Formatif: Jurnal Ilmiah Pendidikan MIPA, March 2025, 15 (1), 135-148
http://dx.doi.org/10.30998/formatif.v15i1.26521
p-ISSN: 2088-351X e-ISSN: 2502-5457
Accredited (S2) by Ministry of Research and Technology of Indonesia No. 148/M/KPT/2020
Available online at https://journal.lppmunindra.ac.id/index.php/Formatif/index

Preparation of a Strategic Plan in an Effort to Improve the Quality of Physics Learning at SMAN Depok

Alhidayatuddiniyah T. W.[1,*)], **Rais Hidayat**[2)]
[1)] Universitas Indraprasta PGRI, Jakarta, Indonesia
[2)] Universitas Pakuan, Bogor, Indonesia

Abstract

The decline in the quality of Physics learning, which often fails to meet the learning outcomes that students are expected to achieve, has become a major problem. Based on this problem, this research aims to develop a strategic plan to improve the quality of Physics learning at SMAN Depok. The main focus of this research is identifying strategic needs in terms of developing teacher competency and optimising the use of technology in learning. The research method used is a qualitative descriptive method with a case study approach. Data collection was carried out through in-depth interviews with school principals, teachers and students. In addition, SWOT analysis is used to identify strengths, weaknesses, opportunities and threats that influence the quality of learning. The strategic plan is focused on increasing teacher competency, providing facilities, and using technology in learning. The results show that the main strength of SMAN Depok is the quality of teachers and adequate laboratory facilities, but the weakness lies in the lack of innovation in learning. Opportunities arise from government policy support through Merdeka Belajar, while threats come from competition from other, more innovative schools. The discussion recommends strategies for developing teacher competency, integrating learning technology, and external collaboration to improve learning. The research suggestion is regular evaluation and strengthening the use of digital technology in the teaching and learning process.

Keywords: BStrategic Plan, Quality of Physics, Teacher Competency, Learning Technology, SWOT

(*) Corresponding Author: alhida.dini@gmail.com

How to Cite: (2025). Preparation of a strategic plan in an effort to improve the quality of physics learning at SMAN Depok. *Formatif: Jurnal Ilmiah Pendidikan MIPA, 15* (1), 135-148. http://dx.doi.org/10.30998/formatif.v15i1.26521

INTRODUCTION

A strategic plan is a vital component for the success of educational organisations in achieving long-term goals. At the high school level, developing a strategic plan presents its challenges, considering changes in educational policies such as the Merdeka Curriculum and external environmental challenges like technological advancements and the ever-evolving needs of students. (Netta & Desnita, 2024; Putra, Rahmad; AR, 2017). In the context of education, a strategic plan serves as a key to preparing a school to face various emerging challenges. (Adiyanti & Afandi, 2023; Sri et al., 2022).

Improving the quality of teaching in schools is one of the main focuses of education (Anggun Indah Sari Rambe; Nasution, Pitri; Yusri, 2020; Simatupang, Umy Nadrah; Arneti, 2024; Tardian, 2019). Quality enhancement in education can be carried out through the development of teaching methods or curricula (Hutagalung, Soly Deo Glorya; Kurniati, 2024). In the context of physics education, the challenge to improve quality has become increasingly urgent since physics requires a deep understanding of abstract concepts and practical applications (Murtafiah, 2021). Furthermore, Physics

learning is often perceived as uninteresting because it primarily emphasises mathematical formulas (Alhidayatuddiniyah, 2023).

At SMAN Depok, improving the quality of physics education has become a priority to support better student learning outcomes and to align with the latest education policies, such as Merdeka Belajar. As part of this effort, comprehensive strategic planning is necessary to address the internal and external challenges affecting the learning process (Garnika, Eneng; Rohiyatun, Baiq; Najwa, 2021).

However, various issues are encountered in efforts to improve the quality of physics education at SMAN Depok. One major issue is the lack of innovation in teaching methods employed by educators. Initial interviews revealed that the dominant teaching methods in physics remain conventional and make little use of rapidly evolving digital technologies. Furthermore, while laboratory facilities are adequate, their utilisation in teaching and learning processes remains suboptimal, particularly in terms of integrating educational technology (Ervina, Melisa; Rudianto, Chris; Chernovita, 2019). This condition calls for a more systematic strategy to improve learning quality. (Forefry, 2017). Supported the view that technology provides teaching resources and brings learning experience to the learners' world (Ahmadi, 2018). Through using learning, technology can be provided to learners, and they can be motivated to learn.

The teacher has a position as a professional who is appointed in accordance with statutory regulations-recognition of the position of the teacher as a professional, proven by an educator certificate (Ismatullah et al., 2020). Teacher competency can be observed through the presence of expertise and skills that meet quality standards to help each other achieve optimal learning goals (Rohiman et al., 2021). The act of helping each other between senior teachers and new teachers will facilitate the implementation of the teaching and learning process in schools (Ajis et al., 2021), and activities in schools where teachers teach (Triningsih et al., 2023).

A SWOT analysis has become a key tool used by businesses for strategic planning (Benzaghta et al., 2021). In a SWOT analysis, the term actionable refers to the need for each external and internal factor to be meaningful and helpful in ultimately deciding what actions or strategies a firm should consider pursuing (David et al., 2019). Based on the SWOT analysis, a successful strategy in adopting new technology in education is to take advantage of the technology's opportunities by building on its strengths and addressing threats by correcting or compensating for its weaknesses (Farrokhnia et al., 2024).

Based on these challenges, this study aims to develop a strategic plan to enhance education quality (Ampry, Evy S; Bintartati; Thahir, 2023; Sujoko, 2017), particularly in physics education. It also seeks to explore the process of formulating and implementing a strategic plan at SMAN Depok while assessing the impact of the implemented strategies on learning quality and school management.

The results of this analysis are expected to serve as a foundation for devising effective and practical strategic plans. Through this approach, schools are anticipated to leverage their strengths, such as competent teaching staff and adequate laboratory facilities, while addressing weaknesses, such as the limited use of technology in teaching. Opportunities stemming from government policy support through the Merdeka Belajar program can be utilised to develop project-based and digital learning approaches. It is hoped that implementing this strategic plan will significantly improve student learning outcomes, particularly in the field of science education.

METHODS

This study employs a qualitative descriptive method using SWOT analysis. This approach was chosen to gain an in-depth understanding of the conditions and needs needed to improve the quality of learning at the school. The research aims to describe the strategic planning process to enhance the quality of physics education at SMAN Depok.

The research steps and flowchart are outlined as follows:

Figure 1. Research Flowchart

The unit of analysis in this study consists of the principal, Physics teachers, and students. The sample includes one principal, 3 Physics teachers, and 24 students from three different grade levels.

The instruments and data collection procedures applied by the researcher are as follows:

1. Interviews
   Conducted with the Principal, Physics Teachers, and Students to understand the process of formulating and implementing strategic plans aligned with the school's vision and mission.
2. Observation
   Direct observation of the implementation of strategies within the school environment, including teaching activities, resource management, and stakeholder interactions.
3. Documentation
   Analysing documents such as school work plans, activity reports, and school strategy documents.

The collected data is then analysed using SWOT analysis to identify strengths, weaknesses, opportunities, and threats in improving the quality of physics education. Based on the SWOT analysis, a strategic plan will be formulated, focusing on enhancing teacher competencies, procuring facilities, and utilising technology in learning, followed by implementation (Ridwan; Hanim, 2023). Finally, an evaluation will be conducted

through interviews with teachers and students to assess the success of the implemented strategies and their impact on learning outcomes.

RESULTS & DISCUSSION

Results

Based on the findings of the research conducted in line with the identified issues, it can be analysed that the strategic planning process in the school begins with developing the vision and mission statements, conducting internal and external audits, setting long-term goals, formulating, evaluating, and selecting strategies, implementing strategies, and then evaluating the school's performance to ensure alignment with its vision and mission.

The vision and mission of SMAN Depok are as follows:

Vision:

Excellence in Achievement, Religiousness, Innovation, and Environmental Awareness.

Mission:

1. Enhance and develop competencies and self-potential by utilising all school resources.
2. Develop insights into excellence in academic and non-academic fields.
3. Foster and increase devotion to God Almighty.
4. Shape individuals with noble character.
5. Improve achievements in science and technology, arts, culture, and sports.
6. Provide adequate green spaces.
7. Cultivate a sense of social responsibility and environmental awareness.

Based on the learning outcomes of Physics for Phase E – Phase F (Badan Standar Kurikulum dan Asesmen Pendidikan, 2022), their characteristics can be observed. Physics as a subject is organised into two (2) categories: Physics understanding and process skills.

Table 1. Characteristics of Physics as a Subject

Element	Description
Understanding Physics	These are the materials that students need to master in order to acquire the basic knowledge and skills to be applied in daily life. The physics concepts to be mastered include Measurement, Mechanics, Fluid Mechanics, Vibrations and Waves, Thermodynamics, Electricity and Magnetism, Modern Physics and Radioactivity, Digital Technology, and the sustainability of energy and the surrounding natural environment.
Process Skills	These are scientific and engineering skills that include: (1) observing, (2) questioning and predicting, (3) planning and conducting investigations, (4) processing and analysing data and information, (5) creating, (6) evaluating and reflecting, and (7) communicating results.

The government establishes Learning Outcomes (Capaian Pembelajaran/CP) as the targeted competencies. However, as a policy outlining the learning targets that each student must achieve, CP is not sufficiently concrete to guide daily learning activities.

After understanding the school's vision and mission, the researcher proceeded with data collection, starting with interviews. The researcher interviewed the school principal to understand their perspective on the quality of learning at SMAN Depok, the strategies that have been implemented, and the challenges faced. The researcher also interviewed physics teachers to gain insight into their perceptions of the quality of teaching, obstacles encountered in the learning process, and their needs for competency development. Furthermore, the researcher interviewed students to gather their perspectives on the learning process at school, the effectiveness of teaching methods, and their expectations for improving learning.

Below is the table detailing the interview questions for the school principal, physics teachers, and students:

Table 2. List of Interview Questions

No.	Questions		
	Principal	Teachers	Students
1	What is your perspective on the current quality of learning at SMAN Depok?	How would you describe the current quality of physics education at SMAN Depok?	What is your opinion about the current physics learning process at school?
2	What strategic steps has the school taken to improve the quality of learning?	What obstacles do you face in teaching?	Have the teaching methods used by your physics teacher made it easier for you to understand the material?
3	What are the main challenges faced in implementing programs to enhance learning quality?	Do you feel sufficiently supported by the school in terms of training and competency development?	Do you feel adequately supported by technology when learning physics?
4	What are the school's plans for developing teacher competencies, particularly in utilising technology in teaching?	What is your opinion on using technology in physics education, and what challenges do you encounter?	What do you think needs improvement in the learning process at school?
5	How involved are parents in supporting the learning process at the school?	What can the school do to help you improve the quality of physics education at the school?	Do you feel your parents are sufficiently involved in supporting your learning at home?
6	What are your expectations for the strategic plan that will be developed in this research?	What are your expectations for the strategic plan that will be developed in this research?	

Below is a table detailing the interview results with the school principal, physics teachers, and students:

Table 3. Interview Result

No.	Questions		
	Principal	Teachers	Students
1	The principal believes that the quality of learning at SMAN Depok is fairly good but still requires improvement, particularly in the use of technology and parental involvement.	Teachers feel that the quality of learning is fairly good but recognise room for improvement, especially in terms of technology and laboratory facilities.	Students find the learning process relatively effective but monotonous, particularly in physics classes that have not yet integrated technology.
2	Strategic steps that have been taken include teacher training, but its implementation has been inconsistent due to time and technological constraints.	The main challenges faced include inadequate technological facilities, such as projectors and digital learning media.	Some students feel that the methods used lack variety, making them feel bored and struggle to understand the material.
3	The main obstacle lies in limited budgets and technological facilities for enhancing the quality of learning.	Some teachers feel they lack regular training, especially training relevant to new technologies and teaching methods.	Students feel that technological support is still insufficient, especially in classrooms that lack facilities such as projectors and interactive learning media.
4	The school plans to enhance teacher training for competency development but requires external support.	Teachers acknowledge the importance of technology in teaching but feel they are not fully prepared due to limited resources.	Students desire more interactive and technology-based learning, such as project-based or hands-on learning.
5	Parental involvement is considered insufficient despite efforts made through several meetings.	Teachers hope for more training opportunities and the provision of adequate facilities so that technology can be used optimally in teaching.	Students feel their parents are supportive but mainly in terms of supervision, not active involvement.
6	The principal hopes that this strategic plan can provide solutions that can be implemented gradually and sustainably.	Teachers expect this strategic plan to provide solutions for improving student motivation and the quality of teaching.	

Based on the interviews, the focus of strategic planning and obstacles faced include:

Table 4. Strategic Planning Focus and Obstacles

Strategic Planning Focus	1. School Work Plan 2. Organization 3. Supervision 4. Evaluation
Obstacles Faced	1. Facilities and infrastructure 2. Professional teachers 3. Supporting funds 4. Parental involvement

After conducting interviews and observations, the research continued by analysing strengths, weaknesses, opportunities, and threats. A SWOT analysis was used to assess the strengths and weaknesses of the organisation's internal resources, as well as the external opportunities and challenges it faces (Sastrawan, 2019; Zulkarnain et al., 2024). The internal analysis utilised the SWOT method by identifying the organisation's strengths and weaknesses, while opportunities and threats are factors external to the organisation/school (Septiana, 2017; Suroyo & Stevani, 2022).

The findings indicated that strategic planning at SMAN Depok begins with a comprehensive SWOT analysis involving participation from the principal, teachers, and students. The school's vision and mission were centred on improving learning quality and developing teacher professionalism (Efwinda et al., 2024), aligning with the Merdeka Curriculum policy. This process unfolded through several stages, including data collection, group discussions, and setting strategic objectives. The SWOT analysis can be summarised in the table 5.

Discussion

Based on the research findings, numerous factors affect the school's ability to achieve its goals, one of which is its capability to plan and execute its strategic plan comprehensively (Sucitra & Akrim, 2023). A significant factor influencing the quality of education is the role of the principal as an educational leader (Helmawati et al., 2023; Herman et al., 2024). The principal's strategic planning in improving the quality of learning at SMAN Depok includes defining the school's vision, mission, and core values (Pratiwi, 2019). The establishment of the vision, mission, and values aims to clarify the form and direction of the school's ultimate goals.

Strategic formulation or planning serves as the initial stage in strategic management, which is systematically and continuously structured. This process aids the school in carrying out activities to achieve its vision and mission in accordance with the desired conditions (Trivena & Hakpantria, 2022).

SWOT is an abbreviation of Strengths, Weaknesses, Opportunities, and Threats. SWOT analysis enables a profit-oriented or non-profit organisation to conduct an analysis using some of the provisions that already exist in analysing organisations (Yusuf et al., 2022).

Based on the SWOT analysis, SMAN Depok possesses several strengths and opportunities to enhance the quality of Physics education through a strategic plan focusing on teacher competency development, technology utilisation, and increased parental involvement. Weaknesses, such as limited technological proficiency among teachers and lack of parental engagement, need to be addressed through intensive programs and outreach efforts. Meanwhile, threats from policy changes and reliance on government funding require adaptive strategies and more efficient budget planning.

Table 5. SWOT Analysis

Strength	**Weakness**
a. Quality of Teaching Staff: SMAN Depok has a team of competent teachers with good pedagogical skills and experience, serving as a key asset in improving the quality of education. The physics teachers at SMAN Depok possess a deep understanding of the subject matter and demonstrate high motivation to teach. Students show enthusiasm for learning Physics. b. Commitment to School Management: The principal and management team are strongly committed to making improvements and enhancing the quality of learning. c. Structured School Programs: SMAN Depok already has well-structured quality improvement programs, providing a solid foundation for further strategic efforts. d. Supportive School Environment: A conducive school environment with adequate facilities supports more optimal learning processes.	a. Limited Technology Proficiency Among Teachers: Most teachers still require additional training in using technology and digital learning applications. b. Inadequate Physics Laboratory Facilities: Limited facilities and minimal use of digital technology present significant challenges in the learning process. c. Lack of Parental Involvement: Minimal parental involvement in the learning process hinders the synergy between the school and families in supporting students' learning.
Opportunity	**Treats**
a. Government Support: Policies like *Merdeka Belajar* provide resources and learning applications that can be utilised for educational development. b. Technological Advancements: The development of technology enables the adoption of simulation-based learning and virtual laboratories to enrich students' learning experiences. c. Growing Parental Awareness: Increasing awareness among parents about the importance of education creates opportunities for the school to involve them more actively in quality improvement programs.	a. Frequent Policy Changes: Frequent changes in educational policies can confuse implementing previously planned strategic programs. b. Budget Constraints and Dense Curriculum: Limited funding and a packed curriculum pose challenges to developing facilities and fostering innovation in learning.

Therefore, the strategic plan to be implemented should focus on the following:

1. Enhancing Teacher Competency

   By enhancing teachers' ability to utilise digital technology as part of the learning process. Planned activities may include organising training or workshops on the use of physics simulation software, such as PhET or GeoGebra. Additionally, technical

assistance should be provided to teachers to integrate digital technology, including online learning platforms and interactive tools, into the Lesson Plan (RPP), and regular evaluations should be conducted of teachers' implementation of digital technology in the learning process.

2. Providing Facilities

   Supporting learning by providing relevant and appropriate teaching aids for Physics materials. Planned activities may include procuring teaching aids such as mechanical models, electrical circuits, or optics to facilitate the understanding of abstract concepts and, additionally, providing technology-based simulation devices for experiments that are challenging to perform directly, such as wave or thermodynamics simulations. Furthermore, physics laboratory facilities should be enhanced, such as by upgrading measuring instruments, computer equipment, and adequate internet networks to support digital-based learning.

3. Utilizing Digital Technology

   By enhancing student engagement in learning by utilising technology for more interactive concept visualisation. Planned activities may include integrating interactive videos that visualise physics phenomena into the learning process. Additionally, using software-based simulations to help students understand complex concepts, such as gravitational force simulations or Newton's laws. Furthermore, virtual laboratories should be utilised for physics experiments, especially for schools with limited resources for physical laboratory equipment.

4. Strengthening Collaboration Programs

   Actively involving parents in supporting student learning, both at home and through participation in school activities, can create a synergistic learning environment. Planned activities may include organising parent-teacher meetings with discussions focused on students' learning needs and how parents can support them. Additionally, inviting parents to participate in school projects, such as Physics Experiment Day, to enhance students' understanding of physics concepts through hands-on activities. Furthermore, it teaches parents how to assist students in learning at home, including utilising online learning resources such as videos or physics simulations.

The implementation of the strategic plan designed based on the SWOT analysis has shown a positive impact on the quality of Physics education at SMAN Depok. Trained teachers can effectively utilise digital technology in the teaching process, and students demonstrate increased motivation and academic performance.

Based on the planning focus, challenges, and SWOT analysis, the strategic plan can be formulated as a reference for operationalising activities with clear roles and functions (Maria & Hadiyanto, 2021). This ensures that the strategic plan is not merely formulated but is also implemented as a guideline for the organisation to work more effectively.

Furthermore, the implementation of the strategic plan at SMAN Depok is influenced by the leadership support of the principal, adequate budget allocation, and teacher involvement in program execution. One strategy that can be implemented is the use of digital technology in education, which supports more interactive teaching and learning activities. However, several challenges are encountered, such as insufficient technology training for some teachers and technical issues with the school’s infrastructure.

Several key factors influencing the successful implementation of the strategic plan at SMAN Depok include strong leadership from the principal and active participation from teachers in both the formulation and execution of the strategy. The

availability of resources, particularly in terms of technology and budget, also plays a crucial role in the success of the strategic plan's implementation.

According to an interview with one of the Physics teachers, the implementation of the strategic plan has the potential to positively impact the quality of learning, which will naturally lead to improved student learning outcomes and enhanced professional competencies for teachers.

The results of this research show that the development of a strategic plan at SMAN Depok involves several key strategies to enhance the quality of Physics learning as follows:

1. Teacher Competency Development Through Regular Training
   Teachers will participate in training programs focusing on utilising educational technology and innovative teaching methods. These training sessions will be conducted periodically in collaboration with educational institutions and training providers to enhance interactive and contemporary teaching capacities.
2. Variation in Teaching Methods to Increase Student Engagement
   Teachers will be encouraged to use more varied teaching methods, such as project-based learning, case studies, and simulations, to boost students' interest and motivation. This approach aims to create more engaging and effective Physics lessons.
3. Strengthening Communication and Collaboration Between Teachers and Students
   The plan involves efforts to enhance communication between Physics teachers and students through a more personalised and student-centred approach. This improved relationship is expected to foster a supportive learning environment.
4. Increasing Parental and Community Involvement
   The strategic plan also includes enhancing parental involvement through more intensive communication programs, such as regular meetings, educational seminars, and participation in school activities. This program aims to strengthen the synergy between the school and families in supporting students' academic development, particularly in Physics learning.
5. Continuous Monitoring and Evaluation
   The implementation of the strategic plan will be accompanied by regular monitoring and evaluation to ensure the effectiveness of each program. This evaluation includes assessing teacher performance, student satisfaction, and parental participation. Data collected will be used to make necessary adjustments to keep the strategic plan relevant and effective over the long term.

With the completion of this strategic plan, SMAN Depok is expected to significantly improve the quality of learning, particularly in Physics, create an adaptive learning environment, and address the increasingly complex challenges in education. An effective and efficient teaching and learning process will yield satisfactory results, leading to improved educational quality and student achievement.

Based on the evaluation results, several measures must be implemented at SMAN Depok:

1. Implementation and Routine Evaluation
   SMAN Depok must consistently execute this strategic plan with regular evaluations to measure the effectiveness of each step taken. With the following actions: schedule periodic reviews, such as monthly or quarterly assessments, to monitor the progress of each initiative. Use measurable indicators, such as student achievement data, teacher feedback, and resource utilisation reports, to evaluate the effectiveness of implemented strategies. Form a dedicated evaluation team comprising school leaders, teachers, and stakeholders to provide objective feedback and recommend

necessary adjustments. Incorporate findings from evaluations into the next phases of the plan to ensure continuous improvement.

2. Development of Partnerships with External Institutions
   Collaborations with universities or training institutions should be established to enhance teachers' skills and support learning facilities. With the following actions: Collaborate with universities to organise workshops, guest lectures, or mentoring programs for teachers and students. Partner with training institutions to provide professional development opportunities for teachers, particularly in integrating technology into teaching or mastering subject-specific methodologies. Seek collaborations for resource sharing, such as borrowing specialised equipment, accessing research materials, or leveraging digital platforms for virtual labs. Develop Memorandums of Understanding (MoUs) to formalise these partnerships, ensuring sustainable and mutually beneficial relationships.
3. Effective Budget Utilization
   The school must allocate the budget wisely, prioritising human resource development and infrastructure that directly impact the quality of learning. With the following actions: Allocate a significant portion of the budget for teacher training programs, focusing on modern pedagogical techniques and technology integration. Invest in upgrading physical and digital infrastructure, such as laboratory equipment, classroom technology, and internet connectivity. Establish a transparent budgeting process involving key stakeholders to identify priority areas and ensure accountability. Monitor and evaluate the impact of budget expenditures regularly to ensure funds are utilised effectively and aligned with the strategic goals.

With strong commitment from all parties, this strategic plan is expected to bring positive changes in efforts to improve the quality of Physics education at SMAN Depok.

CONCLUSION

This research is limited to improving the quality of Physics learning. It concludes that the development of a strategic plan to enhance the quality of learning at SMAN Depok requires three main focuses: developing Physics teachers' competencies, optimising technological facilities, and increasing parental involvement in education. The formulation of a strategic plan based on SWOT analysis, actively involving stakeholders, and supported by strong leadership has proven effective in improving the quality of Physics learning at SMAN Depok. By focusing on improving teachers' competencies, providing adequate facilities, and utilising digital technology, SMAN Depok has successfully created a more interactive and relevant learning environment aligned with current developments. Despite challenges in implementation, such as technological and infrastructure constraints, strong support from all parties contributes to the successful execution of the strategy. The formulation of a strategic plan to improve subject quality using SWOT analysis can serve as a recommendation for other schools to optimise the use of technology in learning effectively. As for recommendations for future research, further studies could focus on improving the quality of other subjects using SWOT analysis. Additionally, ranking and weighting assessments, ratings, and scores could be conducted to achieve more valid formulations.

CONFLICT OF INTEREST

In this research, there is no conflict of interest between the authors.

REFERENCES

Adiyanti, A., & Afandi, M. N. (2023). Model perencanaan strategi dalam meningkatkan mutu pendidikan sekolah dasar di pemerintahan daerah. *Konferensi Nasional Ilmu Administrasi 7.0*, 16–22.

Ahmadi, M. R. (2018). The use of technology in English language learning: A literature review. *International Journal of Research in English Education (IJREE)*, *3*(2), 115–125. https://doi.org/10.47689/xxia-ttipr-vol1-iss1-pp432-433

Ajis, M., Notosudjono, D., & Setyaningsih, S. (2021). Organizational behavior of organizational behaviors (OCB) through strengthening the quality of work life, professional commitment, and personality. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, *12*(11), 2256–2266. https://doi.org/10.17762/turcomat.v12i11.6218

Alhidayatuddiniyah, T. W. (2023). Perancangan aplikasi konversi satuan berbasis Matlab. *Navigation Physics: Journal Of Physics Education*, *5*(1), 22–28.

Ampry, Evy S; Bintartati; Thahir, I. (2023). Strategi peningkatan mutu pembelajaaran di UPT SDN 2 Kalosi Kabupaten Enrekang. *EDUSTUDENT: Jurnal Ilmiah Pendidikan Dan Pengembangan Pembelajaran*, *3*(1), 9–14.

Anggun Indah Sari Rambe; Nasution, Pitri; Yusri, D. (2020). Perencanaan strategis dalam upaya peningkatan mutu lulusan di MTs Darul Ilmi Pangkalan Berandan. *Cybernetics: Journal Educational Research and Social Studies*, *1*(1), 69–81. https://doi.org/10.51178/cjerss.v1i1.244

Badan Standar Kurikulum dan Asesmen Pendidikan. (2022). *Capaian Pembelajaran Mata Pelajaran FISIKA Fase E - Fase F untuk SMA/MA/Program Paket C*. Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi.

Benzaghta, M. A., Elwalda, A., Mousa, M., Erkan, I., & Rahman, M. (2021). SWOT analysis applications: An integrative literature review. *Journal of Global Business Insights*, *6*(1), 55–73. https://doi.org/10.5038/2640-6489.6.1.1148

David, F. R., Creek, S. A., & David, F. R. (2019). What is the key to effective SWOT analysis, including AQCD factors? *Advanced Management Journal (SAM)*, *84*(1), 25–35.

Efwinda, S., Haryanto, Z., & Sulaeman, N. F. (2024). Fostering self-efficacy for future physics teachers: Recommendation of future direction of teacher education institutions. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, *14*(2), 251–260.

Ervina, Melisa; Rudianto, Chris; Chernovita, H. P. (2019). Perencanaan strategis sistem informasi menggunakan metode ward and peppard (Studi kasus : Dinas Kependudukan Dan Pencatatan Sipil Kota Tomohon. *Sebatik*, *23*(2), 604–610. https://doi.org/10.46984/sebatik.v23i2.817

Farrokhnia, M., Banihashem, S. K., Noroozi, O., & Wals, A. (2024). A SWOT Analysis of ChatGPT: Implications for educational practice and research. *Innovations in Education and Teaching International*, *61*(3), 460–474. https://doi.org/10.1080/14703297.2023.2195846

Forefry, N. (2017). Strategi Pemberdayaan guru oleh sekolah (Studi Kasus di SMAN 5 dan SMA Darul Hikam Kota Bandung). *Jurnal Administrasi Pendidikan*, *24*(1), 47–59. https://doi.org/10.17509/jap.v24i1.6510

Garnika, Eneng; Rohiyatun, Baiq; Najwa, L. (2021). Implementasi analisis SWOT dalam perencanaan peningkatan mutu pendidikan di sekolah dasar. *ALIGNMENT: Journal Of Administration and Educational Management*, *4*(2), 162–169. https://doi.org/10.31539/alignment.v4i2.3031

Helmawati, Santosa, A. P., Ningrum, L., Epriansyah, B., & Wulansari. (2023). Perencanaan strategis dalam meningkatkan mutu pendidikan di Madrasah Tsanawiyah Al-Ishlah Kabupaten Bandung. *AL-AFKAR: Journal for Islamic Studies*, *6*(2), 178–191. https://doi.org/10.31943/afkarjournal.v6i2.551..Strategic

Herman, D. N., Nabila, C. A., Mawaddah, A. U., Siboro, H. G., & Razuli, H. S. (2024). Strategi kepemimpinan dalam peningkatan mutu pendidikan di sekolah. *IJIAM-Edu*, *1*(2), 202–208.

Hutagalung, Soly Deo Glorya; Kurniati, E. (2024). Analisis perubahan kurikulum terhadap hasil belajar fisika siswa SMAN 3 Kota Jambi (Studi Perubahan Kurikulum 2013 Ke Kurikulum Merdeka). *Scientica Education Journal*, *1*(2), 1–8. https://doi.org/10.62872/de6xve94

Ismatullah, Hardhienata, S., & Retnowati, R. (2020). Improving service quality through strengthening servant leadership, self-efficacy, and education organizational citizenship behavior (OCB). *International Journal of Managerial Studies and Research*, *8*(7), 64–71. https://doi.org/10.20431/2349-0349.0807008

Maria, R., & Hadiyanto. (2021). Urgensi perencanaan strategis dalam meningkatkan pengembangan dan mutu pendidikan. *Edukatif : Jurnal Ilmu Pendidikan*, *3*(5), 2012–2024. https://doi.org/10.31004/edukatif.v3i5.742

Murtafiah, N. H. (2021). Analisis manajemen pengembangan sumber daya manusia yang handal dan profesional (Studi Kasus: IAI An-Nur Lampung). *Edukasi Islami: Jurnal Pendidikan Islam*, *10*(2), 789–812. https://doi.org/10.30868/ei.v10i02.2358

Netta, N. A., & Desnita, D. (2024). Measuring instrument for self-regulated physics learning at high school level in Sungai Penuh. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, *14*(148), 51–58.

Pratiwi, N. A. (2019). Strategi peningkatan mutu pendidikan di Madrasah Tsanawiyah Asy-Asyafiiyah Kendari. *Shautut Tarbiyah*, *25*(2), 285–304. https://doi.org/10.31332/str.v25i2.1554

Putra, Rahmad; AR, M. B. (2017). Strategi peningkatan mutu pendidikan pada SMA Negeri 3 Meulaboh Kecamatan Johan Pahlawan Kabupaten Aceh Barat. *Pascasarjana Universitas Syiah Kuala*, *5*(3), 161–166.

Ridwan; Hanim, Z. M. M. (2023). Implementasi perencanaan strategis dalam meningkatkan mutu pendidikan SMP Negeri 1 Bengalon Kutai Timur. *Journal on Education*, *6*(1), 3153–3161. https://www.jonedu.org/index.php/joe/article/view/3362%0Ahttps://www.jonedu.org/index.php/joe/article/download/3362/2828

Rohiman, A., Hardhienata, S., & Sunardi, O. (2021). Strengthening transformational leadership, organizational culture, interpersonal communication, organizational justice, job satisfaction, and trust in improving teacher OCB. *Review of International Geographical Education Online*, *11*(8), 742–749. https://doi.org/10.48047/rigeo.11.08.64

Sastrawan, K. B. (2019). Peningkatan mutu pendidikan melalui perencanaan mutu strategis. *Jurnal Penjaminan Mutu*, *5*(2), 203–213.

Septiana, Y. (2017). Perencanaan strategis sistem informasi dengan pendekatan ward and peppard model (Studi Kasus: Klinik INTI Garut). *Jurnal Wawasan Ilmiah*, *8*(1), 8–24.

Simatupang, Umy Nadrah; Arneti, R. R. A. (2024). Implementasi perencanaan strategis dalam meningkatkan mutu pendidikan sekolah. *Jurnal Niara*, *16*(3), 606–613.

Sri, H., Syahril, S., & Setyaningsih, R. (2022). Implementasi perencanaan strategis dalam meningkatkan mutu tenaga pendidik di SMKN 1 Negeri Katon Kabupaten Pesawaran. *Unisan Jurnal: Jurnal Manajemen Dan Pendidikan*, *01*(01), 382–388. https://journal.an-nur.ac.id/index.php/unisanjournal

Sucitra, H., & Akrim. (2023). Perencanaan strategik sekolah dalam meningkatkan mutu pendidikan: Studi di Sekolah Dasar Guang Ming. *Jurnal Manajemen Pendidikan Dasar, Menegah Dan Tinggi (JMP-DMT)*, *4*(1), 96–105.

Sujoko, E. (2017). Strategi peningkatan mutu sekolah berdasarkan analisis SWOT di Sekolah Menengah Pertama. *Kelola: Jurnal Manajemen Pendidikan*, *4*(1), 83–96. https://doi.org/10.24246/j.jk.2017.v4.i1.p83-96

Suroyo, & Stevani, W. (2022). Perencanaan strategi dalam meningkatkan mutu lulusan di SMAN 1 Pringsewu. *Wahana Didaktika : Jurnal Ilmu Kependidikan*, *20*(3), 342–356. https://doi.org/10.31851/wahanadidaktika.v20i3.8893

Tardian, A. (2019). Manajemen strategik mutu sekolah: Studi kasus di SD Al Irsyad Al Islamiyyah 02 Purwokerto. *Jurnal Kependidikan*, *7*(2), 192–203. https://doi.org/10.24090/jk.v7i2.2989

Triningsih, Setyaningsih, S., & Herfina. (2023). An analysis of the transformational leadership style and self-efficacy effects on elementary school teachers' organizational citizenship behavior. *Pegem Journal of Education and Instruction*, *13*(3), 403–414. https://doi.org/10.47750/pegegog.13.03.41

Trivena, & Hakpantria. (2022). Strategi peningkatan mutu pembelajaran di sekolah dasar selama Covid-19. *Didaktis (Jurnal Pendidikan Dan Ilmu Pengetahuan)*, *22*(3), 326–339.

Yusuf, M., Saiyed, R., & Sahala, J. (2022). SWOT analysis in making relationship marketing program. *The International Conference on Economics and Business*, *1*(2), 573–588.

Zulkarnain, Warlizasusi, J., Apriani, E., Karolina, A., & Sihombing, S. W. (2024). Perencanaan strategis dalam meningkatkan mutu pendidikan madrasah melalui analisis SWOT. *Leadership: Jurnal Mahasiswa Manajemen Pendidikan Islam*, *05*(02), 147–159.