

Principal's Strategy in the Implementation of Deep Learning in High School

Jacobias Deferson Pingak¹, Karwanto², Erny Roesminingsih³

¹ Universitas Negeri Surabaya; jacobiaspingak12@gmail.com

² Universitas Negeri Surabaya; karwanto@unesa.ac.id

³ Universitas Negeri Surabaya; ernyroesminingsih@unesa.ac.id

Article history

Submitted: 2026/06/01; Revised: 2026/09/11; Accepted: 2026/10/06

Abstract

The implementation of Deep Learning as a learning approach in educational transformation requires strategies that align with the characteristics and needs of each educational unit. Schools need not only teacher readiness to implement aware, meaningful, and engaging learning but also effective leadership to guide, support, and sustain its implementation. This study aims to describe and analyze principals' strategies in formulating, implementing, and evaluating Deep Learning at SMA Negeri 1 Lobalain and SMA Negeri 2 Lobalain, Rote Ndao Regency. This study employed a qualitative approach with a multi-site case study design. Data were collected through in-depth interviews, observations, and documentation studies and analyzed through data condensation, data presentation, and conclusion drawing. The findings show that principals' strategies consist of three main stages: strategy formulation, implementation, and evaluation. Formulation involves building shared understanding, mapping school readiness, determining program directions, and preparing implementation support. Implementation focuses on strengthening teacher competence, supervision, professional collaboration, and adaptation to school conditions. Evaluation includes monitoring, reflection, supervision, and follow-up improvements. Cross-site findings reveal similar strategic patterns with different implementation characteristics according to each school's conditions and needs.

Keywords

Principal's Strategy, Deep Learning, Formulation, Implementation, Evaluation



© 2026 by the authors. This is an open-access publication under the terms and conditions of the Creative Commons Attribution 4.0 International (CC BY SA) license, <https://creativecommons.org/licenses/by-sa/4.0/>.

INTRODUCTION

Educational transformation in an era of social change and rapid developments in science and technology requires a paradigm shift in school-based learning. Education is no longer oriented solely toward the mastery of information and academic achievement but also toward developing students' critical thinking, creativity, problem-solving abilities, and capacity to connect knowledge with real-life contexts. However, learning practices in many educational institutions continue to face challenges because some instructional processes remain predominantly focused on material delivery and the acquisition of basic information.

This condition highlights the need for a learning approach that enables students to develop a comprehensive understanding of knowledge, connect concepts with their experiences, and apply what they have learned to various real-life situations.

One approach that has emerged in response to educational transformation is Deep Learning. This approach emphasizes learning that is mindful, meaningful, and joyful. Deep Learning is not merely concerned with the transfer of knowledge but encourages students to develop a comprehensive understanding of concepts, connect knowledge with their life experiences, and apply it across different contexts. Ministerial Regulation of the Ministry of Primary and Secondary Education Number 13 of 2025 explains that Deep Learning is not a new curriculum but rather an approach that fundamentally transforms the ways of teaching and learning through learning experiences that are mindful, meaningful, and joyful. The mindful principle emphasizes students' active engagement in the learning process, the meaningful principle encourages students to connect learning with their experiences and real-life contexts, while the joyful principle aims to create positive and motivating learning experiences. This approach also positions learning as a process that supports students' holistic development, including emotional, social, and attitudinal dimensions.

The implementation of Deep Learning in schools involves more than changes in teachers' instructional methods. It also requires adjustments in lesson planning, learning implementation, assessment, and the development of a supportive school learning culture. Therefore, successful implementation requires school-level management capable of directing, facilitating, and evaluating these changes. School principals occupy a strategic position in this process because they are responsible for developing programs, directing school members, strengthening teachers' capacities, managing resources, providing implementation support, and monitoring and evaluating program implementation. Consequently, Deep Learning implementation needs to be understood as a school-wide change process that requires systematic and context-sensitive strategies. From a strategic management perspective, organizational strategy involves the processes of strategy formulation, strategy implementation, and strategy evaluation. David (2017) defines strategic management as the art and science of formulating, implementing, and evaluating cross-functional decisions that

METHOD

This study employed a qualitative approach using a multisite case study design to gain an in-depth understanding of school principals' strategies in implementing Deep Learning within the real contexts of two schools with different institutional characteristics. The study was conducted at SMA Negeri 1 Lobalain and SMA Negeri 2 Lobalain, Rote Ndao Regency, Indonesia. Both schools are public senior high schools located in a 3T (frontier, outermost, and disadvantaged) region and have begun implementing Deep Learning, but differ in organizational age, scale, available resources, and supporting facilities. SMA Negeri 1 Lobalain has 90 teachers and 1,235 students, whereas SMA Negeri 2 Lobalain has 27 teachers and 160 students. The two schools also have a historical relationship, as SMA Negeri 2 Lobalain was established through the expansion of SMA Negeri 1 Lobalain. Participants

were selected through purposive sampling based on their knowledge, experience, authority, and direct involvement in the formulation, implementation, and evaluation of Deep Learning strategies. The participants consisted of school principals, vice principals responsible for curriculum affairs, and teachers at each research site. Data were collected through direct observation, in-depth interviews, and documentation. These techniques were used complementarily to obtain comprehensive information concerning the formulation, implementation, and evaluation of Deep Learning strategies. The use of multiple sources of evidence was intended to strengthen the credibility and validity of the findings, consistent with the principles of qualitative case study research (Moleong, 2017; Sugiyono, 2019; Yin, 2018).

Data analysis followed the interactive model of Miles, Huberman, and Saldaña, consisting of data collection, data condensation, data display, and conclusion drawing/verification. Data were collected through observation, in-depth interviews, and documentation, then condensed by selecting, focusing, simplifying, abstracting, and transforming information relevant to the research focus. The condensed data were subsequently organized and displayed in narrative, matrix, or tabular forms to identify patterns, relationships, and connections among findings within each research site. Cross-site analysis was then conducted to identify similarities, differences, and distinctive characteristics of the strategies implemented in the two schools. Conclusions were drawn and continuously verified by referring back to the empirical data to ensure that the findings were adequately supported and consistent with the research focus. NVivo was used as a supporting tool to systematically organize the qualitative data, facilitate coding, categorize information into themes, trace relationships among categories, and compare findings across the two research sites. Data validity was established through four criteria of qualitative research trustworthiness: credibility, transferability, dependability, and confirmability. Credibility was strengthened through the comparison of information from different sources and the use of multiple data collection techniques; transferability was supported through detailed descriptions of the research context; dependability was maintained through systematic documentation of the research process; and confirmability was ensured by linking the findings and conclusions to the empirical evidence obtained from the field.

RESULTS AND DISCUSSION

The findings indicate that the principals' strategies for implementing Deep Learning at SMA Negeri 1 Lobalain and SMA Negeri 2 Lobalain, Rote Ndao Regency, were carried out through three interconnected stages: strategy formulation, strategy implementation, and strategy evaluation. Overall, the multisite analysis revealed a relatively similar pattern of strategic action across the two schools. The process began with establishing a shared understanding as the foundation for school readiness, followed by strengthening teacher capacity, adapting strategies to school contexts, and conducting continuous evaluation. Nevertheless, the implementation of these strategies demonstrated distinctive characteristics in accordance with each school's institutionalization process, needs, and available resources.

SMA Negeri 1 Lobalain tended to align Deep Learning with the school's institutional direction through its vision, mission, objectives, and school programs, whereas SMA Negeri 2 Lobalain incorporated Deep Learning primarily through priority programs and school planning documents developed in response to its implementation needs.

The hierarchy map generated using NVivo 12 Plus was used to organize and map the coded findings according to the three research focuses: strategy formulation, strategy implementation, and strategy evaluation. Initially, nine deductive codes were established based on the research focus and conceptual framework. These consisted of three formulation codes—establishment of the learning vision and mission, condition analysis, and needs identification; three implementation codes—teacher competency development, academic supervision, and school culture development; and three evaluation codes—learning performance measurement, monitoring, and follow-up. Through the subsequent reading, coding, and interpretation of field data using NVivo, ten additional inductive codes emerged and enriched the initial coding structure. These included initial socialization and shared understanding, integration of Deep Learning into school policies and programs, budget planning and resource support, adaptation of strategies to 3T conditions, collaboration and learning communities, motivation, appreciation, exemplary leadership and commitment, partnerships and stakeholder support, adaptation of learning media and resources, periodic reflection and evaluation, and implementation sustainability. Thus, the final coding structure consisted of 19 codes, comprising nine deductive codes and ten inductive codes. The inductive codes were not predetermined categories but emerged from patterns and meanings identified in the field data. The resulting coding structure was used to organize the findings and examine relationships among the themes identified at both research sites.

Table 1. Final Codebook

Code	Code Name	Type	Ref.
F1.1	Establishment of Learning Vision and Mission	Deductive	8
F1.2	Condition Analysis	Deductive	23
F1.3	Needs Identification	Deductive	35
F2.1	Teacher Competency Development	Deductive	33
F2.2	Academic Supervision	Deductive	29
F2.3	School Culture Development	Deductive	26
F3.1	Learning Performance Measurement	Deductive	33
F3.2	Monitoring	Deductive	11
F3.3	Follow-up	Deductive	12
I1.1	Initial Socialization and Shared Understanding	Inductive	13
I1.2	Integration of Deep Learning into School Policies and Programs	Inductive	18
I1.3	Budget Planning and Resource Support	Inductive	28
I1.4	Strategy Adaptation to 3T Conditions	Inductive	20
I2.1	Collaboration and Learning Communities	Inductive	26

I2.2	Motivation, Appreciation, Exemplary Leadership, and Commitment	Inductive	13
I2.3	Partnerships and Stakeholder Support	Inductive	12
I2.4	Adaptation of Learning Media and Resources	Inductive	12
I3.1	Periodic Reflection and Evaluation	Inductive	20
I3.2	Implementation Sustainability	Inductive	2

Source: NVivo 12 Plus analysis.

Strategy Formulation for Deep Learning Implementation

The formulation stage represents the initial process undertaken by the school principals to prepare for Deep Learning implementation. The findings show that strategy formulation involved several key processes, namely establishing a shared understanding, mapping school readiness, determining program directions, and preparing implementation support. At both SMA Negeri 1 Lobalain and SMA Negeri 2 Lobalain, the principals sought to develop a common understanding of Deep Learning among school members, particularly teachers. Shared understanding served as an important foundation because Deep Learning requires a shift in the perception of learning, from a focus on material delivery toward learning that emphasizes comprehensive conceptual understanding, connections with real-life contexts, and meaningful learning experiences.

In addition to developing shared understanding, strategy formulation involved assessing school conditions and readiness, including human resources, teacher competencies, learning plans and materials, and supporting facilities. At SMA Negeri 1 Lobalain, the school's longer institutional experience provided greater support for the development of implementation programs. In contrast, SMA Negeri 2 Lobalain faced different conditions because it was a relatively younger school with more limited supporting resources. These contextual differences influenced how each school formulated its Deep Learning implementation strategy. Thus, the formulation strategies at both sites involved developing shared understanding, mapping teacher readiness and school resources, and integrating Deep Learning into school programs while considering the specific needs and characteristics of each school. However, SMA Negeri 1 Lobalain placed greater emphasis on institutionalization by aligning Deep Learning with the school's vision, mission, objectives, and broader institutional programs, whereas SMA Negeri 2 Lobalain emphasized formulation through priority programs and planning documents adapted to its specific implementation needs.

Strategy Implementation for Deep Learning

The implementation stage involved translating the formulated strategies into actual school practices. The findings indicate that both SMA Negeri 1 Lobalain and SMA Negeri 2 Lobalain implemented their strategies through teacher competency development, instructional supervision, collaborative school culture development, and adaptation to existing school conditions and resources. At both sites, principals strengthened teacher capacity through activities such as in-house training (IHT), workshops, subject-teacher

working groups (MGMP), learning communities, sharing of good practices, and other professional development activities.

Instructional supervision was conducted through monitoring learning plans and classroom practices, classroom observations, feedback provision, and teacher mentoring. The principals also promoted a collaborative culture through discussions, reflection, learning communities, and communication among teachers. In response to limitations in facilities, learning media, and internet access associated with the 3T context, both schools adapted their strategies by utilizing available resources, including limited use of technology and the development of simple and contextual learning media and resources.

Although the two schools demonstrated broadly similar strategic patterns, their implementation practices reflected different institutional characteristics. SMA Negeri 1 Lobalain placed greater emphasis on systematic teacher capacity development, strengthened supervision, and the utilization of technological and school resources. Meanwhile, SMA Negeri 2 Lobalain emphasized internal strengthening through teacher collaboration, collective reflection, utilization of available learning resources, and adaptation to limited school facilities. These findings indicate that both schools implemented Deep Learning through teacher capacity development, instructional mentoring and supervision, collaborative practices, and adaptation of learning practices to local conditions and available resources, although the specific forms of implementation varied according to the characteristics of each school.

Strategy Evaluation for Deep Learning Implementation

The evaluation stage demonstrated that both schools used supervision and monitoring as the primary instruments for assessing the implementation of Deep Learning. Evaluation extended beyond the examination of learning documents and included teachers' understanding, learning plans, classroom implementation, reflective activities, and identified needs for improvement. At SMA Negeri 1 Lobalain, evaluation was conducted through supervision, monitoring, reflection, and collective evaluation to identify challenges and determine appropriate follow-up actions. At SMA Negeri 2 Lobalain, evaluation was conducted through supervision, regular meetings, scheduled reflection, and monitoring of daily learning activities.

The findings therefore show that evaluation at both sites shared a common characteristic: it functioned as a continuous improvement process rather than merely as a mechanism for measuring program success. Supervision and monitoring provided information regarding the extent to which Deep Learning had been implemented, while reflection and follow-up enabled the schools to identify challenges and determine subsequent improvements. The evaluation process consequently became an integral component of the strategic cycle rather than a final activity conducted after program implementation.

Table 2. Summary of Main Research Findings

Research Focus	Main Findings	Major Proposition
----------------	---------------	-------------------

Strategy formulation for Deep Learning implementation	Principals developed shared understanding through socialization, discussion, and initial capacity building; mapped teacher readiness and school resources; and integrated Deep Learning into school policies and programs.	Principals formulate Deep Learning implementation strategies through shared understanding, assessment of teacher readiness and school resources, and integration of Deep Learning into school programs according to the needs and conditions of each research site.
Strategy implementation for Deep Learning	Principals strengthened teacher competence through training, mentoring, supervision, and learning communities; developed a collaborative school culture; and adapted strategies to the conditions of the 3T region.	Principals implement Deep Learning through teacher capacity development, instructional mentoring and supervision, and adaptation of strategies to local conditions and available resources.
Strategy evaluation of Deep Learning implementation	Principals conducted supervision, monitoring, reflection, and follow-up activities as the basis for improving implementation.	Principals evaluate Deep Learning implementation through supervision, monitoring, reflection, and follow-up, which serve as the basis for continuous improvement.

Source: Research findings.

Overall, the multisite findings demonstrate that the principals' strategies for implementing Deep Learning followed a continuous strategic cycle consisting of formulation, implementation, and evaluation. The formulation stage focused on developing shared understanding, assessing school readiness, and determining contextually appropriate program directions. The implementation stage emphasized teacher capacity development, instructional supervision, collaboration, and adaptation to available resources and local conditions. The evaluation stage focused on monitoring, reflection, and follow-up to support continuous improvement. While the strategic pattern was generally similar across the two schools, the way these strategies were institutionalized and implemented differed according to their organizational characteristics, resource availability, and contextual conditions.

Discussion

The findings indicate that the principals' strategies for implementing Deep Learning at SMA Negeri 1 Lobalain and SMA Negeri 2 Lobalain, Rote Ndao Regency, were carried out through three main stages: strategy formulation, strategy implementation, and strategy evaluation. These three stages did not operate independently but formed an interconnected process of change management through which school principals directed shared understanding, school readiness, implementation actions, monitoring, and continuous improvement of Deep Learning. During the formulation stage, the principals developed a

shared understanding, assessed school needs and readiness, established Deep Learning as a priority program, and planned budgetary support according to the scale of identified needs. During implementation, these strategies were translated into teacher professional development, instructional supervision, collaborative school culture, and adaptation of learning resources to limitations in facilities and internet connectivity. Meanwhile, evaluation was conducted through monitoring, reflection, regular evaluation meetings, and follow-up actions. These findings are consistent with David's (2017) strategic management perspective, which identifies three major stages: strategy formulation, strategy implementation, and strategy evaluation. This perspective demonstrates that the success of an educational program depends not only on the quality of planning but also on the organization's capacity to translate plans into concrete actions and to make improvements based on evaluation results.

The findings further demonstrate that strategy formulation constituted the initial stage through which the principals prepared for Deep Learning implementation. The development of shared understanding, assessment of school readiness, determination of program direction, and preparation of implementation support indicate that the principals began by understanding the internal conditions of their respective schools before determining appropriate implementation strategies. The strategies developed at the two research sites were adjusted to the needs and characteristics of each school. This finding reinforces the view that Deep Learning implementation requires alignment among educational policies, school conditions, and resource readiness. In this study, SMA Negeri 1 Lobalain and SMA Negeri 2 Lobalain differed in their institutional characteristics; therefore, their Deep Learning implementation strategies were developed through contextual approaches. In a 3T region such as Rote Ndao Regency, implementation strategies are not limited to program design but also involve the school's capacity to optimize available resources. This finding is consistent with David (2017), who emphasizes the importance of analyzing internal conditions and organizational resources as part of strategy formulation. Accordingly, the strategies developed by the two schools were not based on a uniform program but on information regarding teachers' needs and the actual conditions of each school.

Regarding strategy implementation, the findings show that teacher competency development constituted one of the principal strategies at both research sites. This finding indicates that the successful implementation of Deep Learning is closely related to teachers' readiness to understand and apply the approach in their instructional practices. Professional development activities, including training, mentoring, and professional collaboration, served as forms of institutional support for strengthening teachers' readiness. This finding is consistent with Pawartani and Adhi (2024), who argue that teacher competency development needs to be conducted continuously through training, mentoring, collaboration, utilization of learning resources, monitoring, and constructive feedback. Teacher professional development is essential for supporting changes in instructional practices. The

implementation of a new learning approach requires continuous human resource capacity development because formal policies alone are insufficient to transform classroom practices. Instead, teachers need opportunities for adaptation, collaborative learning, reflection, and the continuous strengthening of their professional practices.

In addition to teacher competency development, instructional supervision emerged as an important component of the implementation strategy. The findings show that supervision was used to monitor learning processes, provide feedback, and identify areas requiring improvement. This finding is consistent with Nasmin et al. (2023), who explain that academic supervision can contribute to improving the quality of learning through observation and subsequent professional support. In this context, supervision functions as a link between monitoring instructional practices and strengthening teacher capacity. Therefore, supervision in the implementation of Deep Learning should not be viewed merely as an administrative control mechanism but also as a developmental process that supports teachers and facilitates continuous program improvement.

At the evaluation stage, the findings indicate that the principals employed supervision, monitoring, monthly evaluation meetings, post-observation reflection, and follow-up actions to support the sustainability of Deep Learning implementation. Evaluation was not limited to determining whether Deep Learning had been implemented but was also directed toward identifying implementation challenges and determining the improvements required in subsequent stages. The evaluation findings indicate that Deep Learning implementation at SMA Negeri 1 Lobalain and SMA Negeri 2 Lobalain had been initiated and was progressing, although it had not yet reached an optimal level. Several challenges remained, particularly regarding learning resources, instructional media, internet connectivity, and funding. Nevertheless, teachers demonstrated acceptance of the change and continued to implement Deep Learning while adapting to existing limitations. Evaluation therefore provided an overview of the actual implementation conditions while simultaneously serving as a basis for determining appropriate improvement strategies. This finding is consistent with Stufflebeam and Zhang (2017), who view evaluation as a process of providing information for decision-making and program improvement. In this context, evaluation enables schools to identify areas requiring development and determine appropriate follow-up actions.

Overall, this study contributes to the literature on educational management strategies by demonstrating how school principals develop and implement strategies for Deep Learning within the context of senior high schools in a 3T region. Previous studies have primarily examined school principals' strategies in relation to school quality improvement, teacher development, or organizational culture, whereas this study provides an account of the strategic implementation of a Deep Learning approach through a multisite case study. The cross-site findings demonstrate that the two schools shared a similar strategic pattern consisting of formulation, implementation, and evaluation, while the specific forms of implementation differed according to the conditions and characteristics of each school. These

findings suggest that Deep Learning implementation requires flexible and context-sensitive strategies that can be adapted to the needs, resources, and institutional characteristics of individual schools.

CONCLUSION

This study concludes that school principals' strategies for implementing Deep Learning at SMA Negeri 1 Lobalain and SMA Negeri 2 Lobalain, Rote Ndao Regency, were carried out through three interconnected stages: strategy formulation, strategy implementation, and strategy evaluation. At the formulation stage, the principals developed shared understanding, assessed school readiness, determined program directions, and prepared resource support. Both schools demonstrated similar patterns of building implementation readiness through socialization, discussion, training, and activities aimed at strengthening understanding, although the institutionalization of these strategies differed according to each school's context. At the implementation stage, the strategies focused on teacher competency development, academic supervision, collaborative school culture, and adaptation to school conditions and available resources. Mentoring, collaboration, and continuous teacher capacity development were important components supporting Deep Learning implementation. At the evaluation stage, the principals conducted monitoring, supervision, reflection, evaluation meetings, and follow-up actions to assess program implementation, identify challenges, and determine necessary improvements. Overall, the two schools demonstrated a relatively similar strategic pattern consisting of formulation, implementation, and evaluation, characterized by the development of shared understanding, teacher capacity strengthening, contextual adaptation, and continuous evaluation. However, the specific forms of strategy implementation differed according to the conditions, resources, and needs of each school. The findings contribute to educational management research by demonstrating that Deep Learning implementation in senior high schools in a 3T region requires strategies that are systematic, adaptive, and responsive to the characteristics of each educational institution.

This study has several limitations. First, it was conducted at only two schools within a single regency; therefore, the findings primarily represent the context of Deep Learning implementation at SMA Negeri 1 Lobalain and SMA Negeri 2 Lobalain, Rote Ndao Regency. Second, the study focused specifically on school principals' strategies and did not examine in depth changes in teachers' instructional practices, students' learning experiences, or their relationship to learning outcomes. Future research could therefore expand the study to schools with different geographical characteristics, resource conditions, and organizational contexts to obtain a broader understanding of variations in principals' strategies for implementing Deep Learning. Further studies could also examine the relationship between principals' implementation strategies, changes in teachers' instructional practices, and students' learning experiences through research approaches that enable more in-depth observation of the change process.

REFERENCES

- Amri, Y., & Suwandi, S. (2023). Manajemen Strategik Kepemimpinan Kepala Sekolah dalam Meningkatkan Mutu Guru. *ASATIZA*, 4(3), 219–230. <https://doi.org/10.46963/asatiza.v4i3.1254>
- David, F. R. (2017). *Strategic Management: A Competitive Advantage Approach, Concepts and Cases* (16th ed.). Pearson Education.
- Feriyanto, F., & Anjariyah, D. (2024). Deep Learning Approach Through Meaningful, Mindful, and Joyful Learning. *Electronic Journal of Education, Social Economics and Technology*, 5(2), 208–212. <https://doi.org/10.33122/ejeset.v5i2.321>
- Fitriyanti, E., Soedjarwo, S., & Sholeh, M. (2024). Strategi Kepala Sekolah dalam Meningkatkan Budaya Mutu di Madrasah Aliyah Amanatul Ummah. *Dharmas Education Journal*, 5(1), 74–83. <https://doi.org/10.56667/dejournal.v5i1.1281>
- Fullan, M., & dkk. (2013). *New Pedagogies for Deep Learning (NPDL): A Global Partnership*.
- Fullan, M., & dkk. (2017). *Deep Learning: Engage the World Change the World*. Corwin Press. https://books.google.co.id/books/about/Deep_Learning.html?id=bGQLMQAACA AJ&redir_esc=y
- Hadi, S. (2000). *Metodologi Research*. Andi Offset.
- Hallinger, P., & Murphy, J. (1985). Assessing the Instructional Management Behavior of Principals. *Elementary School Journal*, 86(2), 217–247. <https://doi.org/10.1086/461445>
- Hardani, & dkk. (2020). *Metode Penelitian Kualitatif dan Kuantitatif*. CV. Pustaka Ilmu.
- Haryana, K. (2018). Implementasi Manajemen Strategik Kepala Sekolah dalam Meningkatkan Mutu Sekolah. *Education Management & Administration Review*.
- Ilham, M., & Rahmat, A. (2021). Strategi Kepala Sekolah dalam Membangun Budaya Organisasi di SMP IT Luqmanul Hakim Aceh Besar. *Jurnal Manajemen Pendidikan Dan Kepemimpinan*.
- Kemendikdasmen RI. (2025). Permendikdasmen No. 13 Tahun 2025 tentang Perubahan atas Permendikbudristek No. 12 Tahun 2024 tentang Kurikulum pada PAUD, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah. P.
- Mariyanto, M. (2025). Strategi Peningkatan Kinerja Guru Berbasis Budaya Kerja dan Iklim Inovatif: Kajian Literatur. *JTPPm*, 12(2), 110–117. <https://doi.org/10.62870/jtppm.v12i2.36994>
- Miles, dkk. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). SAGE Publications.
- Mintzberg, H. (1994). *The Rise and Fall of Strategic Planning*. Free Press.
- Moleong, L. J. (2017). *Metodologi Penelitian Kualitatif*. PT Remaja Rosdakarya.
- Mulyasa, E. (2013). *Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi*. Remaja Rosdakarya.

- Nasmin, A, dkk. (2023). Supervisi Akademik dalam Meningkatkan Kualitas Pembelajaran. *Nazzama: Journal of Management Education*, 3(September), 97–108. <https://journal.uin-alaudidin.ac.id/index.php/nazzama/article/view/40056>
- Ondo, dkk. (2026). Peningkatan sarana-prasarana sebagai kunci pembelajaran berkualitas di sekolah dasar. *Jurnal Citra Magang Dan Persekolahan*, 4(1), 27–36. <https://doi.org/10.38048/jcmp.v4i1.6018>
- Pawartani, T., & Adhi, O. (2024). Pengembangan Kompetensi Guru untuk Mendukung Implementasi Kurikulum Merdeka. *JiIP: Jurnal Ilmiah Ilmu Pendidikan*, 7(3), 2182–2191. 10.54371/jiip.v7i3.3478
- Pearce II, J. A., & Robinson, R. B. (2011). *Strategic Management: Planning for Domestic and Global Competition* (12th ed.). McGraw-Hill.
- Rangkuti, F. (2018). *Analisis SWOT: Teknik Membedah Kasus Bisnis*. Gramedia Pustaka Utama.
- Santoso & Barnoto. (2025). Manajemen Strategi Kepala Sekolah dalam Implementasi Pembelajaran Pendidikan Agama Islam Model Full Day School di SDIT Firdaus Mojokerto Kabupaten Mojokerto. *JIMU: Jurnal Ilmiah Multidisipliner*, 3(4), 876–882. <https://ojs.smkmerahputih.com/index.php/jimu/article/view/1169>
- Sasmita, C., & dkk. (2025). Strategi Kepala Sekolah dalam Mengimplementasikan Pendekatan Pembelajaran Mendalam di Sekolah Dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(4), 353–363. <https://doi.org/10.23969/jp.v10i04.35286>
- Sedarmayanti. (2014). *Manajemen Strategi*. Refika Aditama.
- Shobirin, M. S., & dkk. (2023). Memilih Formulasi Strategi Terbaik untuk Meningkatkan Mutu Lembaga Pendidikan. *Jurnal Education and Development*, 11(2), 190–195. <https://doi.org/10.37081/ed.v11i2.4652>
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. (kedua). Alfabeta. ISBN 978-602-289-533-6
- Triani, D. A. (2021). Strategi Kepala Sekolah Dalam Meningkatkan Citra Sekolah di SD Islam AN NUR Bungur. *JoIEM*, 2.No1, 18–27. <https://doi.org/10.30762/joiem.v2i1.3129>
- Usman, H. (2015). *Manajemen: Teori, Praktik, dan Riset Pendidikan* (4th ed.). Bumi Aksara.
- Wahyudi. (2009). *Kepemimpinan Kepala Sekolah dalam Organisasi Pembelajar (Learning Organization)*. Alfabeta.
- Wahyudi, A. . (1996). *Manajemen Strategik: Pengantar Proses Berpikir Strategik*. Binarupa Aksara.
- Wheelen, T. L., & Hunger, J. D. (2008). *Strategic Management and Business Policy: Concepts and cases* (11th ed.). Pearson Prentice Hall.
- Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods* (6th ed.). SAGE Publications.
- Stufflebeam, D. L., & Zhang, G. (2017). *The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability*. Guilford Press.