



**Strategic Management of Education in the Implementation of Digital Transformation in Schools
(Descriptive Study at SMK Wirakarya 2 Ciparay)**

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ABSTRACT

Digital transformation is a strategic demand in education to improve service quality, learning effectiveness, and graduate competitiveness. The success of digital transformation in schools is strongly influenced by the implementation of systematic and sustainable strategic education management. This study aims to describe strategic education management in the implementation of digital transformation at SMK Wirakarya 2 Ciparay, including strategic planning, strategy implementation, and evaluation and control. This research employed a qualitative approach with a descriptive method. Data were collected through in-depth interviews, observation, and documentation studies. Data analysis was conducted through data reduction, data display, and conclusion drawing. The results are expected to provide an empirical overview of strategic education management practices in digital transformation and serve as recommendations for schools.

Keywords: *strategic education management, digital transformation, vocational school*

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INTRODUCTION

The development of information and communication technology has brought fundamental changes to the delivery of education. Schools no longer function merely as centers for knowledge transfer but also as learning organizations that must adapt to technological changes. Digital transformation in education encompasses the integration of technology into the learning process, school administration systems, and the effective and efficient management of educational resources.

Strategic educational management plays a crucial role in directing digital transformation to align with the school's vision, mission, and goals. Without thorough strategic planning, digital technology implementation has the potential to be suboptimal and unsustainable. Therefore, strategic management is necessary, involving internal and external environmental analysis, strategy formulation, and ongoing evaluation.

As a vocational high school, Wirakarya 2 Vocational School, Ciparay, is required to prepare graduates with competencies aligned with the needs of the workforce and industry. The implementation of digital transformation at this school is one strategy to improve the quality of learning and school management. However, the success of this implementation depends heavily on the strategic educational management applied. Given these conditions, this study is crucial to describe the strategic educational management involved in implementing digital transformation at Wirakarya 2 Vocational School, Ciparay.

METHODOLOGY

This research uses a qualitative approach with descriptive methods. The qualitative approach was chosen because this study aims to deeply understand the strategic management process of education in the implementation of digital transformation at SMK Wirakarya 2 Ciparay, including planning, implementation, evaluation, and control.

The descriptive method is used to systematically and factually describe the actual conditions occurring in the field based on data obtained from informants and supporting documents.

The research method used in this study is descriptive qualitative. This method was chosen because the study aims to describe and deeply understand the phenomenon of strategic management of education in the implementation of digital transformation at SMK Wirakarya 2 Ciparay.

The descriptive qualitative approach allows researchers to examine the planning, implementation, evaluation, and control processes of strategic management of education from the perspectives of educational practitioners and real-world conditions. The data collected consists of words, actions, and documents relevant to the research focus.

Through this method, researchers do not conduct hypothesis testing, but instead focus on the meaning, interpretation, and analysis of the data obtained to produce a comprehensive picture of the implementation of digital transformation in schools.

This research was conducted at SMK Wirakarya 2 Ciparay, Bandung Regency. The research location was selected based on the consideration that the school is currently implementing a digital transformation program in education management. The research was conducted during a semester determined by data collection needs and field conditions.

RESULT AND DISCUSSION

Result

Analysis of Strategic Educational Planning in the Implementation of Digital Transformation

Research findings indicate that strategic educational planning at SMK Wirakarya 2 Ciparay has incorporated digital transformation as part of the school's development direction. This is evident in the formulation of the school's vision, mission, and work programs, which integrate the use of digital technology into learning and school management.

Analytically, this strategic planning reflects managerial awareness of the demands of changing external environments, particularly technological developments and national education policies. However, the analysis indicates that the planning process remains top-down, with school leadership dominating the process more than all stakeholders participating. This situation has implications for the suboptimal internalization of digital strategies at the implementation level.

Analysis of the Implementation of Strategic Educational Management in the Digital Transformation

The implementation of strategic educational management at SMK Wirakarya 2 Ciparay is characterized by the implementation of technology-based learning, the use of digital media, and the implementation of a digital-based school administration system. The analysis of the findings indicates that the implementation of the digital strategy has been ongoing, but is not yet fully consistent and equitable.

Differences in teachers' digital literacy levels, limited infrastructure, and teacher workloads are inhibiting factors in implementing digital transformation. From a managerial perspective, this situation indicates a gap between planned strategies and the reality of implementation on the ground.

Analysis of Strategic Education Management Evaluation and Control

Evaluation and control of strategic education management at SMK Wirakarya 2 Ciparay were conducted through evaluation meetings and program monitoring. The analysis revealed that evaluations were primarily administrative in nature and not

fully based on measurable strategic performance indicators.

Consequently, evaluation results have not been optimally utilized as a basis for long-term strategic decision-making. This indicates the need to strengthen the evaluation system to be more systematic, structured, and data-driven.

Discussion

Strategic Education Planning and Digital Transformation

Research findings indicate that strategic education planning at SMK Wirakarya 2 Ciparay aligns with the concept of strategic education management as proposed by Wheelen and Hunger, which emphasizes the importance of formulating a vision, mission, and strategy based on environmental analysis. The integration of digital transformation into school planning demonstrates an adaptive effort to technological developments and the demands of 21st-century education.

However, the involvement of all stakeholders in the planning process still needs to be improved so that the formulated strategies can be implemented more optimally and sustainably.

Implementation of Strategic Educational Management from a Theoretical Perspective

The implementation of strategic educational management in the digital transformation implementation at SMK Wirakarya 2 Ciparay reflects Mulyasa's opinion, stating that the success of strategy implementation is greatly influenced by the leadership of the principal and the commitment of the school community. The school's efforts to encourage the use of digital technology in learning and management demonstrate a commitment to improving the quality of education.

Obstacles encountered in implementing digital transformation, such as limited facilities and differences in digital competencies, are common challenges in the digitalization process of education and require a sustainable development strategy.

Evaluation and Control as Continuous Improvement Efforts

Evaluation and control of strategic educational management at SMK Wirakarya 2 Ciparay have been implemented as part of continuous improvement efforts. This aligns with David's perspective, which emphasizes the importance of strategic evaluation to ensure alignment between strategy and environmental dynamics.

Strengthening a more structured and data-based evaluation system is expected to increase the effectiveness of strategic education management control in implementing digital transformation in schools.

Theoretical and Practical Implications

Theoretical Implications: The results of this study provide theoretical contributions to the development of strategic management studies in education, particularly in the context of digital transformation in vocational secondary education institutions. The research findings reinforce strategic management theory, which

states that strategic success is strongly influenced by the alignment between planning, implementation, and evaluation and control. This study also emphasizes that digital transformation is not solely a technological issue, but rather a managerial process that requires strategic leadership, stakeholder participation, and an adaptive organizational culture.

Furthermore, the findings regarding the gap between formulated strategies and their implementation in the field enrich the theory of educational strategy implementation, particularly in the context of schools adapting to technological change.

Practical Implications: Practically, the results of this study provide implications for school leaders and education administrators in designing and implementing digital transformation. Schools need to strengthen the involvement of all school members in the strategic planning process so that digital strategies can be understood and internalized evenly. Furthermore, strengthening the digital competencies of teachers and education personnel must be carried out in a sustainable and planned manner. Another practical implication is the need to develop an evaluation and control system based on measurable strategic performance indicators, so that the evaluation results can be optimally utilized as a basis for decision-making and continuous improvement in the implementation of digital transformation in education.

CONCLUSION

Based on the research and discussion on strategic educational management in the implementation of digital transformation at SMK Wirakarya 2 Ciparay, it can be concluded that digital transformation at the school has been pursued through the application of strategic educational management, encompassing planning, implementation, evaluation, and control. In general, the school has a clear commitment and strategic direction for integrating digital technology as part of efforts to improve the quality of learning and school management.

However, the implementation of strategic educational management in the digital transformation has not been fully optimal. There remains a gap between the formulated strategic plan and its implementation on the ground, as well as limitations in the strategic and sustainable evaluation and control system. Therefore, the success of digital transformation in schools is greatly influenced by consistent strategy implementation, strong leadership, and the involvement of the entire school community.

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