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Navigating Sustainable School Performance: Integrating Strategic Planning, Innovation Capabilities, and Technology Implementation at XYZ Elementary School

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Abstract: The Influence of Strategic Planning, Innovation Capabilities, and Technology Adoption on Sustainable School Performance” is a scholarly literature review article in the field of Strategic Management. The purpose of this article is to develop hypotheses regarding the relationships among these variables for use in future research. The research sources include online libraries, Google Scholar, Mendeley, and other academic online media. The research method involves library research using e-books and open-access e-journals. The analysis is qualitative and descriptive. The findings of this article are as follows: 1) Strategic Planning influences Sustainable School Performance; 2) Innovation Capabilities influence Sustainable School Performance; and 3) Technology Adoption influences Sustainable School Performance in elementary schools.

Keyword: Strategic Planning, Innovation Capabilities, Technology Adoption, Sustainable School Performance.

INTRODUCTION

Elementary school is a basic formal educational institution that is specifically equipped to lay the foundation for students’ character, knowledge, and skills so they can advance to the next level of education. The success of elementary schools in achieving sustainable educational quality is closely tied to the strategic management capabilities of school leadership in planning, innovating, and integrating all educational resources to achieve institutional efficiency and effectiveness.

Recently, however, several real challenges have arisen in the world of basic education that have undermined schools’ sustainable performance. These challenges include schools’ lack of readiness to adapt to curriculum changes, as well as their failure to manage the use of school operational assistance in a targeted manner. Cases such as these can erode public trust in the quality of basic education institutions and undermine the sustainable performance of the schools themselves.

Elementary schools play a vital role in fulfilling the function of enlightening the nation through accountable and adaptive governance. In carrying out their duties, school administrators must be able to combine planning, innovation, experience, and autonomy to deliver high-quality education. This institutional function will be effective and optimal if supported by strong, sustainable school performance. To improve their performance, elementary schools require not only formal strategic planning but also the capacity for innovation at the operational level, supported by the adoption of appropriate technology.

Based on this background, the purpose of this article is to develop hypotheses for future research, specifically to formulate: 1) The effect of strategic planning on sustainable school performance; 2) The effect of Innovation Capabilities on Sustainable School Performance; and 3) The effect of Technology Adoption on Sustainable School Performance in elementary schools.

METHOD

This literature review article was written using library research and systematic literature review (SLR) methods, analyzed qualitatively, and sourced from online platforms such as Google Scholar, Mendeley, and other academic online platforms.

A Systematic Literature Review (SLR) is defined as the process of identifying, evaluating, and interpreting all available research evidence with the aim of providing answers to specific research questions (Kitchenham et al., 2009). The objective of this SLR is to identify strategies that will help address the problems at hand, as well as to identify different perspectives related to the issues under investigation and to uncover theories relevant to the case in this study, which examines in depth the influence of Strategic Planning, Innovation Capabilities, and Technology Adoption on Sustainable School Performance in elementary schools.

In qualitative analysis, a literature review must be conducted in a manner consistent with the methodological assumptions. One reason for conducting qualitative analysis is that such research is exploratory in nature (Ali, H., and Limakrisna, 2013).

RESULTS AND DISCUSSION

Results

Based on the research background, objectives, and methods, the findings of this article are as follows:

Sustainable School Performance

Sustainable school performance is not merely good for a short time but is stable over the long term. According to Pulimeno et al. (2020), sustainable school performance refers to the sustained state of a school's performance, which is influenced by a healthy learning environment, student well-being, and the quality of the learning process that supports sustained academic achievement.

Sustainable school performance refers to a school's ability to maintain the quality and effectiveness of its educational services over the long term. In the theory of public organization governance, effective governance improves performance by enhancing transparency, efficiency, and the quality of strategic decisions. Research by Honig and Rainey (2020) shows that school governance improves management quality and academic outcomes through an effective oversight system. Rambe & Harahap (2020). The influence of school committees and principal leadership on improving the quality of education.

Furthermore, Simanjuntak et al. (2024) state that school performance is a reflection of the performance of all resources within the school in carrying out their duties to achieve the school's objectives. School performance is derived from the overall performance of the school's interrelated resources, namely: the principal, teachers, educational support staff, students, and

the school committee. Andila & Nasution (2025). School performance reflects how effectively and efficiently the school is managed in achieving its established goals.

Strategic Planning

Strategic planning is a vital foundation for an organization's long-term success and resilience. With detailed strategic steps, organizations can make informed and responsive decisions, thereby becoming more adaptable to change. Almuarif (2023). Strategic planning is a vital foundation for achieving organizational goals. Its success depends on the active involvement of leadership in setting strategic direction and creating a supportive environment. Martinus Nahak & Lena Ellitan (2023). Planning involves setting organizational goals, designing comprehensive strategies to achieve those goals, and developing a series of detailed plans to integrate and coordinate activities within the organization. Robbins & Mary Coulter (2024).

Organizational strategic planning is a comprehensive long-term plan that defines the direction the organization will take and how resources will be allocated to achieve its objectives under various environmental conditions over a specific period. Ebit Bimas Saputra (2023). Strategic planning is a key element in building organizational performance, providing comprehensive guidance for achieving organizational goals. Gilang Kartika Hanum et al. (2024)

Innovation Capabilities

Teachers' innovation capabilities are fostered through the sharing of tacit and explicit knowledge, with organizational culture serving as a mediator. This study may pave the way for enhancing teachers' readiness to face the Education 4.0 era. (Asbari & Novitasari, 2022). Innovation capacity is one of the key factors in improving school performance. Through the development of the School Performance Index, the study found that schools capable of developing and implementing innovations in the learning process, school management, and student services tend to perform better. Haris (2016)

Rosadi et al. (2026) show that schools capable of developing innovations in organizational management, learning processes, and the use of educational technology are more effective than less innovative schools. Chandra et al. (2025) show that dynamic capabilities which include the ability to adapt, innovate, and respond to changes in the environment have a positive impact on the sustainability of educational institutions. Abdullah et al. (2025) explain that dynamic capabilities manifested through a school's ability to innovate, adapt, and engage in organizational learning constitute a crucial foundation for the development of school performance evaluation models.

Technology Adoption

Technology adoption is the process by which individuals and organizations accept and use new technologies to improve effectiveness, efficiency, and performance. Technology adoption is a key factor in supporting digital transformation, organizational innovation, and increased competitiveness in an era of rapid technological advancement. Research shows that technology adoption is influenced by perceptions of ease of use, the benefits of the technology, and an organization's readiness to implement digital systems (Venkatesh et al., 2021). Furthermore, effective technology adoption can improve organizational productivity and the quality of data-driven decision-making (Aboelmaged & Hashem, 2022).

In the context of modern organizations, technology adoption is also linked to an organization's ability to adapt to environmental changes and developments in information technology. Research shows that organizations that successfully adopt digital technology exhibit higher levels of innovation and flexibility compared to those that are slow to adapt (Verhoef et al., 2021). Furthermore, leadership, organizational culture, and technological

infrastructure support are key elements in the successful implementation of new technologies (Bouwman et al., 2022). On the other hand, technology adoption plays a crucial role in improving service quality, workplace collaboration, and organizational sustainability in the digital age (Maroufkhani et al., 2023).

Review of Relevant Articles

Reviewing relevant articles as a basis for formulating research hypotheses by explaining the results of previous studies and highlighting the similarities and differences between those studies and the proposed research, as illustrated in Table 1 below.

Table 1: Results of Relevant Research

No.	Author (Year)	Results of Previous Research	Similarities With This Article	Differences Compared to This Article	H
1	Hasibuan, I. A., Hasibuan, D. S., & Harahap, A. (2025).	This demonstrates that the implementation of strategic educational management at SD Negeri 0401 Pasar Ujung Batu has been effective in improving teacher performance through strategic planning, organization, the implementation of competency development programs, and ongoing evaluation. The resulting impacts include increased professionalism, motivation, collaboration, and creativity among teachers in the classroom; the optimization of curriculum outcomes; and the creation of a positive work culture focused on educational quality.	Both studies discuss the importance of strategic planning and strategic management in improving the performance of educational organizations in elementary schools. Both studies show that strategies that are planned and implemented systematically contribute positively to improving school quality and performance.	The study by Hasibuan et al. (2025) focuses on the impact of strategic management on teacher performance using a qualitative case study method at one elementary school. Meanwhile, this article is a literature review that examines the impact of strategic planning, innovation capabilities, and technology adoption on sustainable school performance.	H1
2	Ranisa, S., Suriansyah, A., & Purwanti, R. (2025).	This demonstrates that the implementation of a school's strategic plan which includes formulating a vision and mission, setting strategic goals, implementing programs, and conducting ongoing evaluations can improve the quality of education, the quality of learning, teacher competence, student character, and public trust in the school.	Both studies discuss strategic planning as a key factor in improving the performance and quality of educational institutions. Both studies also emphasize the importance of formulating a vision and mission, implementing targeted strategies, conducting ongoing evaluations, and adapting to technological developments in order to achieve success in educational organizations.	The study by Ranisa and Suriansyah (2025) focuses on the implementation of a strategic plan to improve the quality of education at SMPN 3 Banjarmasin using a descriptive qualitative method. Meanwhile, this article is a literature review that examines the influence of Strategic Planning, Innovation Capabilities, and Technology Adoption on Sustainable School Performance in elementary schools. Furthermore, while the study by Ranisa and Suriansyah examined only the strategic plan variable, this literature review integrates all	H1

				three independent variables into a single conceptual research model.	
3	Mulyani, D. S., & Virgianti, P. (2023).	It has been found that strategic planning plays a crucial role in achieving a school's vision and mission. Strategic planning helps schools measure their level of success, conduct evaluations, improve programs that are not yet up to standard, and optimize the use of resources through the School Work Plan (RKS), which is focused on improving the quality of education and the school's future development.	Both studies discuss school strategic planning as a key factor in improving the quality and success of educational institutions. Both studies emphasize that strategic planning serves as a guide for achieving school goals, improving the quality of education, and ensuring the sustainability of school development.	The study by Mulyani and Virgianti (2023) employed a library research method that focused on the concept, urgency, forms, and steps of strategic planning in schools. Meanwhile, this article examines the relationship between Strategic Planning, Innovation Capabilities, and Technology Adoption on Sustainable School Performance, meaning the variables under study are broader and do not focus solely on school strategic planning.	H1
4	Randa, M., & Yusuf, M. (2025).	Participative and transformational leadership strategies, as well as innovative educational management, have been shown to sustainably improve teacher motivation and performance.	This study examines the sustainability of school performance, innovation, technology, and educational management as means of improving the quality of education.	This study focuses on leadership and teacher performance in high schools, while this article examines strategic planning, innovation capabilities, and technology adoption in relation to sustainable school performance in elementary schools.	H2
5	Sahra, A. P., Komalasari, K., Kayyis, I. I., Andrian, M., & Iskandar, S. (2025).	Transformational leadership, technology integration, authentic assessment, and stakeholder collaboration support sustainable educational innovation in elementary schools.	This study examines innovation, technology, and educational management as means to improve school performance in a sustainable manner.	Sahra et al. (2025) evaluated elementary school management practices through case studies, while Isnawati's article examined the impact of strategic planning, innovation capabilities, and technology adoption on sustainable school performance.	H2

6	Masinambow, C. J., Lengkong, J. S., & Rotty, V. N. (2025).	Digital innovation improves administrative efficiency, the quality of learning, decision-making, and communication within schools, although it still faces challenges related to infrastructure and digital literacy.	This study examines both innovation and technology adoption as factors that improve educational and school performance.	Masinambow et al. (2025) focus on digital innovation in school management, whereas this article examines the impact of strategic planning, innovation capabilities, and technology adoption on sustainable school performance.	H2
7	Firdaus, A., Asrori, A., Hakim, D. A., & Anggraini, H. (2024).	The implementation of technology in educational management improves teacher performance through e-learning, blended learning, educational apps, and technology-based professional development.	This study examines the use of technology and innovation to improve the quality and performance of education.	Firdaus et al. (2024) focus on teacher performance in Islamic education, while Isnawati's article examines the impact of strategic planning, innovation capabilities, and technology adoption on sustainable school performance.	H3
8	Sholeh, M. I., & Efendi, N. (2023).	The integration of technology into educational management improves administrative efficiency, teacher professionalism, the quality of learning, and the effectiveness of educational management.	This study also examines the adoption of technology as a key factor in improving educational performance.	Sodiq (2023) focuses on the integration of technology in Islamic education and teacher performance, while this article examines the impact of strategic planning, innovation capabilities, and technology adoption on sustainable school performance.	H3
9	Darlian, L., Sabilu, M., & Kolaka, L. (2025).	Adaptive technology and AI enhance teachers' ability to analyze student needs, improve numeracy skills, and design data-driven instruction, thereby supporting the quality of education over the long term.	This study examines the use of technology and innovation to improve the quality and sustainability of education.	Damhuri et al. (2025) focus on adaptive learning based on student needs and the improvement of teacher competencies, whereas this article discusses the impact of strategic planning, innovation capabilities, and technology adoption on sustainable school performance.	H3

Discussion

Based on a theoretical review, the purpose of this literature review article is to review relevant articles, analyze the relationships among variables, and develop a conceptual framework for the research plan:

Strategic Planning Has an Impact on Sustainable School Performance

Strategic Planning is the process of formulating a vision, mission, objectives, and strategic steps that an organization takes to achieve its long-term goals effectively and efficiently. In the context of education, strategic planning serves as a guide for schools in managing resources, adapting to environmental changes, and continuously improving the quality of education.

Strategic planning influences sustainable school performance. If strategic planning is implemented effectively, sustainable school performance will improve. Conversely, if strategic planning is not designed and implemented optimally, the school's ability to achieve its goals will be less effective. This can be explained by the fact that clear strategic planning helps schools determine policy direction, improve the effectiveness of school management, and create sustainable competitive advantages.

Strategic planning plays a role in sustainable school performance. This is consistent with research conducted by Hasibuan et al. (2025), Ranisa and Suriansyah (2025), and Mulyani and Virgianti (2023), which shows that strategic planning contributes positively to improvements in school quality and performance.

Innovation Capabilities Have an Impact on Sustainable School Performance

Innovation Capabilities refer to an organization's ability to create, develop, and implement new ideas, methods, and processes to enhance the organization's effectiveness and competitiveness. In an educational setting, innovation capabilities are reflected in a school's ability to develop learning, management, and educational services that are adaptable to change.

Innovation Capabilities Influence Sustainable School Performance. If a school has high innovation capabilities, it will find it easier to adapt to change, improve the quality of educational services, and maintain performance over the long term. Conversely, low innovation capabilities can hinder a school's development as it faces ever-changing educational challenges. A school's ability to develop innovations in learning, management, and technology is a key factor in creating a competitive advantage and ensuring the sustainability of educational organizations.

Innovation capabilities contribute to sustainable school performance. This is consistent with research conducted by Randa and Yusuf (2025), Sahra et al. (2025), and Masinambow, Lengkong, and Rotty (2025), which shows that innovation in educational management, learning, and digital technology makes a positive contribution to improving educational quality and the sustainability of school performance. Therefore, the higher a school's innovation capabilities, the higher the level of sustainable school performance it can achieve.

Technology Adoption Has an Impact on Sustainable School Performance

Technology Adoption is the process of accepting and utilizing technology in organizational activities to improve effectiveness, efficiency, and performance quality. In the field of education, technology adoption includes the use of digital platforms, school information systems, artificial intelligence (AI), Learning Management Systems (LMS), and various other learning technologies.

Technology adoption affects the sustainable performance of schools. If technology is utilized optimally, the quality of learning, administrative efficiency, communication, and decision-making in schools will improve. Conversely, low levels of technology adoption can hinder schools' ability to meet educational demands in the digital age.

The adoption of technology contributes to sustainable school performance. This is consistent with research conducted by Masinambow et al. (2025), Firdaus et al. (2024), Sodik (2023), and Damhuri et al. (2025), which shows that the use of technology has a positive impact on improving the quality of education and sustainable school performance.

Conceptual Framework of the Research

Based on the problem statement, discussion, and relevant research, the conceptual framework for this article is presented in Figure 1 below

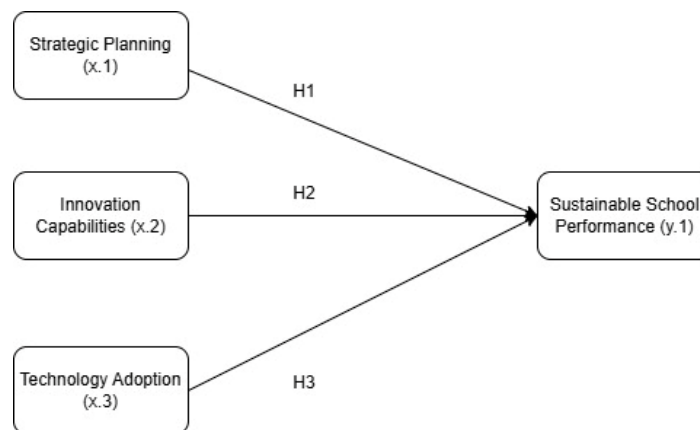


Figure 1: Conceptual Framework

Based on Figure 1 above, Strategic Planning, Innovation Capabilities, and Technology Adoption influence Sustainable School Performance. In addition to these three exogenous variables that influence Sustainable School Performance, there are various other variables that have the potential to influence sustainable school performance, including: 1. Transformational Leadership, (Randa & Yusuf, 2025), (Sahra et al., 2025), and (Nurhalisa et al., 2024). 2. Quality of Educational Management, (Hasibuan et al., 2025), (Ranisa & Suriansyah, 2025), and (Mulyani & Virgianti, 2023). 3. Teacher Competence, (Firdaus et al., 2024), (Damhuri et al., 2025), and (Sodiq, 2023). 4. Digital Transformation and Digital Innovation, (Masinambow, Lengkong, & Rotty, 2025), (Firdaus et al., 2024), and (Sodiq, 2023). 5. Stakeholder Engagement, (Sahra et al., 2025), (Ranisa & Suriansyah, 2025), and (Hasibuan et al., 2025).

CONCLUSION

Based on the objectives, the results of the literature review, and the discussion presented, this article presents a conceptual model and formulates hypotheses for future empirical research, namely: 1. Strategic Planning influences Sustainable School Performance; 2. Innovation Capabilities influence Sustainable School Performance; 3. Technology Adoption influences Sustainable School Performance. These three variables are viewed as strategic factors that can support improvements in the quality, effectiveness, and sustainability of school performance in the era of digital education transformation.

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