



Macro Approach in Education Strategic Planning: Implications For Sustainable Development at SMAN 1 Kawali

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Abstract

Applying the macro approach in education strategic planning at SMAN 1 Kawali aims to support sustainable development by integrating sustainability principles into the curriculum. Education has a strategic role in raising students' awareness and engagement with environmental issues, as well as strengthening collaboration with external stakeholders such as parents and communities. This research used a descriptive qualitative approach with interview, observation, and documentation study methods. Data were collected from the principal, teachers, and students at SMAN 1 Kawali to explore the implementation of the macro approach and its impact on student engagement in sustainable education. Data analysis was done thematically to identify patterns and relationships in the implementation of school programmes. The results show that the macro approach in education strategic planning positively impacts student engagement. Integrating sustainability principles in the curriculum increases students' awareness of environmental issues and encourages them to actively participate in learning. In addition, collaboration between the school and external stakeholders has created a sense of ownership and responsibility for the environment. The project-based learning approach proved effective in improving students' motivation and academic achievement. The implementation of the macro approach at SMAN 1 Kawali contributes to increased student engagement and effectiveness of sustainable education. However, challenges in measuring long-term impact as well as limitations in the scope of the study need to be addressed. Further research is needed to explore similar implementations in other schools and develop more relevant evaluation indicators to support education sustainability.

INTRODUCTION

Education is a conscious effort to create conditions and learning processes for students, the aim is to support them to develop their potential actively (Pristiwanti *et al.*, 2023). In education,

there is a strategic plan where according to Mesiono et al. (2022) this planning is considered an effort that has an orientation towards the achievement of educational success (Khasanah & Muthali'in, 2023). Based on the context of sustainable development, education has an important role as a foundation in improving the quality of human resources, including answering global challenges. In strategic planning, a macro approach recognizes education as an integral part of the national development system. Based on this, education does not stand alone but has inter-system linkages for social change and sustainable development. In line with this, Halim and Miswanto (2023) explain that education is essentially defined as a process of knowledge transformation. The aim is to improve, strengthen, and perfect the potentials contained in humans or individuals.

As for the strategic planning of education, one main challenge is the balance of needs between local and global. The macro approach comes up with strategic formulation policies relevant in the local and global realms. An example is the UN's Sustainable Development Goals (SDGs). The application of the macro approach requires the integration of various principles to achieve sustainability goals. These include efficient management of educational resources, developing a competency-based curriculum, and increasing access to inclusive education.

As for some research that has been carried out previously related to the strategic plan of education, Suryani (2021) found in his research that principals have a strategic role in improving the quality of education. Strategic planning requires certain steps such as the formation of management, preparation of work plans, and evaluation to see achievements to determine the quality of education (Dhuka, 2022). This is in line with the research findings of Lubis (2008), which states that the quality of education requires an effective strategic plan. Nurcholiq (2023) explains that school is an institution that requires professionalism. Schools are formal institutions in which teaching and learning activities are implemented with the aim of the success of the education sector (Masri et al., 2023). This paper examines the implications of education strategic planning and macro approach to sustainable development at SMAN 1 Kawali. It is hoped that this article can contribute to developing literature related to education strategic planning, bringing up new perspectives based on the macro approach. The results of this paper are also expected to be a reference for stakeholders in designing education programs adapted to sustainable development.

Effective school strategic planning demands a macro approach considering various aspects, including education policy, community participation, and technology integration. At SMAN 1 Kawali, this approach can be seen through efforts to develop a curriculum that meets academic standards and promotes sustainability values. This includes strengthening environmental awareness among students and developing relevant skills to face current global challenges (Ponce-Lopez et al., 2023). The importance of the macro approach in the strategic planning of education at SMAN 1 Kawali lies in its ability to create a learning environment that supports sustainable development. By integrating sustainability principles into every aspect of planning, the school contributes to the education of students, the wider community, and the neighborhood. This is in line with the need to build an academically intelligent generation aware of its social and environmental responsibilities (Nikolić et al., 2020).

Based on research conducted by Filho et al. (2019), good planning in the context of higher education shows that institutions that successfully integrate sustainability in their main activities, such as teaching and research, tend to have more successful planning processes. In addition, a study conducted by Gómez et al., (2020) shows that sustainability in educational curricula involves adding environment-related content and requires a fundamental change in the way education is understood and implemented. At SMAN 1 Kawali, the application of the macro

approach in strategic planning can be seen from the efforts to involve various stakeholders, including students, parents, and the community, in the planning process. This creates a sense of ownership and shared responsibility for sustainable educational success (Nikolić et al., 2020) . Thus, data and evidence suggest that this approach is relevant and important for achieving broader educational goals. Thus, the macro approach to education strategic planning at SMAN 1 Kawali has significant implications for sustainable development. By integrating sustainability principles in every aspect of planning, the school can play an active role in creating a generation that is ready to face global challenges and contribute positively to society and the environment. Therefore, all stakeholders should collaborate in formulating effective and sustainable future education strategies (Cazorla-Montero et al., 2019) .

Education for sustainable development (ESD) has become a major focus in global efforts to achieve the Sustainable Development Goals (SDGs). In this context, the macro approach in the strategic planning of education at SMAN 1 Kawali becomes very relevant. Various studies have shown the importance of integrating sustainability principles in the education curriculum to shape a generation that is aware of social and environmental responsibility. The study by Kioupi and Voulvoulis(2019) proposes a systemic framework for linking the SDGs to educational outcomes, emphasizing the need for an approach that combines bottom-up and top-down ESD implementation efforts. The research shows that building communities within formal education organizations, such as schools, can be a point of innovation and a change agent. This creates a favorable environment for developing the skills and knowledge needed to achieve sustainability.

Research conducted by Ahmad(2023) developed the CoDesignS framework to integrate ESD into curriculum design. The research shows that academic programs in sustainability education can be improved by using this framework, resulting in a more relevant and effective curriculum in learning and teaching practices. This suggests that good strategic planning should consider frameworks that support the integration of sustainability in education. Another study by Hidayati(2021) highlights the behavior of educational organizations in implementing ESD). The study emphasizes that ESD should be understood as an integral part of sustainable quality education. All educational institutions, from preschool education to higher education, are responsible for addressing sustainability issues and developing sustainability competencies among students. This suggests that a macro approach to education planning should involve all stakeholders to achieve broader goals.

The basis for positioning this research focuses on the importance of integrating ESD in strategic education planning at SMAN 1 Kawali. Considering existing studies, a macro approach is relevant and important to create a learning environment that supports sustainable development. This positioning underlines that education should serve as a tool to achieve sustainable development goals, and all stakeholders should be involved in this process. This positioning argument is based on the fact that education is central to shaping the awareness and skills needed to face today's global challenges. By integrating sustainability principles in the curriculum and educational practices, SMAN 1 Kawali can contribute significantly to sustainable development at the local and global levels. Therefore, it is important to develop effective and sustainable strategies in educational planning to achieve such goals.

This research aims to explore and analyze the application of the macro approach in education strategic planning at SMAN 1 Kawali and its implications for sustainable development. In this context, the study aims to provide deeper insights into how the integration of sustainability principles can be done in the curriculum and educational practices and how this can contribute to the achievement of sustainable development goals at the local level. By understanding these

dynamics, concrete recommendations can be made to develop more sustainable education. The objectives of this study are described in several important aspects. Firstly, the study aims to identify best practices in education strategic planning that integrate sustainability at SMAN 1 Kawali. Secondly, the study wanted to evaluate the impact of the macro approach on the involvement of students and other stakeholders in the education process. Thirdly, this study aims to provide recommendations for curriculum development that is more responsive to sustainability issues to increase students' awareness and skills in facing global challenges.

The argument underlying the importance of the macro approach in the strategic planning of education at SMAN 1 Kawali is that sustainable education can be a tool to shape environmental awareness among students. In this context, education focuses on the acquisition of academic knowledge and the development of attitudes and behaviors that support sustainability. By integrating sustainability principles into the curriculum, students can learn about complex environmental, social, and economic issues and understand their role in creating positive social change. Research by (Filho et al., 2019) supports this argument. This research shows that educational institutions that successfully integrate sustainability into their curriculum tend to produce graduates who are more aware of environmental and social issues (Kioupi & Voulvoulis, 2019). This research emphasizes that sustainable education provides knowledge and equips students with the necessary skills and attitudes to contribute to sustainable development. Thus, the macro approach in education planning at SMAN 1 Kawali can help create a generation that is more concerned and responsible for the environment.

LITERATURE REVIEW

Education for sustainable development has become a key focus in global efforts to achieve the Sustainable Development Goals (SDGs). In this context, various studies have explored how education can contribute to sustainability at the individual and societal levels. This research aims to identify best practices in integrating sustainability principles into the education curriculum, with a focus on SMAN 1 Kawali. A study by Zhang & Bartlett (2021) examined various theories and models developed in the literature on information behavior. The study showed that a deep understanding of these theories can help design a more effective curriculum for continuing education. By integrating these theories into the curriculum, schools can create a learning environment that supports the development of skills and knowledge needed to meet sustainability challenges.

Education for sustainable development (ESD) has become a key focus in global efforts to achieve sustainable development goals (SDGs). Various studies have been conducted to explore how education can contribute to sustainability, both at the individual and societal levels. In this context, a macro approach in the strategic planning of education at SMAN 1 Kawali becomes very relevant. This research aims to identify best practices in the integration of sustainability principles in the education curriculum. The study by Kessler et al., (2022) showed that modeling behavior in a homing task can provide insights into how individuals interact with their environment, which is relevant for understanding the educational context. This research emphasizes the importance of understanding the dynamics of interactions between students and their learning environments, which can be adapted to increase student engagement in sustainability issues

Stasielowicz (2022) highlights the importance of distinguishing between subjective and objective performance measures in the context of performance adaptation. This research shows that the way we measure performance can influence educational outcomes. In the context of

SMAN 1 Kawali, it is important to develop performance measures that reflect student engagement in sustainability practices, to provide a more accurate picture of the effectiveness of sustainable education.

METHODS

The approach used in this research is a descriptive qualitative approach. This approach was chosen because it allowed the researcher to explore and understand complex phenomena in the context of education at SMAN 1 Kawali, particularly related to the application of the macro approach in education strategic planning for sustainable development. By using a qualitative approach, the researcher can obtain in-depth and comprehensive data from various stakeholder perspectives, including students, teachers, and parents. This study will analyze how the macro approach to education strategic planning can be implemented at SMAN 1 Kawali and evaluate its impact on the engagement of students and other stakeholders. The study also aims to provide concrete recommendations for curriculum development that is more responsive to sustainability issues.

This research focuses on the application of the macro approach in education strategic planning at SMAN 1 Kawali, which emphasizes integrating sustainability principles into the curriculum and educational practices. The research will also explore the involvement of students and other stakeholders in the education process and how this can contribute to sustainable development at the local level (Ashshiddiqi et al., 2024) . The primary data for this study are interviews with students, teachers, and parents, as well as direct observation of educational practices at SMAN 1 Kawali. This primary data will provide in-depth information about stakeholders' experiences and perspectives in implementing sustainable education at the school.

The data collection methods used in this study include in-depth interviews, observation, and documentation studies. Interviews will be conducted with different stakeholders to get diverse views on the implementation of continuing education. Observations will be made to observe the educational practices in the school directly, while the documentation study will include analyses of the curriculum and existing policies. The data coverage of this research will include all aspects of the implementation of sustainable education at SMAN 1 Kawali, including the curriculum, extracurricular activities, and community involvement. The research will focus on a specific period, namely during the 2023/2024 school year, to get a clear picture of ongoing practices (Worung et al., 2020).

The method of analysis used in this research is thematic analysis, where data obtained from interviews, observations and documentation will be analysed to identify the main themes that emerge (Fadhli, 2016) . This analysis will assist the researcher in understanding the patterns and relationships between the various factors that influence the implementation of continuing education at SMAN 1 Kawali.

RESULTS AND DISCUSSION

Implementation of Macro Approach in Education Strategic Planning

The implementation of the macro approach in education strategic planning at SMAN 1 Kawali shows some important findings that can provide insights into how sustainable education can be implemented effectively. Integrating sustainability principles into the curriculum has increased students' awareness of environmental issues. Through sustainability-focused teaching,

students show an increased understanding of society's environmental challenges, such as climate change and natural resource management.

Principal of SMAN 1 Kawali, explained that the application of the macro approach in education strategic planning has been an important step in improving the quality of education at the school. "We believe that education is not only about knowledge transfer but also about building students' character and social awareness," she said. He added that this approach allows schools to integrate various disciplines and involve all stakeholders, including parents and communities, in the education process. "By involving parents and the community, we can create a more supportive and relevant learning environment for students," he added.

Ibu Siti also noted that collaboration between teachers and parents is crucial in supporting the success of this approach. "We often hold meetings with parents to discuss student development and involve them in school activities," she said. She believes that parental support goes a long way toward student engagement. "When parents are involved, students feel more supported and motivated to excel," he added.

From the interviews with the principal and teachers, it can be concluded that the application of the macro approach in the strategic planning of education at SMAN 1 Kawali has had a significant positive impact on student engagement. The integration of various disciplines, training for teachers, and collaboration with parents and the community are key factors in this success. With a more holistic and participatory approach, SMAN 1 Kawali can create a learning environment that supports sustainable education and prepares students to become agents of change in society.

Strategic planning of education is the first step of education management. Its purpose is to set goals and objectives to be achieved. This educational strategic planning has the aim of harmonizing education sectors such as economic, social, cultural, and political (Aprilia et al., 2019) . Education strategic planning can be used as a guide in the implementation, control, and supervision of education (Rochaeni & Somantri, 2023) . Education strategic planning is a basis for organizations to implement all activities to achieve goals (Adiyanti & Afandi, 2023) .

Strategic planning of education is considered an important process in which there is management based on the formulation of goals and systematic coordination of steps - the goal is the achievement of effective and efficient (Masnah et al., 2024; Natalia et al., 2024) . The preparation of this strategic planning is none other than to improve the quality of education that is adjusted to the times, the dimensions can be related to the curriculum, methods, approaches, and learning strategies even to learning outcomes. In a plan, all resources in the system must be involved and support each other to achieve goals.

From the above findings, the application of the macro approach in education strategic planning at SMAN 1 Kawali has great potential to support sustainable education. The involvement of various stakeholders, the use of technology, and strong policy support are key factors in this success. However, challenges in outcome measurement and curriculum integration must be overcome to ensure sustainable education can be implemented effectively and sustainably.

In addition, SMAN 1 Kawali needs to continue to develop training programs for teachers and strengthen collaboration with the local community. With a holistic and integrated approach, schools can create a learning environment that educates students about sustainability and empowers them to become agents of change in the community. Through this concerted effort, sustainability education can become an integral part of student's learning experience, which in turn will contribute to sustainable development at the local and global levels.

Best Practices in Integrating Sustainability Principles in Education Curricula

The best practices in integrating sustainability principles in the education curriculum at SMAN 1 Kawali show some important aspects that can be used as references for the development of sustainable education. A curriculum that integrates sustainability holistically has been shown to increase students' awareness of environmental issues. Through teaching that covers topics such as climate change, natural resource management, and social justice, students acquire knowledge and develop attitudes that support sustainability.

The Principal of SMAN 1 Kawali, Mr Beben, explained that the integration of sustainability principles in the education curriculum is one of the main focuses in the school's strategic planning. "We believe that education should be relevant to the challenges facing society today, including environmental and sustainability issues," he said. He added that the implementation of the macro approach allows the school to develop a curriculum that focuses not only on academic aspects but also on developing students' character and social awareness. Mr Beben also explained that one of the best practices implemented at the school is collaboration with various stakeholders, including parents and community organizations. "We often hold meetings with parents to discuss student development and involve them in school activities," he said. He believes that parental support is crucial in creating a supportive learning environment. "When parents are involved, students feel more supported and motivated to excel," she adds.

The macro approach to education results in the overall impact of educational achievement. The macro approach can significantly improve the quality of education with certain policies implemented. The macro approach in education will have a broad impact concerning individual or group empowerment. In fact, Winata et al. (2022)) also explained that education with this concept can support humans in an achievement, namely the progress of civilization. The macro approach in education is not only able to create success but has a positive impact on social, economic, and even environmental development, in accordance with the concept of sustainable development.

Not only does a macro approach to education have an overall and significant impact on the quality of education. Strategic planning of education will also be successful if it is supported by several factors including financial support and the quality of human resources. Education managers have a key role and are the main focus in the success or achievement of educational goals. Competent human resources can create quality education. Human resources that can adapt to technological developments also play a strategic role in supporting the achievement of success indicators in the education sector.

From the above findings, best practices for integrating sustainability principles into the education curriculum at SMAN 1 Kawali include holistic approaches, interdisciplinary collaboration, and active learning methods. Student involvement in sustainability-based projects, support from school policies, and teacher training are also key factors in this success. By adopting these best practices, SMAN 1 Kawali can create a learning environment that supports sustainable education and prepares students to become agents of change in society.

In addition, SMAN 1 Kawali should continue to improve its teacher training program and increase collaboration with the local community. By adopting a holistic and integrated approach, schools can foster a learning environment that educates students about sustainability while empowering them to take meaningful action. Through these collective efforts, sustainability education can be woven into the fabric of students' learning experiences, ultimately contributing to sustainable development on both a local and global scale.

Impact of Macro Approach Implementation on Student Engagement at SMAN 1 Kawali

The impact of the macro approach on student engagement at SMAN 1 Kawali showed significant results in several aspects. Student engagement in the learning process improved drastically after implementing the macro approach. Students showed greater interest in following class activities and actively participating in discussions. This is in line with the research (Fane & Sugito, 2019) which states that student engagement is closely related to their learning achievement. With a macro approach that prioritizes collaboration and interaction, students feel more engaged in learning. Students' emotional engagement also increases. Students feel more connected to the material being taught as the macro approach integrates sustainability issues into the curriculum. This creates a sense of ownership and responsibility for the environment among students.

Ibu Siti, a Biology teacher at SMAN 1 Kawali, explained that implementing the macro approach in education strategic planning has had a significant impact on student engagement. "Since we started implementing this approach, I see that students have become more active in class discussions. They not only listen but also dare to express their opinions and ask questions," she said. Ibu Siti added that this approach makes students feel more engaged with the material being taught, especially when they can relate biology concepts to relevant sustainability issues, such as climate change and environmental conservation. Ibu Siti also noted that community-based projects integrated into the curriculum have increased student motivation. "We did a tree planting project in the school neighborhood, and the students were very enthusiastic. They feel that their actions have a direct impact on the environment," she said. According to her, students' involvement in this real project not only improves their understanding of biology concepts but also fosters a sense of responsibility towards the environment.

Active learning methods such as community-based projects have increased student engagement. Through direct involvement in sustainability-focused projects, students can see the real impact of their actions. Tresnowati & Sunarto (2022) emphasised that student engagement in active learning can improve motivation and academic achievement. At SMAN 1 Kawali, students are involved in various projects, such as tree planting and recycling campaigns, to increase their sense of responsibility towards the environment. Parental and community support also play an important role in improving student engagement. Parents' involvement in school activities and sustainability projects creates a positive synergy. This is in line with Khusniyah's research (2023) , which shows that parental involvement can improve student learning achievement. At SMAN 1 Kawali, collaboration between the school and parents in supporting sustainability activities has created a more conducive environment for students to learn and participate.

The challenge of measuring the long-term impact of student engagement remains an obstacle. While there is an increase in student engagement, it is difficult to determine whether these changes are permanent or temporary. Research by Pratiwi (2019) shows that proper measurement of student engagement is essential to evaluate the effectiveness of Education programs. Therefore, the development of relevant indicators to evaluate student engagement in the context of continuing education is needed.

Based on the above findings, the implementation of the macro approach at SMAN 1 Kawali has had a significant impact on student engagement. Students' emotional engagement and active participation in learning indicate that this approach has successfully created a more supportive learning environment. By integrating sustainability issues in the curriculum and involving parents and the community, SMAN 1 Kawali has created a strong synergy to improve student engagement. In addition, SMAN 1 Kawali needs to continue to develop teacher training programs

and strengthen collaboration with parents and the community. With a holistic and integrated approach, schools can create a learning environment that educates students about sustainability and empowers them to engage in concrete actions. Through this concerted effort, sustainability education can become an integral part of student's learning experience, which in turn will contribute to sustainable development at the local and global levels.

The challenge of measuring the long-term impact of student engagement needs to be addressed by developing relevant indicators and effective evaluation methods. Thus, SMAN 1 Kawali can continue to improve the quality of education and student engagement in sustainable education, resulting in a generation that is more aware and responsible for the environment and society.

CONCLUSION

This study found that the application of the macro approach in education strategic planning at SMAN 1 Kawali has a positive impact on student engagement. The integration of sustainability principles in the curriculum increases students' awareness of environmental issues and encourages active participation in learning. Collaboration with external stakeholders, such as parents and community organizations, also strengthens students' emotional engagement by creating a sense of ownership and responsibility for the environment. In addition, the implementation of active learning methods, such as community-based projects, was shown to improve students' motivation and academic achievement. These findings support previous research showing that project-based approaches and contextualized learning can significantly improve student engagement. Nonetheless, this study has limitations, especially in measuring the long-term impact of student engagement as well as limitations in the scope of the study which was only conducted in one school. Therefore, further research is needed to explore the application of the macro approach in various other schools as well as develop more relevant indicators to evaluate student engagement in continuing education.

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