

Implementation of Strategic Management in Realizing Excellent Schools Based on Karawitan Arts

Yuni Ekawati¹, Syamsidar Binti Halim²

¹ UIN Prof. KH. Saifuddin Zuhri Purwokerto, Banyumas, Indonesia

² Institut Pendidikan Guru Kent Tuaran, Malaysia

 yuniekawati@gmail.com

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ABSTRACT

The existence of traditional arts has become increasingly threatened by the rapid development of globalisation and the dominance of popular culture, which has significantly influenced the cultural preferences of younger generations. Numerous studies indicate that Indonesian students tend to show greater interest in foreign cultures than in their own local traditions. This condition highlights the urgent need for systematic and sustainable efforts to preserve traditional arts, particularly through the strategic role of educational institutions. SMP Negeri 4 Kalibagor has developed *karawitan* (traditional Javanese gamelan music) as a core element of its institutional identity and as a strategic instrument for achieving excellence as a school rooted in local wisdom. This study aims to describe and analyse the strategic management of *karawitan*-based school development in realising an excellent junior secondary school. Employing a qualitative approach, this field research collected primary data through in-depth interviews, supported by secondary data obtained from observation and documentation. Data validity was ensured through source triangulation, while data analysis was conducted using an interactive model consisting of data reduction, data display, and conclusion drawing. The findings reveal that SMP Negeri 4 Kalibagor has positioned *karawitan* as a strategic school policy, having carefully considered conducive internal and external environmental conditions. The development of *karawitan* is implemented systematically through strategic management stages, including the formulation of vision and mission, internal and external environmental analysis, determination of strategic objectives, strategy formulation and implementation, policy and target setting, as well as continuous monitoring and evaluation. This strategic policy not only serves as a concrete effort to preserve local cultural heritage but also functions as a means of building the school's competitive advantage at the basic education level, thereby contributing to the advancement of strategic management studies in education grounded in local wisdom.

INTRODUCTION

Indonesia is a country rich in traditional arts and culture. One of these is *karawitan* art. Unfortunately, the younger generation's interest in pursuing this art form tends to decline over time. Young people today are generally more familiar with modern culture (Tryjayanto et al., 2025; Nugroho et al., 2025). Research by Dewi et al. (2024) and Santoso (2025) indicates that more than 50% of Indonesian teenagers in the sample prefer foreign cultures. Similarly, research by Nahawan (2025) and Handi et.al. (2025) shows that the influence of foreign

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cultures through social media and technology has eroded the younger generation's interest in local culture. According to [Fantazilu et al. \(2023\)](#), this situation could lead to a crisis for the preservation of traditional Indonesian culture in the future. In line with this, a study by [Irwandi \(2024\)](#) notes that the growing interest in foreign cultures often inadvertently displaces the existence of local cultures. In fact, local culture is not merely a legacy of the past, but the soul of a nation's invaluable identity ([Wibowo, 2025](#)). The conclusion of the research by [Indriani et al. \(2024\)](#) emphasises the need for public awareness of the importance of preserving traditional culture, especially among the younger generation.

Previous studies have shown that karawitan art plays a vital role in education and the preservation of traditional culture amid the tide of globalisation. ([Astrawira Wae and Yermiandhoko, 2022](#)) state that systematically designed karawitan learning media can increase innovation and effectiveness of students' knowledge at the junior high school level, demonstrating the potential of karawitan as a component of formal education ([Prameswari, 2025](#)). Furthermore, cultural preservation through karawitan learning in a communal context, such as at the Mbah Anang Palace, demonstrates significant involvement in introducing and preserving traditional arts among the younger generation. ([Prameswari and Setiawan, 2024](#)) reveal that a participatory management approach can improve the quality of karawitan training, which is relevant to the needs of effective traditional art management strategies ([Ariefbillah, 2022](#)). Another study by [Fatmawati and Kaltsum \(2022\)](#) demonstrates that karawitan extracurricular activities can foster discipline and a love for the country in students, thereby strengthening the role of karawitan in shaping the character of the younger generation ([Sujayanthi, 2024](#)). These findings support the assumption that integrating karawitan in education is not only important for cultural preservation but also for the character development and competency of students in the context of basic education.

This study aims to examine in depth the implementation of strategic management in the development of *karawitan* as a flagship program at SMP Negeri 4 Kalibagor. Specifically, the study aims to describe how school management formulates strategic policies that are oriented toward preserving local culture while simultaneously enhancing school quality and achievement. The study also aims to analyse the strategic management process, which includes the formulation of vision and mission, analysis of internal and external environments, determination of strategic objectives, strategy formulation and implementation, as well as the execution of monitoring and evaluation in the development of *karawitan*. In addition, this study aims to explore the role of karawitan as a tool for developing students' multidimensional potential, encompassing cognitive, affective, psychomotor, social, and aesthetic aspects. Through this investigation, it is expected to obtain a comprehensive understanding of the contribution of strategic management in optimising *karawitan* to build the school's competitive advantage, strengthen an institutional identity rooted in local culture, and provide both conceptual and practical references for basic education institutions in developing adaptive, innovative, and sustainable flagship programs.

The main argument to be examined in this qualitative study is that a systematically designed and implemented strategic management approach can optimise karawitan as a strategic instrument for realising an excellent school grounded in local culture. This study is based on the assumption that the declining interest of younger generations in traditional culture is not solely caused by external factors such as globalisation and the penetration of

foreign cultures, but is also influenced by the suboptimal management of local cultural potential within formal education settings. Therefore, this study argues that *karawitan*, as a traditional art form with multidimensional characteristics, can function as more than merely an extracurricular activity when managed through a strategic management approach encompassing the formulation of vision and mission, analysis of internal and external environments, determination of strategic objectives, program implementation, and continuous evaluation. Accordingly, this study aims to demonstrate that strategic management plays a key role in positioning *karawitan* as a source of school competitive advantage, a medium for cultural preservation, and a vehicle for the holistic development of students' potential.

RESEARCH METHODS

This study employed a qualitative field research design conducted at SMP Negeri 4 Kalibagor. A qualitative approach was chosen to obtain an in-depth understanding of the processes, meanings, and dynamics of strategic management implementation in developing *karawitan* as a flagship program to support the school's vision of becoming an excellent school (Fahrurrosi & Husni, 2025; Izzah et al., 2025; Zubaidi & Ridlo, 2023; Supriyanto et al., 2022). The focus of the study was on analysing how school management plans, implements, and evaluates strategic initiatives related to the development of *karawitan*.

The research participants were selected using purposive sampling. They included the principal, vice principals responsible for curriculum and student affairs, *karawitan* instructors, and other stakeholders directly involved in the planning and execution of the *karawitan* program (Shiddiq et al., 2024; Wardana et al., 2023; Zubaidi & Ridlo, 2023). Primary data were collected through in-depth interviews using semi-structured interview guidelines developed based on the stages of strategic management, namely vision and mission formulation, internal and external environmental analysis, determination of strategic objectives, program implementation, and monitoring and evaluation (Izzah et al., 2025; Wardana et al., 2023). Secondary data were obtained through participatory observation of *karawitan* learning and practice activities, as well as document analysis of school records, including vision and mission statements, school work plans, policy documents, activity schedules, and records of *karawitan*-related achievements.

Data validity was ensured through source triangulation, which involved cross-checking information obtained from interviews, observations, and documentation. Data analysis was conducted simultaneously with data collection using an interactive qualitative analysis model, which consisted of data reduction, data display in the form of thematic narratives or matrices, and conclusion drawing and verification (Febriantje & Amelasasih, 2025; Rahman et al., 2024; Moser & Korstjens, 2017; Sargeant, 2012). This systematic process ensured the credibility and rigour of the research findings.

RESULTS AND DISCUSSION

Result

The strategic efforts of SMP Negeri 4 Kalibagor to realise an excellent school are manifested through the development of *karawitan* as a flagship programme rooted in local cultural heritage. This initiative was not undertaken incidentally, but emerged from a

systematic process of mapping the school's internal potential, which revealed a group of students with strong talent, interest, and enthusiasm for *karawitan*. These conditions indicate substantial prospects for the programme's sustainable development. At the same time, the cultivation of *karawitan* aligns closely with the school's vision of nurturing learners who are culturally grounded, possess strong character, and demonstrate a deep appreciation for local wisdom. Beyond internal considerations, support from the external environment has played a crucial role in strengthening *karawitan* as a flagship programme. The surrounding community has shown strong concern for the preservation of traditional arts, thereby creating a supportive atmosphere for the programme's continuity. The synergy between the school's internal potential and community support has positioned *karawitan* as not only culturally relevant but also strategically significant in shaping the identity and distinctiveness of SMP Negeri 4 Kalibagor. Through the development of *karawitan*, the school aspires to establish its reputation as an excellent educational institution firmly rooted in local culture, while actively contributing to the preservation of regional cultural heritage.

External support is further reflected in the active involvement of the Srowot Village Government and students' parents in providing facilities that support *karawitan* activities. The village government has contributed by providing rehearsal spaces and a complete set of *karawitan* instruments that students can use regularly. This contribution has been particularly valuable given the school's limited infrastructure, enabling the extracurricular programme to operate effectively. At the same time, parents have demonstrated strong enthusiasm for the development of *karawitan*, offering not only permission but also moral encouragement that motivates students to participate consistently. As one informant noted, the programme was designed not only to accommodate students' interests and talents, but also as a response to the highly positive support from the surrounding community and parents. Such support has ensured the programme's sustainability, mitigated infrastructural constraints, and reinforced efforts to preserve local culture through education.

At the policy level, the development of *karawitan* is implemented in a planned, structured, and systematic manner, guided by principles of strategic management. The principal emphasised that all stages of strategic management are applied consistently, ranging from the formulation of the school's vision and mission to policy development, programme design, implementation, and evaluation. This commitment is reinforced by official school documents that explicitly outline the direction and strategy for *karawitan* development, including internal and external environmental analyses, implementation strategies, and targeted outcomes. Empirically, the policy implementation has produced significant and positive outcomes, as evidenced by the formation of a well-organised *karawitan* ensemble, regular and scheduled practice sessions, and student participation in various performances and competitions at both local and regional levels. These achievements demonstrate that *karawitan* has been functionally integrated into school life, not merely as a supplementary activity but as a professionally managed flagship programme that contributes to sustainable school excellence.

Table 1.

Policy for the Development of Karawitan Art Extracurricular Activities in Efforts to Realise SMP Negeri 4 Kalibagor as an Excellent School.

| No. | Aspect | Description |
|-----|---------------------------|---|
| A. | Vision | To become an excellent school in the development of <i>karawitan</i> arts as an identity rooted in local cultural heritage. |
| B. | Mission | <ol style="list-style-type: none"> 1. To identify and develop students' talents in <i>karawitan</i> arts. 2. To optimise available resources, including support from the village government in providing rehearsal facilities and musical instruments. 3. To foster awareness of the importance of cultural preservation through <i>karawitan</i> arts. |
| C. | Environmental Analysis | <ol style="list-style-type: none"> 1. Strengths <ol style="list-style-type: none"> a. The presence of students with talent and interest in <i>karawitan</i>. b. Support from the village government in providing instruments and rehearsal spaces. 2. Weaknesses <ol style="list-style-type: none"> a. The absence of a permanent <i>karawitan</i> instructor at the school. b. The lack of a dedicated rehearsal room. 3. Opportunities <ol style="list-style-type: none"> a. Support from the Srowot Village Government in providing access to musical instruments and rehearsal venues. b. Opportunities to participate in <i>karawitan</i> competitions at district and provincial levels. 4. Threats/Challenges <ol style="list-style-type: none"> a. Competition with other schools that are more advanced in the field of arts. b. Limited awareness among students and parents regarding the importance of cultural arts. |
| D. | Strategic Objectives | <ol style="list-style-type: none"> 1. To establish a structured and sustainable <i>karawitan</i> programme. 2. To facilitate regular practice sessions and systematic skill development for students. 3. To increase student participation in <i>karawitan</i> competitions. |
| E. | Implementation Strategies | <ol style="list-style-type: none"> 1. Extracurricular Programme Development <ol style="list-style-type: none"> a. Establishing a school <i>karawitan</i> team consisting of talented students. b. Conducting scheduled and regular rehearsals. 2. Training and Coaching <ol style="list-style-type: none"> a. Inviting <i>karawitan</i> instructors to provide structured training for students. b. Allocating funds to support students' competency development. 3. Facilities and Resource Provision <ol style="list-style-type: none"> a. Utilising support from the village government by borrowing the required musical instruments. b. Providing rehearsal spaces located close to the school. 4. Collaboration and Public Relations <ol style="list-style-type: none"> a. Establishing partnerships with local art communities for support and promotion. b. Involving parents and the community in student <i>karawitan</i> performances to enhance appreciation. |
| F. | Policies Adopted | <ol style="list-style-type: none"> 1. Empowerment of <i>karawitan</i> extracurricular activities. 2. Collaboration with the village government and local cultural art groups. 3. Allocation and preparation of a dedicated budget. |
| G. | Targets / Outcomes | <p>First Year: Winning <i>karawitan</i> competitions at the district level.</p> <p>Third Year: Students perform confidently and achieve recognition at the provincial level.</p> <p>Fifth Year: Becoming a school icon with <i>karawitan</i> established as the school's branding identity.</p> |

| No. | Aspect | Description |
|-----|---------------------------|---|
| H. | Evaluation and Monitoring | <ol style="list-style-type: none"> 1. Establishing an internal evaluation team to monitor student development and enhance cultural appreciation. 2. Conducting regular evaluations based on student participation and performance outcomes in competitions. |





An important indicator that further reinforces the successful implementation of the karawitan arts development policy at SMP Negeri 4 Kalibagor is reflected in both the achievements attained and the increasing level of student participation in the extracurricular programme. The number of participants reached approximately 30 students, significantly exceeding the school's initial target of only 15, which demonstrates a highly positive response from learners toward the programme. This high level of participation indicates that karawitan possesses strong appeal and remains relevant to students' interests, talents, and developmental needs, particularly in relation to artistic expression and cultural engagement. Furthermore, the continuous growth in student involvement suggests that the programme has successfully created a non-academic learning environment that is engaging, challenging, and meaningful. Through structured rehearsals and collective musical activities, students are encouraged to develop discipline, cooperation, and creativity. As a result, the karawitan programme functions not only as a cultural activity but also as an effective medium for holistic student development within the school context.

Furthermore, the increased level of student participation has made a significant contribution to strengthening the image and institutional position of SMP Negeri 4 Kalibagor as an excellent school grounded in local culture. High student engagement in the karawitan programme reflects the school's success in integrating cultural values into its educational practices in a meaningful and systematic manner. The effective management of karawitan through a strategic management approach has not only expanded the number of participating students but has also enhanced the overall quality of non academic learning processes and outcomes.

This improvement is evident in students' increasing artistic competence, stronger discipline during rehearsals, heightened confidence in public performances, and consistent achievements in various cultural events and competitions at different levels. Through clear strategic planning, structured implementation, and continuous evaluation, karawitan has been positioned as a flagship programme that supports holistic student development while simultaneously strengthening the school's identity and branding. These findings indicate that karawitan functions as an effective strategic instrument for fostering sustained student engagement, reinforcing the school's competitive advantage, and affirming its long-term commitment to the sustainable development and preservation of local cultural heritage within the broader educational context.

Table 2

Documentation of Activities and Achievements of the Karawitan Arts Team of SMP Negeri 4 Kalibagor

| No. | Picture | Activity / Achievement | Academic Description |
|-----|--|---|---|
| 1 |  | Official group photo of the karawitan arts team wearing traditional Javanese attire | This image represents the organisational structure and cohesiveness of the Karawitan Arts Team of SMP Negeri 4 Kalibagor as a cultural-based student development unit. The use of traditional attire reflects the internalisation of aesthetic values, cultural identity, and character education through karawitan arts. |
| 2 |  | Participation in the Junior High School Arts Week of Banyumas Regency | This documentation illustrates the active involvement of the team in district-level arts events. Such participation reflects the school's strategic effort to enhance students' self-confidence, public performance experience, and artistic competence within competitive and cultural forums. |
| 3 |  | Third Prize in the "SIRAMA" Karawitan Competition at the regency level | This certificate serves as empirical evidence of the team's artistic achievement at the regional level. The award indicates the effectiveness of structured coaching, regular practice, and strategic programme implementation in strengthening the school's reputation in traditional arts education. |
| 4 |  | Best Kendang (Drum) Player Award | This certificate represents individual achievement within the karawitan programme. The recognition demonstrates that the programme not only produces collective accomplishments but also facilitates the development of individual excellence through specialised and continuous skill training. |

Discussion

The findings indicate that the development of *karawitan* arts at SMP Negeri 4 Kalibagor represents a strategic decision that was deliberately and systematically designed through a strategic management approach rather than implemented as an incidental activity. This result underscores the central role of strategic management in realising a competitive and sustainable excellent school (Bust, 2021; Ghoni et al., 2024). The school consciously positioned *karawitan* as the foundation of its institutional advantage by considering students' internal potential alongside a supportive external environment, particularly the active involvement of the village government and the surrounding community. Conceptually, these steps align with the definition of strategic management as a series of fundamental and comprehensive decisions aimed at achieving organisational objectives (Yunus, 2016; David in Majid, 2018). Empirical evidence further demonstrates that the school has progressed through key stages of strategic management, including the formulation of vision and mission statements, internal and external environmental analysis, the establishment of strategic objectives, and the continuous implementation and evaluation of the *karawitan* programme, as emphasised by Wheelen et al. (2018). Within the context of educational management, these practices reflect a systematic process, as described by Davies et al. (2020) and Bush et al. (2021), which is manifested in concrete policies, such as the provision of professional

instructors, intensive rehearsal scheduling, and strengthened collaboration with multiple stakeholders.

The selection of *karawitan* as a strong cultural and pedagogical justification also supports the school's strategic foundation. As a traditional Javanese art form characterised by embedded value systems, aesthetic principles, and complex musical structures (Prabowo et al., 2019; Wahyudi & Darmawan, 2017), *karawitan* offers a platform for the multidimensional development of students' potential. In this sense, *karawitan* functions not only as a means of cultural preservation but also as a medium for character building, discipline, creativity, and social sensitivity among learners. This reinforces the argument that flagship programmes grounded in local culture can serve as a meaningful source of competitive advantage for schools.

Furthermore, the findings are consistent with the perspectives of Kautsar (2023) and Arwan (2025), who argue that excellent schools require clear and distinctive vision and mission statements as instruments of differentiation. The application of SWOT analysis, proactive strategy implementation, and continuous evaluation—as evidenced by the policies and achievements of SMP Negeri 4 Kalibagor—demonstrates that strategic management operates as an adaptive and innovative framework. The school's success in increasing student participation, achieving artistic accomplishments, and strengthening its institutional image through *karawitan* confirms that strategic management constitutes a key factor in developing an excellent school grounded in arts and local culture. The sequence of strategic actions undertaken by SMP Negeri 4 Kalibagor also closely corresponds with the five managerial tasks in strategic management practice, as proposed by Ramly and Syukur (2017) and Hitt et al. (2017). Based on the empirical data presented earlier, the school systematically articulated a strategic vision and mission that positioned *karawitan* as both the school's identity and its core competitive strength. These statements were subsequently translated into measurable strategic objectives, including the establishment of a *karawitan* ensemble, increased rehearsal intensity, and performance targets at district and provincial levels, confirming that *karawitan* is treated not as a supplementary activity but as a strategic instrument for achieving superior school performance.

The findings further reveal that SMP Negeri 4 Kalibagor has formulated and implemented its strategies in a planned manner through the provision of professional instructors, the utilisation of village government support, and collaboration with parents and the wider community. Strategy implementation is followed by regular evaluation and monitoring of student participation and performance outcomes. This pattern aligns with the view of Harrison and Sagala (2015), who emphasise that strategic management is a continuous process involving analysis, decision making, and concrete actions aimed at achieving superior organisational performance. The school's strategic choice to develop *karawitan* can also be understood within the framework of sustainable competitive advantage. Referring to Bryson (2014), *karawitan* qualifies as a strategic asset that is valuable due to its contribution to achievements and positive school image, rare because not all schools possess a strong *karawitan* foundation, imperfectly imitable as it requires specific cultural and social support, and non-substitutable in nature. Consequently, *karawitan* operates as a value-creating strategy that strengthens SMP Negeri 4 Kalibagor's position in inter-school competition. These findings are also consistent with the characteristics of an excellent school as proposed by Danim (2018), which emphasise academic excellence, non-academic achievement, and

moral development. In this context, enhancing non-academic performance through *karawitan* extracurricular activities constitutes a central pillar of school excellence. Previous studies (Noor & Shabrina, 2022; Fitriah et al., 2024; Kusuma, 2022) further support the view that optimising extracurricular activities and strengthening non-academic achievement are effective strategies for building school competitive advantage. Accordingly, the foundation adopted by SMP Negeri 4 Kalibagor in its pursuit of excellence is aligned with both empirical evidence and contemporary educational management theory.

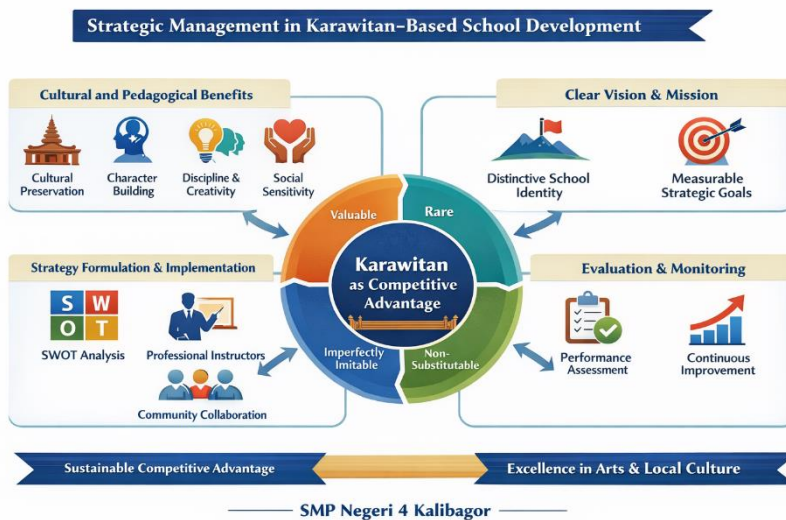
Table 3

The Relationship between Strategic Management Stages and the Development of Karawitan Arts at SMP Negeri 4 Kalibagor

| Stage of Strategic Management (Ramly & Syukur, 2017) | Implementation at SMP Negeri 4 Kalibagor | Empirical Evidence |
|---|--|--|
| Articulation of Vision and Mission | Establishing <i>karawitan</i> arts as the school's identity and core source of excellence | School vision and mission documents |
| Formulation of Strategic Objectives | Setting targets for team formation, training intensity, and competition achievements | Annual work programmes and performance targets |
| Strategy Development | Engaging professional <i>karawitan</i> instructors and strengthening collaboration with the village government and parents | Interviews with the principal and teachers |
| Implementation and Execution | Conducting regular rehearsals twice a week and participating in competitions and performances | Activity observations and documentation |
| Evaluation and Monitoring | Periodic evaluation of student participation and achievement outcomes | Activity reports and achievement archives |

Overall, this discussion confirms that the implementation of strategic management at SMP Negeri 4 Kalibagor has successfully directed the development of *karawitan* arts into a tangible source of competitive advantage. *Karawitan* functions not only as a medium for cultural preservation but also as an institutional strategy to enhance achievement, reputation, and school competitiveness in realising its vision as a *Sekolah Unggul* (Excellent School).

From a theoretical perspective, the efforts of SMP Negeri 4 Kalibagor to become an Excellent School are consistent with Moedjiarto's (2002) typology of excellent schools. These institutions are capable of transforming students with relatively low initial inputs into high-quality graduates through effective educational management. The research findings indicate that although most students initially had limited access to structured talent and interest development, particularly in the field of traditional arts, the systematic application of strategic management enabled the identification and development of these latent potentials. Improvements in students' competencies in *karawitan* arts and the non-academic achievements attained provide empirical evidence that the quality of managerial processes and educational strategies plays a more decisive role in school excellence than the quality of input alone.

Figure 1*Strategic management in school development*

Furthermore, the development of *karawitan* arts reflects the school's strategic orientation towards positioning non-academic fields as a foundation for achieving excellence and competitiveness. This practice aligns with Mu'alimin's (2014) perspective on excellent schools as institutions that are professionally managed, transparent, and collaborative, involving multiple stakeholders. Beyond contributing to school achievements, *karawitan* arts also function as an instrument for character formation and the development of multiple intelligences among students due to their multidimensional and multidisciplinary nature. Consequently, *karawitan* arts can be positioned as a strategic educational asset that integrates achievement attainment, character strengthening, and the preservation of local culture in the pursuit of an Excellent School.

CONCLUSIONS

Based on the research findings, it can be concluded that SMP Negeri 4 Kalibagor has successfully implemented strategic management systematically in its efforts to achieve an Excellent School status, particularly in the field of *karawitan* arts. The development of *karawitan* has been positioned as a flagship programme, designed through clearly defined strategic stages that encompass the formulation of a vision and mission, analysis of internal and external environments, policy development, programme implementation, and continuous evaluation. The success of this programme is supported by synergy between students' internal potential and external support from the village government, parents, and the surrounding community. Empirically, the implementation of this policy has demonstrated positive impacts, including increased student participation, the establishment of a cohesive *karawitan* ensemble, regular practice sessions, and notable non-academic achievements. These findings confirm that *karawitan* arts function not only as a means of preserving local culture but also as a strategic asset that strengthens the identity, reputation, and competitiveness of SMP Negeri 4 Kalibagor as an Excellent School.

From a theoretical perspective, this study enriches the body of knowledge in educational strategic management by providing empirical evidence of the effectiveness of strategic management practices in developing excellent schools grounded in local culture. The findings reinforce the theory that school excellence is not solely determined by the quality of student input, but rather by the quality of processes, strategies, and the systematic management of educational resources. Practically, the results of this study may serve as a reference for school principals and education administrators in designing flagship programmes based on local potential through a strategic management approach. This study also presents an implementable model for the development of sustainable, collaborative non-academic activities aimed at enhancing student achievement and character formation.

This study has several limitations that should be taken into consideration. First, the research was conducted in only one educational institution, namely SMP Negeri 4 Kalibagor; therefore, the findings cannot be generalised to other schools with different characteristics. Second, the study employed a qualitative approach, resulting in an emphasis on in-depth understanding of processes rather than statistical measurement of performance outcomes. Third, the research data relied heavily on interviews and internal school documents, which may involve informant subjectivity and limitations in the completeness of supporting archival records.

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