Strategic Management Of The Final Project Program In Improving Students' Writing Skills

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Article Information:	ABSTRACT
	In today's era, writing skills are very important in conveying messages and information to others indirectly. Writing skills are very much needed in both academic and non-academic contexts. With this writing activity, it really expands the reach of communication between writers and readers which is not only for one period with the writer, but can continue for future layers of readers. The purpose of the researcher in this study is to describe the Implementation of the Final Assignment program strategy to improve students' writing skills in class XI students, secondly to describe the evaluation of the Final Assignment program to improve students' writing skills in class XI students at SMA Tunas Luhur Paiton Probolinggo. This study uses qualitative research with the type of research (field research) field research. Data collection techniques use observation, interviews and documentation. Regarding data analysis using the theory of Miles Huberman and Saldana, namely data collection, data condensation, data presentation, and drawing conclusions. Data validity uses source triangulation and technique triangulation. The results of this study can be concluded that 1) the formulation of strategies carried out at SMA Tunas Luhur related to the TA program consists of planning where in this planning it is conveyed in work meeting activities related to the planning of the formulation of the Final Assignment program strategy which is carried out every six months., determining the vision and mission, and SWOT analysis, 2) in the implementation of the Final Assignment program management strategy carried out at SMA Tunas Luhur Paiton, there are organizing, actuating, and controlling. 3) For the evaluation of the Final Assignment program carried out at SMA Tunas Luhur Paiton, namely input evaluation, process evaluation, and outcome evaluation.

INTRODUCTION

Writing and reading culture in Indonesia remains relatively low. Although there are occasional increases in reading and writing performance, the growth tends to be minimal. Data from the National Statistics Center, particularly for Probolinggo Regency, show fluctuations each year. For example, writing skills among students in East Java increased from 92.50 in 2021 to 93.70 in 2023. Similarly, in Probolinggo City, the figures rose from 94.45 in 2021 to 96.64 in 2023. In contrast, Probolinggo District experienced a decline from 85.52 in 2021 to 85.41 in 2022, before increasing again to 85.83 in 2023. This phenomenon aligns with Article 4, Paragraph 5 of the Law of the Republic of Indonesia Number 20 of 2003 concerning

the national education system, which underlines the importance of developing student potential. Therefore, program management is essential for educational institutions to guide students to become qualified individuals who can meet future challenges. It is a crucial element in managing educational units that focus on fulfilling the requirements of initiatives that demand preliminary research (Acar & Dincer, 2019). As highlighted by (Hidayati et al., 2021) in reference to Din Wahyudin's work, educational programs are implemented in a way that emphasizes strategic changes which lead to evaluation. This ensures that planning remains efficient and aligned with the institution's vision and mission.

Several studies have emphasized the significance of writing skills in both academic and non-academic settings. Writing plays an essential role in delivering information indirectly, thereby extending communication beyond a single moment (Helaluddin & Awalludin, 2020) state that writing, along with reading, speaking, and listening, forms the four pillars of language skills necessary for effective communication (Husnan, 2019; Yatminiwati, 2019). Among these, writing is a productive skill that involves generating language in contrast to reading, which is receptive. (Sukartiningsih, 2012) explains that all four skills must be mastered, especially by elementary students, and among them, writing requires the deepest thought (Yatminiwati, 2019; Nilsen, 2015). Despite its importance, many students still struggle with composing texts. (Siti listiani, 2020; Hepni, 2022) adds that everyone has written something—whether informal notes or formal scientific papers and writing should not be considered a special talent but a learnable skill. Practice and structured guidance can significantly improve students' writing abilities. However, in reality, when students are assigned to write essays, many face difficulty in organizing their ideas, often resorting to copying peers' work due to confusion and lack of confidence (Sukartiningsih, 2012; George R. Terry, 2013)).

This research aims to examine the implementation of the Final Project Program at SMA Tunas Luhur as a strategic initiative to enhance students' writing abilities through the preparation of scientific papers. This program is implemented specifically for Grade XI students and is a prerequisite for promotion to Grade XII. The study seeks to understand how such a program contributes to fostering a strong foundation in academic writing and research among high school students.

The Final Project Program introduced at SMA Tunas Luhur, established in 2007, offers a relevant educational model that embeds research practices into the learning culture at the secondary level. Unlike most schools in the Probolinggo Regency, SMA Tunas Luhur requires Grade XI students to complete a scientific writing assignment as part of their academic progression. This initiative not only improves writing skills but also familiarizes students with research activities from an early stage. It can be hypothesized that the consistent and structured application of such a program significantly improves students' writing competencies and prepares them for future academic challenges, especially those related to research and critical thinking.

RESEARCH METHODS

This research employs a descriptive qualitative approach, aiming to deeply understand phenomena occurring within a natural context, grounded in the philosophical foundation of

constructivism. The qualitative research method is utilized to examine scientific conditions with the researcher acting as the primary instrument, while both data collection and data analysis are conducted qualitatively(Lexy J, 2013). The type of research adopted is field research, which focuses on observing phenomena within specific and natural environments. Field research involves data sources and research processes that are tied to a particular location, enabling the researcher to obtain contextual understanding of the issues being studied. Data collection techniques in this study include participant observation, in-depth interviews, and documentation. These techniques are chosen for their ability to produce accurate, valid, and reliable data.(Penyusun, 2021) Effective data collection methods are essential in ensuring the credibility and trustworthiness of the information obtained during the research process. Once the data has been collected, analysis is conducted using a descriptive approach, wherein the researcher systematically presents the observed phenomena and facts in accordance with the research objectives, while also ensuring factual accuracy and clarity. The data analysis process is carried out iteratively to identify patterns, relationships, and meanings from the collected data (Miles, M.B, Huberman, A.M, & Saldana, n.d.). Through this approach, the research aims to provide a comprehensive and in-depth portrayal of the phenomenon being studied, particularly in the context of education and the development of students' writing skills

RESULTS AND DISCUSSION
Results

Management is the process of managing organizational resources to achieve effective and efficient goals. Management strategies according to Pearch and Robinson, written in Mimin Yatminiwati's book, say that strategic management is a collection and actions that result in the formulation (formulation), implementation (implementation) and evaluation of plans designed to achieve organizational goals. (Taufiqurokhman, 2016)

1. **Strategy Formulation and SWOT Analysis of the Final Project**

   The formulation of the Final Project (TA) Program at Tunas Luhur Paiton High School is rooted in a long-term institutional vision to produce graduates who are not only academically competent but also equipped with practical research and writing skills. Since the school's establishment in 2007, the TA program has been integrated as a strategic component of the curriculum, emphasizing scientific literacy, critical thinking, and academic communication. This initiative reflects the school's proactive stance in preparing students for the rigors of higher education by familiarizing them early on with the conventions of academic inquiry and structured writing. The continued development of this program over the years signals a strong institutional commitment to fostering student autonomy and academic maturity, particularly through structured mentoring and progressive assessment models.

   Aligned with the school's mission to support students before entering university, the TA program serves as a preparatory platform that bridges the gap between high school and tertiary-level academic demands. In Class XI, students begin engaging intensively with research-based writing through a guided process that includes topic selection, literature review, methodology design, and final report writing. This staged implementation enables students to gradually acquire and apply academic writing conventions within a supportive

framework. Moreover, the program indirectly cultivates soft skills such as time management, problem-solving, and intellectual discipline. Through this structured writing experience, students are expected to emerge not only with enhanced writing proficiency but also with a deeper appreciation for the value of evidence-based reasoning in both academic and real-world contexts.

The Final Project (TA) Program at Tunas Luhur Senior High School in Probolinggo was established with the primary goal of producing graduates who are proficient in writing scientific papers and academically prepared for higher education. The program serves as an academic transition platform that fosters critical thinking, problem formulation, and disciplined writing practices through a structured research process. It also forms part of the school's internal quality assessment standards, highlighting the institution's commitment to nurturing students' writing talents. Beyond technical skill development, the TA program is positioned as a strategic initiative aligned with the school's vision to produce adaptive, research-oriented graduates capable of meeting future academic challenges.

A SWOT analysis of the TA program reveals several internal strengths and weaknesses, as well as external opportunities and threats. One of its core strengths lies in the active involvement of the TA coordinator and supervising teachers, who consistently provide guidance, support, and motivation to students throughout the research process. However, a significant weakness is observed on the student side, particularly the inconsistency in enthusiasm and motivation, which affects the completion of the final project. Moreover, the program presents a critical threat: students who fail to complete their TA are not allowed to advance to the next grade level. This academic consequence adds pressure and urgency to the program's implementation. Therefore, targeted interventions are needed to maintain student motivation and ensure the sustainability and effectiveness of the TA program.

Table 1

Strategic Formulation and SWOT Analysis of the Final Project (TA) Program at Tunas Luhur Senior High School

Aspect	Description
Strategic Vision	Aims to produce graduates who are not only academically competent but also skilled in practical research and scientific writing.
Implementation History	The TA program has been embedded in the curriculum since the school's establishment in 2007 and has been continuously developed as a core educational strategy.
Program Objective	Functions as a preparatory platform to bridge students' academic transition from high school to higher education through structured scientific writing practices.
Implementation Stages	Involves topic selection, literature review, research methodology design, and final report writing under the supervision of assigned teachers.

Aspect	Description
Skills Developed	Enhances scientific literacy, critical thinking, time management, intellectual discipline, and academic communication abilities.
Strengths	Strong support and motivation provided by the TA coordinator and supervising teachers throughout the research and writing process.
Weaknesses	Inconsistencies in students' enthusiasm and motivation, which can hinder the timely completion of the final project.
Opportunities	Potential to reinforce the program as part of the school's internal quality assurance and to nurture students' academic writing talent at an early stage.
Threats	A critical policy requires completion of the TA for grade promotion, placing high academic pressure on students and risking psychological stress for those struggling to complete their work.

2. Strategy Implementation

This period is the phase in which the formulated strategy is then implemented, where in this section a number of activities are required as stated by Dirgantoro, including: (a) deciding on annual goals, (b) deciding on policies, (c) motivating employees, (d) promoting a supportive culture, (e) deciding on an effective organizational structure, (f) providing a budget, (g) utilizing information systems, (h) combining employee compensation with organizational performance. However, what must be considered is that a strategy that has been formulated to the maximum, cannot ensure success in its application relevant to the expected wishes, because it cannot be separated from the responsibility and seriousness of the organization or institution in implementing the strategy (Durach et al., 2021).

The implementation carried out at SMA Tunas Luhur Paiton related to the Final Project problem is carried out as follows first, namely Organizing Based on the results of the discussion of the findings in the field, it can be seen that at the organizing stage, of course, all teachers are involved as mentors. In this Final Project program, there is also one teacher appointed as the TA coordinator (Amelia et al., 2022), where the TA coordinator is responsible for implementing the TA program implemented by the school. the TA coordinator also forms a mentor teacher to guide students in completing this Final Project. The TA Coordinator provides information to students about the TA program that will be implemented in 1 year. Organizing is carried out as a goal so that students prepare themselves in completing the TA, and students can accept the risks or consequences if they later make fatal mistakes. What is conveyed at the organizing stage is adjusted to the planning that has been compiled in the TA writing guidebook.

Second, Actuating The TA coordinator plays an important role in leading the TA program. At SMA Tunas Luhur Paiton, the TA coordinator provides direction to all XI grade students so that what is carried out by the teacher is in line with the designed objectives. Not only the TA coordinator, but the head of curriculum also has an important role in leading this TA program. in the implementation of the TA program,

the head of curriculum provides all teachers by holding workshops on journal writing and scientific papers. The hope is that by holding this workshop activity, it will be able to provide services for students who like to do scientific research so that the TA compiled can be made into quality journal articles that can be published in journals of national and international repute. The following is documentation of the actuating activities carried out to class XI students and all TA supervising teachers at SMA Tunas Luhur.

Picture 2.1
Writing Training

The last is controlling, controlling the TA program is carried out by the head of the curriculum to the TA coordinator. Controlling carried out by the head of the curriculum is to see how the progress made by the teacher in carrying out his duties, if something is not appropriate the head of the curriculum gives direction or even gives a warning to the TA coordinator. Likewise, the TA coordinator who controls the students by asking where the progress of the TA preparation is by looking at the student guidance form. it aims to minimize errors in controlling. The following is the form used to control at SMA Tunas Luhur.

3. **Strategy Evaluation**

To find out or review the effectiveness of the strategy implementation, the next step is needed, namely evaluation, which means evaluating the strategies that have been applied, including the following:
   a. Reviewing internal and external factors as a source of existing strategies
   b. Assess the achievement of the strategy
   c. Carry out the correction stage.

Drucker revealed that an organization to live and develop must carry out organizational operations efficiently (do things right) and effectively (do the right things) which has the aim of understanding the progress of the efficiency and effectiveness of a manifestation, it requires an assessment of the organization's achievements which are the result of previous policies (De Simone et al., 2021).

Picture 3.1

Strategy Evaluation Cycle

Discussion

The implementation of the Final Project Program at Tunas Luhur Senior High School in Paiton provides a compelling case study in the application of strategic management within secondary education. Drawing from the framework by Pearce and Robinson (Husnan, 2019) which defines strategic management as encompassing formulation, implementation, and evaluation, the school has adopted a structured and dynamic approach to align academic programming with long-term institutional objectives. This discussion critically examines the Program through the lenses of strategic formulation, implementation, and evaluation.

1. Strategy Formulation: Embedding Academic Culture and SWOT Mapping

The formulation stage of the TA Program reflects a deliberate and future-oriented institutional vision: to cultivate graduates who are not only academically proficient but also capable of conducting and communicating scholarly research. Since its integration into the curriculum in 2007, the TA Program has served as a key mechanism for promoting scientific literacy, critical thinking, and academic independence core attributes aligned with 21st-century competencies. The scaffolded structure of the program, spanning topic selection to report writing, enables students to internalize academic inquiry processes incrementally, thus reflecting a research-based learning paradigm.

The SWOT analysis highlights essential internal and external dynamics. The program's primary strength lies in the robust support system comprising the TA coordinator and supervising teachers, whose continuous guidance facilitates student progression. Nevertheless, a significant internal weakness is the fluctuating motivation levels among students, which often impedes timely completion (Turner et al., 2021). Externally, the policy mandating TA completion as a prerequisite for grade promotion presents a potential threat—namely, the psychological pressure this policy may exert on students. These findings suggest a need for more proactive motivational strategies, such as mentorship models and psychosocial support mechanisms, to maintain student engagement and ensure academic success.

2. Strategy Implementation: Collaborative Structure and Academic Leadership

The implementation phase demonstrates an effective deployment of institutional resources and collaborative leadership. At the *organizing* level, the entire teaching staff is

involved as mentors, while a designated TA coordinator is responsible for coordinating implementation in accordance with the TA guidebook. This organizational arrangement reflects a shared leadership model and ensures clarity in role distribution key attributes of effective academic governance (Adolph, 2016).

The *actuating* phase further illustrates the importance of academic leadership and faculty development. The TA coordinator and the head of curriculum provide direction to both students and teachers (Gomez-del Rio & Rodriguez, 2022). Notably, professional development workshops on scientific writing and journal publication are organized to strengthen the research capacity of teachers, with the ultimate aim of transforming student projects into publishable academic work. These efforts signal a commitment to cultivating a school-wide culture of inquiry and knowledge dissemination.

In terms of *controlling*, oversight is performed at multiple levels: the head of curriculum monitors the TA coordinator's performance, while the coordinator evaluates student progress using supervision forms. This layered control system promotes accountability and early detection of procedural deviations. The incorporation of documentation tools aligns with continuous formative assessment practices, ensuring that both teachers and students remain on track.

3. Strategy Evaluation: Effectiveness, Efficiency, and Policy Review

The final phase—strategy evaluation—focuses on determining the effectiveness and efficiency of the TA Program in achieving its intended outcomes. Following Drucker's assertion (Yona, 2018; Andini, 2021) that organizations must function both effectively (doing the right things) and efficiently (doing things right), the evaluation framework at Tunas Luhur entails a review of internal and external factors, assessment of goal achievement, and policy adjustments where necessary.

Importantly, the evaluation extends beyond quantifiable outcomes, such as project completion rates, to encompass qualitative indicators, including improved academic confidence, problem-solving skills, and intellectual discipline among students (Mesiono, 2017). Furthermore, the TA Program contributes to the school's internal quality assurance mechanisms, reaffirming its strategic alignment with institutional goals.

To ensure continued relevance, program developers are encouraged to consider flexible alternatives to the traditional TA format—such as community-based projects or student-led action research—that can diversify academic experiences while maintaining rigor. Regular feedback from students and staff should also inform iterative revisions, strengthening the program's responsiveness and impact.

CONCLUSIONS

The strategic management of the Final Project (TA) Program at Tunas Luhur Senior High School demonstrates a comprehensive and integrative approach to developing students' academic and research competencies. Anchored in a clear long-term vision, the program systematically guides students through the stages of scientific inquiry and academic writing, supported by structured mentoring and institutional leadership. Through effective strategy formulation, implementation, and evaluation, the TA Program functions not only as a

transitional academic tool but also as a key driver of educational quality and student preparedness for higher education.

Theoretically, this study contributes to the growing body of literature on strategic management in educational institutions by illustrating how school-level strategies can be operationalized to foster a research-oriented learning culture. It emphasizes the value of integrating strategic planning frameworks, such as SWOT analysis, into academic program design. Practically, the findings provide insights for school administrators and educators seeking to implement similar programs. The structured approach to mentoring, combined with professional development initiatives and performance monitoring, serves as a replicable model for enhancing students' academic literacy and writing discipline across various educational contexts.

Despite its contributions, this study is limited in scope by its reliance on a single case study from one educational institution, which may affect the generalizability of its findings. The analysis also lacks longitudinal data that could capture the long-term impact of the TA Program on students' academic success in higher education. Additionally, the study does not incorporate the voices of students directly, which may omit critical perspectives on motivational challenges and the psychological impact of the program's high-stakes nature. Future research should include broader comparative studies and mixed-methods approaches to provide a more comprehensive understanding of program effectiveness.

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