

## School / Madrasah Program Development Plan: Literature Review

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### Abstract

*School/madrasah program development plans are an important strategic step in improving the quality of education. This article discusses various components that support the planning process, starting from environmental analysis, preparing a vision and mission, to implementing and evaluating programs. The use of planning models, such as SWOT and ADDIE, helps identify the strengths, weaknesses, opportunities and threats facing the school. Continuous evaluation and stakeholder involvement are also emphasized as key elements in ensuring program success. Challenges in development, such as resistance to change and limited resources, are overcome through appropriate strategies. The final results of the development of this program are expected to make a significant contribution in improving the quality of education and school readiness in facing the era of globalization and technological progress.*

**Keywords:** Program development, schools, educational planning, evaluation

### INTRODUCTION

School is a very important institution in shaping the character and quality of children's education. Developing school programs is one of the key strategies for improving the quality of education and ensuring that students receive optimal learning experiences. In the context of globalization and rapid technological advances, it is important for schools to respond to these changes by developing relevant and innovative programs.

Planning is very important for a school or madrasah, because planning is the first step in organizing and utilizing the resources it has effectively, efficiently, with quality and relevance so that it can achieve targeted goals. Planning is determining the activities to be carried out in the period specified time. Activities are intended to manage time, organize or calculate various resources to achieve predetermined goals satisfactorily.

Every school principal, teacher, student and parent, even the community certainly hopes that their school will develop. For this reason, a development plan needs to be prepared. The development plan is very important, because it will be the basis for the work of all staff, so it must be prepared well.

The various program plans developed must be relevant to the school's vision and mission as well as a more detailed, measurable and feasible form of explanation to be implemented in the school. The development of school programs should be carried out

through systematic stages with accountable steps, both academically, juridically and socially. The development of school programs must also consider the potential and capabilities of the school, the extent to which the strengths of the school and the environment support the implementation of the program, and whether there are threats or obstacles in future implementation. From the background above, the author is interested in writing a paper with the title "School Program Development Plan"

### LITERATURE REVIEW

#### A. School Program Development

##### 1. Basic Concepts for School Program Development

The Basic Concept of School Program Development includes a series of strategic steps designed to improve the quality of education. Several important components in its development include school self-evaluation, strategic environmental analysis, formulation of vision and mission, and preparation of work plans. This program must involve all school components to achieve optimal educational goals. In addition, regular monitoring and evaluation is needed to ensure effective and sustainable implementation (Rais et al., 2023).

Schools must be able to identify existing opportunities from the programs being developed so that they can be compiled into activity plans with a high chance of success. If schools ignore various considerations in preparing programs, this can cause various deviations, such as unplanned program changes, bottlenecks in implementation, and unanticipated obstacles, including financial irregularities. This condition can lead to waste of resources and failure to achieve desired goals. Programs that are not measurable, unclear and unfocused can also cause greater negative impacts, harming all parties involved. Mistakes in school management are often rooted in inappropriate program planning, and vice versa, good planning will prevent bad management (Sagala, 2015).

Analyzing the condition of a school is an important step to understand the situation as a whole, including the strengths, weaknesses, opportunities and threats faced. It is best to carry out this analysis using the SWOT technique (Strengths, Weaknesses, Opportunities, Threats) so that it can be identified correctly. With this technique, schools can find out in depth the potential they have and the challenges that must be overcome. This process requires accurate data and the involvement of related parties. If necessary, schools can also ask for help from experts to ensure the analysis runs optimally.

SWOT analysis in School/Madrasah Program Development Plans can be very useful for the following reasons:

**a) Recognizing Strengths**

SWOT helps identify the internal strengths of a school/madrasah, such as human resources, facilities, academic achievement, and support from the community. This is useful for understanding the

advantages that can be maximized in program development.

**b) Analyzing Weaknesses**

This analysis will also reveal internal weaknesses, such as budget constraints, lack of teacher training, or inadequate infrastructure. In this way, school administrators can formulate appropriate improvement steps.

**c) Identifying Opportunities**

From an external perspective, SWOT helps schools understand opportunities that can be taken, for example new educational policies, partnership opportunities with external institutions, or developing educational trends.

**d) Be Aware of Threats**

SWOT is also useful for anticipating external threats, such as unsupportive changes in government policy, a decrease in student numbers, or increased competition with other educational institutions. This helps schools prepare mitigation strategies (Garnika et al., 2021).

**2. Definition of Program Development**

School program development is the process of planning, implementing and evaluating educational programs which aim to improve the quality and effectiveness of education in schools. This involves developing curricula, teaching methods, and assessments that suit students' needs and the demands of the times. School program development must be carried out systematically and be accountable from an academic, legal and social perspective. Apart from that, it is important to consider the school's potential and capabilities, as well as support from the surrounding environment. Program development, both in terms of quality and quantity, is very important so that the implementation of education runs in a

directed manner with effective and efficient steps (Sagala, 2015).

### 3. Program Development Objectives

#### a. Improving the Quality of Education

The program developed aims to improve the learning process and student learning outcomes.

#### b. Adapting to Technological Developments

Integrating technology in learning to prepare students for the digital era.

#### c. Accommodates Various Learning Styles

Provides a variety of methods and approaches to teaching to meet the needs of diverse students.

#### d. Increasing Teacher Competence

Providing the necessary training and resources for teachers to teach effectively (Winoto, 2020)

### 4. Principles of Program Development

#### a. Stakeholder Involvement:

Involving teachers, students, parents and the community in the program development process.

#### b. Data Driven Approach:

Use data and analysis to design programs that meet student needs.

#### c. Flexibility:

Programs must be adaptable to changing needs and conditions.

#### d. Continuous Evaluation:

Conduct regular evaluations to assess program effectiveness and make necessary improvements

### 5. Program Development Models

#### a. Model ADDIE (Analysis, Design, Development, Implementation, Evaluation):

This model includes five phases that help in designing and developing programs systematically. ADDIE is an abbreviation for Analyze, Design, Develop, Implement, and Evaluate. This model is used to design learning with a focus on

developing basic performance in education. ADDIE centers on individual learning and involves systematic steps to develop effective learning products. Each phase in the ADDIE model is immediate and can be adapted in the long term, utilizing a systems approach that considers human knowledge and learning (Hidayat & Nizar, 2021).

School program development using the ADDIE Model (Analysis, Design, Development, Implementation, Evaluation) is carried out systematically through five interconnected stages. The first stage is **Analysis**, which aims to identify needs and problems in literacy programs. For example, schools conduct surveys to measure students' literacy skills, talk to teachers to identify gaps in reading instruction, and analyze test results data. From the results of this analysis, it was found that many students had difficulty understanding reading, so additional literacy programs were needed.

The second level is **Design (Design)**, which involves planning strategies and materials to be used in a literacy program. Based on the analysis, the school team designed a literacy program that included additional reading classes, introduction to digital literacy, and shared reading activities. Teaching materials are adapted to various levels of student ability, and evaluation methods such as reading comprehension tests and group discussions are designed to measure student development.

Next, on-stage **Development (Development)**, all materials and tools that will be used in the program are developed. The development team compiled

literacy learning modules, student worksheets and guidebooks for teachers. Schools also provide technology tools, such as digital reading applications, and integrate these programs into school libraries. All materials are reviewed by experts and tested on a small number of students to ensure their effectiveness.

**Implementation**, the fourth stage, is the implementation of literacy programs in schools. This program began to be implemented in the new semester, with teachers who have been trained to lead literacy classes using the modules developed. The school also involves parents in reading activities at home to support the program, with regular monitoring carried out to ensure the program is running according to plan.

The last stage, **Evaluation (Evaluation)**, aims to assess the effectiveness of programs that have been implemented and identify areas that need improvement. After one semester, the school conducts an evaluation of the literacy program through reading comprehension tests and surveys of students and teachers. Based on the evaluation results, several adjustments were made, such as adding material for students who experienced difficulties and improving teaching methods for teachers. Programs are then adapted to better meet student needs. As a result, the literacy program developed using the ADDIE model was successful in increasing students' reading comprehension, improving teachers' teaching methods, and involving parents in supporting their children's education at home. Evaluation continues to be carried

out to improve the program in the future.

## 6. Model Tyler's Objective-Centered Curriculum:

Focus on the learning goals you want to achieve and design programs to achieve those goals. Tyler's development model consists of four main stages that are interrelated. First, determine the educational goals to be achieved, where learning outcomes are the main focus. Second, selecting relevant learning experiences to help students achieve these goals, followed by the third stage, namely organizing learning experiences so that they are structured systematically and effectively. Finally, the evaluation stage is used to assess whether educational goals have been achieved, by looking at student results and progress. This approach emphasizes systematic and results-oriented planning (Tocqjun, 2019).

The following is the application of this model in critical thinking skills development programs in SMA/MA:

### a) Determining Educational Goals

The first step is to set specific, measurable learning goals. This objective will be the main guide in curriculum development.

#### **Example:**

The aim of the critical thinking skills development program in SMA/MA is "Developing students' critical thinking skills in analyzing social and scientific issues logically and based on evidence." This goal becomes a reference in every stage of curriculum planning.

### b) Selecting Relevant Learning Experiences

Once goals are set, the next step is to choose learning experiences that support achieving those goals. Learning experiences should be designed to encourage students to think critically and develop analytical skills.

**Example:** Selected learning experiences include:

- a) Group discussions on topical issues such as climate change or international politics, with a focus on developing logical, fact-based arguments.
- b) An analytical essay assignment in which students write about a specific topic, analyze data, and provide a solution based on critical analysis.
- c) Open debates about social or scientific issues, where students build arguments and defend their opinions based on evidence.
- d) Case studies involve the analysis of real problems in various fields, such as legal cases or government policies, to practice skills in drawing conclusions based on existing data.

c) **Organizing Learning Experiences**

Learning experiences must be organized systematically so that students learn them gradually and in depth. Good organization helps students understand the relationships between the concepts studied.

**Example:** Learning experience in the following organizations:

- a) Grade 10: Introduction to critical thinking with a focus on problem identification and data collection. Activities include small group discussions and text analysis exercises.
- b) Grade 11: Development of critical thinking skills through discussion of more complex social issues, as well as application of analytical skills in debate and essay writing.
- c) Grade 12: Application of critical thinking skills through case study projects, where

students work on projects that involve in-depth analysis of real-world issues, such as the impact of social or environmental policies on local communities.

d) **Program Evaluation**

The final stage is evaluation to assess the achievement of educational goals. Evaluation is carried out through various methods to assess program effectiveness and provide feedback for improvement.

**Example:** Evaluation of students' critical thinking skills is carried out by:

- a) Assessment of essays and papers is based on rubrics that measure critical thinking skills, such as clarity of argument and use of valid evidence.
- b) Evaluate participation in debates and group presentations to see students' ability to express opinions and defend arguments logically.
- c) Critical thinking skills test that measures students' ability to solve problems, analyze information, and make logical conclusions.
- d) Feedback from students and teachers through questionnaires and interviews to assess the impact of learning experiences on the development of critical thinking skills.

## RESULTS

This critical thinking skills development program, designed with the Tyler Model, gives students a better ability to analyze social and scientific issues. Evaluations show significant improvements in students' ability to construct arguments and solve complex problems. By following this process, schools ensure that students receive relevant and structured learning experiences in accordance with established educational goals.

### Model Backward Design:

Backward design is an effective learning design model because its main focus is on students' understanding and developing their thinking abilities. It is important to ensure students truly understand the concepts being taught. Techniques for periodically checking understanding, such as concept checks, can train students to think critically and process information actively, supported by varied and meaningful interactions during learning (Mulyani et al., 2023).

The following is an example of developing a school program using **Model Backward Design** for the program **Development of Critical Thinking Skills through Mathematics in Senior High Schools (SMA/MA)**.

#### a) Determine the Final Goal (Identify Desired Results)

First step in **Backward Design** is to determine the final goal of the program that the student wants to achieve. In the context of this mathematics program, objectives focus on developing critical thinking skills.

##### Example:

The goal of this program is "Students are able to apply critical thinking skills in solving complex mathematical problems that are relevant to real life." In more detail, objectives include:

- a) Students are able to identify and understand complex mathematical problems.
- b) Students are able to formulate appropriate solutions based on logical and strategic analysis.
- c) Students are able to explain the solutions they create and the thinking process behind solving problems critically.

#### b) Designing an Evaluation (Determine Acceptable Evidence)

After determining the objectives, the second step is to design an evaluation method that can assess the extent to which students have achieved the desired objectives. Evaluations should

reflect students' abilities in critical thinking and problem solving.

##### Example:

#### a) Open question test

Students are given math problems that require the application of various concepts and strategic problem-solving steps, not just multiple-choice questions.

#### b) Applied mathematics project

Students are asked to create projects in which they apply mathematical concepts to real problems, for example budget planning, building measurements, or statistical data analysis.

#### c) Presentation of problem-solving results

Students are asked to present their mathematical solutions and explain in detail the logical steps they use, as well as answer questions from teachers and friends about their thinking processes.

#### c) Planning Learning Activities (Plan Learning Experiences and Instruction)

The final step is to design learning activities that will support students in achieving the goals and being successful in the designed evaluation. Learning activities should provide students with opportunities to think critically and engage in problem solving.

##### Example:

a) **Group discussion about story problems:** Students work in small groups to solve complex word problems and discuss various approaches to solving them.

b) **Project-based problem-solving exercises:** Students are given real-life scenarios that require mathematical solutions, such as designing a budget for a school event or determining travel costs.

c) **Problem-based learning (PBL) approach:** Teachers teach mathematical concepts by giving

real problems that students must solve using concepts learned in class.

- d) **Self-reflection:** After completing a problem or project, students are asked to write a short reflection on how they used critical thinking skills to solve the problem.

This program for developing critical thinking skills through mathematics, is designed with a model **Backward Design**, giving students the opportunity to learn with clear goals. By designing evaluations from the start, learning activities can be focused on developing the desired critical thinking skills, such as problem solving, logical analysis, and data-based decision making. Students not only learn mathematical concepts, but also how to apply them in real situations. This model ensures that every aspect of learning is directed at achieving the desired results, namely increasing students' critical thinking abilities.

#### d) **Planning** School Program Development

Planning is an important strategic part in implementing School Based Management (SBM). One of the main benefits of planning is that it helps organizations focus on the goals they want to achieve, by understanding the needs of stakeholders and how to provide the best service. Planning also allows organizations to adapt to change and prioritize needs. In addition, planning improves coordination between individuals and groups within the organization, making actions more focused and systematic. Therefore, schools need to have a structured and effective plan (Sagala, 2015).

Planning is the process of determining what you want to achieve in the future and formulating the steps necessary to achieve it. Some views consider planning to be limited to a certain time period, so that follow-up planning is defined as coordinated

activities to achieve goals within a specified time period. In other words, planning involves identifying future goals and preparing the steps necessary to achieve those goals (Rais et al., 2023)

### 1. **Planning Steps**

#### a. **Setting Goals or Objectives**

This step is related to the needs of the organization or company and the goals to be achieved. When setting goals, it is necessary to prioritize the most important aspects and ensure the availability of resources so that their implementation runs smoothly.

#### b. **Analyzing the Current Situation**

Before formulating a plan, it is important to understand the current conditions, situation and circumstances. Take measurements and compare them with the organization's capabilities to assess the overall readiness of all components.

#### c. **Identifying Supporting and Inhibiting Factors**

Factors that can support the implementation of the plan must be identified and strengthened, while inhibiting factors need to be minimized. In addition, preparation for dealing with unexpected obstacles must also be taken into account.

#### d. **Develop and Detail a Plan**

The plan developed must be understood by all elements of the organization to make it easier to achieve goals. In this process, various alternative solutions must also be considered to overcome problems that may arise during the implementation of the plan (George R. Terry, 2013).

### 2. **Curriculum Preparation**

#### a. **Curriculum Development:**

Develop a curriculum that is relevant to current developments and student needs. Curriculum development consists of several

important stages to ensure the curriculum is relevant and effective. The first stage is a needs analysis, where student needs, community expectations, and developments in science and technology are studied in depth. The second stage is planning, which includes setting educational goals, selecting learning content, and appropriate teaching methods. The third stage involves the development of teaching materials, evaluation tools, and learning strategies. Next, the implementation stage involves testing and implementing the curriculum in schools. Finally, the evaluation and revision stage is carried out periodically to assess the effectiveness of the curriculum and improve it based on feedback from the learning process (Ayudia, 2023).

- b. Technology Integration:** Incorporate technology elements in the curriculum to improve student engagement and learning outcomes. The integration of technology in education has brought about major changes in delivery methods and learning experiences for teachers and students. One of the main elements of this change is the digitalization of learning organizations, which includes the application of digital technology in various aspects of educational institutions, including teaching, learning, and administration (Subroto et al., 2023).
- c. Teaching Method:** Determine diverse teaching methods to accommodate various learning styles. Individual teaching methods are applied by paying attention to and supporting each student according to their level of competency, so that equality in

learning can be minimized and diversity in learning is achieved. To meet various student learning styles, teachers use various approaches in the classroom learning process (Azizah et al., 2023).

- e) Implementation and Program Evaluation**

### 1. Implementation Process

- a. Preparation:** Prepare all necessary aspects before implementing the program, including training for teachers. This preparation includes identifying resources, developing curriculum, and training teachers to ensure that they are ready to implement the program (Yarrow, 2019).
- b. Implementation:** Carry out programs in accordance with plans that have been prepared, monitor and manage implementation. This step involves monitoring program progress, identifying problems, and making necessary adjustments to ensure that the program runs according to plan (Munandar et al., 2023).
- c. Communication:** Maintain good communication with all stakeholders during the implementation process. In the world of education, communication often is defined as the transfer of knowledge between educators and students. To ensure effective, efficient and educational communication, a deep understanding of communication is required. This is important so that the vision, mission and goals of education can be achieved successfully. Success in achieving educational goals depends greatly on the effectiveness of the communication process carried



out routinely in schools (Maulani et al., 2024).

## 2. Preparation of Schedules and Budgets

**a. Timetable:** Create a realistic and achievable program implementation schedule. Developing a realistic and achievable program implementation schedule is very important. An effective schedule must account for adequate time for training, implementation, and program evaluation. In this way, all activities can be carried out effectively and efficiently.

**b. Budget:** Developing a budget that covers all aspects of the program, such as training, teaching materials, and other resources, is a crucial step. A good budget should take into account the costs required for each activity, ensure that resources are used effectively, and minimize unnecessary expenses (Yarrow, 2019).

## 3. Challenges in Implementation

Challenges in implementing educational programs are common and need to be overcome with appropriate strategies.

### a. Resistance to Change

Overcoming resistance to program changes from teachers, students, or parents requires a strategic approach that includes effective communication, comprehensive training, and a clear explanation of the benefits of the change. Open and transparent communication regarding the reasons and goals of change helps all parties understand and accept the change better. Thorough training provides a deep understanding of new tools and allows opportunities to ask questions

and address concerns. In addition, a clear explanation of the benefits of change, such as improving the quality of learning or administrative efficiency, can strengthen trust and reduce resistance to the changes being made (Hayadi et al., 2024).

### b. Resource Limitations

Overcoming budget or resource limitations requires a creative and efficient approach. Steps that can be taken include prioritizing key needs, seeking alternative resources, and utilizing technology to reduce costs. In addition, building collaborations with external parties, such as donors or non-governmental organizations, can be an effective solution to obtain additional support and expand available resources (Yarrow, 2019).

### c. Technical Issues

Overcoming technical problems related to technology or infrastructure requires a systematic approach. The first step is to conduct a technology needs analysis to determine what is needed. Then, choose the right technology according to those needs, and provide comprehensive training for teachers and school staff to ensure they can use the technology effectively. In addition, it is important to ensure that the existing infrastructure supports the use of this technology, so that all devices and systems can function properly and optimally (Daud et al., 2019).

## 4. Program Evaluation

### a. Evaluation Criteria:

Determining criteria for assessing program success involves establishing clear and specific parameters, such as

achievement of goals and impact on students. These evaluation criteria must be formulated in detail so that the evaluation can be carried out objectively and accurately. This ensures that program outcomes can be measured appropriately, providing a clear picture of the extent to which objectives have been achieved and how the program affects students (Munandar et al., 2023).

- b. **Evaluation Method:** Using various evaluation methods, such as surveys, interviews, and analysis of learning outcomes data, can provide a more comprehensive picture of program success. This diverse approach allows for the collection of more complete and in-depth information, and helps assess program effectiveness from various points of view (Munandar et al., 2023)
- c. **Follow-up:** Developing a follow-up plan based on the evaluation results involves developing concrete steps to improve and increase the success of the program. This plan should include identification of areas requiring improvement, establishment of strategies to address discovered problems, and allocation of resources necessary to implement improvements. With a clear follow-up plan, programs can be continuously improved and adjusted to achieve better results in the future (Yarrow, 2019).

## CONCLUSION

Program planning is an important element in school development, because it aims to improve the overall quality of education. This process is not only limited to the initial planning stage, but also includes

evaluation, implementation and regular monitoring to ensure the program is running effectively. School program development must be carried out strategically, involving all school components such as teachers, students, parents and the community, and requires continuous supervision so that the desired results are achieved.

However, in its implementation, program development is not free from challenges. The main challenge that is often faced is limited resources, both in terms of finance and infrastructure. In addition, resistance to change from various parties such as teachers, students, or even parents, is often an obstacle that needs to be overcome with effective communication strategies. Technical issues, such as the application of new technology in learning, are also challenges that need to be considered.

The success of a school development program can be measured through the achievement of the goals set at the beginning. Apart from that, the active involvement of all related parties and the positive impact felt by students in the learning process are important indicators of the successful implementation of the program. Thus, it is hoped that a planned and sustainable development program can make a real contribution to improving the quality of education in schools.

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