

# Strategic Mentoring in School Development Planning for Special Needs Schools: A Model for Enhancing Educational Quality in Manggarai Regency

 Fransiskus Sawan<sup>1\*</sup>,  Kristianus Viktor Pantaleon<sup>2</sup>,  Marselinus Robe<sup>3</sup>

<sup>1,2,3</sup>Universitas Katolik Indonesia Santu Paulus Ruteng  
Nusa Tenggara Timur, Indonesia  
✉ [fsawan513@gmail.com](mailto:fsawan513@gmail.com)\*



## Article Information:

Received June 28, 2025

Revised August 05, 2025

Accepted August 22, 2025

## Keywords:

School Strategic Plan; Special Needs School; SWOT

## Abstract

**Background:** The development of a School Strategic Plan (SSP), based on internal and external environmental analysis and aligned with the National Education Standards, is a crucial component for improving the quality of education, including in Special Needs Schools (SNS). However, many principals and teachers in SNSs have a limited understanding of strategic planning concepts. They also lack the skills to use analytical tools such as SWOT and to apply National Education Standards instruments in school planning.

**Aims:** This community service activity aimed to enhance the competence of principals and teachers in four SNSs in Manggarai Regency through intensive and structured mentoring.

**Methods:** The methods used included mapping surveys, material presentations, guided document revisions, and SSP evaluations. The instruments employed were pretest-posttest questionnaires on SSP, which assessed six key aspects of planning competence, existing SSP documents from the schools, and National Education Standards mapping questionnaires used to evaluate the initial implementation of quality culture. A T-test was applied to analyze differences in pretest and posttest scores, while the SSP document analysis was conducted qualitatively.

**Results:** The mentoring results showed a significant improvement in participants' competence in developing SSPs, as indicated by the increase in pretest-posttest questionnaire scores. A T-test confirmed a statistically significant difference between the pretest and posttest results ( $T = -62.63$ ;  $P < 0.05$ ).

**Conclusion:** This mentoring model is both replicable and sustainable for improving the quality of educational management in Special Needs Schools and strengthening school accreditation.

## A. Introduction

Inclusive education has become a major concern in the development of education systems worldwide to create a conducive learning environment for students with special needs. This enables them to play, learn, interact with other children, and access a variety of educational services (Kemendikristekdikti, 2022). Data from World Bank (2024) show that nearly 30% of children with special needs in Indonesia still lack access to education, and many remain underserved. Special Needs Schools play a crucial role in providing educational access to children with special needs (Maulana, 2023).

The quality of educational services in SNS, like other educational institutions, is significantly influenced by how the school is planned and managed, as reflected in strategic documents such as the School Strategic Plan (SSP). The SSP is an essential managerial tool that enables schools to formulate a vision, mission, goals, and long-term strategies to improve the quality of education services. It should begin with an analysis

of the internal and external environment to identify the school's strategic position. Bryson emphasized that strategic planning involves a deep analysis to answer three fundamental questions: where are you now, where do you want to be, and how will you get there (Sinaga et al., 2020). The SSP provides direction and mobilizes resources to achieve school goals with minimized risk and uncertainty (Rohmatulloh et al., 2019). Research findings suggest that school principals should foster a culture of continuous improvement and utilize strategic data to enhance school quality (Richardson & Khawaja, 2025). The ability to establish the school's strategic direction has a significant impact on improving academic performance (Sila & Njihia, 2024). The capacity of stakeholders to develop a school strategic plan is also identified as a key variable influencing school quality improvement (Lusiana, 2025).

Unfortunately, in practice, many schools in Indonesia, including Special Needs Schools (SNS), still encounter obstacles in preparing comprehensive and strategic School Strategic Plans (SSPs). Evidence shows that many principals lack the competence to develop an SSP (Sumarsih, 2021; Supeno, 2020; Rosita & Kurniatun, 2025). They are unfamiliar with the steps involved in SSP development and lack proficiency in using strategic analysis tools such as SWOT (Strengths, Weaknesses, Opportunities, and Threats). As a result, some schools, particularly those in rural areas, lack SSP documents (Sukmana, 2019). Others have SSP documents prepared merely to fulfill administrative requirements, without being based on in-depth analysis or aligned with the steps outlined in strategic planning theory (Kadarisman & Rahman, 2024). Consequently, the SSP remains an administrative document that fails to provide clear direction for school development.

Although some schools have started to integrate National Education Standards into their SSP, the implementation remains suboptimal. Schools often do not fully understand the relationship between National Education Standards, accreditation instruments, and strategic planning. Consequently, SSP development is often sporadic and lacks sustainability. Meanwhile, a well-crafted SSP should guide and mobilize resources Center for Education Standards and Policy (2024) to meet or exceed National Education Standards.

This study presents a novel intensive mentoring approach for four SNSs in Manggarai Regency. Unlike previous programs that focused solely on training to produce SSP documents, this approach provides comprehensive assistance from understanding SWOT analysis to applying accreditation instruments and National Education Standards. This method is rarely implemented, especially in schools with limited access to formal managerial training.

Based on the above background, this study aims to identify the problems faced by SNSs in preparing SSP and provide structured mentoring solutions. This assistance is expected to help principals and teachers develop SSP that are more comprehensive, strategic, and analysis-based, ultimately improving the quality of education services.

## B. Methods

This activity was carried out using a structured and systematic mentoring method for principals and teachers in four Special Needs Schools (SNSs) located in Manggarai Regency: SLB-B Karya Murni Ruteng, SLB-A Karya Murni Ruteng, SLB Negeri Ruteng, and SLB Santu Damian Cancar. A total of 37 participants took part in the mentoring activity, comprising 4 school principals, 8 school committee members (2 from each school), and 25 teachers from 4 Special Needs Schools (SNSs) in Manggarai Regency. The involvement of school stakeholders is essential for enhancing the effectiveness of strategic planning (Kwaslema & Onyango, 2021).

This training aimed to enhance the competence of school principals and teachers in SNSs in developing SSP based on needs analysis and applicable educational standards. The methods used in this activity can be categorized into three components: supporting tools, instruments, and implementation procedures.

The tools used consisted of two main items: laptops and LCD projectors. Both the consulting team and participants utilized laptops to access documents, display materials, and perform analysis on the SSP and survey results. Each participant was also allowed to use a laptop to revise their SSP documents directly during the activity. The LCD projector served as a visual aid in delivering presentations throughout the mentoring sessions. Survey result presentations, materials on SSP development, and group discussions were supported by visuals projected through the LCD.

The instruments used included three components: the SSP questionnaire, existing SSP documents from schools, and the National Education Standards mapping questionnaire, designed to analyze education

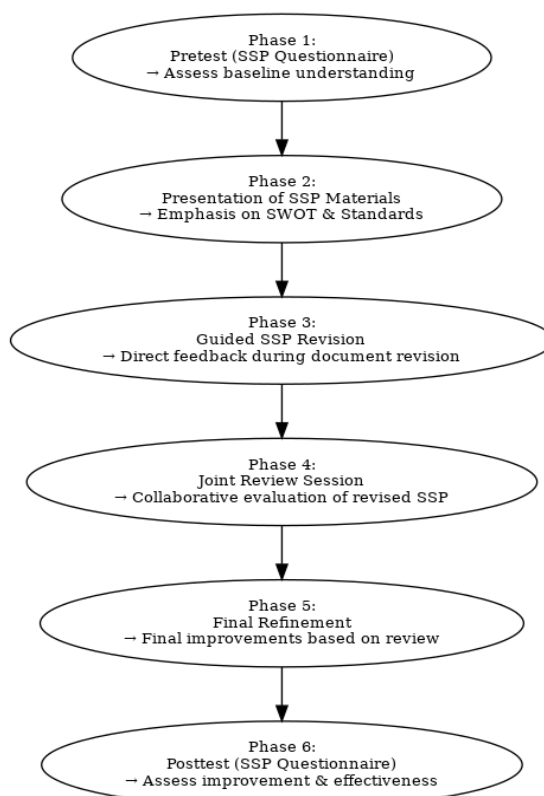
management systems based on quality culture. The SSP questionnaire was employed to measure the extent to which principals and teachers understood how to develop an SSP aligned with accreditation standards and SWOT analysis. It contained 22 items covering six main components of SSP development: (1) understanding of strategic planning concepts, (2) situational analysis skills (internal and external environment), (3) development of vision and mission, (4) goal and target formulation, (5) program and action plan development, and (6) evaluation and follow-up. This questionnaire was administered as a pretest and posttest to assess improvements in knowledge and competence related to SSP preparation.

In addition to the questionnaire, schools were required to submit their existing SSP documents. These documents were reviewed by the mentoring team to evaluate their quality and relevance, serving as a basis for targeted guidance and improvement during the mentoring sessions.

The third instrument was the National Education Standards mapping questionnaire, which was distributed to each school and completed by both principals and teachers. This questionnaire was used to map the extent to which quality culture was implemented in each school's education system, and it informed the content and direction of the mentoring materials.

The implementation of this activity was divided into two major stages: the preliminary stage and the core stage. The preliminary stage involved two key activities: (1) the distribution and completion of the National Education Standards mapping questionnaire, and (2) the collection and analysis of the completed questionnaires. Prior to the mentoring sessions, the team distributed the National Education Standards mapping questionnaire to Special Needs Schools (SNSs) in Manggarai Regency to collect baseline data on the implementation of quality culture in each school. This data served as a foundation for identifying school-specific needs and guided improvements to their existing SSP documents. In addition to this quantitative mapping, the team also conducted a qualitative analysis of the existing SSP documents, focusing on structure, content relevance, and alignment with strategic planning principles. The results of both the questionnaire and document analysis were used to design mentoring materials tailored to each school's context. Furthermore, a T-test was used to analyze the differences between participants' pretest and posttest scores, to statistically evaluate the effectiveness of the mentoring intervention.

The mentoring activities were carried out in six phases, as illustrated in **Figure 1**.



**Figure 1.** SSP Mentoring Flowchart

The first phase involved administering the SSP questionnaire. At the beginning of the workshop, participants completed the questionnaire to measure their baseline understanding of SSP preparation. The results helped the team adjust the training materials to meet participants' needs.

The second phase involved presenting SSP development materials. The mentoring team delivered content on effective steps in developing an SSP, drawing from the analysis of National Education Standards questionnaires and existing school documents. The materials emphasized the use of SWOT analysis and accreditation instruments, and were delivered interactively through discussion and Q&A to ensure full understanding.

The third phase was the guided revision of SSP documents. Participants were mentored intensively as they revised their existing documents. The team provided direct feedback and instructions to ensure that the revisions adhered to established standards and were aligned with the SWOT analysis results and accreditation guidelines.

The fourth phase was a joint review session. Participants and the mentoring team collaboratively reviewed the revised SSP documents, engaging in comprehensive discussions to ensure compliance with established standards and guidelines.

The fifth phase involved final refinement. Based on the review and feedback, participants conducted a final revision of their SSP documents to ensure that the plans addressed school needs and were based on valid analysis.

The sixth and final phase was the post-activity administration of the SSP questionnaire. Participants completed the questionnaire again to evaluate the increase in understanding and competence following the training and mentoring. The comparison of pretest and post-test results was used to assess the effectiveness of the mentoring program.

This approach ensured that participants not only gained theoretical knowledge but also engaged directly in the practical development and revision of SSP documents. Through these steps, it is expected that principals and teachers in SNSs will be able to produce more comprehensive, analysis-based SSP documents, thus improving the quality of educational services in their schools.

## C. Results and Discussion

### 1. Results

The mentoring activity was conducted over two days (February 2–3, 2023) and was attended by 37 teachers from various Special Needs Schools in Manggarai Regency. During the training, all participants demonstrated a high level of engagement at every stage of the activity. They listened attentively to the presentations, actively participated in question-and-answer sessions, and were involved in revising the SSP documents they had previously prepared. This active participation was also evident in group discussions, where each group presented their discussion results and received constructive feedback from the mentoring team.

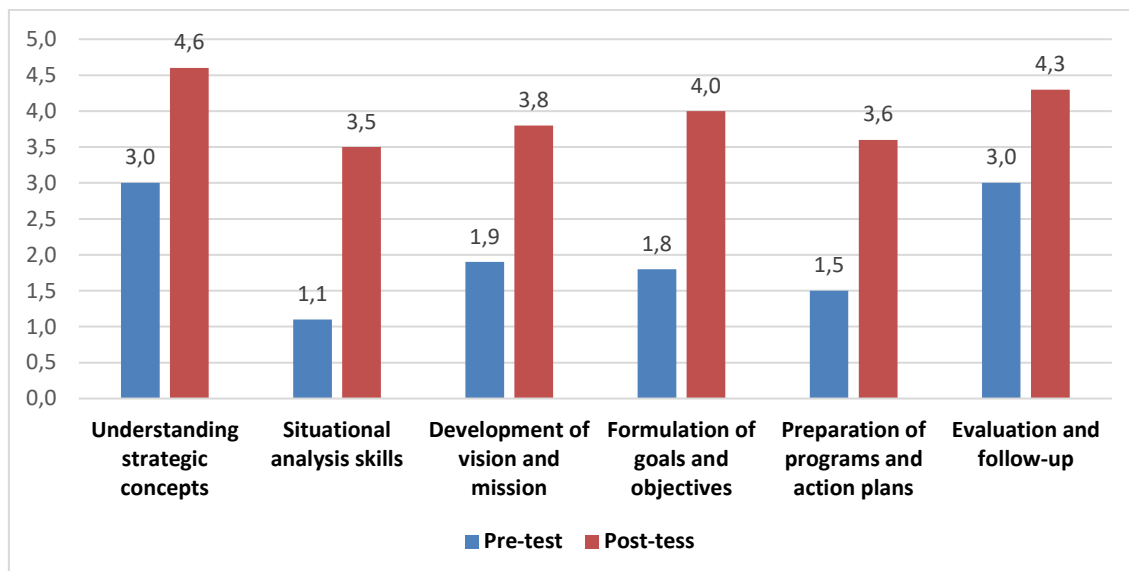
Based on the analysis of the SSP questionnaire (using a 1–5 scale) completed by participants before and after the activity, there was a significant improvement in their capabilities. The SSP questionnaire covered six key components: understanding of strategic planning concepts, situational analysis skills, development of vision and mission, formulation of goals and objectives, development of programs and action plans, and evaluation and follow-up.

In the initial assessment conducted before the training, the average scores for each component were relatively low (see Diagram 1). Understanding of strategic planning concepts scored an average of 3.0, while situational analysis skills received the lowest score, with an average of 1.1. The development of vision and mission scored 1.9, and the formulation of goals and objectives was slightly better, with an average of 2.8. The development of programs and action plans averaged 1.5, while evaluation and follow-up reached 3.0. These results indicate that most principals and teachers still had significant limitations in several key aspects of SSP preparation, especially in situational analysis skills and strategic planning.

After receiving intensive mentoring, there was a significant improvement across all components. The average score for understanding of strategic planning concepts rose to 4.6, indicating that participants had developed a much better grasp of the fundamental principles of strategic planning. Situational analysis skills increased to an average of 3.5, reflecting an improved ability to identify the school's strengths, weaknesses,

opportunities, and threats. The score for the development of vision and mission reached 3.8, while the formulation of goals and objectives increased to an average of 4.0. The development of programs and action plans, as well as evaluation and follow-up, also showed notable improvements, with average scores of 3.6 and 4.3, respectively.

The results of the initial competence assessment (pretest) and the post-mentoring assessment (posttest) showed a significant improvement, as illustrated in **Figure 2**.



**Figure 2.** Pre-test and Post-test Results

The results of the mentoring activity showed a significant improvement in six core aspects of school strategic planning competence, as indicated by the pretest and posttest scores. *Understanding of strategic concepts* and *evaluation and follow-up* were the two aspects that showed the highest increases, rising from 3.0 to 4.6 and from 3.0 to 4.3, respectively. These findings confirm that the intensive mentoring model positively impacted the participants' conceptual understanding and reflective skills in developing SSP. In line with these results, previous studies have shown that structured and systematic mentoring contributes to strengthening school principals' capacity in understanding strategic planning principles and implementing data-driven follow-up actions (Torro et al., 2024; Supeno, 2020).

The most significant improvement was observed in situational analysis skills, which increased from 1.1 to 3.5. It indicates that school stakeholders generally lacked proficiency in this area. It also highlights the urgency of training focused on the use of analytical tools such as SWOT. These findings reinforce previous research, which shows that the ability to conduct internal (strengths and weaknesses) and external (opportunities and threats) environmental analyses forms the foundation of effective school strategic planning (Nursyamsi & Alinuridin, 2023). The improvements in the formulation of goals and objectives, as well as program and action plans, further reflect participants' growing ability to apply strategic analysis within the planning process (Rohmatulloh et al., 2019). The competence to formulate school goals in a participatory manner is one of the key elements in developing a strategic plan (Istikomah et al., 2022). Effective strategic planning must also integrate the school's vision and mission as core components (Bantilan et al., 2023), incorporate measurable performance indicators, and actively engage stakeholders throughout the process (Rosita & Kurniatun, 2025).

The findings of this mentoring activity align with several studies conducted in the context of Special Needs Schools (SNSs). Strategic planning, based on the management functions of planning, organizing, actuating, and controlling (POAC), when implemented in a structured manner, has been shown to improve the quality of education when school principals are skilled in planning and supervision (Virgo et al., 2025). Another study revealed that schools employing analytical tools such as SWOT and gap analysis, along with a clear evaluation cycle, are more successful in implementing strategic planning (Deidhae et al., 2021). Thus, it can be concluded that a systematic and intensive mentoring model based on SWOT analysis and integrated with the National Education Standards is effective in enhancing stakeholders' competence in developing school strategic plans.



To ensure that the observed improvement was not due to chance, a statistical analysis was conducted using a T-test. The participants' average pretest score before the training was 2.22, while the average posttest score increased to 3.98, resulting in a mean difference of 1.76. The T-test yielded a T-statistic of -62.63 and a P-value of  $2.40 \times 10^{-38}$ , which is far below the 0.05 significance threshold. This extremely small P-value indicates a statistically significant difference between the pretest and posttest scores. In other words, the test results confirm that the mentoring provided had a significant impact on improving the participants' ability to develop SSP.

The effectiveness of the mentoring was also reflected in the success of the four assisted schools in producing comprehensive SSP documents that aligned with their actual needs. This further confirms a substantial increase in understanding and competence resulting from a systematic and structured mentoring process.

From these results, it can be concluded that the two-day mentoring program had a significantly positive impact on the competence of school principals and teachers. The mentoring not only enhanced their understanding of the fundamental concepts of strategic planning but also equipped them with practical skills to develop more comprehensive and accurately analyzed SSP documents. Therefore, the program successfully achieved its goal of strengthening the managerial capacity of teachers in school development planning, based on a SWOT analysis and the National Education Standards.

The results of this community service activity are consistent with the findings from mentoring activities in Special Needs Schools related to the implementation of the eight National Education Standards, which emphasized that systematic and structured mentoring can enhance the competence of school principals. These findings are also in line with other community service programs involving school stakeholders in the development of strategic plans (Nursyamsi & Alinurdin, 2023; Torro et al., 2024). Therefore, community service in the form of systematic and data-driven mentoring based on analytical results has proven effective in improving the competence of principals and teachers in school development.

The improvement in participants' competence was also influenced by the high level of involvement of principals, teachers, and school committees throughout the mentoring process. Stakeholders actively participated in all stages of the planning process, demonstrating collegial commitment and responsibility to ensure that the resulting planning documents aligned with the schools' actual needs and capacities for implementation. This finding is consistent with previous research emphasizing the effectiveness of planning conducted in a participatory and collaborative manner (Bantilan et al., 2023). The collaboration established among principals, teachers, and school committees, serving as community representatives, enabled an effective empowerment process, which in turn contributed to the improvement of competencies.

## 2. Discussion

The results of the mentoring program showed a significant improvement in participants' competence in developing a school strategic plan. This improvement resulted from the comprehensive application of management functions, encompassing Planning, Organizing, Actuating, and Controlling (POAC) (Faiz et al., 2024). In the planning stage, participants were guided to analyze the school's internal and external environment using the SWOT analytical tool. It enabled schools to determine their current strategic position and formulate clear directions and objectives. Subsequently, the collaborative work patterns among stakeholders, including principals, teachers, and school committees as representatives of the community, reflected the organizing stage. Responsibilities among the parties in developing the strategic plan were well distributed. The actuating stage was evident in the direct revision sessions of the strategic plan documents, where participants had the opportunity to apply planning concepts to concrete school strategic plan drafts. Finally, the controlling stage was implemented through joint review and feedback sessions conducted with the mentoring team. This stage aimed to ensure that the school's strategic plan aligned with the National Education Standards and accreditation requirements as reflected in the accreditation instrument. Thus, all stages were consistent with the theoretical framework of the POAC management model (Jeka et al., 2024).

The improvement in participants' competence was also influenced by the high level of involvement of principals, teachers, and school committees throughout the mentoring process. Stakeholders actively participated in all stages of the planning process, demonstrating collegial commitment and responsibility to ensure that the resulting planning documents aligned with the schools' actual needs and capacities for implementation. This finding is consistent with previous research emphasizing the effectiveness of planning conducted in a participatory and collaborative manner (Bantilan et al., 2023). The collaboration established among principals, teachers, and school committees, serving as community representatives, enabled an effective empowerment process, which in turn contributed to the improvement of competencies.

### **2.1. Implications**

The results of the strategic planning mentoring activity have significant implications for the development of managerial competencies among school stakeholders, particularly in Special Needs Schools (SNSs). The observed improvement across all aspects required for effective strategic planning reflects the high effectiveness of a structured and practice-based mentoring model in addressing stakeholders' limited understanding of planning concepts. In a broader context, these findings support efforts to strengthen a culture of quality and enhance schools' readiness for accreditation through systematic and data-driven planning. This mentoring model also suggests that strategic planning can be adapted to the real conditions and local capacities of schools, provided they receive support tailored to their specific needs.

### **2.2. Research Contribution**

The main contribution of this activity lies in the development and implementation of a mentoring model tailored to the needs of Special Needs Schools (SNSs), which have received relatively little attention in the strategic planning literature. This mentoring activity reinforces previous research conclusions that emphasize the importance of competencies such as SWOT analysis, formulating a vision, mission, and objectives, as well as evaluation and follow-up, as key elements in strategic planning. Furthermore, the SDP documents produced through this activity can serve as references for other SNSs. This program also enriches community service approaches through the use of a comprehensive, data-driven framework combining both quantitative and qualitative methods.

### **2.3. Limitations**

Although this school's strategic planning mentoring activity was successful, the achievements were accompanied by several limitations. First, the scope of the activity was limited to four Special Needs Schools (SNSs) within a single regency. This limitation restricts the generalizability of the findings to other regions that may have different characteristics. Second, the duration of the program was relatively short, only two full days, limiting the opportunity for in-depth engagement with the long-term implementation aspects of the SSP. Third, the long-term impact of SDP implementation has not yet been measured, and a formal monitoring mechanism to ensure alignment between planning and execution has not been established.

### **2.4. Suggestions**

Strategic planning mentoring activities can be conducted on a broader scale by involving more schools across multiple regencies. The duration of implementation should also be extended to allow for the development of more comprehensive outputs, including the establishment of monitoring mechanisms to ensure that implementation aligns with the planned strategies. In the following years, the impact of these strategic plans on school quality should be measured or evaluated to assess their long-term effectiveness.

## **D. Conclusion**

This community service mentoring activity, aimed at preparing SSP in Special Needs Schools in Manggarai Regency, has shown a positive impact in enhancing the understanding and competence of school principals and teachers. Through various stages, including survey administration, material presentation, document revision, and finalization, participants produced more comprehensive and relevant SSP documents. This mentoring model can serve as a sustainable approach for improving the quality of education in SNSs and supporting their accreditation.

## **E. Acknowledgment**

The research team would like to express sincere gratitude to the leadership of Universitas Katolik Indonesia Santu Paulus Ruteng, for the opportunity to carry out this community service activity. We also extend our thanks to the principals and teachers of the mentored schools for their cooperation throughout the mentoring process.

## F. Author Contribution Statement

FS designed the mentoring program and led the facilitation. KVP conducted the data collection and analysis. MR contributed to the document reviews and assisted in the preparation of the mentoring materials. All authors contributed to the writing and editing of the final manuscript.

## References

- Bantilan, J. C., Deguito, P. O., Otero, A. S., Regidor, A. R., & Junsay, M. D. (2023). Strategic Planning in Education: A Systematic Review. *Asian Journal of Education and Social Studies*, 45(1), 40–54. <https://doi.org/10.9734/ajess/2023/v45i1976>
- Deidhae, F. Z. ., Masrukhi, Hardyanto, W., & Rokhman. (2021). Analysis of School Strategic Planning Practices. *International Journal of Research and Review*, 8(8), 106–115. <https://doi.org/10.52403/ijrr.20210816>
- Faiz, M., Suciarny, R., Zaskia, S., & Kusumaningrum, H. (2024). Implementasi POAC dalam Manajemen Pendidikan Modern. *Reflection: Islamic Education Journal*, 1(4), 26–36. <https://doi.org/10.61132/reflection.v1i4.157>
- Istikomah, I., Romadlon, D. A., & Nadlif, A. (2022). The Urgency of Strategic Plan Management in Improving Madrasah Quality. *Indonesian Journal of Law and Economics Review*, 14(3), 6–14. <https://doi.org/10.21070/ijler.v18i3.940>
- Jeka, F., Samsu, Indrayani, T., & Asrulla. (2024). Penerapan fungsi-fungsi manajemen dalam pengembangan lembaga pendidikan Islam. *Journal Genta Mulia*, 15(1), 189–197. <https://doi.org/10.61290/gm.v15i1.803>
- Kadarisman, Y. P., & Rahman, M. R. (2024). School Improvement Framework for Indonesia Okvir za izboljšanje šol v Indoneziji. *The Center for Educational Policy Studies Journal*, December, 1–32. <https://doi.org/10.26529/cepsj.1865>
- Kemendikristekdikti. (2022). *Panduan Pelaksanaan Pendidikan Inklusif*. <https://kurikulum.kemdikbud.go.id/wp-content/uploads/2022/08/Panduan-Pelaksanaan-Pendidikan-Inklusif.pdf>
- Kwaslema, P., & Onyango, D. (2021). Effectiveness of the Strategic Planning and Academic Performance among the Public Secondary Schools in Babati District, Tanzania. *East African Journal of Education and Social Sciences*, 2(Issue 1 (January to March 2021)), 82–86. <https://doi.org/10.46606/eajess2021v02i01.0069>
- Lusiana. (2025). Strategic Planning in Achieving Optimal Quality of Education With School Based Management: *Jurnal Education and Development*, 13(1), 435–444. <https://doi.org/10.37081/ed.v13i1.6647>
- Maulana, A. F. (2023). Systematic Literature Review The Role of Educational Facilities and Infrastructure for Children with Special Needs at School. *JJurnal Asesmen Dan Intervensi Anak Berkebutuhan Khusus*, 23(2), 98–106. <https://doi.org/10.17509/jassi.v23i2.66667>
- Nursyamsi, & Alinuridin, M. (2023). Pendampingan Stakeholder Sekolah Melalui Kegiatan. *SEMPUGI*, 1(1), 43–56. <https://doi.org/10.58230/semputugi.v1i1.65>
- Richardson, J. W., & Khawaja, S. (2025). Meta-synthesis of school leadership competencies to support learner-centered, personalized education. *Frontiers in Education*, 10(February). <https://doi.org/10.3389/feduc.2025.1537055>
- Rohmatulloh, R., Nafisah, N., Sopwan, A., & Hadi, A. M. (2019). Islamic School Development Plan Using Balanced Scorecard Model. *Tarbawiyah: Jurnal Ilmiah Pendidikan*, 3(1), 34–45. <https://doi.org/10.32332/tarbawiyah.v3i1.1448>
- Rosita, T., & Kurniatun, T. C. (2025). Bridging Vision and Reality: Examining Strategic Planning Implementation in Indonesian State Schools. *Educational Process: International Journal*, 15. <https://doi.org/10.22521/edupij.2025.15.177>
- Sila, K. M., & Njihia, M. (2024). School Principals' Strategic Planning Competences And Their Influence On Academic Performance In Public Secondary Schools In Makueni County, Kenya. *Journal Integration of Social Studies and Business Development*, 3(1), 9–21. <https://doi.org/10.58229/jissbd.v3i1.269>
- Sinaga, E., Hidayati, F., & Li, Y. (2020). Can Proper Strategic Planning Guarantee Its Implementation? A Case In A New District In A Developing Country. *Jurnal Kebijakan Dan Administrasi Publik*, 24(2), 179–196. <https://doi.org/10.22146/jkap.59593>
- Sukmana, A. J. (2019). Strategi Kepala Sekolah dalam Pengembangan Rencana Kerja Sekolah. *Jurnal Al-*



*Azhary*, 5, 26–34. [Google Scholar](#)

- Sumarsih, S. (2021). Peningkatan Kompetensi Kepala Sekolah Dalam Menyusun Rencana Pengembangan Sekolah Di Kabupaten Bengkulu Utara. *Manajer Pendidikan: Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana*, 15(1), 102–105. <https://doi.org/10.33369/mapen.v15i1.13597>
- Supeno. (2020). Peningkatan kemampuan kepala sekolah dalam menyusun rencana pengembangan sekolah melalui workshop di Dabin 1. *Jurnal Literasiologi*, 3(2). <https://doi.org/10.47783/literasiologi.v3i2.113>
- Torro, S., Manda, D., Ridha, R., Patahuddin, P., & Paramitha Darmayanti, D. (2024). Pendampingan Penyusunan Rencana Kerja Sekolah Bagi Kepala Sekolah, Guru dan Komite Sekolah di Kabupaten Polman Sulawesi Baratwesi Barat. *Jurnal Penelitian Dan Pengabdian Masyarakat*, 2(2), 240–253. <https://doi.org/10.61231/jp2m.v2i2.252>
- Virgo, A., Kaniati, N., Maylani, F., Nurmalasari, L., & Handayani, S. (2025). Perencanaan Stratejikpendidikan untuk Meningkatkan Keterampilan Hidup Siswa Berkebutuhan Khusus Tipe B Di SLB Negeri. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(2), 221–233. <https://doi.org/10.23969/jp.v10i02`.25904>

---

**Copyright Holder**

© Sawan, F., Pantaleon, K. V., & Robe, M.

**First publication right:**

Dikdimas: Jurnal Pengabdian Kepada Masyarakat

This article is licensed under:

