**Data-Based Educational Planning Through Utilization Of Educational Reports At The Education Office Of North Central Timor District,**

**East Nusa Tenggara**

**Johanes Oenaimnou1, Masduki Ahmad2, Desi Rahmawati3**

1-3 Universitas Negeri Jakarta, Jakarta, Indonesia

*Correspondng email:* [*Johanes.oenainou19@gmail.com*](mailto:Johanes.oenainou19@gmail.com)

***Abstract:*** *Based on Government Regulation Number 57 of 2001 concerning National Education Standards & Minister of Education, Culture, Research and Technology Regulation Number 09 of 2022 concerning Evaluation of the Education System by Regional Governments for Early Childhood, Primary and Secondary Education, an Educational Report Platform has emerged to help staff education and those responsible for education in improving the quality of education. Starting from the issue of the quality of Indonesian education, according to the Central Statistics Agency, Sakernas data (2018) recorded that the population of North Central Timor aged 15 years and over who worked was mostly elementary school graduates or below at 65.78%. Meanwhile, Diploma graduates or above only amounted to 11.10%. Apart from that, the School Participation Rate in 2018 for the population aged 7-12 years (SD) was 99.48% who attended school while the rest did not, the population aged 13-15 years (SMP) attended school 92.75% while the rest did not, the population aged 16-18 years old (SMA) who attend school are 64.97% while the rest are not. So, data-based educational planning is needed through education reports. This research was conducted at the North Central Timor Regency Education Service, East Nusa Tenggara using a qualitative approach, and the research objects were the Head of the Education Service and service operators. The results of the research illustrate data-based educational planning that contains holistic student learning outcomes from both cognitive and non-cognitive (character) aspects and encourages educational units and education offices to make improvements through preparing achievement improvement activities based on the results of identification and reflection on achievements. Educational report cards that are appropriate to the field conditions of educational units by carrying out three stages of the Data Based Planning (PBD) process, namely Identification, Reflection, and Improvement (IRB).*

***Keywords****: Data-based educational planning; education reports; quality of education*

**INTRODUCTION**

One of the fundamental problems of the Indonesian nation in the 21st century is the low quality of education. The low quality of education can be studied from a macro and micro perspective. At a macro level, based on data in the 2012 Education for All (EFA) Global Monitoring Report issued by UNESCO, it is reported that Indonesia is ranked 64th out of 120 countries. Based on the Education Development Index (EDI) assessment, on March 14, 2013, it was reported that it had risen three places to 121st out of 185 countries. This data includes aspects of labor, health, and education. Judging from the ranking level, it shows an increase, but if you look at the number of participating countries, the result is that Indonesia is still at the bottom of the list. At a micro level, based on data from the Ministry of Education and Culture, the average National Examination score for elementary school students in the 2014/2015 academic year only reached 7.03, the average National Examination score for SMP/MTs was 61.80 and for SMA/SMK/MA students. reached 61.29. This was then reinforced by the Program for International Student Assessment (PISA) report, which is a program established by countries that are members of the Organization for Economic Cooperation and Development (OECD) which aims to help countries prepare competent human resources and be ready to enter the competition. globally (Agasisti, et al., 2018; Ikeda, M., & Echazarra, 2020). The things that are assessed in PISA are basic literacy in reading, numeracy, and science. In the 2018 PISA report which was announced on December 3, 2019, (OECD, PISA 2018 and Kemendikbud.go.id), the results obtained for Indonesia's ranking were that the reading score was in 72nd place out of 77 countries, the mathematics score was in 7th place. 72nd out of 78 countries, and its science score is 70th out of 78 countries.

East Nusa Tenggara is one of the provinces in Indonesia which is included in the 3T (underdeveloped, frontier and outermost) areas in eastern Indonesia. Based on BPS data (2020), NTT had a HDI from 2014 to 2019 ranging from 62.26–65.23, a figure that is quite far from the ideal HDI (HDI=100). The HDI value illustrates that this area requires more attention in development. As a province included in the 3T region, NTT has complex education problems, both regarding school principals, teachers, students, facilities, and related to unequal access. Apart from that, the geographical condition of East Nusa Tenggara, which consists of more than one island, is an obstacle in implementing equal access to health and education facilities for the population (Muhammad et al., 2020).

There are still very few teachers in the 3T areas, uneven and balanced distribution, professional abilities do not meet the required criteria, educational qualifications do not match the field of work, the student teacher ratio is below the national figure of 14.73, the teacher/school ratio is below the national figure is 18.41, and the percentage of qualified teachers is below the national figure of 87.25% (Bappenas, 2014). In relation to teacher professionalism, in Minister of National Education Regulation Number 16 of 2007 concerning Academic Qualification Standards and Competency for Elementary/MI Teachers, it is explicitly stated that teachers' academic qualifications are obtained through formal education with a minimum of four diplomas (D-IV) or bachelor's degrees (S1) in the field of elementary education. /MI (D-IV/S1 PGSD/PGMI), or psychology obtained from an accredited study program.

East Nusa Tenggara Province is one of the poorest provinces in Indonesia, ranking 3rd. Based on data from National BPS, the poverty rate in NTT: 21%. The causes are uneven development, low levels of education, hampered economic growth, and low productivity. Of the 22 existing city districts, there are 18 districts that are classified as 3T areas in NTT, consisting of 7 leading districts and 11 disadvantaged districts. The details are as in the following table:

**Table 1. List of Leading Districts in NTT Province**

|  |  |
| --- | --- |
| No | District |
| 1 | Kupang |
| 2 | Timor Tengah Utara |
| 3 | Belu |
| 4 | Alor |
| 5 | Rote Ndao |
| 6 | Sabu Raijua |
| 7 | Malaka |

**Table 2. List of Disadvantaged Districts in NTT Province**

|  |  |
| --- | --- |
| No | District |
| 1 | Sumba Barat |
| 2 | Sumba Timur |
| 3 | Timor Tengah Selatan |
| 4 | Lembata |
| 5 | Ende |
| 6 | Manggarai |
| 7 | Manggarai Barat |
| 8 | Sumba Tengah |
| 9 | Sumba Barat Daya |
| 10 | Nagekeo |
| 11 | Manggarai Timur |

Source: Central Statistics Agency 2019

Based on the picture above, North Central Timor Regency (TTU) is included as one of the 7 leading regencies in East Nusa Tenggara Province. TTU Regency still needs improvement and improvement in human resources which should be carried out by the government through education. Starting from the Central Statistics Agency, Sakernas data (2018) noted that TTU residents aged 15 years and over who work mostly have an elementary school education level or below, namely 65.78%. Meanwhile, Diploma graduates or above only amounted to 11.10%. This data shows that the level of public education in TTU Regency is still very low or that only a few people have bachelor's and master's educational qualifications. Apart from that, the School Participation Rate (APS) in 2018 for the population aged 7-12 years (SD) was 99.48% who attended school while the rest did not, for the population aged 13-15 years (SMP) who attended school it was 92.75% while the rest do not, for the population aged 16-18 years (SMA) who attend school, there are 64.97% while the rest do not go to school. From these data the higher the level of education, the smaller the number of school age residents who participate in school. This shows that many people drop out of school as they progress to a higher level of education. Therefore, there needs to be improvement and attention from the ministry of education and the education service as well as the entire community in fixing this problem so that the quality of education at TTU can be improved.

Based on the description of several educational problems above, more serious efforts are needed from the central government, regional government, and the community to work together to build better education and educational services for students. Seeing the problem of the quality of Indonesian education, which is still in a low position, the Ministry of Education, Culture, Research and Technology created the Education Report Card platform to improve the quality of education, equal distribution of quality education and educational planning based on accurate data (raporpendidikan.kemdikbud.go.id).

Education Report Card is a platform that provides report data on educational system evaluation results as an improvement on previous quality report cards. Education Report Cards have several differences compared to Quality Report Cards. The Quality Report Card measures eight indicators of educational achievement based on National Education Standards using data sourced from Dapodik and the results of direct input by the school via the EDS application. Meanwhile, the Education Report Card is a form of refinement of the Quality Report Card, where on this platform data is presented on the results of the evaluation of the system with reference to the National Education Standards. There is a relationship between the Education Report Card and the Quality Report Card and 8 National Education Standards. Before the Education Report Card is launched, the Quality Report Card is first available to measure 8 indicators of educational achievement based on National Education Standards. Currently, the Education Report Card also accommodates indicators that reflect the 8 National Education Standards. These standards are: 1) graduate competency standards; 2) content standards; 3) process standards; 4) assessment standards; 5) management standards; 6) GTK standard; 7) financing standards; and 8) facilities and infrastructure standards. Through the education report card, all eight standards remain and are grouped according to their coverage areas, namely input, process and learning output. It is hoped that the Education Report Card can become a reference for education units and local governments to identify, reflect and improve the quality of Indonesian education. The preparation of Education Reports is carried out through various national assessments or surveys. Education units do not need to fill in data themselves, so it is hoped that the administrative burden on education units can be reduced. It is hoped that the Education Report Card will not only display a mapping of the quality of education in the regions but will be able to provide recommendations for Data Based Planning (PBD).

Educational Report Cards and Data-Based Planning are part of the Merdeka Belajar policy to realize the ideals of Merdeka Belajar, namely quality education for all. The use of the Education Report Card platform in conducting Data-Based Planning will encourage improvements in: (1) increasing participation rates, from early childhood education to secondary education, (2) improving the quality of educational services that can produce quality graduates; and (3) distribution of educational services throughout Indonesia so that no child is left behind. Education Report Cards are compiled from various existing sources, such as National Assessments, Basic Education Data (Dapodik), education data from the Ministry of Religion, digital platforms for teachers and school principals, SMK tracer studies, Teacher, and Education Personnel (GTK) data, BAN PAUD, CPM, and so on. The presence of an Education Report Card makes it easier for stakeholders to collect data to carry out educational planning. Education Report Cards are a single source of data as a basis for analysis, planning and follow-up to improve the quality of education. Educational Report Cards are a measuring tool that is oriented towards the quality and distribution of learning outcomes with objective and reliable data sources where reports are presented automatically and integrated. With the Education Reporting Platform, data presentation becomes centralized so that educational units do not need to use various applications. Optimizing the Education Report Card Platform for Data-Based Planning can create a cycle of continuous improvement, to improve the quality of education.

**METHOD**

This research method is a qualitative approach with descriptive methods. Data collection was carried out using triangulation techniques, namely interviews, observation and documentation. Observation is research carried out by going directly to the field to observe the behavior and activities of individuals at the research location. Data collection techniques using observation are used if the research is related to human behavior, work processes, natural phenomena and the responses observed are not too large or broad (Sugiyono, Quantitative Qualitative Research Methods and R&D, 2014). Interviews are where researchers conduct face to face interviews with participants, interview them by telephone or are involved in focus group interviews (interviews in certain groups) consisting of six to eight participants per group. Documentation. The technique for collecting data with documentation is data obtained from researchers' daily journals, letters, formal documents, invitations, results of decisions, announcements, government documents (laws and government regulations) (Bandur, 2019). Data analysis uses the following steps: 1) Data Collection, 2) Data Reduction, 3) Data Display, 4) Conclusion Drawing/Verification (Sugiyono, Qualitative Research Methods, 2018):

**RESULTS AND DISCUSSION**

**Educational Planning**

Planning is an effort to maintain an organization to remain upright and continue to move forward by adhering to a system in a dynamic suprasystem collection (Pidarta, 2015). Planning is also seen as the starting point in carrying out an activity because through planning a clear direction is obtained, becomes a work standard, and provides a unifying framework and helps estimate existing opportunities (Aisyah, 2018). In line with these two opinions, planning is defined as a series of process activities in preparing decisions regarding the goals to be achieved and planning is not an estimate, manipulation, or theory without concrete data but rather an activity that is prepared based on data that has been collected (Ritonga, 2020). Based on these opinions, it can be concluded that planning is an effort to formulate, organize and decide on various activities and policies that become standards and directions and are implemented in a systematic and dynamic sequence to achieve targeted goals. According to Law no. 20 of 2003 concerning the National Education System, Education is Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills. needed by himself, society, nation, and state. From this understanding it can be found that there are elements of students who are part of education. Apart from that, if there are students, it will not be far from the teaching staff who act as a bridge for knowledge which is then accepted and absorbed by the students.

Educational planning is not only a basic pattern but also a guide in making decisions about methods of achieving goals (Afifuddin in Sarbini and Lina, 2011). Education planning is a tool used to make it easier for education managers to be more efficient in carrying out their duties, functions, and responsibilities (Ritonga, 2020). Apart from that, there are those who see educational planning as a continuous intellectual process of analyzing, formulating, weighing, and deciding on an internally consistent choice that has systematic links to other decisions (Albab, 2021). In line with some of these opinions, educational planning is defined as a rational and systematic analysis in using approaches and methodologies for more effective and efficient educational development and development (Matin, 2023). Based on this explanation, it can be concluded that educational planning is an intellectual process of analyzing, formulating, weighing and deciding to use methods and approaches to carry out educational development and development.

Based on this explanation, it can be explained that educational planning is very important in the process of empowering an educational institution. Educational planning is important because educational planning is the starting point in compiling, sorting and deciding various things that support the running of an educational institution. Educational planning is important in educational institutions because there are four issues discussed in it, namely: educational goals, status of the education system, alternative problem solving, and strategies for achieving goals (Matin, 2015). Without a clear formulation of educational goals in planning, the educational institution moves without proper focus and results in ineffectiveness and efficiency in utilizing the resources owned by the educational institution. In the process of traveling an educational institution, an educational system is needed that supports each other in achieving the goals to be achieved. Without planning a good education system, educational institutions cannot run because the education system is related to the education curriculum, learning methods, subject matter, educators, students, infrastructure, tools, approaches and so on. Educational institutions that carry out the educational process will certainly experience various obstacles and problems, therefore the importance of educational planning in preparing various solutions and alternative ways to resolve the various problems faced. Then finally, to achieve the goal, various strategies need to be planned. Without the right strategy, educational institutions will not achieve their planned goals optimally. Therefore, it is necessary to create various strategies to achieve the goals formulated in educational planning. Apart from that, Matin (2022) revealed that an educational plan has a very important function and role because educational planning functions as: 1) a guide for the planning of educational development activities, 2) a tool for controlling the implementation of educational development, 3) a tool for ensuring the quality of educational development, 4) a means of achieving educational goals, 5) a means of ensuring the smooth achievement of educational development goals, 6) a means of clarifying the vision, mission and strategy of educational development, 7) a logical and systematic tool for changing the education system in a better direction.

**Quality of Education**

Tilaar (2002) sees the quality of education as the ability of educational institutions to optimize educational resources to improve students' learning abilities as optimally as possible (Ritonga, 2020). Apart from that, according to Gasperzs (2001) quality is a direct description of the characteristics of a product such as performance, reliability, ease of use, aesthetics and so on. So, education quality management is defined as a way of continuously improving performance at every process level in every functional area of ​​an institution by using available human and capital resources. Based on this opinion, it can be concluded that quality education is an effort or movement within educational institutions to optimally empower the resources owned by educational institutions to develop all the potential of students so that they are able to produce quality graduates.

Nationally, Indonesian Education Quality Standards refer to the Republic of Indonesia Government Regulation Number 57 of 2021 concerning National Education Standards, namely:

1. Graduate competency standards are criteria regarding the qualifications of graduates' abilities which include attitudes, knowledge, and skills.
2. Content standards are criteria regarding the scope of material and level of competency to achieve graduate competency at a certain level and type of education.
3. Process standards are criteria regarding the implementation of learning in educational units to achieve graduate competency standards.
4. Standards for educators and education personnel are criteria regarding in-service education and eligibility, mental and in-service education.
5. Infrastructure standards are criteria regarding study rooms, sports places, places of worship, libraries, laboratories, play areas and creative places that are needed to support the learning process, including the use of technology.
6. Management standards are criteria regarding the planning, implementation, and supervision of educational activities at the district/city, provincial or national education unit level to achieve efficiency and effectiveness in the implementation of education.
7. Financing standards are criteria regarding the amount of operating costs for an educational institution that are valid for one year.
8. Assessment standards are criteria regarding mechanisms, procedures, and instruments for assessing student learning outcomes.

Improving the quality of education in schools is influenced by various factors. The following is a description of several factors that influence improving the quality of education (Danim, 2007):

1. **Principal Leadership**

School principals should have and understand a clear work vision and mission and be able to work hard, have a high work drive, be diligent and steadfast in their work, provide optimal services and be disciplined in their work.

1. **Teacher**

Teachers are parties who play a direct role with students, so teachers should be maximally involved in efforts to improve teachers' competence and professionalism in seminars, workshops, and training so that teachers become more professional and can produce quality graduates.

1. **Students**

Students are parties who need to be coached, taught, educated, encouraged, and directed to explore and develop all their potential and talents. Thus, the approach used in the educational process is "students as the center."

1. **Curriculum**

Having a consistent, dynamic, and integrated curriculum can facilitate the expected quality standards so that goals can be achieved optimally.

1. **Collaboration Network**

Collaboration networks should be opened as widely as possible and not only in the school and community environment but can collaborate with other institutions such as companies or government agencies so that school output can be well absorbed in the world of work.

**Education Report**

Education Report Card is a platform that provides report data on educational system evaluation results. The launch of the education report card was carried out based on Permendikburistek Number 9 of 2022 concerning Evaluation of the Education System by the Central Government and Regional Governments on Early Childhood Education, Basic Education and Secondary Education. The education report card platform is aimed at education units and local governments so that they can identify educational challenges in education units and become material for reflection so that they can develop education improvement plans more precisely and based on data. Education units can see in detail the elements based on dimensions so they can explore the conditions of achievement and learning processes in their respective places. Education Report Cards can be used as the main reference in analyzing, planning, and following up on improving the quality of education. The data presented in education reports is objective and reliable because the report is presented automatically and integrated. Educational report cards also function as measurement instruments for evaluating the education system, both internal and external evaluations that are oriented towards quality and equal distribution of learning outcomes (output). The Education Report Card measures indicators compiled based on educational input, processes and output derived from eight National Education Standards. Education units also do not input data into the application, but data is taken from various existing systems and data sources, such as Dapodik, SIMPKB, National Assessment, Central Statistics Agency, and other relevant sources.

The function of the Education Report Card Platform is as follows (Indonesian Education Report Card pocketbook, 2022):

* 1. The main reference as a basis for analysis, planning and follow-up to improve the quality of education
  2. Platform used to view processed data that describes the results of educational indicator achievements. This data comes from the National Assessment, Dapodik, Ministry of Religion education data, digital platforms for teachers and school principals, SMK tracer studies, GTK data, BPS, etc.
  3. Objective and reliable data sources where reports are presented automatically and integrated.
  4. Measurement instruments for evaluating the education system, both for internal and external evaluation.
  5. Measuring tools that are oriented towards quality and equal distribution of learning outcomes (output).
  6. Centralized data presentation platform. Education units do not need to use various applications so it is hoped that this can reduce the administrative burden.

Data-Based Planning (PBD) aims to provide improvements in budget spending and improve the education unit management system that is effective, accountable, and concrete. Apart from that, Data-Based Planning (PBD) is also adapted to the needs of educational units or departments based on identifying problems originating from data on the Education Report Card platform, which then encourages educational units and educational departments to make improvements through preparing achievement improvement activities based on the results of identification and reflection. regarding achievements in the Education Report and field conditions. There are 3 simple steps in the Data Based Planning (PBD) process, namely Identification, Reflection, and Improvement (IRB).

|  |
| --- |
| B  R  I  Carrying out improvements through the formulation of activities in the form of activity plans and budgets for educational units (BOS and BOP) and regions (APBD) to resolve the root of the problem.  Reflect on achievements, equity and learning processes in each educational unit and region to determine the root of the problem.  Identifying Problems.  Based on the indicators displayed in the education profile |

Figure 1.1 Data-based planning process sequence.

(Source: https://centralinformation.raporpendidikan.kemdikbud.go.id)

Apart from that, data-based planning also aims to provide improvements in effective and accountable budget spending in accordance with the needs of departments and educational units. Education units and local governments can self-reflect by analyzing data in Education Report Cards, identifying the root of the problem, and preparing activity plans in the School Work and Budget Plan (RKAS) or RKPD to improve the quality of education. Data-Based Planning (PBD) is carried out at the regional government and education unit level. The aim of PBD is to improve the quality of education services by using the education unit budget. Data-Based Planning for educational units itself is divided into 2, namely: 1) Data-Based Planning (PBD) for Primary and Secondary Education (Dikdasmen), 2) Data-Based Planning (PBD) for Early Childhood Education (PAUD).

Data-Based Planning (PBD) has an urgency so that educational units can implement programs and procurement that are right on target, so that they can improve the quality of education in their educational units. In preparing Data-Based Planning, educational units can refer to achievements in the five dimensions of the Educational Report, namely: Output, quality of student learning outcomes (Dimension A: Quality and relevance of student learning outcomes and Dimension B: Equal distribution of quality education), process, quality of the process student learning (Dimension D: Quality and relevance of learning), input, quality of human and school resources (Dimension C: Competence and performance of PTK and Dimension E: Participatory, transparent and accountable school management).

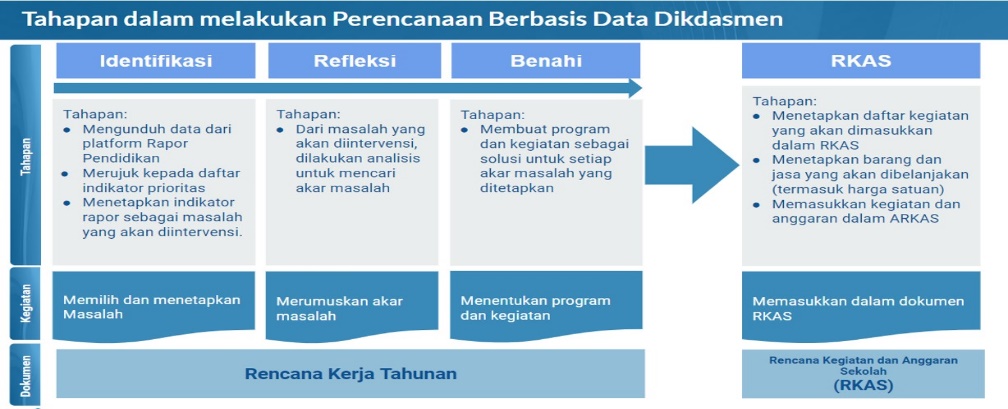


Figure 1.2 Stages of Carrying Out Data-Based Planning

(Source: Educational Report Card Pocket Book, 2023)

Of all the indicators in the Education Report Card, the Ministry of Education and Culture proposes 5 priority indicators for the Basic Education level as the initial focus for improving educational units. In the context of data-based planning, education units and regional education offices can carry out educational transformation within the Independent Learning framework and carry out planning using data from the Education Report Card to reflect and evaluate with teaching staff in the education unit. The aim is to be used as a basis for precise and accurate Data Based Planning (PBD) as an effort to improve the quality of educational units. If literacy and numeracy results in an educational unit are low, then the school can try to analyze indicators in the input and process sections to find the root of the problem that causes low literacy and numeracy. Then, schools can carry out data-based planning with the assistance of guidance from the Education Reports team. The education unit supervisor will also accompany the process of using education unit report cards in data-based planning. Educational units can carry out self-reflection as part of data-based planning, by: 1) Studying and verifying data from educational units, 2) Evaluating Educational Reports with real conditions, namely by making observations, viewing data and discussing with stakeholders in the unit education, 3) Analyzing the condition of the educational unit, such as with the teacher and head of the educational unit, to see whether the condition of the educational unit meets standards or not, 4) Concluding the problems and root causes faced, based on joint analysis with stakeholders in the educational unit, 5 ) Prepare a plan based on the results of the analysis of the problems and root causes that have been carried out.

In the Education Report, the term "dimensions" is used, namely a group of indicators that divides all existing indicators into 3 aspects, namely: output, process, and input. Output describes the quality of student learning outcomes. The process describes the quality of the student's learning process. Then, input describes the quality of human resources and schools. Another term used is "indicator", namely a collection of educational achievements that can be used as guidance and self-reflection for educational units and regions. Indicators are divided into based on; aspects of input (dimensions C and E), process (dimension D), and output (dimensions A and B). Dimension A explains the quality and relevance of student learning outcomes, dimension B explains educational equality and quality, dimension C explains the competence and performance of teachers and education staff, dimension D explains the quality and relevance of learning, then dimension E explains participatory, transparent, and accountable school management. After having data from the Education Report Card, this data can be managed to produce appropriate forms of intervention in both educational units and regions in terms of improving quality and sustainable educational outcomes. This form of management is a process of Data Based Planning (PBD) which is presented with the aim of providing improvements in budget spending as well as improving the education unit management system that is effective, accountable, and concrete.

**CONCLUSION**

Educational planning should be carried out based on correct and appropriate data. Educational improvements in improving the quality of education cannot run properly if planning is carried out without data. However, planning that is carried out with data but the planning does not have good procedures will also lead to obstacles and even unattainability of the expected goals. Through educational report cards, educational units and local governments can carry out educational planning correctly and appropriately according to the root of the problems that can be seen in the educational report card platform. Because education report cards collect school data and provide achievement scores according to the reality of what is happening at the school. Assessment of improving the quality of education in education reports is based on eight national education standards. The eight national education standards are compiled into three aspects, namely input, process and output. Then the assessment in the education report card is focused on six priority indicators, namely literacy skills, numeracy skills, school climate, diversity climate, inclusiveness climate and school participation rates. If the value of one of these indicators does not reach the specified standard, the school should look for the problem point and solve it by identifying the problem, reflecting, and fixing the problem. Through these three stages, it is hoped that education units and local governments can improve indicators that do not meet the specified value standards.

Thus, it can be stated that data-based educational planning based on educational platforms can help educational units and local governments improve the quality of education.

**REFERENCES**

Hidayat, M. (2012). *Pengelolaan Pendidikan: Konsep, Prinsip, dan Aplikasi dalam Mengelola Sekolah dan Madrasah.* Yogyakarta: Kaukaba.

Agito A, S. J. (2018). *Metodologi Penelitian Kualitatif.* Lestari: CV Jejak.

Aisyah, S. (2018). Perencanaan dalam Pendidikan . *Jurnal Manajemen Pendidikan Islam* , 715.

Ali, L. (1995). *Kamus Besar Bahasa Indonesia.* Jakarta: Balai Pustaka.

Bandur, A. (2019). *Penelitian Kualitatif Studi Multi-Disiplin Keilmuan dengan NVivo 12 Plus.* Jakarta: Mintra wacana Media.

Danim, S. (2007). *Visi Baru Menejemen Sekolah .* Jakarta: Bumi Aksara.

H. M. Djunaidi Ghony, S. W. (2020). *Analisis dan Interpretasi Data Penelitian Kualitatif.* Bandung: PT Refika Aditama.

Lina, S. (2011). *Perencanaan Pendidikan.* Bandung: Pustaka Setia.

Lina, S. d. (2011). *Perencanaan Pendidikan.* Bandung: Pustaka Setia.

Makmun, U. S. (2005). *Perencanaan Pendidikan: Suatu Pendekatan Komprehensif.* Bandung: PT Remaja Rosdakarya.

Matin, S. H. (2023). *Perencanaan Pendidikan: Konsep, Proses, Teknik, dan Aplikasinya.* Jakarta Selatan: Damera Press.

Milles dan Huberman. (1984). Analisis Data Kualitatif, Jakarta: Universitas Indonesia Press.

Moleong, L. J. (2019). *Metode Penelitian Kualitatif.* Bandung: PT Remaja Rosdakarya.

Pidarta, M. (2015). *Perencanaan Pendidikan Partisipatoris dengan Pendekatan Sistem.* Jakarta: Rineka Cipta.

Ritonga, Z. S. (2020). Perencanaan Pendidikan dalam Upaya Peningkatan Mutu Pendidikan di SMP Swasta Graha Kirana Medan. *Equity in Education Journal*, 78.

Sabur, A. (1998). *Pengendalian Mutu Pendidikan Tinggi.* Bandung: IKIP.

Somantri. (2014). *Perencanaan Pendidikan: Konsep Dasar Perencanaan Pendidikan, Analisis Posisi Sistem Pendidikan, Perencanaan Strategis Penuntasan Wajib Belajar dan peningkatan Mutu Pendidikan Dasar.* Bogor: IPB Press.

Sugiyono. (2014). *Motode Penelitian Kuantitatif Kualitatif dan R&d.* Bandung: Alfabeta.

Sugiyono. (2018). *Metode Penelitian Kualitatif.* Bandung: Alfabeta.

Sugiyono. (2021). *Moetode Penelitian Kualitatif.* Bandung: Alfabet.