



Educational Planning to Address Basic Education Problems at the Macro, Micro and Meso Levels

Dwi Septiasih

Universitas Negeri Yogyakarta, Indonesia

ABSTRAK

Penelitian ini bertujuan untuk melihat bagaimana perencanaan pendidikan dalam mengatasi masalah-masalah yang ada di pendidikan dasar level makro, mikro dan meso. Penelitian ini menggunakan studi literatur terkait perencanaan pendidikan dan masalah-masalahnya. Pengumpulan data menggunakan bantuan data BPS dan Google Scholar. Hasil dari penelitian ini pertama terdapat masalah di dunia pendidikan yang ada di Indonesia. Sistem pendidikan yang ada di Indonesia harus dirancang dengan mempertimbangkan banyak hal. Perencanaan pendidikan merupakan kegiatan yang bisa melihat dan berdampak pada masa mendatang dalam hal menentukan prioritas, kebijakan serta biaya pendidikan dengan mempertimbangkan faktor ekonomi, politik dan sosial. Sistem pendidikan di Indonesia mengalami banyak perubahan, hal ini disebabkan karena perencanaan pendidikan yang kurang memahami aspek-aspek yang terkait dengan perencanaan, sehingga sistem pendidikan nasional yang dihasilkan kurang baik. Kedua peneliti menyatakan bahwa perencanaan sebagai salah satu fungsi manajemen yang sangat penting, bahkan melekat pada kegiatan sekolah dan meningkatkan pendidikan. Pemerintah perlu merancang perencanaan pendidikan secara terintegratif dan komprehensif. Perencanaan mempunyai pengaruh besar terhadap pemerataan pendidikan di Indonesia.

Kata-kata Kunci: Perencanaan; Pendidikan; Masalah Pendidikan Dasar

ABSTRACT

This study aims to examine how education planning addresses problems in basic education at the macro, micro and meso levels. This research uses literature studies related to education planning and its problems. Data collection uses the help of BPS data and Google Scholar. The result of this research is firstly that there are problems in the world of education in Indonesia. The education system in Indonesia must be designed with many things in mind. Education planning is an activity that can see and have an impact on the future in terms of determining priorities, policies and education costs by considering economic, political and social factors. The education system in Indonesia has undergone many changes, this is due to education planning that lacks understanding of the aspects related to planning, so that the resulting national education system is not good. Both researchers stated that planning as a management function is very important, even inherent in school activities and improving education. The government needs to design education planning in an integrated and comprehensive manner. Planning has a major influence on the equitable distribution of education in Indonesia.

Keywords: 1st Planning; 2nd Education; 3rd Basic Education Issues

INTRODUCTION

Educational planning is the basis of implementation in the world of education from time to time to develop and achieve educational goals (Aisyah, 2018). Conceptually, the realm of educational planning includes planning, implementation, control and supervision. The realm of educational planning points to supervision regarding curriculum, human resources, facilities, infrastructure and learning resources in order to achieve quality educational goals (Sunaengsih, 2017). Educational planning has an important role in starting the implementation of education. Planning is based on a certain period of time, namely short, medium and long term.

Budi & Ilmi (2022) state the elements that must be built in planning to be appropriate advice and according to the first standard of analysis based on radical, advocacy, transactive, synoptic, and incremental theories. Second, education planning is carried out to improve education starting from the current situation that occurs towards the expected development. Third, education planning is an investment in education in the long term and the results can only be seen in future generations. Fourth, the process of policy formation in the short, medium and long term (macro, micro and meso level planning). Fifth, the basis of efficiency and effectiveness of education planning by taking into account the allocation of costs, funding sources and education development personnel. Sixth, the goals and needs of students are international, national, regional and local by emphasizing the external and internal aspects of the education system being developed. The need for educator planning is due to the complexity of society such as the existence of limited natural resources, population problems, environmental problems, the need for educators and population problems.

Until now, there are many educational problems in Indonesia, ranging from the development and unmet needs of educators, curriculum changes, and leadership crises (Misfah, 2018). The alleviation of educational problems really needs to be carried out comprehensively. For the implementation of effective education in primary schools, planning is needed. According to Banghart and Trull (1973) there are several recommendations that must be considered in planning education such as (1) identifying various policies related to the education system, (2) considering and evaluating various educational methods related to specific problems in the field of education, (3) observing problems said to be critical that require research, attention and development, (4) evaluating the weaknesses and advantages of the existing education system, (5) running the components and education system (Assidiqi et al., 2023). The function of planning is as a guide for the implementation of activities that have been arranged systematically, comprehensively and transparently.

Planning will direct the school in achieving what goals have been set (Sahnan, 2017). This means that planning will provide direction for the achievement of goals in a system, because basically the system will run well and smoothly if there is a mature plan. Planning is considered good and mature, if it fulfills the elements and requirements in the planning itself. Especially for elementary school level educational institutions, planning occupies a strategic position in the entire educational process. Educational planning provides a clear direction for the process and efforts in organizing education, so that the management of educational institutions is carried out effectively and efficiently.

But in reality, the element of educational planning becomes a factor of equipment and the elaboration of leadership policies, so it often happens that the goals that have been set are not achieved optimally. This can be used as an example of planning problems in primary schools in Indonesia. Therefore, this article will discuss the importance of planning in education to overcome basic education problems at the macro, micro and meso levels.

RESEARCH METHODS

This research uses the literature study method in obtaining information and understanding of the research topic and providing a theoretical basis for researchers. According to Crewell and Hasby, literature study is a series of activities related to library data collection methods, recording, reading and classifying information into the required topics and documents (Laili et al., 2023). Data collection in this method from sources such as books, trusted websites and scientific journals, with the aim of evaluating the accuracy and relevance of the information sources used. By conducting a literature study, researchers can explore the topic more deeply and broadly regarding the problem to be researched.

When conducting a literature study, the author can search for sources related to the research topic, then evaluate and organize the information systematically. Literature study has several stages from determining the topic and sources of information to be used, to compiling a summary of the information obtained (Snyder, 2023). The advantage of this method is to obtain information from various sources in a short time without having to conduct field research which requires time and money (Ananda et al., 2023). In addition, the literature study assesses the accuracy, reliability and relevance of the information sources used by researchers. It should be underlined that desk research cannot replace field research, but can only be used as part of a broader research.

RESULT & DISCUSSION

a. Basic Education Issues

Problems that often occur in the education planning process in Indonesia become obstacles in achieving educational goals. There are several problems encountered in education planning as follows:

1. Educational opportunities

The category of educational opportunities is seen from the point of view of the APBN and APBD budget aspects of the cost of education in Indonesia.

a. Education Budget

Article 31 of the 1945 Constitution reads: "The state shall prioritize an education budget of at least twenty percent of the state budget and regional budget revenues and expenditures for the needs of organizing public education." Less than 20% of the state budget (only this year reaching 20%) and waste of budget resources (misuse of BOS, corruption and others).

b. Higher Education Costs

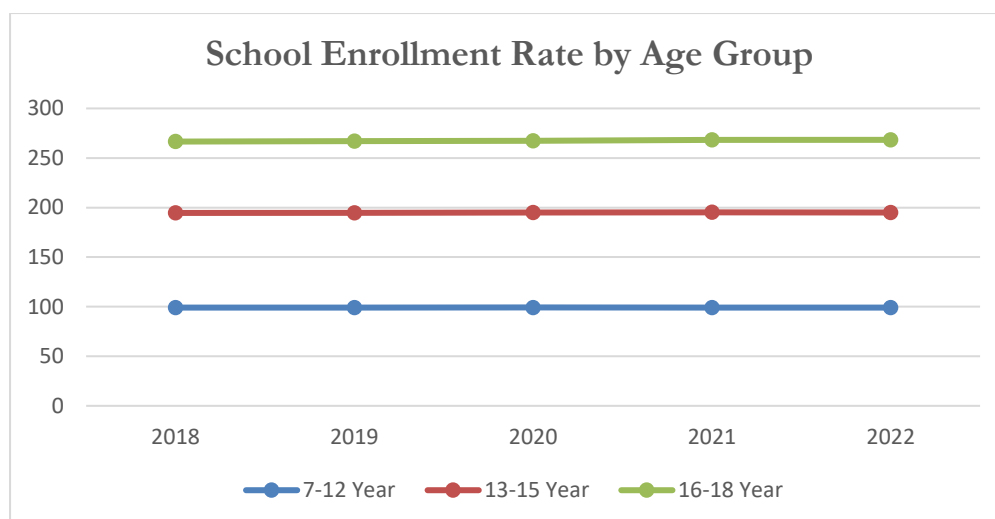
The government has established a free program, but there are still those who charge fees (Hartanto, 2023). This means that there is no equalization in certain areas, which is the cause of the gap in education.

2. Education Equity

Problems regarding education equity in Indonesia begin with geographical conditions, then followed by the success rate of formal education, facilities and infrastructure are not yet adequate in certain areas (Rosmana et al., 2022). The factors that hinder education equity are as follows:

a. Unequal education services in terms of geographical factors

It is a fact that education services in Indonesia are still focused on the island of Java and urban areas. In fact, many regions have not received maximum education services. This is evidenced by data from BPS regarding Indonesia's School Participation Rate (APS) in 2021. APS is the proportion of school children of a certain age according to the level of education. From BPS data regarding children aged 7-12 years, it is classified in the high category with a range of 90%. This means that children aged 7-12 years are mostly in school.



Source BPS 2022

Figura 1. School Participation Rate by Age Group.

It can be seen in Figure 1. that the APS is unstable. Factors that can make APS experience instability are due to economic factors during the pandemic.

b. Many Children Drop Out of School

According to UNICEF data, Indonesia has approximately 4.1 million children and adolescents out of school (7-18 years old). This can also be influenced by geographical, economic and physical factors. Geographically, the out-of-school rate (ATS) ranges from 1.3 percent in Yogyakarta - a relatively affluent area - to 20.7 percent in Papua - the easternmost and poorest province in Indonesia (Susenas 2020). BPS data in prov. NTT (78.83%), Prov. Papua (66.06%) and while the SMA / equivalent level is only 3 provinces: Ep. Riau is above 80%, DKI Jakarta, DIY and with the lowest in Prov. NTT (44.88%). and Prov. Papua (32.95%).

c. Unequal Facilities and Infrastructure

It can be said that quite a number of schools in Indonesia in terms of facilities and infrastructure are not adequate (Jannah & Aini, 2023). Judging from BPS data for the 2020/2021 school year, there was a decrease in the number of schools mostly in secondary level private schools. Where the largest decrease was at the senior high school level by 2.15% in 2019/2020, followed by the junior high school level.

3. Quality of education

The quality of education is closely related to the readiness of educational facilities. Where conditions are not the same throughout Indonesia, such as rural areas that will not be the same as urban areas (Kusnandi, 2017). Education quality is viewed from three perspectives as follows:

a. Society's Perspective

One of the causes of the quality of education is the view of society. Many people think that education is not important and not mandatory. Unlike the case with Japan, which prioritizes the importance of education by introducing problem solving to students, it is different in Indonesia, which prioritizes students to memorize material (Montanesa & Firman, 2021).

b. The Changing Curriculum

The phenomenon of curriculum change is very familiar in Indonesia following the demands of the times and ministry policies. According to Arin et al., (2023) stated that curriculum changes that occur in a relatively short time span can cause confusion for those who live it such as students, teachers, parents and related parties.

b. Basic Education Planning

1. The nature of the planning approach for basic education

One of the functions of management is planning. Planning has a great influence on the success of an activity. For the implementation of effective education at the primary school level, there must be planning. The existence of a plan will direct the agency to achieve the specified goals. This means that planning can provide direction for goal achievement. Planning is said to be good if it fulfills the elements and conditions in the planning itself.

In fact, the educational planning element is only used as a complement to the leadership's policy so that the objectives are not achieved optimally. The reason is that education planners still do not understand the planning mechanism in a more comprehensive context. There are several reasons planning is considered important: (1) With planning, it can be done an estimate (forecasting) of things in the implementation period that will be passed. (2) the existence of a plan is expected to be a guide and direction for the implementation of activities aimed at achieving goals. (3) planning can be done by counseling the priority scale. (4) the existence of a plan will be one of the measuring instruments for conducting work evaluation or supervision. (5) with planning, estimates can be made of things in the implementation time to be passed.

Planning plays an important role in primary education. With planning, it will be able to predict future work and can be used to predict the results to be achieved. According to Sahnan (2017), the planning steps are as follows:

- a.) Determine and formulate the objectives to be achieved
- b.) Researching the work and problems to be carried out

- c.) Collecting the necessary information and data
- d.) Determining the course of action
- e.) Formulate the problem to be solved
- f.) Determine who is going to do it and what can influence the implementation of the action
- g.) Determine how to make changes and plan.

According to experts, there are various approaches to educational planning, namely:

- a) Social needs approach

Educational planning using the social needs approach is called a traditional approach by experts, because the focus or objectives to be achieved in this social needs approach emphasize more on: the fulfillment of the needs or demands of all individuals for basic education services; the provision of learning services to free the school-age population from illiteracy; and the provision of education services to free people from the fear of colonization, ignorance and poverty. Hence this social needs approach is usually implemented in countries that have just gained independence from colonization, with the condition of the indigenous people who are underdeveloped in education and socio-economic conditions. and socio-economic conditions

If this social needs approach is used, then there are several things that need to be considered or considered by planners in preparing education planning, including: conducting an analysis of population growth; conducting an analysis of the level of citizen participation in the provision of education, for example analyzing the percentage of educated and uneducated population, which can contribute to the improvement of education services in each education unit; conducting an analysis of the dynamics or movement (mobility) of students from elementary school to college, for example grade promotion, conducting an analysis of the dynamics or movement (mobility) of students from elementary school to college, for example grade promotion, graduation, and dropping out; conducting an analysis of the interest or desire of community members about the type of education services in schools; conducting an analysis of the educators and education personnel needed, and can function optimally in the process of education services; and conducting an analysis of the educators and education personnel needed. Conduct an analysis of the educators and education personnel needed, and can function optimally in the education service

process; and conduct an analysis of the relationship between the output of the education unit and the demands of the community or social needs in the community.

There are several advantages and disadvantages of using the social needs approach in education planning. Among the positives of this approach are among others:

- 1) This approach is better suited to societies or countries that are newly independent societies or countries where the social needs, especially education services are still very low or many are still illiterate.
- 2) This approach will be faster in providing the equitable distribution of basic education services needed by community members, due to underdevelopment in the field of education due to colonization, so that the education services provided are directly in contact with the social needs of the community. education services provided are directly in contact with the basic social needs felt by the community. social needs felt by the community.

Meanwhile, the weaknesses of this social needs approach include:

- 1) This approach tends only to answer the problems needed by the community at that time. the community at that time, namely the fulfillment of the needs or demands of basic education services as much as possible. basic education services as much as possible, thus ignoring considerations of efficiency of education financing.
- 2) This approach emphasizes the quantity aspect (the number of people served). as much as possible), thus paying less attention to the quality and effectiveness of education. Therefore, this approach seems more wasteful.
- 3) This approach ignores the characteristics and patterns of man power requirements that are required in the economic sector of life, thus the results or output of education tends to be less able to meet the demands of the latest science and technology.
- 4) This approach emphasizes on the equitable aspect of education (quantitative dimension) and is less importance to the qualitative aspect.

In addition, this approach does not provide a comprehensive answer in achieving educational goals, because it emphasizes more on the aspect of meeting social needs, while other aspects or areas of life are less considered.

b) Employment Approach

Educational planning using this approach prioritizes the relationship between the output (graduates) of educational services in each educational unit with the demands

or absorption of labor needs in the community. If this approach is used by the compilers of education planning, there are several things that need to be considered, among others:

- 1) Conduct a study or analysis of the various needs required by the world of work in society as carefully as possible.
- 2) Conduct a study or analysis of the various provisions of knowledge and skills that need to be possessed by students so that they are able to adjust quickly (adaptive) to the development of science and technology that occurs in the world of work. and technology that occur in the world of work.
- 3) Reviewing or analyzing the best education service system and is able to provide sufficient provisions for students to enter the world of work. Therefore, it is necessary to analyze employment opportunities and establish cooperation between educational institutions and the world of business and industry (linkage). cooperation between educational institutions and the world of business and industry (link and match).

There are several advantages and disadvantages of education planning using the employment approach, namely: First, some of the advantages of the employment education planning approach, among others: the learning process or educational services in educational units have a high correlation aspect with the demands of the world of work needed by the community; and this approach requires a close relationship between educational institutions and the world of business and industry, this is certainly very positive to minimize the gap between the world of education and the world of industry. with the world of industry-business. Second, some of the weaknesses of the manpower education planning approach include: having a limited role in education planning, because this approach has ignored the role of general secondary schools, and prioritized vocational secondary schools to meet the needs of the world of work. In reality, there are still many vocational high school graduates who are unemployed (their output is not absorbed in the world of work); this planning uses orientation, classification and the ratio between demand and supply; and the main goal is to meet the demands of the world of work, while in the world of work. On the other hand, the demands of the world of work are always changing (dynamic) so fast that vocational education institutions are often unable to anticipate them properly.

- c) Cost-effectiveness approach

This approach is oriented towards the concept of investment in human capital. This approach is often called the profit and loss approach. Among the characteristics of this approach are:

- 1) Education requires a large investment cost, therefore, education planning must consider the economic benefits
- 2) This approach is based on the assumption that: the quality of educational services will produce good output and will directly contribute to the economic growth of the community; an individual's contribution to the economic growth of the community is contribute to the economic growth of the community; a person's contribution to national to national income is proportional to the level of a person's contribution to national income is proportional to his/her level of education; the difference in income of a person in society is determined a person's income difference in society is determined by the quality of his/her education, not by his/her social background.
- 3) Education planning must be truly oriented towards efforts to improve the quality of human resources (mastery of science and technology). improving the quality of human resources (mastery of science and technology), and with the availability of quality human resources, it is expected that the income of the community will increase. quality of human resources, it is expected that the income of the community will increase. d. Education programs that have high economic value will occupy a large financing priority.

There are several advantages and disadvantages of planning education with a cost-effectiveness approach, namely: First, the advantages of the cost-effectiveness approach include: the education planning that is prepared will have functional aspects and economic benefits, so that forms of education services that are considered less productive can be eliminated through the investment efficiency approach; and this approach always chooses alternatives that generate more benefits than costs incurred.

Second, the weaknesses of the cost-effectiveness approach include: it is difficult to determine the exact costs and benefits of education services, especially if it is used to measure benefits for a period or future; it is very difficult to measure or calculate the benefits generated by a person in employment associated with previous education services; this approach ignores the relationship between a person's income and internal individual factors (e.g. motivation, conscientious discipline, social class, individual life orientation, and the like), and only looks at the relationship between

education level and income; the difference in a person's income does not solely indicate individual productivity ability, but there are other factors that determine it, namely social convention factors or many influences from group work; and the benefits of education are basically not only measured in the form of financial (material) benefits, but can also be seen from socio-cultural benefits.

d) Integrative approach

Educational planning that uses an integrated approach is considered a more complete and relatively better approach than the three approaches above. This approach is often called the "systemic approach or synergic approach". Among the features or characteristics of the integrative approach is that education planning is based on:

- 1) Integrated orientation and interest in individual development and social (group) development.
- 2) Integration between meeting employment needs (pragmatic) and also preparing for the development of academic quality (idealistic) to prepare for further studies. (idealistic) to prepare for further studies.
- 3) Integration between economic considerations (profit and loss), and socio-cultural service considerations in order to contribute to the realization of socio-cultural integration.
- 4) Integrated empowerment of institutional resources, both internal and external resources. internal resources and external resources.
- 5) The concept that all elements involved in the education service process (program implementation) in each education unit constitute "a system".
- 6) The concept that control and evaluation of program implementation (education planning) involves all parties related to the process of quality education services, while remaining under the command of the leader or head of the education unit. The parties that can be involved in the process of evaluating the implementation of education planning in each education unit are: principals, teachers, students, school committees, school supervisors and education offices.

While the advantages and disadvantages of the educational planning approach integration or integrated education planning approach are:

First, the advantages of an integrated approach include: all resources (internal-external) owned in the process of developing education will be empowered properly and balanced; in the process of implementing the program or educational planning provides maximum opportunities for each school community (principals, teachers,

employees, students and school committees (leaders and parents of students) to contribute positively in accordance with their respective status and role; opportunities for the achievement of educational goals that have been formulated will be more effective, because in integrated planning provides a large enough portion for empowering all potential owned institutionally, and requires active participation from all school community; integrated education planning will be able to face the changes or dynamics of social, economic and cultural life or the high level of competition in all areas of life in the era of globalization; the implementation of an integrated education planning approach will be able to socialize and internalize every school community, to build mental attitudes and patterns of behavior that are integral or multidimensional or comprehensive in understanding and implementing every agenda of life in society; and the output of the educational service process on students will be more displaying a complete portrait of educational results, both the academic quality, the quality of his personality and the quality of his skills.

Second, the weaknesses of the integrated approach include: (1) This approach requires the availability of quality human resources (educators and education personnel), especially the quality of knowledge, mentality or personality, and spirituality. In reality, according to data from the Ministry of Education and Culture 2006-2007, especially regarding the quality of educators (teachers) at a macro (national) level from the most basic to the upper secondary level of education that really meets the quality standards of professional teachers is still less than 20%, or approximately 80% of teachers in Indonesia do not have qualifications as professional teachers. This makes it very difficult to implement integrative the process of implementing integrative education planning. Second, the weaknesses of the integrated approach include: (1) This approach requires the availability of qualified human resources (educators and education personnel), especially the quality of knowledge, mentality or personality, and spirituality. In reality, according to data from the Ministry of Education and Culture in 2006-2007, especially regarding the quality of educators (teachers) at a macro (national) level from the most basic education level to the upper secondary education level that actually meets the quality standards of professional teachers is still less than 20%, or approximately 80% of teachers in Indonesia do not have qualifications as professional teachers. This greatly complicates the process of implementing integrative education planning.

The description of the weaknesses of the integrative or integrated or systemic approach does not actually concern the conceptual realm, but rather touches on the level of supporting elements in the implementation of the program (its application). By Therefore, conceptually, the integrated planning approach is the best approach when compared to other approaches that are more partial (sectoral). The most key things to support the implementation of education programs in integrative education planning are: (a) continue to encourage the development of the quality of human resources of school members, (b) continue to improve the quality of education unit management based on the principles of MPMBS, and (c) continue to improve the quality of community participation (PSM) to achieve education goals. (PSM) to achieve education goals.

2. Basic Education Problem-Solving Planning at the Macro, Meso and Micro Levels.

Based on the existing problems of basic education in Indonesia and the various offers of educational planning approaches at the basic school level, the planning that can solve problems at the basic education level is as follows:

a. Macro-level Education Issues

Constraints to Quality Improvement

Constraints to improving the quality of education are caused by the unprofessionalized role of schools, implementation, inadequate planning, inappropriate curriculum processing, insufficient class hours, unfavorable working environment, staffing, lack of resources and national inequity.

The solutions offered to improve the quality of education include:

- 1) Curriculum development including the way lessons are presented and the study system in general.
- 2) Reproduction of teaching aids for primary schools. Science laboratories and other practical equipment.
- 3) Duplicating textbooks for students and manuals for teachers.
- 4) Organizing activities to improve the quality of teachers through teacher attendance, holding meetings to improve teaching methods in the classroom, organizing seminars for teachers with the aim of improving teachers' professionalism and finally holding workshops.

b. Messo-level Education Issues

Low Teacher Gap

The teacher gap is one that contributes to the low quality of education. Based on a survey by the Federation of Independent Teachers of Indonesia (FGII) in 2017, the monthly salary of civil servant teachers is around Rp. 1.7 million and auxiliary teachers Rp. 400 thousand. With the income described in the FGII results, it cannot meet daily needs. This makes many teachers to work on the side by teaching at other schools, opening tutoring, opening small businesses and so on.

The plan to solve the basic education problem of the low teacher gap is as follows:

- 1) Teachers play an important role in organizing the education system. Of course, one also expects to be compensated sufficiently to fulfill his or her needs when becoming a teacher as a job. In motivation theory, appropriate rewards and punishments are things that can influence work performance and quality, including the guarantee of educator welfare to improve the quality and quality of education which continues to decline.
- 2) In relation to remuneration, the district education office should pay more attention to humane compensation for teachers to fulfill their various needs, given their role in raising a generation. In addition to improving welfare, funding teachers for higher education and organizing various trainings to improve the quality of teachers are also solutions. For example, the solution to low student performance is to improve the quality and quantity of educational materials, improve learning tools and training opportunities.
- 3) Recruitment of the number of teaching and education personnel according to field needs to improve quality and high competence, thus ensuring welfare and honor. Development of adequate and quality facilities and infrastructure to support the teaching and learning process.

c. Micro-level Education Issues

School-level Corruption

School-level corruption is not a new problem for most public schools. It lowers the quality of education and increases the cost of education. Corruption in the form of abuse of power for personal gain is a common practice today. That is why corruption is not easy to solve.

Planning to solve micro-level education problems regarding corruption as follows:

- 1) Creating education policies through consensus between school communities and bureaucrats.

- 2) Explore the issue of transfer and displacement, which is the most important part of mutual agreement in decision-making.
- 3) Schools are used as a reflection of the education bureaucracy, how education is run.
- 4) Building social control at all levels of education enables schools to continuously make changes for the better.
- 5) In implementing teaching and learning programs, principals, teachers, students and communities should be reflected in programs that strengthen teacher capacity and community participation.
- 6) The Ministry of Education and Culture seeks to evaluate all tools related to legislation that needs to be revised and seeks to improve school management capacity on an ongoing basis.
- 7) Creating a planning program regarding school financial management with the aim of school community increasingly concerned with the plans that will be implemented and set by the school.
- 8) School committees also play an important role in creating schools that are accountable, transparent and democratic in organizing and providing quality education services. For this reason, the school committee has a function as a consideration, controller, mediator and supporter.

CONCLUSION

Problems in education in Indonesia cause constraints in planning. Indonesia must plan an education system that considers many things. Planning is an activity that looks at the future in various ways such as determining priorities, policies and education costs by taking into account economic, social and political factors in order to develop the existing education system and students can be served.

Planning includes strategic planning that is measured from various points of view, including the institution, the external environment, opportunities, etc., so that the organization or primary school is managed according to the purpose and achieves the goal. At the same time, action planning is a specific step in the operation of basic education institutions. Good and quality basic education planning can minimize problems that will come or that will arise with various relevant policies and programs. It is expected that each component of training and steak guard pays close attention to potential problems that may or may arise so that in the end plans can be prepared with various appropriate and appropriate approaches.

REFERENCES

- Aisyah, S. (2018). Perencanaan Dalam Pendidikan. *Manajemen Pendidikan Islam*, 7(1), hal. 730.
- Ananda, R., Pahlawan, U., Tambusai, T., Gusliana, R., Pahlawan, U., Tambusai, T., Pahlawan, U., Tambusai, T., Pahlawan, U., & Tambusai, T. (2023). Analisi Kebijakan Pendidikan Terkait Strategi Peningkatan Kinerja Guru Beserta Faktor yang Mempengaruhinya. *MODELING: Jurnal Program Studi PGMI*, 10(2), 383–392. <https://doi.org/https://doi.org/10.36835/modeling.v10i2.1659>
- Arin Tentrem Mawarti, H. & O. A. (2023). Dampak Pergantian Kurikulum Pendidikan Terhadap Peserta Didik Sekolah Dasar. *Jurnal Keguruan Dan Ilmu Pendidikan (JKIP)*, 1(3), 190–203. <https://doi.org/10.61116/jkip.v1i3.172>
- Assidiqi, M., Sariyaton, S., & Purwanta, H. (2023). Integrasi Life Skills Education dalam Pembelajaran Sejarah. *Diakronika*, 23(1), 113–136. <https://doi.org/10.24036/diakronika/vol23-iss1/286>
- Budi, B., & Ilmi, D. (2022). Langkah-Langkah Strategis Merencanakan Pendidikan. *Diklat Review: Jurnal Manajemen Pendidikan ...*, 6(3), 366–372. <https://www.ejournal.kompetif.com/index.php/diklatreview/article/view/995>
- Hartanto, D. L. &. (2023). Tanggungjawab Pemerintah dan Kesenjangan Sosial Dalam Pendidikan. *Jurnal Ilmiah Bidang Umum*, 4(2), 54–67. <https://doi.org/https://doi.org/10.35473/aij.v4i2.2404>
- Jannah, A. M., & Aini, L. (2023). Kajian Literatur Mengenai Permasalahan Pendidikan Dasar “Kurangnya Sarana Dan Prasarana Di Sekolah Dasar”. *School Education Journal Pgsd Fip Unimed*, 13(1), 48. <https://doi.org/10.24114/sejpgsd.v13i1.45521>
- Kusnandi. (2017). Konsep Dasar dan Strategi Penjaminan Mutu Pendidikan: Sebagai Review Kebijakan Mutu Pendidikan. *Indonesian Journal of Education Management & Administration Review*, 1(2), 107–118. <https://doi.org/http://dx.doi.org/10.4321/ijemar.v1i2.942>
- Laili, W., Ishaq, M., Isa Anshori, M., Trunojoyo Madura Alamat, U., Raya Telang, J., & Utm Box, K. P. (2023). Kajian Teori Behavioral Approach Of Leadership: Studi Literatur Review. *Jurnal Riset Dan Inovasi Manajemen*, 1(3), 24–46. <https://doi.org/10.59581/jrim-widyakarya.v1i3.763>
- Misfah, J. (2018). Analisis Kebijakan Pendidikan Mengurai Krisis Karakter Bangsa. In *Ebook* (Dede Munan). Kencana Pernanda Grup. https://books.google.co.id/books?id=4pJeDwAAQBAJ&printsec=frontcover&hl=id&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false
- Rosmana, P. S., Iskandar, S., Fadilah, N., Azhar, N., Oktavini, D., & Munte, A. C. (2022). Upaya Pemerataan Pendidikan Berkelanjutan Di Daerah 3t. *Attadib: Journal of Elementary Education*,

6(2), 405–418.

Sahnan, M. (2017). Urgensi Perencanaan Pendidikan Di Sekolah Dasar. *Jurnal PPkn Dan Hukum*, 12(2), 142–159. <https://pbpp.ejournal.unri.ac.id/index.php/JPB/article/view/4696>

Snyder, H. (2023). Designing the literature review for a strong contribution. *Journal of Decision Systems*, 00(00), 1–8. <https://doi.org/10.1080/12460125.2023.2197704>

Sunaengsih, C. (2017). *Buku Ajar Pengolahan Pendidikan*. UPI Sumedang Pres.