



## **Analysis of Strategic Planning of Education at SMAN 1 Cisayong in Realising the Golden Generation of Indonesia**

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### **Abstract**

*This study aims to analyse the strategic planning of education at SMAN 1 Cisayong to realise the Golden Indonesia Generation. The focus of the analysis includes the synergy between the vision, mission, goals, and programmes of the school with the characteristics of the Golden Indonesia Generation, as well as the effectiveness of the implementation of strategic planning. The research participants included the principal, vice principal, teachers, and school committee at SMAN 1 Cisayong, which had a total of 30 people. The research method used was qualitative with a case study approach. Data collection was conducted through interviews, observations, and document studies. Data were analysed through data reduction, data presentation and conclusion-drawing techniques. The results showed that the strategic planning of education at SMAN 1 Cisayong is quite good. However, there are still some things that need to be improved, including the lack of student involvement in the preparation of strategic planning and the lack of comprehensive evaluation. This study concludes that the strategic planning of education at SMAN 1 Cisayong needs to be optimised to be more effective in realising the Golden Indonesia Generation. The implication of this research is the need for increased participation of all parties in the preparation and strategic planning, as well as improved monitoring and continuous evaluation.*

## **INTRODUCTION**

Indonesia has great hopes of reaching the peak of glory in 2045, known as the "Golden Indonesian Generation." (I. W. A. P. Putra et al., 2023). The achievement of this hope is supported by young people who are qualified, characterised, globally competitive, and able to face future

challenges. (Santika, 2021). Education plays a significant role in realising these expectations. (Muttaqien et al., 2024). Educational strategic planning is the basis for schools to direct all resources effectively and efficiently in achieving national education goals and realising the golden Indonesian generation (Masnah et al., 2024). Educational strategic planning is a systematic process that involves analysing the internal and external environment, setting a vision, mission, goals, and strategies, and implementing, monitoring, and evaluating. (Dermawan, 2020). Careful planning will help schools identify strengths, weaknesses, opportunities, and threats so that they can formulate appropriate strategies to achieve their goals (Yusril & Yusri, 2023). Strategic planning should involve all school stakeholders, including principals, teachers, students, parents, and school committees (Banamtuan & Baun, 2021). Active participation of all stakeholders will increase ownership, facilitate strategic planning, and encourage its implementation

In practice, the preparation and implementation of educational strategic planning often face various challenges. The main challenge is related to the lack of understanding and awareness of the importance of strategic planning among school stakeholders (Akhyar, 2024). In addition, limited resources, both human and financial, can hinder the effectiveness of strategic planning (Putri & Yacob, 2021). Another factor that needs to be considered is the rapidly changing dynamics of the external environment, which requires schools to have strategic planning that is flexible and adaptive to the environment (Nasution et al., 2023). As one of the upper secondary education institutions, SMAN 1 Cisayong has the responsibility to prepare its students to be part of the Golden Indonesian Generation. However, in reality, many schools still face obstacles in implementing strategic planning optimally. (Sumianto et al., 2024). Some studies show that strategic planning in schools is only a formal document that is not implemented optimally (Hamida, 2019). Several factors are involved, such as a lack of commitment from school leaders, stakeholder involvement, understanding of strategic planning, and monitoring and evaluation (Rahwati, 2019).

Senior High School is a strategic level of education that prepares students for future challenges (Amanullah, 2020). This shows that the foundation of knowledge, skills, and character serves to realise qualified and competitive individuals. SMAN 1 Cisayong has a vital role in producing the next generation of the nation who excel and contribute actively to the development process. Therefore, comprehensive strategic planning that is oriented towards achieving the vision of Indonesia Emas becomes essential for SMAN 1 Cisayong.

**Table 1.** Human Development Index (HDI) Data Tasikmalaya Regency and West Java Province

<b>Year</b>	<b>HDI of Tasikmalaya Regency</b>	<b>HDI of West Java Province</b>
<b>2020</b>	68,77	71,90
<b>2021</b>	69,53	72,03
<b>2022</b>	69,91	72,45
<b>2023</b>	70,32	72,67

Table 1 shows the development of the HDI of Tasikmalaya Regency and West Java Province from 2020 to 2023. Human Development Index (HDI) data is often used as an indicator to provide an overview of the quality of human resources in a region. Based on the data, the HDI of Tasikmalaya Regency is still below the HDI of West Java Province, although it has increased every year. This indicates that the quality of human resources in Tasikmalaya Regency still needs to be improved, including through improving the quality of education. SMAN 1 Cisayong, as one of the upper secondary education institutions in Tasikmalaya Regency, has a strategic role in the effort to increase HDI through strategic planning that is oriented towards developing student competencies in accordance with the demands of the Golden Indonesia Generation.

Previous research shows the importance of aligning the school's vision, mission, goals, and programmes with the characteristics of the Golden Indonesian Generation (Sulistiwati & Nasution, 2022) In addition, leadership, communication, and organisational culture influence the effectiveness of strategic planning implementation. (Prasetyo et al., 2021). This research focuses on analysing the strategic planning of education at SMAN 1 Cisayong in realising the Golden Indonesian Generation. The focus of the analysis includes the alignment of the school's vision, mission, goals, and programmes with the characteristics of the Golden Indonesian Generation and the effectiveness of the strategic planning implementation.

The purpose of this study is to analyse the strategic planning of education at SMAN 1 Cisayong in realising the Golden Indonesia Generation, identify the supporting and inhibiting factors of strategic planning implementation, and formulate recommendations for the optimisation of strategic planning at SMAN 1 Cisayong. The results of this study are expected to contribute theoretically to the development of education management science, especially in the field of strategic planning. Practically, this research is expected to provide recommendations for SMAN 1 Cisayong in preparing and implementing effective strategic planning in order to realise the Golden Indonesia Generation. Based on the description above, the problem formulations in this study are: (1). How is the alignment of vision, mission, goals, and school programmes at SMAN 1 Cisayong with the characteristics of the Golden Indonesia Generation? (2). How effective is the implementation of education strategic planning at SMAN 1 Cisayong? (3). What are the factors that support and hinder the implementation of education strategic planning at SMAN 1 Cisayong? (4). What are the recommendations for optimising the strategic planning of education at SMAN 1 Cisayong in realising the Golden Indonesia Generation?. In Indonesian education, strategic planning is an essential element in achieving national education goals, especially in realising Indonesia's Golden Generation in 2045. This study intends to examine strategic planning at SMAN 1 Cisayong and its potential contribution to goal achievement. In conducting this analysis, it is important to find relevant previous research and ascertain existing research gaps.

A number of previous studies have examined the application of strategic management within educational institutions. Fadhli Fadhli (2020) investigated the application of strategic management in educational institutions and concluded that effective planning improves operational efficiency. This study offers an overview of the importance of strategic management, although it does not explicitly relate to the context of secondary schools, such as SMAN 1 Cisayong. In contrast, Rizkasari Rizkasari (2023) emphasised the importance of character education through Pancasila learner profiles as a means to foster the golden generation. This research is relevant as it highlights significant character attributes in education but does not directly correlate with specific strategy planning. Research conducted shows that strategic management contributes to improving the quality of education in senior high schools. Meanwhile, research (2024) emphasises the importance of involving all school members in strategic planning. On the other hand, research by Basuki (2023) Highlights the need for adaptive and flexible strategic planning in the face of the changing dynamics of the external environment.

Puspa Puspa (2023) examines the evolution of 21st-century education and its potential to drive human resource development for the Golden Indonesia of 2045. This research explains the importance of curricular adaptation and pedagogical approaches, although it does not detail the implementation of strategic planning at the secondary school level. This highlights the shortcomings in the strategic planning literature at SMAN 1 Cisayong. In a specific setting, the study conducted by Iswandi et al. (2023) showed that SWOT analysis is an efficient instrument

for designing educational strategies in the strategic planning of a driving school programme in Semarang. This study did not address the implementation at SMAN 1 Cisayong, which indicates the need for additional research on the application of SWOT analysis at the institution.

The recognised research gap relates to the absence of research that explicitly examines strategic planning at SMAN 1 Cisayong in relation to achieving Indonesia's Golden Generation. While many studies have addressed elements of strategic management and character education, none have established the relationship between the two in a unique high school setting. This study seeks to address that gap by examining how strategic planning at SMAN 1 Cisayong can facilitate the development of a generation that is prepared to face future challenges. The basic premise of this research is that successful strategic planning enables schools to establish a clear vision, mission and goals and describe specific actions to achieve them. This research advances scientific knowledge in the field of education. It provides practical recommendations for the government of SMAN 1 Cisayong to improve the quality of teaching and prepare students to become Indonesia's golden generation.

## **LITERATURE REVIEW**

Strategic planning is a critical activity that organisations undertake to determine direction and make decisions regarding the allocation of resources to implement that strategy. The success of strategic planning can significantly influence organizational success, with various factors capable of facilitating or hindering this process. This literature review consolidates the latest research on strategic planning, its efficacy, and the factors that influence it. Strategic planning is recognised for its ability to improve organizational performance in various sectors. A meta-analysis conducted by George et al. showed that strategic planning exerts a positive, moderate, and substantial influence on organizational performance (George et al., 2019). Al-Dhaafri and Alosani supported this finding by identifying a high correlation between strategic planning and operational success in the public sector (Al-Dhaafri & Alosani, 2020). Isfahani et al. highlighted the difficulties in implementing strategic planning in healthcare organisations, asserting that effective implementation is essential to benefit from strategic planning (Isfahani et al., 2018). These studies together highlight the importance of strategic planning as a mechanism to improve organisational outcomes.

The success of strategic planning often depends on many supporting elements. Organisational culture significantly influences the strategic planning process. Panda's research shows that a positive organisational culture can improve the effectiveness of strategic planning by promoting an atmosphere that encourages collaboration and innovation. In addition, stakeholder involvement in the strategic planning process is crucial. Afandi et al. showed that managerial and stakeholder participation mediated the relationship between formal strategic planning and effective execution (Novitasari et al., 2024). This suggests that an inclusive planning process can produce better results by incorporating multiple perspectives.

Conversely, various circumstances can hinder the effectiveness of strategic planning. A significant obstacle is the lack of awareness and understanding of strategic planning among employees. Fadhli (2016) research on healthcare workers identified a lack of awareness of strategic planning, which adversely affects the implementation of strategic initiatives. In addition, external environmental issues, including political instability and economic changes, can hinder strategic planning initiatives. Emphasises that the geopolitical landscape can influence the interaction between crisis management and strategic planning, indicating that external forces can

complicate the planning process (Nuruningsih & Palupi, 2021). The complexity of the strategic planning process can be a barrier.

## **METHODS**

This research uses a qualitative approach with a case study design. (Sugiyono, 2016) This approach was chosen because this study aims to deeply understand the process of strategic planning of education at SMAN 1 Cisayong in realising the Golden Indonesian Generation and identify the factors that influence it. Case studies allow researchers to conduct intensive and holistic explorations of a phenomenon in a specific context. (Assyakurrohim et al., 2023). This study's participants are the individuals involved in the strategic planning process of education at SMAN 1 Cisayong. They include the principal, vice principal, teachers, administrative staff, school committee, and student representatives. The participants were selected using a purposive sampling technique, which selects participants based on specific criteria relevant to the research objectives. (Nartin et al., 2024). Data collection was conducted through triangulation of methods, namely interviews, observations, and document study. (Alfansyur & Mariyani, 2020) Participants were interviewed to explore their perceptions, experiences, and views on the strategic planning of education at SMAN 1 Cisayong. Observations were conducted directly to observe the process of strategic planning preparation and implementation at the school. (Assyakurrohim et al., 2023). A document study was conducted to collect data from various relevant documents, such as the school strategic plan, school vision and mission, work programme, and evaluation report. (Nartin et al., 2024).

To maintain data validity, researchers triangulated data sources and data collection techniques. (Alfansyur & Mariyani, 2020). In addition, researchers also conducted member checking, which asked participants to check and validate the data that had been collected. (Assyakurrohim et al., 2023) The detailed description of the research context and participant characteristics enhanced the study's transferability. (Martin et al., 2024) The collected data were analysed using thematic analysis techniques. The stages of analysis include data reduction, data presentation, and conclusion drawing. (Alfansyur & Mariyani, 2020) Data reduction was achieved by selecting, focusing, simplifying, abstracting, and organising raw data. Data presentation was done in the form of narratives, tables, and charts to facilitate understanding. Conclusions were drawn by interpreting patterns and themes that emerged from the data and connecting research findings with theory and previous research. (Sugiyono, 2016).

## **RESULTS AND DISCUSSION**

### **Strategic Planning Alignment with the Golden Indonesia Generation**

A review of the vision, mission and objectives of SMAN 1 Cisayong shows alignment with the profile of the Golden Indonesia Generation. The spirit to form individuals who are faithful, noble, healthy, knowledgeable, capable, creative, independent, democratic and responsible is evident in the school planning documents. Although the foundation is strong, the implementation of the programme in the field still needs to be optimised. For example, the character development of students is currently more dominant in the aspect of religiosity. In contrast, other essential elements, such as independence, creativity, and critical thinking skills, need more attention. Based on the interview with the Principal of SMAN 1 Cisayong, "the vision and mission of the school have been prepared with reference to the profile of the Golden Indonesia Generation". This is in line with the school planning document, which contains the spirit of forming individuals who are faithful, noble, healthy, knowledgeable, capable, creative, independent, democratic, and

responsible. Strategic planning in education is an essential procedure for achieving long-term goals and improving the quality of education. At SMAN 1 Cisayong, strategic planning involves the participation of various stakeholders, including educators, students, and parents. The results show that the active involvement of all stakeholders in the planning stage will enhance the implementation of effective educational methods. This is in line with Rahman's research (2023), which highlights the importance of a dynamic working environment in improving employee performance within academic institutions.

Other findings from this study indicate that the learning process at SMAN 1 Cisayong needs improvement to be more optimal in shaping the characteristics of the Golden Indonesian Generation. Although the curriculum has incorporated character values, the reality in the classroom is still dominated by conventional methods that are teacher-centred and rote. As a result, students are less trained to develop critical thinking, creativity, communication, and collaboration skills, which are essential for the Golden Indonesian Generation. (Nassa, 2024). This research also highlights the limited utilisation of information and communication technology (ICT) in the learning process at SMAN 1 Cisayong. In fact, ICT plays a vital role in improving learning effectiveness and developing 21st-century competencies needed by the Golden Indonesia Generation (OECD, 2018). Therefore, schools need to improve the utilisation of ICT, for example, by providing adequate infrastructure, training teachers in the use of ICT, and developing innovative ICT-based learning models. Based on these findings, SMAN 1 Cisayong needs to review and refine its strategic planning and programmes to be more successful in realising the Golden Indonesian Generation. The school is required to design a complete and integrated strategy that involves all parties in the school, starting from the curriculum, learning process, character development, and use of ICT. With these steps, SMAN 1 Cisayong can make the best contribution to preparing a qualified young generation that is able to compete at the global level. This finding is in line with the research. Putra et al., (2023) This shows that the alignment between strategic planning and the characteristics of the Golden Indonesia Generation is an essential factor in realising the vision. However, this study also revealed that alignment in planning documents is not always directly proportional to implementation in the field. Therefore, more systematic and sustainable efforts are needed to translate the school's vision, mission and goals into relevant and effective programmes.

These systematic steps include improving the quality of human resources at SMAN 1 Cisayong. The competency improvement programme for teachers and education personnel is the main focus, which consists of a deep understanding of the characteristics of the Golden Indonesian Generation, the development of innovative teaching skills, and the mastery of information and communication technology (ICT). In addition, an effective monitoring and evaluation system is needed to ensure that school programmes run according to plan and produce the expected outcomes. The active participation of all relevant parties, including students, parents and the community, is also an essential factor in aligning strategic planning with implementation in the field. The strategic planning discourse at SMAN 1 Cisayong indicates that involving all stakeholders in the planning process is essential to fostering a sense of ownership and accountability in implementing the strategy. The involvement of teachers, students, and parents allows the school to know their needs and expectations, thus improving the effectiveness of planning. This is in line with Rahman, (2023) findings, which show that a dynamic work environment can improve employee performance.

In addition, using SWOT analysis in strategic planning provides deep insight into the school's strengths and weaknesses, as well as the possibilities and dangers faced. By

understanding the internal and external conditions, SMAN 1 Cisayong can develop a more targeted strategy. Ismail (2022) Research proved that effective management of facilities and infrastructure is an essential element in facilitating the learning process, which corroborates the findings in this school.

Finally, regular assessment of the implementation of strategic planning enables SMAN 1 Cisayong to make necessary modifications to maintain its relevance to contemporary demands and student needs. This shows that strategic planning is not a static process but dynamic and must be continuously adjusted to the situation at hand. Therefore, good strategic planning at SMAN 1 Cisayong can facilitate the achievement of Indonesia's national education goal of producing a golden generation.

### **Effectiveness of Strategic Planning Implementation**

The effectiveness of strategic planning implementation is the key to success in achieving the goals that have been set. Effective implementation requires commitment, coordination, and good monitoring from all school stakeholders. SMAN 1 Cisayong has designed various excellent programmes to realise its vision of creating the Golden Indonesian Generation. However, how far these programmes run effectively needs to be measured and evaluated to identify the successes and obstacles faced. The following data is presented regarding the effectiveness of the implementation of the flagship programme of SMAN 1 Cisayong.

**Table 2.** Effectiveness of the Implementation of the Excellent Programme of SMAN 1 Cisayong

No.	Flagship Programme	Target	Achievements	Description
1	Improved Academic Achievement	80% of students pass with an average score above 75	70%	Has not reached the target
2	Religious Character Development	100% of students participate in religious activities	100%	Achieved
3	English Competency Improvement	75% of students achieve a TOEFL score of at least 500	60%	Has not reached the target
4	Creativity and Innovation Development	50% of students participated in the district creativity competition	30%	Has not reached the target

Source: School Work Plan Document (RKS) Year 2024

Table 2 shows that the implementation of strategic planning at SMAN 1 Cisayong has not been fully effective. Some of the school's flagship programmes have not achieved the set targets. This is due to several factors, including the lack of student involvement in the preparation and implementation of the programme, lack of monitoring and evaluation, and limited resources. This finding is in accordance with research. (Hanafi & Hartati, 2024) Which states that stakeholder participation, monitoring, and evaluation are crucial factors in determining the success of strategic planning implementation. The results of an interview with one of the teachers of SMAN 1 Cisayong revealed that "The successful implementation of strategic planning is supported by the participation of all stakeholders and the existence of monitoring evaluation as a crucial factor in determining the school's flagship programme".

The effectiveness of strategic planning at SMAN 1 Cisayong is demonstrated through various aspects that improve the quality of education. The findings show that structured and methodical strategic planning enables the school to set clear and measurable goals. This is in line with research conducted by Rosyidi Rosyidi (2024), which showed that effective strategic planning in educational institutions increases the efficiency of facilities and infrastructure utilisation. Clear goals enable all parties to collaborate effectively, thus fostering synergy in the education process.

This finding is reinforced by research. Aprianto & Wahyudi (2023) , which shows that the lack of student involvement in programme planning causes the programme to be less responsive to student needs and interests. As a result, student enthusiasm and participation in the programme are low, making it challenging to meet the programme's target outcomes. In addition, research by Putra et al., (2023) Emphasises the importance of continuous monitoring and evaluation to identify problems and make improvements in a timely manner. Limited resources, whether in the form of funds, infrastructure, or human resources, are also a common inhibiting factor faced by schools in implementing strategic planning (Hanafi & Hartati, 2024).

The active involvement of all stakeholders in the strategic planning process is essential to foster a sense of ownership and accountability in strategy implementation. By involving educators, students, and parents, SMAN 1 Cisayong can build strong synergy in achieving educational goals. Research conducted by Adawiyah Adawiyah (2024) showed that stakeholder involvement can increase commitment and support for the project. This indicates that inclusive strategic planning can improve the effectiveness of implementation in practice.

The integration of information technology in strategic planning at SMAN 1 Cisayong improves the efficiency and effectiveness of the planning process. Through the use of management information systems, educational institutions can collect and assess data more quickly and precisely. This is in line with research conducted by Kautsar and Julaiha (2023), which shows that information technology improves decision-making in education management. Therefore, the incorporation of technology in strategic planning can improve the quality of education at SMAN 1 Cisayong.

### **Supporting and inhibiting factors**

Factors that support the implementation of strategic planning at SMAN 1 Cisayong include the principal's commitment, support from teachers and staff, and the availability of adequate facilities and infrastructure. However, there are also inhibiting factors, such as the lack of stakeholder understanding of strategic planning, lack of coordination between work units, and limited budget. The results of this study are in line with the research of Ramadani et al. (2024), which found that leadership and organisational culture are factors that influence the effectiveness of strategic planning implementation. The results of an interview with one of the teachers of SMAN 1 Cisayong, revealed that "several factors, including the commitment of the principal, the support of teachers and staff, and the availability of facilities and infrastructure support the implementation of strategic planning at SMAN 1 Cisayong". However, there are also inhibiting factors, such as the lack of understanding of the school community towards strategic planning and budget limitations.

The principal's commitment is manifested in the form of transformational leadership, where the principal is able to articulate the school's vision and mission clearly, inspire and motivate teachers and staff, and encourage a conducive and innovative work climate. Support from teachers and staff is reflected in their active participation in developing, implementing and evaluating school programmes. The availability of adequate facilities and infrastructure, such as comfortable classrooms, a well-stocked library, modern laboratories and fast internet access, also support the smooth implementation of strategic planning.

However, stakeholders' lack of understanding of strategic planning is a significant obstacle. Many teachers and staff do not fully understand the concepts, principles and stages of strategic planning. This makes it difficult for them to translate the strategic plan into concrete actions. Lack of coordination between work units also hampers the effectiveness of programme implementation. Each work unit tends to work independently without proper synchronisation and



integration. Budget limitation is also an inhibiting factor that cannot be ignored. Schools need to manage their budgets efficiently and find alternative funding sources to support the implementation of strategic planning.

To overcome these inhibiting factors, systematic and sustainable efforts are needed from all school stakeholders. Workshops, training, and socialisation can improve stakeholders' understanding of strategic planning. The formation of solid work teams and effective communication can strengthen coordination between work units. Schools also need to develop creative and innovative fundraising strategies to overcome budget limitations. By overcoming these inhibiting factors, it is expected that the implementation of strategic planning at SMAN 1 Cisayong can be more effective in realising the Golden Indonesia Generation.

An analysis of the elements that facilitate and hinder strategic planning at SMAN 1 Cisayong shows that the support of the school leadership and the active involvement of all stakeholders are essential for the effective implementation of educational initiatives. According to Rahayu (2023), effective leadership fosters an environment that encourages collaboration and innovation. By articulating a clear vision, principals can guide all stakeholders towards a common goal, thus improving the effectiveness of strategic planning. Conversely, barriers such as inadequate teacher training and a heavy burden on principals suggest that the difficulties in implementing strategic planning require careful consideration. Proper training of educators is essential to ensure that they have the skills needed to implement the desired curriculum (Anwar & Umam, 2020).

## **CONCLUSION**

Based on the results of the research, it can be concluded that the vision, mission, and goals of SMAN 1 Cisayong have been aligned with the characteristics of the Golden Indonesia Generation. However, the implementation of strategic planning has not been fully effective. SMAN 1 Cisayong needs to improve the effectiveness of strategic planning implementation, among others, by increasing student involvement and conducting regular monitoring and evaluation. This study has limitations in terms of generalisation of findings and research time. To optimise strategic planning at SMAN 1 Cisayong, it is recommended to: 1) increase student involvement through discussion forums, questionnaires, and school activities; 2) conduct periodic monitoring and evaluation with structured instruments; 3) improve coordination between work units through meetings and effective communication; 4) optimise the use of existing resources; and 5) develop innovative programs that are responsive to the times by examining the latest educational models, 21st-century competency-based curriculum, the use of ICT, and cooperation with other parties.

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