



Swot Analysis in The Medium-Term Work Plan at SMAN 1 Pagaden 2021-2025

Gunawan¹; Yulis Sunaryati²

¹Principal of SMAN 1 Pagaden, Indonesia

²Department of Biology Education, SMAN 1 Pagaden, Indonesia

¹Corresponding Email: gunawan28065@gmail.com, Phone Number: 0812 xxxx xxxx

Article History:

Received: Oct 08, 2021
Revised: Nov 03, 2021
Accepted: Nov 04, 2021
Online First: Nov 11, 2021

Keywords:

Medium Term Work
Plan,
SMAN 1 Pagaden,
SWOT Analysis.

Kata Kunci:

Analisis SWOT,
Rencana Kerja Jangka
Menengah,
SMAN 1 Pagaden.

How to cite:

Gunawan, G., & Sunaryati, Y. (2022). Swot Analysis in The Medium-Term Work Plan at SMAN 1 Pagaden 2021-2025. *Edunesia: Jurnal Ilmiah Pendidikan*, 3 (1): 1-11.

This is an open access article
under the CC-BY-NC-ND license



Abstract: The Medium Term Work Plan (MTWP) in its preparation involves school supervisors, principals, school committees, teachers and other components involved in the school environment of SMAN 1 Pagaden. The purpose of preparing this MTWP is as a framework for all components at SMAN 1 Pagaden in four years. MTWP at SMAN 1 Pagaden is an effort to improve the quality of education such as curriculum development and improvement of advice and infrastructure, learning tools, management improvements, school funding and sources of funds, graduation standards, assessment systems and the role of school committees. Efforts to improve these things are by compiling the MTWP program for the period 2021-2025. This research was conducted to improve the performance or achievement of the work program of SMAN 1 Pagaden in period 2021-2025. This research was conducted at SMAN 1 Pagaden, Subang Regency, which took place from January to April 2021. The data was processed using the quality reports application published by the West Java education quality assurance institute as a measure of the achievement of the work program in the previous year. The data is processed and analyzed using the description method. The remedial/enrichment program so far has not been effective, it still uses the effective hours of teaching and learning. Improvements to the remedial/enrichment program aim to improve the quality of learning, with higher learning achievement expected to have an impact on the standard chart of content so that it can go to the national education standard 4 category. Strengthening remedial and enrichment programs can be optimized through the use of school operational assistance funds.

Abstrak: Rencana Kerja Jangka Menengah (RKJM) dalam penyusunannya melibatkan pengawas sekolah, kepala sekolah, komite sekolah, guru-guru serta komponen lainnya yang terlibat di lingkungan sekolah SMAN 1 Pagaden. Tujuan penyusunan RKJM ini sebagai kerangka kerja semua komponen di SMAN 1 Pagaden dalam empat tahun. RKJM di SMAN 1 Pagaden merupakan upaya untuk meningkatkan mutu pendidikan seperti pengembangan kurikulum dan perbaikan saran dan prasarana, alat pelajaran, perbaikan manajemen, pembiayaan dan sumber dana sekolah, standar kelulusan, sistem penilaian dan peran komite sekolah. Upaya untuk meningkatkan hal-hal tersebut adalah dengan menyusun program RKJM periode 2021-2025. Penelitian ini dilakukan untuk meningkatkan kinerja atau capaian program kerja SMAN 1 Pagaden dalam kurun waktu 2021-2025. Penelitian ini dilakukan di SMAN 1 Pagaden Kabupaten Subang yang berlangsung dari bulan Januari hingga bulan April 2021. Data diolah dengan menggunakan aplikasi raport mutu yang diterbitkan oleh Lembaga Penjaminan Mutu Pendidikan (LPMP) Jawa Barat sebagai alat ukur ketercapaian program kerja pada tahun sebelumnya. Data diolah dan dianalisis dengan menggunakan metode deskripsi. Program remedial/pengayaan selama ini belum efektif, masih menggunakan jam efektif kegiatan belajar mengajar. Perbaikan pada program remedial/pengayaan bertujuan untuk meningkatkan mutu pembelajaran, dengan semakin tinggi ketercapaian pembelajaran diharapkan akan memberikan dampak pada grafik standar isi agar dapat menuju kategori 4. penguatan program remedial dan pengayaan dapat dioptimalkan melalui penggunaan dana bantuan operasional sekolah.

A. Introduction

Refers to Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards (NES) as an amendment to Government Regulation Number 19 of 2005 concerning NES and other applicable regulations where the school is established (regional regulations). These regulations are the basis for schools to be able to provide quality education. In an effort to achieve the NES, schools must have good quality management. Schools are "institutions that manage humans and aim to create quality humans, of course this requires more extra thought than goods management institutions" (Fadhli, 2017), so good management is needed. Society and education management must abstain from the habit of using "short programs", quality improvement can be achieved through continuous change not with short programs (Indana, 2017).

Management according to Terry (in Ibrahim, 2016) states that "management is a distinctive process consisting of actions: planning, organizing, mobilizing and monitoring carried out to determine and achieve the goals that have been set through the use of human resources and other sources". Based on the management theory put forward by Terry, before carrying out the work programs, a MTWP of SMAN 1 Pagaden was prepared. The MTWP in its preparation involves school supervisors, principals, school committees, teachers and other components involved in the school environment of SMAN 1 Pagaden. The purpose of preparing this MTWP is as a framework for all components at SMAN 1 Pagaden in four years. "A good MTWP program will produce good results as well, including student learning outcomes. This will be achieved if the principal performs, masters/capable and understands the MTWP, because the MTWP is a reference in school management" (Nursimah, 2019).

The MTWP at SMAN 1 Pagaden is an effort to improve the quality of education such as curriculum development and improvement of advice and infrastructure, learning tools, management improvements, school funding and sources of funds, graduation standards, assessment systems and the role of school committees. Efforts to improve these things are by compiling the MTWP program for the period 2021-2025.

The main purpose of preparing the MTWP is that SMAN 1 Pagaden can know in detail the actions that must be taken so that the goals, obligations, and targets of school development can be achieved. The MTWP also ensures that all programs and activities undertaken to develop schools have taken into account the expectations of stakeholders and the real conditions of the school. Therefore, the process of preparing the MTWP has involved all stakeholders.

The target of the MTWP for the Principal of SMAN 1 Pagaden is as a reference for implementing the program for a period of four years and its elaboration, namely the annual work plan. For educators and education personnel, SMAN 1 Pagaden is a more detailed picture in carrying out teaching tasks and realizing the programs assigned to them. As for the Committee Management of SMAN 1 Pagaden, it is a reference to carry out continuous evaluation of the performance of SMAN 1 Pagaden.

The benefits of preparing the MTWP are as a working guideline (frame of reference) in developing schools, a basis for monitoring and evaluating the implementation of school development, reference materials for identifying and proposing educational resources needed for school development, as a reference for schools to achieve improvement targets. the quality of education within a period of four years, as a guide for schools in utilizing education subsidies both from the government and non-government, as a source of inspiration for all school members in improving the quality of education and learning, as

well as as a benchmark for the successful implementation of various quality improvement programs school education. Therefore, this research was conducted to improve the performance or achievement of the work program of SMAN 1 Pagaden in the period 2021–2025.

B. Method

This research was conducted at SMAN 1 Pagaden, Subang Regency, which took place from January to April 2021. The data was processed using the Quality Reports application published by the West Java Education Quality Assurance Institute as a measure of the achievement of the work program in the previous year. The data is processed and analyzed using the description method. To fill in each indicator in the 8 Education Standards, a School Education Quality Assurance Team is prepared which is responsible for processing data based on the indicators provided in the Quality Report. The data is used to make a SWOT analysis in the MTWP of SMAN 1 Pagaden for the 2021–2025 academic year.

C. Result and Discussion

The main strategic policies, programs, targets, and strategies for implementing education development designed in the strategic plan of SMAN 1 Pagaden 2021–2025 are prepared taking into account the circumstances and challenges in the strategic environment so that the goals for the next four years are more realistic and consistent with the principles of education management. effective, efficient, accountable and democratic. Where the indicator of planning is that the principal must prepare school/madrasah plans for various levels of planning consisting of the principal developing the MTWP, RKT/RKAS with other programs based on data from the evaluation results in fulfilling the NES 8 NES (Rosdiana, 2018).

Work programs and strategic plans are prepared based on the results of the SWOT analysis of SMAN 1 Pagaden. The SWOT analysis studied can be seen from both internal and external challenges. SWOT analysis can provide an overview of strengths and opportunities that can be optimized as expressed by Widjaja (2020) "SWOT as an analysis tool for taking alternative strategies based on a map of strengths and opportunities"

Table 1.

Order of achievement Values of NES quality indicators based on the 2020 quality report

| Rating | National Education Standard | 2020 Achievements |
|--------|--|-------------------|
| 1 | Financing Standard | 6.59 |
| 2 | Standards of Educators and Education Personnel | 6.31 |
| 3 | Management Standard | 6.16 |
| 4 | Graduate competence standard | 6.15 |
| 5 | Educational Assessment Standards | 5.84 |
| 6 | Content Standard | 4.47 |
| 7 | Process Standard | 5.55 |
| 8 | Facilities and Infrastructure Standards | 4.47 |

Source: 2020 quality report card

| Category | Lower limit | Upper limit |
|----------|-------------|-------------|
| To NES 1 | 0 | 2.04 |
| To NES 2 | 2.05 | 3.7 |
| To NES 3 | 3.71 | 5.06 |
| To NES 4 | 5.07 | 6.66 |
| NES | 6.67 | 7 |

the achievement of content standards and standards for facilities and infrastructure in 2020 is still low when compared to other standards. In this study, the target of improvement at SMAN 1 Pagaden is the content standard in order to reach the category towards NES 4. The assessment indicators for content standards include; learning tools according to the formulation of graduate competencies, containing characteristics of attitude competencies, containing characteristics of knowledge competencies, containing characteristics of skill competencies, adjusting student competency levels, and adjusting the scope of learning materials.

The results of research conducted by Damanik, (2015) "to meet content standards, schools need to hold training and workshops for teachers and education staff, in collaboration with DU/DI and similar vocational schools, requiring teachers to carry out their duties with full responsibility".

Table 2. Content standard analysis

| Ideal Condition | Real Condition | Evaluation |
|--|---|--|
| Curriculum development at education unit level use the guide compiled by BSNP | There are still school stakeholders who do not understand the curriculum used, even though the school has disseminated it to all school stakeholders as a whole | The school always disseminates the school curriculum to all school stakeholders as a whole |
| The curriculum is made with consider character area, social needs society, cultural conditions, age students, and needs learning | Almost all teachers in the school have compiled a local content syllabus | Schools need to create excellent programs for the potential and self-development of students |
| The curriculum has shown there is an allocation of time, a plan remedial and enrichment programs for student | The implementation of remedial/enrichment is not fully effective, it still uses the effective hours of KBM | Schools make remedial and enrichment programs carefully |

| | | |
|---|--|---|
| Schools provide services guidance and counseling for make ends meet participant personal development educate | <ol style="list-style-type: none"> 1. Not all guidance and counseling results have been followed up. 2. Schools lack guidance and counseling teachers so that services cannot be maximized | Schools need to follow up on the results of guidance and counseling and add Guidance and Counseling teachers |
| The school provides activities extracurricular to fulfill development needs learner's personal | <ol style="list-style-type: none"> 1. The school has held extracurricular activities to develop the interests and talents of students. 2. Every extracurricular has a work program which will end with an activity report. | Schools improve extracurricular activities |
| Syllabus developed based on Content Standards, Competency Standards Graduates, and KTSP guides | Not all syllabuses have taken into account the situation and conditions of the school | Schools need to make a grand syllabus and development that is adapted to the teacher's reference book |
| Learners get equal opportunity for carry out exploration and elaboration and get confirmation | Only 60% of educators provide opportunities for students to get confirmation in the learning process | Schools need to increase exploration and elaboration to obtain the same confirmation for students. And coaching for teachers who have not implemented effective learning through technical coaching by the Principal/Supervisor |
| Supervision and evaluation the learning process is carried out regularly and continuously by the Principal and Supervisor | School supervisors have not conducted regular and ongoing supervision and evaluation of the learning process for all teachers | Schools need to improve the supervision and evaluation of the learning process which is carried out regularly and continuously by the Principal and Supervisor |

Source: Research Result Data

Based on the results of the analysis above, there is an imbalance between real conditions and ideal conditions at SMAN 1 Pagaden. Therefore, there must be efforts to improve the quality of education such as curriculum development and improvement of facilities and infrastructure, learning tools, improvement of management, funding and sources of school funds, graduation standards, assessment systems and school committees.

Efforts to improve these things are by compiling the MTWP program for the period 2021-2025.

In the table it can be seen that the priority scale that must be carried out is to increase the implementation of remedial/enrichment. The remedial/enrichment program so far has not been effective, it still uses the effective hours of teaching and learning. Because only 60% of educators provide opportunities for students to get confirmation in the learning process, schools need to increase exploration and elaboration to obtain the same confirmation for students. And coaching for teachers who have not implemented effective learning through technical guidance by the Principal/Supervisor.

Improvements to the remedial/enrichment program as well as the supervision of the principal aim to improve the quality of learning, with higher learning achievement expected to have an impact on the standard graph of content so that it can go to the SNP 4 category. As in Hasibuan (2014) research which reveals that "the basis for consideration of providing remedial, among others, is to streamline the learning process. Another basis is to explore the level of student learning abilities.

There are still a small number of teaching personnel who do not have a deep appreciation regarding supervisory functions so that there is a need for guidance from the principal which is carried out based on inputs from all elements of the school. An article written by Ajasan (2016) states that "the role of academic supervision carried out by the principal to teachers aims to improve professionalism and the quality of learning".

According to Ginting (2020) that "supervision is a professional coaching process carried out by school principals which has the aim of increasing teacher professionalism in carrying out learning tasks. Therefore, the principal must have a good approach with the teachers".

The strengthening of learning is not only through the supervision program carried out by the principal for teachers but also through remedial activities. The remedial program is intended to obtain a more accurate picture of a student's ability to achieve learning, the difficulties faced by students, the location of their weaknesses, the factors that cause these weaknesses. With remedial programs, whether the student can be assisted by the teacher or need the help of others, how much time is given, when, by whom, and so on. Furthermore, the remedial program is intended to improve the learning outcomes of students who have not yet reached the Minimum Completeness Criteria. In an article written by Mutmainah, et al (2015) stated that "teachers should be accustomed to analyzing daily test results, so that indicators of questions that are not demanding are clearly visible, and teachers can choose remedial strategies. the most appropriate." Remedial can be done through remedial teaching and remedial tests.

Remedial tests can be done by requiring students to repeat the main material that has been taught by giving instructions, including; 1) Mark and indicate the parts that are considered important which are weaknesses for the students concerned. 2) Make questions that aim to direct students in studying the material. 3) Provide encouragement and enthusiasm for learning. 4) Provide reading material so that students can learn the material being remedial. 5) Provide time to discuss or answer students' questions if they have difficulty understanding the material. 6) Clarify the various terms contained in the main material or material so that it is easily understood by students.

In addition, students are required to follow other alternative activities that are equivalent to the learning they have taken and have the same goals. It is also necessary, the teacher provides direction about; 1) What activities must be done by students. 2) What

materials can support the activities being carried out. 3) Which part gets special emphasis. 4) What questions should be asked to focus more attention on the core of the problem. 5) The way that students should take to be able to master the material.

At the time of student learning difficulties are not due to difficulties in learning, but rather due to other factors, such as not liking certain subjects because of the teacher's behavior, problems related to parents, problems with peers, due to slow learning, below average potential, etc. what must be done is that the student must first be given psychotherapy services and guidance and counseling. This guidance service can be in the form of individual or group services. Of course, in this case the teacher of the field of study cannot handle it completely, but requires a counselor, psychiatrist, and other experts. If this problem has been solved, then remedial teaching can be done.

At the end of the remedial activity, a re-evaluation of the achievement of the remedial program should be carried out. Can the remedial program improve student learning outcomes? The main objective of this evaluation is to meet the minimum expected success rate criteria, for example 75% or 80% (depending on the policy of each school). If it still doesn't work, the next diagnosis, prognosis, and remedial teaching should be done again. The same cycle will continue until the minimum passing criteria have been met.

The real condition at SMAN 1 Pagaden in the implementation of remedial/enrichment is not yet fully effective, still using the effective hours of KBM. So that a follow-up plan is made in the form of making a mature remedial and enrichment program. Furthermore, the development of the content standards analysis above will be described in a SWOT analysis to strengthen the content standards program.

Table 3. SWOT Analysis Against Content Standards

| Aspect | Strength | Weakness | Opportunity | Threat |
|---------------------|--|---|---|--|
| Document Curriculum | Have a curriculum document that has been approved by the Provincial Education Office in accordance with the guidelines for the preparation of the KTSP | The content of the new curriculum meets the minimum standards | Government support in the form of policies and funds in the field of education in the form of School Operational Assistance (BOS) and West Java Regional Government Operational Assistance (BOPD) | During the preparation of the KTSP, not all school components came and provided solutions even though they had received an invitatio |

| Aspect | Strength | Weakness | Opportunity | Threat |
|-----------------------------------|---|---|--|---|
| Syllabus Preparation/D evelopment | The preparation of the syllabus and learning tools is carried out through activities held specifically to involve all teachers. | Not all teachers are skilled in developing syllabus, remedial, and enrichment | The potential and experience of teachers in the field of study are on average more than 10 years. There is an education consultant | Maximizing the syllabus development program and compiling remedial and enrichment programs for all teachers under the guidance of consultants |
| Syllabus Preparation/D evelopment | The preparation of the syllabus and learning tools is carried out through activities held specifically to involve all teachers | Not all teachers are skilled in developing the syllabus | The potential and experience of teachers in the field of study are on average more than 10 years. There is an education consultant | Maximizing the syllabus development program for all teachers under the guidance of a consultant |
| Supervision | Implement a supervisory program which includes monitoring, supervision, evaluation, reporting and follow-up on the results of supervision | There are still a small number of teaching personnel who lack a deep understanding of supervisory functions | Guidance from the principal is always carried out based on input from all elements of the school | Every innovation effort often does not run smoothly, but instead will face resistance, especially from those who like establishment |
| Evaluation | Implement an evaluation program in accordance with the provisions | There needs to be a strategy for implementing the KTSP evaluation and development program | Guidance from the principal is always carried out based on suggestions from all elements of the school | Every innovation effort often does not run smoothly, but instead will face resistance, especially from those who like establishment |

Source: Observation Data

With government support in the form of policies and funds in the field of education in the form of School Operational Assistance and Operational Assistance for the West Java Regional Government, these funds can be realized to develop a remedial and inquiry

program. These funds can be used to buy learning media so that students who initially cannot understand abstract material but are delivered using the lecture method. The presence of learning media is expected to provide an illustration of material that can be understood by students so that the achievement of the Minimum Completeness Criteria can be increased through this remedial program. As in Masyitah's research, (2019) regarding the use of School Operational Assistance funds, one of which is used for activities "Financing student activities: remedial programs, enrichment programs, sports, arts, youth scientific works, scouts, youth red cross and the like".

From the description above, it is hoped that the implementation of education at SMAN 1 Pagaden will avoid educational practices that place students incompletely. So that the presence of learning media can display abstract material that can be understood by students. It is hoped that by understanding the material well, student learning outcomes can be improved. As stated by Audie (2019) that "the use of media in learning can help educators provide subject matter to students interactively and can streamline learning time. In addition, the use of learning media can increase students' motivation to learn.

Remedial and enrichment programs are included in the main strategic policies, programs, targets, and strategies for implementing education development which are designed in the Strategic Plan of SMAN 1 Pagaden 2021-2025 prepared by taking into account the circumstances and challenges in the strategic environment so that the goals for the next four years are more realistic. and consistent with the principles of efficient, effective, accountable and democratic education management.

Furthermore, efforts to improve the 2020 Quality Reports on content standard indicators are through strengthening the supervision program. So far, the supervisory program which includes monitoring, supervision, evaluation, reporting and follow-up on the results of supervision is still in the low category so that efforts are needed to improve the function of the principal in supervision. Ideally, schools should supervise and evaluate the learning process regularly and continuously by the Principal and Supervisor.

However, in reality there are still a small number of teaching personnel who do not have a deep understanding of supervisory functions. So there must be guidance from the principal always based on input from all elements of the school. Based on research conducted by Istianah, I. (2019) states that "the impact of academic supervision on teacher professionalism and the quality of graduates is that teachers know and correct deficiencies and weaknesses in teaching and learning activities, teachers can improve in terms of learning methods, teaching and learning techniques, mastery class, discipline, better teaching quality, teachers after being supervised can be more confident in teaching".

Strengthening remedial, enrichment, and supervision programs can improve Quality Reports in 2021. Efforts are being made to strengthen remedial, enrichment, and supervision programs, namely by compiling work programs and strategic plans based on the results of the SWOT analysis of SMAN 1 Pagaden. The SWOT analysis studied can be seen from both internal and external challenges. The analysis carried out examines the strengths and weaknesses as well as opportunities and challenges which are grouped into 7 Situational Goals/Objectives with main themes that lead to efforts to fulfill the National Education Standards 8 that have been set.

D. Conclusion

Closing is written to direct the reader to important things that are not superficial and narrow. The conclusion consists of two parts, conclusions and suggestions. The conclusion

provides a summary of the description of the results and discussion in general, refers to the research objectives, and links the results of research in the field. Based on these three things, new ideas are developed which are the essence of the research findings.

Suggestions are compiled based on the research findings that have been discussed. Suggestions can refer to practical action, development of new theories, and follow-up research.

References

- Ajasan, N. U. (2016). Efektivitas Pelaksanaan Supervisi Akademik Oleh Kepala Sekolah Dalam Meningkatkan Kinerja Guru di SMK Negeri 1 Meulaboh. *Jurnal Administrasi Pendidikan: Program Pascasarjana Unsyiah*, 4(3).
- Audie, N. (2019). Peran Media Pembelajaran Meningkatkan Hasil Belajar Peserta Didik. In *Prosiding Seminar Nasional Pendidikan FKIP* (Vol. 2, No. 1, pp. 586-595).
- Damanik, J. (2015). Upaya dan Strategi Pemenuhan Standar Nasional Pendidikan. *Jurnal Dinamika Pendidikan*, 8(3), 151-160.
- Fadhli, M. (2017). Manajemen peningkatan mutu pendidikan. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 1(2), 215-240.
- Ginting, R. (2020). Fungsi Supervisi Kepala Sekolah Terhadap Kinerja Guru. *JURNAL EDUKASI NONFORMAL*, 1(2), 88-93.
- Hasibuan, N. (2014). Mengoptimalkan Hasil Belajar Melalui Pembelajaran Remedial. *Edukasia: Jurnal Penelitian Pendidikan Islam*, 9(2).
- Ibrahim, A. (2016). Analisis Implementasi Manajemen Kualitas Dari Kinerja Operasional Pada Industri Ekstraktif Di Sulawesi Utara. *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi*, 4(2).
- Indana, N. (2017). Implementasi *Total Quality Management* (TQM) dalam Meningkatkan Mutu Pendidikan: (Studi Kasus di MTs Salafiyah Syafi'iyah Tebuireng). *Al-Idaroh: Jurnal Studi Manajemen Pendidikan Islam*, 1(1), 62-86.
- Istianah, I. (2019). Implementasi Program Supervisi Akademik Kepala Sekolah Dalam Meningkatkan Profesionalisme Guru di SMAN 1 Cikarang Utara dan MAN Kabupaten Bekasi. *Jurnal Administrasi Pendidikan*, 26(1), 72-87.
- Nursimah, N. (2019). Meningkatkan Kinerja Kepala Sekolah Binaan Dalam Menyusun Rencana Kerja Jangka Menengah (RKJM) Melalui Supervisi Manajerial dengan Menggunakan Metode Monitoring dan Model Investigasi Kelompok di Kabupaten Aceh Barat. *Serambi PTK*, 6(4), 191-197.
- Masyitah, M. (2019). Akuntabilitas Pengelolaan Dana Bantuan Operasional Sekolah (Bos). *Meraja Journal*, 2(2), 185-201.

- Mutmainah, M., Irnidayanti, Y., & Puspitaningrum, R. (2015). Penerapan Program Remedial Dalam Pembelajaran Biologi di Sekolah Menengah Atas. *PARAMETER: Jurnal Pendidikan Universitas Negeri Jakarta*, 27(2), 187-192.
- Rosdiana, R. (2018). Analisis Kemampuan Manajerial Kepala Sma Negeri I Pangkajene Kabupaten Pangkep. *Eklektika: Jurnal Pemikiran dan Penelitian Administrasi Pendidikan*, 3(1), 9-16.
- Widjaja, W. (2020). Strategi Pengembangan SMA Menggunakan Analisis Swot: Studi Kasus SMA Nrd, Jakarta, Indonesia. *Jurnal ECODEMICA*, 4(1), 103-116.