources and learning references is still limited 3. The operational budget is insufficient to support all student development activities
EXTERNAL FACTORS		

OPPORTUNITIES 1. Open collaboration with various government and private institutions 2. Government policies to strengthen character education 3. Development of information technology and digitalization of education 4. Moral and material support from alumni and parents	STRENGTHS-OPORTUNITIES (S-O) 1. Optimizing strategic locations in the city center to forge broader collaborations with government and private institutions to foster student achievement. (S1, O1) 2. Optimizing quality human resources and infrastructure to develop character education activities in accordance with government policies. (S2, S3, O2) 3. Optimizing facilities and infrastructure for participation in extracurricular competitions (arts, videography, sports) through technology and digitalization. (S3, O3) 4. Integrating religious and character development programs into collaborative activities with alumni and parents. (S4, O2, O4, O5)	WEEAKNESSES-OPORTUNITIES (W-O) 1. Propose teacher training through collaboration with educational institutions. (W1, O1) 2. Increase access to reading resources through library digitization and collaboration with regional libraries/other institutions. (W2, O3, O1) 3. Engage parents and alumni through sponsorships or donations to support funding for achievement activities. (W3, O4) 4. Encourage the use of online learning resources as a solution to the limitations of printed resources in strengthening character education. (W2, O3, O2)
THREATS 1. The students' parents' income is classified as lower-middle class. 2. The dynamics of a competitive educational environment. 3. The negative influence of the social environment and media.	STRENGTHS-THREATS (S-T) 1. Building superior madrasas with high-achieving students supported by quality human resources as an effort to strengthen madrasa competitiveness in facing educational dynamics and negative environmental influences. (S2, T2, T3) 2. Maximizing the utilization of madrasa facilities and infrastructure, such as laboratories, libraries, etc., to support the learning process and reduce dependence on paid external learning resources. (S3, T1) 3. Optimizing facilities and infrastructure to support extracurricular activities, while also helping students from lower-middle class families reduce transportation and accommodation costs. (S3, T1) 4. Improving religious and character development by using dormitory facilities as a bulwark against the	WEAKNESSES-THREATS (W-T) 1. Conduct teacher training to strengthen the competitiveness of madrasas in facing the dynamics of education. (W1, T2) 2. Develop student learning communities focused on utilizing free resources, such as the national digital library or free learning apps. (W2, T1, T3) 3. Establish partnerships with community leaders or local religious organizations to build a positive social environment. (W3, T3)

	negative influence of social media. (S4, S3, T3)	
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Table II. Strategy Formulation Indicators in Improving Performance

Indicator	Strategy	Program
1. Optimizing quality human resources and infrastructure to develop character education activities in accordance with government policy. (S2, S3, O2) 2. Integrating religious and character development programs into collaborative activities with alumni and parents. (S4, O2, O4, O5) 3. Encouraging the use of online learning resources as a solution to the limited availability of printed resources in strengthening character education. (W2, O3, O2) 4. Improving religious and character development by using dormitory facilities as a buffer against the negative influence of social media. (S4, S3, T3) 5. Establishing partnerships with community leaders or local religious organizations to build a positive social environment. (W3, T3)	Development of Achievements in the Religious Field	Religious Program (MAN-PK) Tilawah, Da'i and Da'iyah, Tahfiz Al-Qur'an
1. Optimizing strategic locations in the city center to forge broader collaborations with institutions to foster student achievement (S1, O1) 2. Building superior madrasas with high-achieving students supported by quality human resources as an effort to strengthen madrasah competitiveness in facing educational dynamics and negative environmental influences. (S2, T2, T3) 3. Proposing teacher training through collaborations with educational institutions (W1, O1) 4. Increasing access to reading resources through library digitization and collaboration with regional libraries/other institutions (W2, O3, O1) 5. Maximizing the use of madrasah infrastructure, such as laboratories and libraries, to support effective learning and reduce student dependence on paid external learning resources. (S3, T1)	Development of Academic Achievements	• KTI Workshop/Training • Science/Mathematics/Economics/Language Olympiad • Public Speaking and Debate Competition

6. Conducting teacher training as an effort to strengthen madrasah competitiveness in facing educational dynamics (W1, T2) 7. Developing a student learning community based on free resources (digital libraries, learning applications, etc.) (W2, T1, T3)		
1. Optimizing strategic locations in the city center to forge broader collaborations with government and private institutions to foster student achievement. (S1, O1) 2. Optimizing facilities and infrastructure for participation in extracurricular competitions (arts, videography, sports) through technology and digitalization. (S3, O3) 3. Optimizing facilities and infrastructure to support extracurricular activities, while also helping students from lower-middle class families reduce transportation and accommodation costs. (S3, T1) 4. Engaging parents and alumni through sponsorships or donations to support funding for achievement activities. (W3, O4)	Development of Non-Academic Achievements	• Arts clubs (Dance, Band, Calligraphy, Theater) • Physical, sports, and health clubs (Futsal, Basketball, Volleyball, Karate, Flag Raising Team).

Based on the SWOT analysis above, the strategy formulation phase at MAN 2 Samarinda has successfully mapped strategic indicators that support student achievement development in three main areas: religious, academic, and non-academic. Each strategy has been translated into concrete programs ready for implementation.

3. Strategy Implementation at MAN 2 Samarinda

The next stage after formulating a strategy to improve achievement at MAN 2 Samarinda is the strategy implementation stage, which is the concrete manifestation of the formulated strategy. There are three strategies for improving achievement at MAN 2 Samarinda: the implementation of a strategy for developing religious achievement, a strategy for developing academic achievement, and a strategy for developing non-academic achievement. Each of these three strategies includes programs implemented to improve student achievement.

a) Implementation of Strategies in the Achievement Program

The strategy for developing religious achievements implemented at MAN 2 Samarinda encompasses various activities, such as the Religious Program (MAN-PK), which includes Tilawah (Islamic Recitation), Da'i (Preaching and Da'iyah), Quran memorization, and others.

Based on observations, the strategy for developing religious achievement at MAN 2 Samarinda is implemented in a structured manner and focuses on improving the quality of students' religious understanding and skills. The program includes learning about interpretation, hadith, and classical texts, as well as da'wah training to produce tilawah (recitation of the Qur'an), da'i (preachers), and tahfiz (memorization of the Qur'an). These activities are conducted in a separate dormitory system with only two classes (male and female), supported by collaboration with universities and professional da'i (preachers). Language proficiency is also a priority as a provision for da'wah communication. This strategy is aimed at producing graduates who are moderate, broad-minded, and competent in the religious field.



Figure II. 3rd Place in the Tilawah Competition & 1st Place in the Provincial Level Young Preacher Competition

The academic achievement development strategy implemented by MAN 2 Samarinda includes various activity programs such as KTI workshops, science olympiads, mathematics, economics, language, public speaking and debate competitions.

b) Scientific Paper Workshop/Training Program

Scientific Paper (KTI) is part of the scientific literacy strengthening program at MAN 2 Samarinda. This activity is designed to encourage students to think critically and systematically, and to express their ideas in scientific writing. The KTI workshop program is implemented in a planned manner, training students in writing scientific papers. Supervision is provided by teachers who are competent in their fields. This activity strengthens students' interest in research, prepares them for competitions, and instills a scientific culture within the madrasah environment.



Figure III. Top Winner of the Provincial-Level Research and Innovation Competition

c) Olympiads

Science Olympiads and other subject areas such as mathematics, physics, chemistry, biology, economics, and language are among MAN 2 Samarinda's flagship programs. This program is implemented through long-term development, rigorous selection, and intensive mentoring. The Olympiad program is implemented professionally, from mapping student potential, mentoring expert teachers, to exempting students from general subjects so they can focus on the competition. Competitions such as the National Science Olympiad (OSN) (run by the Ministry of Education, Culture, Research, and Technology) and the Student Student Creativity Program (KSM) (run by the Ministry of Religious Affairs) serve as a platform to demonstrate student achievement at the national level.



Figure IV. 2nd Place in the Provincial Arabic Language Olympiad

d) Public Speaking and Debate Competition

The Public Speaking and Debate Competition program aims to develop students' communication skills, critical thinking, and self-confidence. This activity is also part of a strategy to strengthen foreign language and rhetorical skills.

The speaking and debate strengthening program is conducted through intensive training, mentor support, and discussion clubs. These activities support students' preparation for scientific debate competitions, speeches, and other academic presentations, while also developing communicative skills and self-confidence.



Figure V. 1st Place in Provincial Speech Contest & 2nd Place in Indonesian Language Debate Contest

Based on observations, the academic achievement development strategy at MAN 2 Samarinda has been implemented in a planned and systematic manner through various programs designed to optimize students' academic potential. This strategy is reinforced by a student selection process through three entry routes: Manpeka, the achievement route, and the regular route, to identify academic potential early on. In fact, students preparing for competitions such as the National Achievement Competition (OSN) (Mathematics, Physics, Chemistry, Biology, Economics, and others) organized by the National Achievement Center (Puspresnas), Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, are given dispensation from regular lessons. In addition, students are also facilitated to participate in KSM (a competition that combines general knowledge and Islamic values) by the Ministry of Religious Affairs of the Republic of Indonesia, as well as scientific activities such as KIR and KTI workshops. This strategy focuses on long-term mentoring, improving the quality of mentors, and creating a learning environment that supports the growth of academic achievement at the city and national levels.

The strategy for developing non-academic achievements implemented by MAN 2 Samarinda includes various activities such as arts clubs (dance, band, calligraphy, theater), physical, sports and health clubs (futsal, basketball, volleyball, karate, flag raising team).

e) Arts Club

The arts club at MAN 2 Samarinda includes activities such as dance, theater, band, calligraphy, and graphic design. This program aims to foster creativity, artistic expression, and student achievement. The arts club program is implemented systematically and based on student potential. Coaching is conducted on a regular and intensive schedule leading up to competitions. The Madrasah provides a space for students to develop their artistic talents, with direct guidance from mentors in their respective fields. Each competition has its own standard operating procedures (SOPs) to ensure professional and focused selection and coaching.

f) Physical, Sports, and Health Club

The physical and sports program includes activities such as futsal, basketball, volleyball, karate, and flag-raising, as well as educational activities that promote healthy lifestyles. This program not only improves fitness but also instills discipline, sportsmanship, and a spirit of togetherness. The physical education and sports development program at MAN 2 Samarinda is implemented through extracurricular activities integrated into the madrasah system. Students receive regular and intensive training, especially in the lead-up to competitions. This program plays a crucial role in developing strong character, physical health, and a spirit of teamwork.

Based on the results of observations conducted by researchers, the strategy for developing non-academic achievement at MAN 2 Samarinda is structured through a diverse extracurricular program and is directed to explore and develop student potential optimally. The madrasah provides 35 types of extracurricular activities, where each student is required to participate in at least one activity according to their interests and talents. These activities include arts, physical education, sports, and other typical madrasah activities such as calligraphy, graphic design. The developed extracurricular program not only functions as additional activities, but also becomes part of the strategy to improve student achievement in non-academic fields. Students with special potential are directed and guided by the supervising teacher to participate in competitions in their respective fields.

4. Strategy Evaluation at MAN 2 Samarinda

After implementing strategies to improve performance at MAN 2 Samarinda, the next step is to conduct a strategy evaluation. This evaluation serves as a concrete measure of the success and effectiveness of the strategy implementation.

1. Performance Measurement

Performance measurement is a crucial stage in the strategic management cycle to ensure that all designed and implemented programs and activities are running effectively and efficiently. At MAN 2 Samarinda, this measurement is an integral part of the process of developing student achievement in religious, academic, and non-academic areas. Student evaluation results in achieving academic achievement are not solely measured by final grades. Diligence, persistence, and self-motivation are key factors for students to achieve maximum results, as well as improving their understanding of the material through a well-facilitated learning process. This strategy includes providing relevant learning resources, forming study groups, and improving the quality of teacher instruction. Based on observations, performance measurement at MAN 2 Samarinda is carried out in a structured and regular manner through monthly, semester, and annual meetings. Evaluations are conducted to assess the effectiveness of program implementation, identify obstacles, and determine appropriate corrective measures. Monthly evaluations are used to quickly address operational constraints, semester evaluations focus on the achievement of learning targets and student achievement, while annual evaluations are used to measure the effectiveness of long-term strategies. Evaluations cover both academic and non-academic aspects, with indicators such as Minimum Competency (KKM) scores, student involvement in competitions, and the development of learning attitudes and motivation. Support from teachers and supervisors, provision of facilities, and student courage in facing challenges are key to success. Despite limited funding, the school continues to innovate in providing the necessary facilities. This demonstrates MAN 2 Samarinda's strong commitment to implementing evaluations as a tool for continuous control and improvement to achieve optimal performance.

2. Output Measurement

Output measurement is a crucial step in assessing the extent to which the implementation of educational strategies has produced tangible, measurable outcomes, particularly in the form of student achievement and success after participating in the learning process. At MAN 2 Samarinda, output measurement focuses on concrete achievements such as college graduation rates and success in religious, academic, and non-academic competitions. This process not only highlights the final results but also reflects the quality of management, coaching, and guidance provided by teachers and extracurricular mentors throughout the educational process. Therefore, output measurement is a crucial indicator in gauging the effectiveness of madrasah strategies in producing a superior generation capable of competing at the local and national levels. Based on observations, output measurement at MAN 2 Samarinda showed very positive results, marked by a high graduation rate of students to leading state universities (PTN) in Indonesia. More than 10% of students were accepted to top universities such as UI and UGM through non-test channels, and more than 30% were accepted to PTKIN, reflecting the effectiveness of the implemented academic development strategy. Almost all MAN 2 graduates continued their studies at universities, demonstrating the success of the madrasah in building a strong academic culture. The madrasah fully trusts teachers and extracurricular mentors to guide students according to their areas of expertise, resulting in high-quality output that meets targets. With these achievements, it can be concluded that output evaluation at MAN 2 Samarinda not only reflects short-term results, but also provides an overview of the long-term direction and success of the implemented strategy.

3. Follow-up

Follow-up evaluation is a crucial phase in the educational strategy management cycle at MAN 2 Samarinda. After evaluating the process and strategic achievements, the madrasah does not stop at the results achieved, but continues by formulating corrective measures, strengthening strategies, and adjusting policies to maintain and enhance future success. This evaluation serves as the basis for developing the next work plan and strengthening the guidance system, which is responsive to

student needs and the dynamics of changing times. Follow-up includes program revisions, increasing the capacity of mentors, providing supporting facilities, and refining the monitoring system. The madrasah principal, the vice-curriculum supervisor, extracurricular teachers, and educators in academic and religious fields play an active role in developing follow-up steps based on the results of the previous evaluation. Based on observations, MAN 2 Samarinda's follow-up actions are adaptive and oriented toward continuous improvement, encompassing technical development, human resource quality, and infrastructure support. Evaluation serves not only as a measure of success but also as a basis for decision-making for strategic development in the following year.

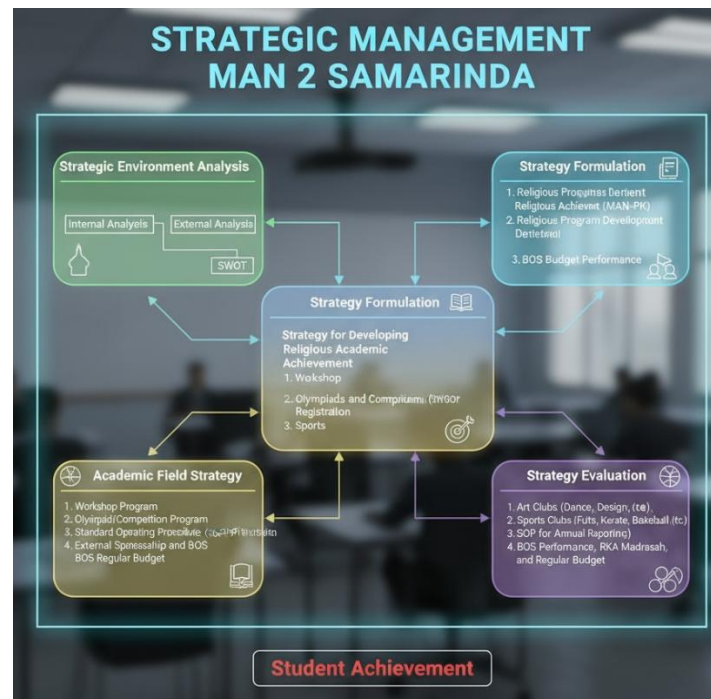


Figure VI. Concept Map

DISCUSSION

Based on data obtained through interviews and observations, researchers observed that MAN 2 Samarinda implemented three main strategies in its strategic management, namely the strategy of developing achievements in the religious field integrated into various government flagship programs, the strategy of developing achievements in the academic field through coaching olympiads and scientific activities, and the strategy of developing achievements in non-academic fields facilitated through various extracurricular activities in a directed and systematic manner (Nasir & Rijal, 2020). These three strategies were implemented in an integrated manner to encourage optimal student achievement in various fields. From the results of the data collection, researchers identified several important stages in the implementation of strategic management aimed at improving student achievement at MAN 2 Samarinda, which are described as follows.

1. Strategic Environmental Analysis to Improve Student Achievement at MAN 2 Samarinda
MAN 2 Samarinda has implemented several strategic management stages to improve student achievement to achieve student success targets. Based on the identification of internal and external factors, this process requires collaboration from all stakeholders, including the Principal, Vice Principal for Public Relations, Vice Principal for Curriculum, Vice Principal for Student Affairs, teachers, and the Madrasah Committee (Nasir, 2025). The strategic management model at MAN 2 Samarinda in its efforts to improve student achievement clearly reflects the model proposed by Wheelen and Hunger. The process

begins with an environmental analysis to understand the internal and external conditions of the madrasah, then continues with strategy formulation, which includes strategic planning to achieve the appropriate vision, mission, and goals. The formulated strategy is then implemented and concluded with periodic evaluation to ensure optimal long-term goals for student achievement are achieved (Wheelen & Hunger, 1995).

2. **Strategy Formulation to Improve Student Achievement at MAN 2 Samarinda**
The strategy formulation used by MAN 2 Samarinda is based on its vision, mission, and objectives (short-, medium-, and long-term), followed by a SWOT analysis to formulate strategic programs. MAN 2 Samarinda's vision and mission provide a very clear direction for achieving educational goals that are not solely achievement-oriented but also prioritize spiritual values and environmental stewardship. This aligns with the principles of holistic education, which encompass three main domains: cognitive, affective, and psychomotor (Nasir et al., 2024). Based on the vision, mission, objectives, and SWOT analysis that have been described previously, three alternative strategies were found that can be used by MAN 2 Samarinda, namely the strategy for developing achievements in the religious field, the strategy for developing achievements in the academic field, and the strategy for developing achievements in the non-academic field.
3. **Implementing Strategies to Improve Student Achievement at MAN 2 Samarinda**
The principal plays a strategic role in improving student achievement at MAN 2 Samarinda. As the best public Islamic high school in East Kalimantan, with numerous outstanding achievements and a "model" designation, it is expected to become a "Pilot Project" madrasah capable of producing superior graduates who are competitive with equivalent high schools in East Kalimantan. Through a planned and structured approach, MAN 2 Samarinda implements several strategies to improve achievement at the local, national, and international levels. All strategies and programs implemented utilize standard operating procedures (SOPs) and the School Operational Assistance (BOS) budget, as well as the madrasah budget.
4. **Strategy Evaluation to Improve Student Achievement at MAN 2 Samarinda**
Strategy evaluation is a crucial tool for measuring the effectiveness of strategy implementation, identifying successes and obstacles, and determining necessary corrective measures for program sustainability at MAN 2 Samarinda. Strategy evaluation is an integral part of systematic efforts to maintain educational quality and ensure the achievement of short-, medium-, and long-term goals. Through structured evaluation, madrasahs can ensure that each implemented program truly has a positive impact on improving student achievement in religious, academic, and non-academic areas. The primary focus is on the performance indicators used and the monitoring and correction processes implemented, with reference to the Wheelen and Hunger Strategic Management Model, which underscores the importance of ongoing evaluation. Overall, the evaluation of strategies to improve student achievement at MAN 2 Samarinda was conducted systematically and continuously, encompassing religious, academic, and non-academic areas. This evaluation not only assessed achievement but also took into account the learning process, student participation, and the development of interests and talents. Through regular evaluation meetings and the active involvement of teachers and students, the madrasah succeeded in developing religious character to improve academic outcomes such as grades above the Minimum Competency (KKM) and acceptance into leading universities, as well as non-academic achievements at various levels.

CONCLUSION

The strategic management process at MAN 2 Samarinda demonstrates a well-structured and systematic approach to improving student achievement across religious, academic, and non-academic areas. By conducting a thorough strategic environmental analysis, the institution identifies both internal strengths (e.g., strategic location,

qualified human resources) and weaknesses (e.g., limited teacher training, insufficient budget), alongside external opportunities (e.g., parental support, technological advancements) and threats (e.g., competitive educational environment, negative social influences). Through the formulation of clear and aligned vision, mission, and objectives, MAN 2 Samarinda creates a roadmap to shape students who are not only academically proficient but also morally grounded and environmentally conscious. The strategies devised focus on enhancing religious, academic, and non-academic achievements through comprehensive programs, such as Tilawah (Quranic recitation), Olympiads, and various extracurricular activities.

The implementation phase ensures that these strategies are effectively carried out, with a structured approach to guiding students and providing them with the necessary resources and mentorship. Religious programs, academic workshops, and sports clubs are integrated into the curriculum, encouraging students to excel in various domains. Evaluation is a critical aspect of the process, where performance measurement and output measurement allow the institution to track progress, assess the impact of strategies, and refine them based on feedback. The follow-up actions demonstrate MAN 2 Samarinda's commitment to continuous improvement, with ongoing adaptations to meet the evolving needs of its students and the changing educational landscape.

Overall, the strategic management approach at MAN 2 Samarinda ensures a balanced development of students' academic, personal, and social skills, preparing them to thrive both locally and globally. The alignment of internal and external factors, along with the effective implementation of strategies, positions MAN 2 Samarinda as a leading institution dedicated to producing well-rounded graduates who are capable of contributing meaningfully to society.

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