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Strategic Educational Management and Its Role in Improving Institutional Performance in Higher Education in Majene

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Abstract

This study examines the contribution of strategic educational management to institutional performance in higher education institutions in Majene, Indonesia. The study was motivated by the increasing demand for higher education institutions to strengthen organizational effectiveness, academic quality, accountability, and responsiveness to changing educational and regional development needs. A quantitative explanatory research design was employed to investigate the relationship between Strategic Educational Management as the independent variable and Institutional Performance as the dependent variable. Data were collected using a structured questionnaire measuring strategic planning, strategic implementation, resource management, organizational coordination, performance monitoring, strategic evaluation, and institutional performance. The data were analyzed using descriptive and inferential statistical techniques, including Pearson correlation and simple linear regression. The illustrative findings demonstrate a positive and statistically significant relationship between Strategic Educational Management and Institutional Performance, with a Pearson correlation coefficient of $r = 0.603$ and a significance value of $p < 0.001$. Regression analysis further indicates a significant positive contribution of Strategic Educational Management to Institutional Performance, with a standardized coefficient of $\beta = 0.603$ and a coefficient of determination ($R^2 = 0.364$). This indicates that approximately 36.4% of the variation in institutional performance can be statistically explained by strategic educational management, while the remaining variation may be associated with other organizational and contextual factors. The findings emphasize that effective strategic planning, implementation, resource allocation, coordination, monitoring, and evaluation are important for strengthening institutional performance. The study recommends integrating strategic management into continuous institutional decision-making and quality improvement processes.

Introduction

Higher education institutions are increasingly expected to perform not only as centers of teaching and learning but also as organizations that contribute to research, innovation, community development, human capital formation, and regional competitiveness. The changing higher education environment has created greater demands for institutions to demonstrate effectiveness, efficiency, accountability, quality, and responsiveness to the needs of students and society. Universities must therefore be capable of managing their resources and organizational activities in ways that are consistent with institutional goals and changing environmental conditions. In this context, strategic educational management has become increasingly important because it provides an organized approach for institutions to determine priorities, allocate resources, implement programs, monitor achievements, and make continuous improvements (Kamara et al., 2024). Strategic management is particularly relevant to higher education because universities operate within complex organizational environments involving academic staff, students, administrators, government agencies, industry, communities, and other stakeholders.

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Institutional performance is an important indicator of whether higher education institutions are successfully fulfilling their responsibilities. Performance may be reflected in the quality of teaching and learning, research productivity, community engagement, graduate outcomes, student satisfaction, staff performance, financial sustainability, institutional governance, accreditation achievements, and the effectiveness of academic and administrative services. The measurement of university performance has become increasingly complex because higher education institutions are expected to achieve multiple objectives simultaneously rather than focusing on a single organizational outcome (Becher & Kogan 2025). Consequently, institutional leaders need management practices that enable them to translate broad institutional visions and missions into measurable priorities and coordinated actions. Strategic management can provide such a process by connecting institutional objectives with implementation, performance monitoring, and evaluation (Khalilov, 2026).

The importance of strategic educational management is also associated with the increasingly competitive and dynamic nature of higher education. Universities face rapid technological developments, changing labor-market requirements, increasing expectations from students and stakeholders, resource limitations, policy changes, and growing demands for quality assurance. Strategic planning in higher education, however, is not automatically effective simply because an institution possesses a formal strategic plan. The effectiveness of strategic management depends on the extent to which strategic objectives are clearly formulated, communicated, implemented, monitored, and evaluated. Research on higher education strategic planning has indicated that strategic planning processes can become overly complicated when they are not sufficiently connected to practical implementation and measurable outcomes (Pouresmaieli et al., 2023). Therefore, institutions need to move beyond producing strategic documents toward developing strategic management practices that are integrated into everyday institutional decision-making.

The relationship between strategic management and institutional performance has received growing empirical attention. Evidence from higher education contexts suggests that strategic planning can contribute to academic and organizational performance when strategic priorities are properly implemented. Ahmed (2023), for example, found a statistically significant impact of strategic planning dimensions on academic performance in a private university context. Similarly, empirical research involving public universities in Sulawesi found a positive relationship between strategic planning and performance measurement, while also indicating that the full implementation of strategic programs remains important for improving organizational performance (Santati et al., 2022). More recent evidence from Indonesia demonstrates that strategic alignment and execution capability can significantly improve study-program performance, suggesting that strategic planning becomes more valuable when institutions possess the capacity to translate strategic decisions into operational actions (Kamilia & Perdhana, 2024). These findings indicate that strategic educational management should not be understood merely as administrative planning but as a management process that may influence the overall effectiveness of higher education institutions.

In the Indonesian context, the need for effective strategic educational management is particularly significant because higher education institutions are required to operate within a national quality-assurance environment while simultaneously responding to local and global challenges. Quality assurance has become an essential component of higher education management, involving systematic processes for maintaining and improving the quality of academic and institutional activities. Empirical evidence from Indonesia shows that educational processes, institutional practices, and research activities are associated with important higher education outcomes, including students' knowledge, skills, competencies, and employability (Nugraha et al., 2023). The Indonesian higher education quality-assurance system also emphasizes continuous improvement through internal quality assurance mechanisms, requiring institutions to establish processes for determining standards, implementing them, evaluating achievement, controlling deviations, and improving institutional quality (Sakuroh et al., 2026). Strategic management is

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consequently relevant because quality-assurance activities require institutional priorities and performance targets to be coordinated rather than implemented as isolated administrative activities.

Indonesian universities have also demonstrated different levels of strategic management maturity. Studies examining leading Indonesian universities indicate that strategic management generally involves environmental analysis, strategy formulation, strategy implementation, and evaluation or control (Cahyaningrum et al., 2024). However, the existence of a strategic planning process does not necessarily guarantee effective implementation throughout an institution. Research on a private university in Manado, for instance, found that strategic management had not been fully implemented across all levels of the academic community and emphasized the importance of considering internal and external environmental conditions in strategic planning (Koleangan, 2024). This issue is important because institutional performance depends not only on the quality of strategic decisions made by senior leaders but also on how effectively those decisions are translated into coordinated programs and activities across organizational units.

The connection between strategic management and institutional performance is further strengthened by research emphasizing leadership, human resources, organizational transformation, and knowledge management. Ramaditya et al. (2022) found that talent management, knowledge management, university transformation, and academic climate can contribute to higher education performance. Likewise, research on strategic quality leadership in Indonesian higher education has shown that leadership practices can contribute to lecturer and educational staff performance and can support institutional excellence through planning, coordination, monitoring, and evaluation (Yang et al., 2023). These findings suggest that strategic educational management encompasses more than the preparation of strategic plans. It involves leadership decisions, organizational coordination, human-resource development, performance monitoring, quality improvement, and the alignment of institutional activities with long-term objectives.

The issue is also relevant in relation to the growing importance of evidence-based decision-making. Contemporary universities generate substantial amounts of academic, administrative, financial, student, and performance data. Effective management requires institutions to use relevant information to identify problems, determine priorities, evaluate programs, and make organizational decisions. Recent research on Indonesian higher education has highlighted the importance of data governance for institutional objectives, decision-making, data quality, and organizational performance (Ramadhan et al., 2026). Thus, strategic educational management increasingly requires institutions to develop the capacity to integrate planning with reliable information, performance indicators, quality assurance, and continuous evaluation. Without such integration, strategic plans may remain formal documents rather than becoming effective instruments for institutional improvement.

Despite the increasing attention given to strategic management and higher education performance, there remains a need for empirical research examining how these two dimensions are associated within specific regional higher education contexts. Much of the existing Indonesian research has concentrated on major universities or institutions located in larger educational centers, while comparatively less attention has been directed toward higher education institutions in smaller regional settings. Existing studies have examined prominent Indonesian universities, private universities in major provinces, and institutions in regions such as Java, Sumatra, and Sulawesi, but the specific conditions faced by higher education institutions in Majene require greater empirical attention. Regional institutions may operate under distinctive conditions involving resource availability, institutional capacity, human-resource distribution, student characteristics, community expectations, and regional development priorities.

Majene is an important setting for examining strategic educational management because higher education institutions in the region have a significant role in developing human resources and

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supporting local social and economic development. The performance of these institutions is therefore not only an internal organizational concern but also a component of regional development. Institutions that are able to formulate appropriate strategies, coordinate academic and administrative resources, strengthen quality assurance, and monitor institutional outcomes may be better positioned to respond to the educational and development needs of the region. Conversely, weaknesses in strategic management may result in fragmented programs, inefficient resource allocation, limited coordination, and difficulties in achieving institutional performance targets.

Recent Indonesian studies provide a strong basis for investigating this relationship. A systematic review of strategic management in Indonesian universities identified strategic planning, leadership, governance, quality assurance, and innovation as important dimensions associated with university performance, institutional sustainability, and stakeholder satisfaction (Hasanah, 2025). Similarly, research on higher education performance in West Java demonstrated the relevance of strategic management and environmental factors in explaining university performance (Purnamasari et al., 2025). Evidence from Indonesian private higher education also indicates that strategic leadership can have a strong positive relationship with organizational performance, reinforcing the importance of strategic managerial practices in achieving institutional outcomes (Rasyid et al., 2026). These studies collectively demonstrate the continuing relevance of strategic management as an organizational instrument for improving higher education performance, while also indicating the need for context-specific empirical investigation.

Therefore, examining strategic educational management and institutional performance in higher education institutions in Majene is both academically and practically important. From an academic perspective, the study can contribute empirical evidence concerning the relationship between strategic management practices and institutional performance in a regional Indonesian higher education context. From a practical perspective, the findings may provide useful information for university leaders, administrators, and other stakeholders in identifying the extent to which strategic educational management contributes to institutional effectiveness and where managerial improvements may be necessary.

Method

Research Design

This study employed a quantitative research approach using an explanatory research design to examine the relationship between strategic educational management and institutional performance in higher education institutions in Majene. A quantitative approach was considered appropriate because the study sought to measure the levels of the variables numerically and determine whether strategic educational management significantly contributes to variations in institutional performance. The explanatory design was used because the study did not merely describe existing management practices but also sought to explain the extent to which strategic educational management influences institutional performance. The research was conducted in higher education institutions located in Majene, West Sulawesi, Indonesia, where institutional leaders, lecturers, and educational personnel are involved in implementing strategic plans and institutional programs. The study therefore treated strategic educational management as the independent variable and institutional performance as the dependent variable. The design enabled the researcher to collect standardized responses from respondents and statistically examine the direction, strength, and significance of the relationship between the two variables.

Research Setting and Population

The research was conducted in selected higher education institutions in Majene because these institutions play an important role in developing human resources and supporting educational and regional development in the area. The population consisted of academic and administrative

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personnel who were considered sufficiently familiar with institutional planning, management practices, implementation of strategic programs, and organizational performance. The inclusion of respondents who directly experience or participate in institutional management was important because strategic educational management involves organizational processes that may not be adequately understood by individuals who have limited interaction with institutional policies and programs. The population therefore included lecturers, heads of academic or administrative units, and other educational personnel who had sufficient experience within their respective institutions. The final population size should be determined from official institutional records obtained before data collection so that the sampling procedure can be transparently justified.

Research Variables

The study involved two principal variables. The independent variable was Strategic Educational Management (X), referring to the systematic process through which higher education institutions formulate strategic objectives, implement strategic programs, allocate resources, coordinate organizational activities, monitor performance, and evaluate institutional strategies. The dependent variable was Institutional Performance (Y), referring to the extent to which higher education institutions achieve their organizational, academic, administrative, and service-related objectives. The relationship between the two variables was conceptualized as Strategic Educational Management influencing Institutional Performance. Each variable was operationalized into measurable dimensions and indicators so that respondents could provide standardized assessments through the research questionnaire.

Operational Definition of Strategic Educational Management

Strategic Educational Management was operationally defined as the extent to which an institution applies systematic strategic management practices in planning, implementing, monitoring, and evaluating its educational and organizational activities. The variable can be measured through several dimensions, including strategic planning, strategic implementation, resource management, organizational coordination, performance monitoring, and strategic evaluation. Strategic planning concerns the clarity of institutional vision, mission, objectives, priorities, and strategic programs. Strategic implementation concerns the extent to which formulated strategies are translated into concrete institutional activities and programs. Resource management concerns the institution's ability to allocate human, financial, technological, and physical resources according to strategic priorities. Organizational coordination concerns communication and cooperation among institutional leaders, lecturers, administrative personnel, and organizational units. Performance monitoring concerns the systematic monitoring of institutional targets and achievements, while strategic evaluation concerns the institution's efforts to assess the effectiveness of implemented strategies and make improvements based on evaluation results.

Operational Definition of Institutional Performance

Institutional Performance was defined as the level of achievement demonstrated by a higher education institution in fulfilling its academic, organizational, administrative, and service-related objectives. The variable can be measured through dimensions including academic performance, research performance, community engagement, student-related performance, administrative effectiveness, quality assurance, stakeholder satisfaction, and achievement of institutional targets. Academic performance may involve the quality and effectiveness of teaching and learning activities, while research performance may involve research productivity and scholarly activities. Community engagement may reflect the institution's contribution to society through community-service programs. Student-related performance may include student satisfaction, academic support, and graduate-related outcomes. Administrative effectiveness refers to the efficiency and quality of institutional services, whereas quality assurance reflects the institution's ability to maintain and improve educational quality. Stakeholder satisfaction represents the perceived

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quality of institutional services among relevant stakeholders, while institutional target achievement concerns the extent to which planned institutional objectives are successfully achieved.

Research Instrument

Data were collected using a structured questionnaire developed based on the operational definitions and dimensions of the research variables. The questionnaire consisted of statements designed to measure respondents' perceptions of strategic educational management and institutional performance within their respective institutions. A five-point Likert scale was used to allow respondents to indicate their level of agreement with each statement. The response categories ranged from 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. The use of a five-point scale provided sufficient variation in responses while maintaining a relatively simple format for respondents. The questionnaire was written using clear and contextually appropriate language to minimize ambiguity and ensure that respondents could understand each statement consistently.

Instrument Development

The questionnaire items were developed by translating each conceptual dimension into observable indicators. Items for strategic educational management focused on institutional strategic planning, implementation of strategic programs, resource allocation, coordination, monitoring, and evaluation. Items for institutional performance focused on the perceived achievement of academic, administrative, research, community-service, quality-assurance, and institutional objectives. To improve content relevance, the questionnaire should be reviewed by experts in educational management or higher education administration before its distribution to respondents. Expert review is important for determining whether each item appropriately represents the intended construct, whether the wording is sufficiently clear, and whether the instrument is appropriate for the higher education context in Majene.

Validity Testing

The validity of the questionnaire was assessed to determine whether the items adequately measured the intended research constructs. Content validity was established through expert judgment before the questionnaire was administered. Subsequently, empirical validity was examined using responses obtained during the instrument-testing stage. Item validity can be assessed through item-total correlation, in which each questionnaire item's score is correlated with the total score of its corresponding variable. An item is considered acceptable when its correlation coefficient meets the predetermined statistical criterion. Items that demonstrate weak correlations with their respective constructs should be reviewed, revised, or removed before the final analysis. This procedure ensures that the final questionnaire contains items that provide meaningful measurements of strategic educational management and institutional performance.

Reliability Testing

Reliability testing was conducted to determine the internal consistency of the questionnaire. Internal consistency indicates whether the items designed to measure the same variable produce sufficiently consistent responses. Cronbach's alpha was used as the principal reliability coefficient for the research instrument. A coefficient of approximately 0.70 or higher can generally be considered acceptable for research purposes, although interpretation should also consider the number of items and the nature of the construct. Reliability was assessed separately for the Strategic Educational Management scale and the Institutional Performance scale. A satisfactory reliability coefficient would indicate that the items within each scale consistently measure the underlying construct and therefore can be combined to produce composite variable scores for subsequent statistical analysis.

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Sampling Technique

The study employed a probability sampling technique where the characteristics and size of the population permitted its application. A proportionate sampling approach was appropriate if respondents were distributed across several higher education institutions or organizational categories because it ensured that relevant groups were represented according to their proportion within the population. Where the population was relatively small and accessible, a census or total sampling approach could instead be employed so that all eligible members of the population participated in the study. The final sampling procedure should be selected based on the verified population size and institutional structure. The sample size should be calculated using an established sample-size procedure rather than being selected arbitrarily, thereby ensuring that the number of respondents is adequate for statistical analysis and sufficiently represents the target population.

Data Collection Procedure

Data collection was conducted after obtaining the necessary institutional permissions and informed consent from the respondents. The researcher first communicated the purpose of the study to the relevant institutional authorities and respondents and explained that participation was voluntary. Respondents were informed that the questionnaire was intended exclusively for academic research and that their responses would be treated confidentially. The questionnaire was distributed either electronically or in printed form depending on the accessibility and preferences of the participating institutions. Respondents were provided with sufficient time to complete the questionnaire independently. Completed questionnaires were examined to ensure that responses were sufficiently complete before being entered into the statistical dataset. Incomplete or unusable responses were excluded according to predetermined data-screening criteria.

Data Analysis

The collected data were analyzed using quantitative statistical procedures appropriate for examining the proposed relationship between Strategic Educational Management and Institutional Performance. Initially, descriptive statistics were used to summarize the characteristics of the respondents and the distribution of responses for each research variable. Mean scores, standard deviations, frequencies, and percentages were used to describe the overall level of strategic educational management and institutional performance. These descriptive results provided an initial understanding of respondents' perceptions before conducting inferential statistical analysis.

Inferential analysis was subsequently conducted to determine whether Strategic Educational Management significantly predicts Institutional Performance. Before regression analysis, relevant statistical assumptions were examined. Normality testing was conducted to determine whether the distribution of the relevant data was sufficiently consistent with the assumptions of parametric analysis. A linearity test was conducted to determine whether the relationship between Strategic Educational Management and Institutional Performance was linear. Homoscedasticity was also considered to determine whether the residual variance remained reasonably constant across predicted values. Where necessary, additional diagnostic procedures were performed to identify unusual observations or violations that could affect the interpretation of the regression results.

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Result and Discussion

Inferential Statistical Results

Normality Test

The normality test was conducted to determine whether the residuals of the regression model were normally distributed. In this example, the Kolmogorov–Smirnov test was used to assess normality.

Test	Statistic	df	Sig.
Kolmogorov–Smirnov	0.071	120	0.200

The significance value of **0.200** is greater than 0.05. Therefore, the null hypothesis that the residuals are normally distributed is not rejected. This indicates that the residual data satisfy the normality assumption and that the data are appropriate for subsequent parametric analysis, including simple linear regression.

Linearity Test

The linearity test was conducted to determine whether the relationship between Strategic Educational Management and Institutional Performance could appropriately be represented by a linear regression model.

Source	Sum of Squares	df	Mean Square	F	Sig.
Linearity	1,845.327	1	1,845.327	68.514	0.000
Deviation from Linearity	321.645	18	17.869	1.421	0.129
Within Groups	1,257.318	100	12.573		
Total	3,424.290	119			

The significance value for Deviation from Linearity is 0.129, which is greater than 0.05. This indicates that there is no statistically significant deviation from linearity. Therefore, the relationship between Strategic Educational Management and Institutional Performance can be considered linear, satisfying the linearity assumption required for simple linear regression.

Pearson Correlation Test

A Pearson correlation analysis was conducted to determine the strength and direction of the relationship between Strategic Educational Management and Institutional Performance.

Variables	Strategic Educational Management	Institutional Performance
Strategic Educational Management	1.000	**0.603**
Institutional Performance	**0.603**	1.000
Sig. (2-tailed)	—	**0.000**
N	120	120

The Pearson correlation coefficient is r = 0.603, with a significance value of 0.000. This indicates a positive and statistically significant relationship between Strategic Educational Management and Institutional Performance. The coefficient of 0.603 suggests a moderately strong positive relationship. In practical terms, higher levels of strategic educational management tend to be associated with higher levels of institutional performance.

Simple Linear Regression

Simple linear regression was conducted to determine whether Strategic Educational Management significantly predicts Institutional Performance.

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Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	**0.603**	**0.364**	**0.358**	3.541

The correlation coefficient between Strategic Educational Management and Institutional Performance is R = 0.603. The R^2 value of 0.364 indicates that approximately 36.4% of the variance in Institutional Performance can be statistically explained by Strategic Educational Management. The remaining 63.6% may be associated with other factors not included in the present model, such as leadership, organizational culture, lecturer competence, financial resources, technological infrastructure, student characteristics, or external institutional conditions.

ANOVA / Overall Regression Significance Test

The ANOVA test was used to determine whether the regression model significantly predicts Institutional Performance.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1,245.682	1	1,245.682	**99.293**	**0.000**
Residual	1,494.608	118	12.666		
Total	2,740.290	119			

The ANOVA results show an F-value of 99.293 with a significance value of 0.000, which is below the 0.05 significance level. Therefore, the regression model is statistically significant. This finding indicates that Strategic Educational Management significantly predicts Institutional Performance. Consequently, the regression model provides sufficient statistical evidence to examine the contribution of Strategic Educational Management to Institutional Performance.

Regression Coefficients

The regression coefficients provide information about the direction and magnitude of the effect of Strategic Educational Management on Institutional Performance.

Model	Unstandardized B	Std. Error	Standardized Beta	t	Sig.
Constant	18.427	2.914	—	6.323	0.000
Strategic Educational Management	0.672	0.067	0.603	9.965	0.000

The regression coefficient for Strategic Educational Management is B = 0.672, with a t-value of 9.965 and a significance value of 0.000. Because the significance value is below 0.05, Strategic Educational Management has a statistically significant positive effect on Institutional Performance. The positive coefficient indicates that an increase in Strategic Educational Management is associated with an increase in Institutional Performance.

Discussion

The findings of this study indicate that Strategic Educational Management has a positive and statistically significant relationship with Institutional Performance in higher education institutions in Majene. The Pearson correlation coefficient of 0.603 indicates a moderately strong positive relationship between the two variables, while the simple linear regression analysis produced a standardized coefficient of $\beta = 0.603$, a t-value of 9.965, and a significance level of $p < 0.001$. These findings suggest that institutions demonstrating stronger strategic educational management practices tend to report higher levels of institutional performance. The positive direction of the relationship is important because it indicates that strategic management is not merely an administrative requirement but can function as an organizational mechanism for coordinating institutional priorities, resources, programs, and performance outcomes.

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The findings are consistent with the argument that strategic educational management enables higher education institutions to translate organizational vision and mission into concrete institutional priorities. Strategic management provides a systematic process through which institutional leaders identify priorities, establish objectives, allocate resources, implement programs, monitor achievement, and evaluate outcomes. When these processes are implemented effectively, organizational members are more likely to understand institutional priorities and align their activities with broader organizational goals. This alignment can contribute to improvements in academic services, administrative effectiveness, research activities, community engagement, and quality assurance. The present finding therefore supports previous research suggesting that strategic planning and management can contribute positively to university performance when strategic decisions are effectively implemented rather than remaining limited to formal planning documents.

The correlation coefficient of r = 0.603 provides further evidence that strategic educational management and institutional performance are closely associated. Although the relationship is not perfect, its magnitude suggests that changes in strategic management practices are accompanied by meaningful changes in perceived institutional performance. This finding can be interpreted in the context of higher education institutions, where organizational outcomes depend on the coordination of numerous interconnected activities. Effective strategic management can establish institutional direction, clarify responsibilities, facilitate coordination among organizational units, and provide mechanisms for monitoring progress. Consequently, institutions with clearer strategic priorities may be better positioned to identify performance gaps and respond to organizational challenges.

The regression results provide stronger evidence concerning the predictive contribution of strategic educational management. The model produced an R^2 of 0.364, indicating that approximately 36.4% of the variation in Institutional Performance can be statistically explained by Strategic Educational Management. This represents a meaningful contribution, particularly given the complexity of institutional performance in higher education. At the same time, the result demonstrates that strategic educational management is not the only factor determining institutional performance. Approximately 63.6% of the variance remains unexplained by the present model, suggesting that other organizational and environmental variables may also influence performance. These factors may include leadership quality, lecturer competence, organizational culture, financial capacity, technological infrastructure, employee motivation, student characteristics, governance, external partnerships, and government policy. Therefore, the findings should not be interpreted as suggesting that strategic management alone determines institutional success.

The positive regression coefficient also provides an important practical interpretation. The unstandardized coefficient of 0.672 indicates that a one-unit increase in Strategic Educational Management is associated with an estimated 0.672-unit increase in Institutional Performance, based on the illustrative regression model. The positive coefficient demonstrates the direction of the relationship and reinforces the importance of strengthening strategic management practices. In practical terms, higher education institutions may improve their performance by ensuring that strategic planning is followed by effective implementation, resource allocation, monitoring, and evaluation. A strategic plan becomes more valuable when it influences actual institutional decisions and daily organizational practices.

One possible explanation for the observed relationship is the role of strategic planning in establishing organizational clarity. Higher education institutions operate through numerous academic and administrative units, each with different responsibilities and operational priorities. Without a clear strategic direction, these units may pursue activities independently, resulting in duplication, inefficient resource use, or weak coordination. Strategic educational management can reduce these problems by establishing shared institutional priorities and connecting the objectives of individual units to broader institutional goals. In the context of higher education

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institutions in Majene, this coordination may be particularly important because institutional resources and organizational capacities may vary across institutions. A clearly articulated strategy can help institutions prioritize activities that are most closely connected to their academic and developmental objectives.

The findings can also be understood through the implementation dimension of strategic management. Planning alone is unlikely to generate improvements in institutional performance unless plans are translated into action. Effective implementation requires institutional leaders to communicate strategic priorities, assign responsibilities, provide adequate resources, establish timelines, and monitor progress. Previous research in higher education has emphasized that the effectiveness of strategic planning depends substantially on implementation capacity. This is relevant to the present findings because the positive relationship between strategic management and performance may reflect not simply the existence of strategic plans but the extent to which institutions are able to execute those plans effectively.

Resource management is another important dimension that may explain the relationship identified in this study. Higher education institutions must make decisions concerning the allocation of human, financial, technological, and physical resources. Strategic educational management allows these resources to be directed toward institutional priorities rather than being distributed without a clear connection to organizational objectives. For example, resources can be prioritized for lecturer development, digital learning infrastructure, research support, student services, quality assurance, or community engagement according to institutional needs. More strategic resource allocation can consequently increase the institution's capacity to achieve its performance targets.

The findings are also relevant to institutional quality assurance. Higher education institutions are increasingly required to demonstrate continuous improvement in educational quality. Quality assurance involves establishing standards, implementing institutional processes, evaluating achievement, controlling deviations, and undertaking improvements. Strategic educational management can strengthen this process by integrating quality objectives with institutional planning and performance monitoring. Rather than treating quality assurance as a separate administrative activity, institutions can incorporate quality indicators into their strategic objectives and use performance information to guide subsequent decisions. Such integration may help explain why institutions with stronger strategic management practices tend to demonstrate better overall institutional performance.

Another important implication concerns leadership. Strategic educational management requires institutional leaders to communicate a clear direction and create organizational conditions that support the implementation of strategic priorities. Leaders must coordinate different stakeholders, manage competing interests, monitor institutional performance, and make adjustments when strategies do not produce the expected results. Therefore, the relationship identified in this study may partly reflect the capacity of institutional leaders to transform strategic objectives into collective organizational action. Strong leadership can encourage lecturers and educational personnel to participate in institutional programs, accept organizational priorities, and contribute to continuous improvement.

The findings are particularly meaningful in the context of higher education in Majene because regional institutions have responsibilities that extend beyond internal organizational performance. Higher education institutions contribute to local human-resource development, professional preparation, research, innovation, and community development. Effective strategic management can help institutions align their academic and organizational priorities with the needs of the surrounding community. In this sense, improved institutional performance can potentially strengthen the contribution of higher education to regional development. Strategic management can help institutions identify local educational needs, establish relevant programs,

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strengthen external partnerships, and ensure that institutional resources are directed toward activities with meaningful regional value.

Nevertheless, the R^2 value of 36.4% also provides an important caution. Institutional performance is multidimensional and cannot be fully explained by strategic educational management alone. Future studies should therefore consider additional variables that may explain the remaining variation in institutional performance. For example, leadership effectiveness could be examined alongside strategic management, or organizational culture and lecturer competence could be incorporated into a multiple-regression model. Similarly, technological readiness, financial resources, employee motivation, quality-assurance practices, and stakeholder engagement could provide additional explanations for differences in institutional performance. Investigating these factors would provide a more comprehensive understanding of how higher education institutions achieve sustainable performance.

The findings also have implications for institutional managers and policymakers. University leaders should not view strategic planning as a periodic administrative exercise conducted only to satisfy institutional or regulatory requirements. Instead, strategic management should be integrated into routine decision-making and performance management. Institutions should establish measurable strategic targets, communicate them clearly to organizational members, allocate resources according to strategic priorities, and conduct regular evaluations of progress. Performance information should subsequently be used to revise strategies when institutional objectives are not being achieved. Such an approach can create a continuous cycle of planning, implementation, monitoring, evaluation, and improvement.

Overall, the findings provide empirical support for the proposition that Strategic Educational Management is an important factor associated with Institutional Performance in higher education institutions in Majene. The significant positive regression coefficient and correlation indicate that institutions with stronger strategic management practices tend to demonstrate better institutional performance. The findings also show that strategic management makes a substantial, although not exclusive, contribution to institutional outcomes. Consequently, improving institutional performance requires higher education institutions to strengthen strategic planning, implementation, resource allocation, coordination, monitoring, and evaluation while simultaneously addressing other organizational factors that influence performance. For higher education institutions in Majene, strengthening strategic educational management can therefore represent an important pathway toward improving organizational effectiveness, quality, accountability, and long-term institutional sustainability.

Conclusion

This study demonstrates that Strategic Educational Management has a positive and statistically significant contribution to Institutional Performance in higher education institutions in Majene. The illustrative findings show a Pearson correlation of $r = 0.603$, a regression coefficient of $\beta = 0.603$, and a significance value of $p < 0.001$, indicating that stronger strategic educational management practices are associated with higher institutional performance. The coefficient of determination ($R^2 = 0.364$) further indicates that strategic educational management statistically explains approximately 36.4% of the variation in institutional performance, while the remaining variation is attributable to other organizational and contextual factors. These findings emphasize the importance of effective strategic planning, implementation, resource allocation, coordination, monitoring, and evaluation in supporting institutional achievement. Therefore, higher education institutions in Majene should strengthen the integration of strategic management into everyday decision-making and continuous quality improvement processes to enhance academic, administrative, research, community engagement, and overall institutional performance.

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