



Designing the Future of Education: An Integrative Strategic Planning Model Based on Internal and External School Environment Analysis

Hamam Nasrudin^{1*}, Nur Khamilah², Aizza'ul Widad³,
Ari Riwayanto⁴, Ngurah Ayu Nyoman⁵

^{1,2,3,4,5}Universitas PGRI Semarang, Semarang, Indonesia

*Email: hamamnashudin73@admin.smk.belajar.id

Submitted: 2026-05-05

DOI: 10.53088/eej.v5i2.3139

Accepted: 2026-06-10

Published: 2026-06-20

Keywords:	Abstract
Integrative Strategic Planning	Background: This study aims to develop an integrative strategic planning model based on internal and external environmental analysis.
SWOT Analysis	Method: A systematic literature review (SLR) was employed to synthesize findings from ten selected articles published in SINTA 1 and SINTA 2 indexed journals within the last five years. The analysis followed the PRISMA framework and utilized SWOT and TOWS approaches to identify and formulate strategic factors.
TOWS Matrix	Result: The findings reveal that educational institutions possess key strengths such as innovative pedagogy, student learning autonomy, collaborative supervision, and active stakeholder involvement. However, several weaknesses were also identified, including academic procrastination, disparities in teacher capacity, and limited resources. From an external perspective, opportunities arise from global initiatives such as the Sustainable Development Goals (SDGs), increasing digital literacy awareness, and supportive educational policies, while threats include bullying, rapid technological disruption, and increasing institutional competition. Based on these findings, four strategic orientations were formulated (SO, ST, WO, WT), which were then synthesized into an integrative strategic planning model. The proposed model emphasizes the integration of three strategic domains: operational, managerial, and empowerment strategies.
Educational Management	Novelty: This study contributes theoretically by offering a holistic framework for educational strategic management and practically by providing a structured guideline for developing adaptive and sustainable educational strategies.
Systematic Literature Review	

INTRODUCTION

Educational institutions are currently operating in an increasingly complex and dynamic environment characterized by rapid technological advancement, evolving workforce demands, and growing expectations regarding educational quality and sustainability. Digital transformation has substantially reshaped teaching and learning processes, requiring schools to continuously adapt to emerging technologies and innovative pedagogical practices (Suherman et al., 2025). In addition, educational institutions are expected to develop not only students' academic competencies but also their character, digital literacy, and social responsibility. These challenges require educational leaders to adopt strategic approaches that are adaptive, systematic, and sustainable.

Strategic management provides a relevant theoretical foundation for addressing these challenges. According to David (2005), strategic management is the art and science of formulating, implementing, and evaluating cross-functional decisions that enable organizations to achieve their objectives. This definition emphasizes the importance of aligning organizational resources, capabilities, and environmental conditions to achieve long-term effectiveness. Furthermore, Limbong (2020) explains that strategic management involves integrating various organizational functions to ensure institutional sustainability and competitiveness. In educational settings, strategic management serves as a mechanism for aligning educational goals, institutional resources, stakeholder expectations, and environmental changes within a coherent framework.

Previous studies have identified several strategic factors that contribute to educational improvement. Asri and Cahyono (2025) found that differentiated instruction and Project-Based Learning (PjBL) significantly enhance student engagement and learning autonomy. Similarly, Wibowo et al. (2025) demonstrated that collaborative educational supervision and strong school–parent partnerships contribute significantly to educational quality. Furthermore, Setyaningrum et al. (2024) highlighted the importance of integrating multicultural and justice-oriented values into educational practices, while Suherman et al. (2025) emphasized the strategic role of digital literacy and bullying prevention initiatives in supporting sustainable educational development. Collectively, these studies indicate that educational quality is influenced by multiple interconnected dimensions, including instructional innovation, institutional management, stakeholder engagement, and value integration.

Despite these valuable contributions, existing studies generally examine instructional innovation, educational supervision, digital literacy, character education, stakeholder involvement, and school management as separate areas of inquiry. As a result, limited scholarly attention has been devoted to integrating these strategic dimensions into a comprehensive planning framework capable of guiding educational institutions in responding to internal and external environmental challenges simultaneously. Consequently, educational leaders often lack a systematic model that translates diverse strategic initiatives into coherent, evidence-based, and sustainable institutional planning.

Environmental analysis provides a valuable approach for addressing this limitation. According to Collins et al. (2021), a systematic needs assessment is essential to ensure that educational programs are aligned with actual institutional needs, priorities, and contextual conditions. In strategic planning, environmental analysis enables organizations to identify internal strengths and weaknesses while simultaneously recognizing external opportunities and threats. The SWOT framework has been widely utilized as a strategic tool for systematically analyzing these factors and facilitating the formulation of appropriate

strategic responses. Moreover, the TOWS matrix extends SWOT analysis by transforming identified factors into actionable strategic alternatives that support organizational development (Fithroh and Suklani, 2024).

Although previous studies have examined instructional innovation, educational supervision, stakeholder engagement, digital literacy, and value integration, no study has systematically synthesized these dimensions into a unified strategic planning model based on internal and external environmental analysis within the Indonesian educational context. This gap constitutes the primary motivation and novelty of the present study. Unlike previous studies that focus on specific educational dimensions, this study integrates evidence from multiple strategic domains and develops an integrative strategic planning model grounded in SWOT and TOWS analyses. The proposed model is intended to provide a comprehensive framework that assists educational institutions in formulating adaptive, evidence-based, and sustainable strategies.

Specifically, this study seeks to answer three research questions. First, how can empirical findings related to instructional innovation, school management, and value integration be synthesized into a comprehensive understanding of strategic factors in education? Second, how can these strategic factors be analyzed through the SWOT framework to identify key strengths, weaknesses, opportunities, and threats? Third, how can an integrative strategic planning model be developed to support effective, evidence-based, and sustainable educational planning?

Accordingly, the objectives of this study are threefold: (1) to synthesize empirical findings concerning instructional innovation, school management, and value integration into a comprehensive conceptual understanding of strategic educational factors; (2) to analyze these factors using SWOT analysis in order to identify internal and external strategic conditions; and (3) to develop an integrative strategic planning model that can serve as a practical guideline for educational leaders in designing effective, measurable, and sustainable strategies.

From a theoretical perspective, this study contributes to the advancement of strategic management literature in education by proposing an integrative planning framework that combines instructional, managerial, and community empowerment dimensions. From a practical perspective, the study provides educational leaders and policymakers with a structured approach for designing strategic initiatives that are responsive to contemporary educational challenges. From a policy perspective, the proposed model supports the development of future-oriented educational governance that aligns with national priorities and global educational trends.

METHOD

This study adopted a systematic literature review (SLR) design to ensure a rigorous, transparent, and reproducible process in identifying and synthesizing relevant studies. According to Moher et al. (2009) the PRISMA framework provides a structured protocol that enhances methodological clarity and minimizes selection bias in systematic reviews. In line with this framework, the study implemented four sequential stages: identification, screening, eligibility, and inclusion, each designed to progressively refine the pool of relevant literature.

The identification stage involved a comprehensive search of academic databases, including Google Scholar and national indexing platforms, using predefined keywords such as *“strategic planning in education,”* *“instructional innovation,”* *“school management,”* and

“value integration.” This initial search yielded approximately 50 records. According to Snyder (2019) a broad identification strategy is essential in SLR to capture diverse perspectives and avoid premature exclusion of relevant studies. Following this, duplicate records were identified and removed to ensure data accuracy and avoid redundancy in the analysis process.

The screening stage was conducted by reviewing the titles and abstracts of the identified articles to assess their relevance to the research objectives. At this stage, studies that did not directly address educational strategy, planning, or institutional development were excluded. As emphasized by Booth et al. (2016) screening based on explicit criteria is crucial to maintain the focus and internal validity of the review. This process resulted in approximately 25 articles that were deemed potentially relevant for further examination.

The eligibility stage involved a full-text assessment of the remaining articles. Each article was critically evaluated against the predefined inclusion criteria, including publication within the last five years, relevance to key themes (instructional innovation, educational management, or value integration), and contextual alignment with the Indonesian education system. According to Kitchenham (2004) full-text evaluation is a decisive step in determining the methodological quality and relevance of selected studies. As a result of this stage, 15 articles met the eligibility requirements.

The final stage, inclusion, involved selecting studies that fully satisfied all criteria and were considered most relevant for synthesis. A total of 10 articles were included in the final analysis. These selected studies formed the empirical and conceptual foundation for developing the integrative strategic planning model proposed in this research.

The complete process of article selection is visually summarized in the PRISMA flow diagram presented in Figure 1.

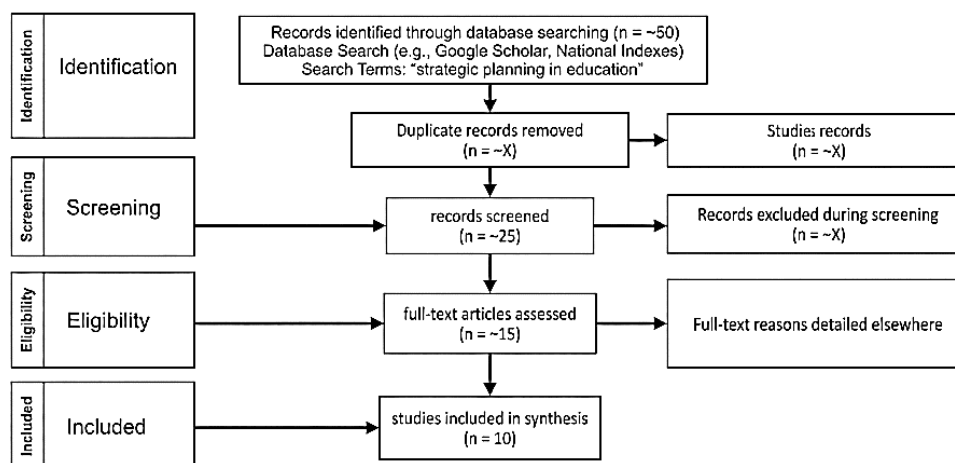


Figure 1. PRISMA Flow Diagram of Article Selection Process

The PRISMA flow diagram illustrates the systematic progression from initial identification to final inclusion, highlighting the number of records at each stage and the reasons for exclusion. This visual representation enhances the transparency of the review process and allows readers to clearly understand how the final set of studies was obtained. According to Petticrew and Roberts (2006) such transparency is a defining characteristic of

high-quality systematic reviews, as it enables replication and critical appraisal by other researchers.

Furthermore, the use of the PRISMA framework in this study not only strengthens methodological rigor but also ensures that the synthesis of findings is grounded in a carefully curated body of literature. By systematically narrowing down the pool of studies through clearly defined stages, the review minimizes bias and enhances the credibility of the resulting strategic model. This structured approach also facilitates a more coherent integration of findings across different domains, including instructional practices, institutional management, and value-based education.

RESULT

The findings of this study indicate that the development and sustainability of educational institutions require a comprehensive strategic approach grounded in systematic environmental analysis. The synthesis of previous studies demonstrates that the application of SWOT and TOWS analysis plays a crucial role in managing and formulating effective institutional strategies. According to Fithroh and Suklani (2024) the integration of SWOT and TOWS frameworks enables educational institutions to align internal capacities with external conditions, thereby improving strategic decision-making processes.

Based on the systematic analysis of selected articles, key internal and external factors influencing educational strategy were identified and classified into strengths, weaknesses, opportunities, and threats. These findings are summarized in Table 1.

Table 1. SWOT Analysis of Strategic Factors in Educational Institutions

Internal Factors	External Factors
<p>Strengths (S):</p> <p>Innovative pedagogy (differentiated instruction, PjBL) (Maulidan et al., 2025)</p> <p>Student learning autonomy (Puspitasari et al., 2023)</p> <p>Collaborative-based educational supervision (Wibowo et al., 2025)</p> <p>Conducive learning environment (Patmawati and Mustika, 2025)</p> <p>Active parental involvement (Sumarsono, 2025)</p>	<p>Opportunities (O):</p> <p>Sustainable Development Goals (SDGs) agenda (Suherman et al., 2025)</p> <p>Increasing digital literacy awareness (Saepurohman et al., 2025)</p> <p>Policy support for character and multicultural education (Setyaningrum et al., 2024)</p> <p>Increasing accessibility of educational technology (Lutfi et al., 2025)</p> <p>Improved service quality, promotion, and cost perception (Lutfi et al., 2025)</p>
<p>Weaknesses (W):</p> <p>Academic procrastination (Asri and Cahyono, 2025)</p> <p>Variation in teacher capacity (Patmawati and Mustika, 2025)</p> <p>Challenges in sustaining parental partnerships (Sumarsono, 2025)</p> <p>Limited resources and infrastructure</p>	<p>Threats (T):</p> <p>Bullying behavior in educational environments</p> <p>Rapid technological disruption</p> <p>Challenges in integrating new values into curricula</p> <p>Increasing competition among institutions</p>

The SWOT analysis presented in Table 1 reveals a complex interaction between internal capacities and external conditions that shape the strategic direction of educational institutions. Internal strengths are largely driven by pedagogical innovation, collaborative



practices, and stakeholder engagement. According to Maulidan et al. (2025) innovative instructional strategies such as differentiated learning and Project-Based Learning significantly enhance student engagement and learning outcomes. In addition, Puspitasari et al. (2023) emphasize that student autonomy is a critical factor in fostering sustainable learning processes.

At the same time, internal weaknesses highlight structural and capacity-related challenges. According to Asri and Cahyono (2025) academic procrastination among students remains a persistent issue that negatively affects academic performance. Furthermore, Patmawati and Mustika (2025) argue that disparities in teacher competence limit the effective implementation of innovative pedagogical approaches. These findings suggest that internal improvement efforts must focus not only on student outcomes but also on strengthening teacher capacity and institutional resources.

From an external perspective, opportunities are strongly influenced by global and national developments. According to Suherman et al. (2025), the SDGs framework provides a strategic direction for aligning educational practices with broader societal goals. In addition, Saepurohman et al. (2025) highlight the growing importance of digital literacy as a key driver of educational transformation. Policy support for character education and multicultural values further strengthens the potential for holistic educational development (Setyaningrum et al., 2024).

However, external threats also pose significant challenges. The persistence of bullying, rapid technological changes, and increasing institutional competition require educational institutions to adopt adaptive and responsive strategies. These challenges underscore the importance of continuous innovation and strategic flexibility in educational planning.

Based on the SWOT formulation, several strategic patterns can be identified and further developed using the TOWS framework. The synthesis of findings indicates that effective strategic planning in educational institutions depends on the ability to integrate three main strategic domains: operational strategies, managerial strategies, and empowerment strategies. These domains are interconnected and must be implemented simultaneously to achieve sustainable institutional development.

DISCUSSION

The internal environmental analysis reveals several key strengths that can be strategically optimized by educational institutions. One of the most prominent strengths lies in the development of innovative pedagogical practices, particularly the implementation of differentiated instruction and Project-Based Learning (PjBL), which have been shown to create more meaningful and engaging learning experiences. According to Maulidan et al. (2025) such approaches not only enhance student participation but also promote higher-order thinking skills. In addition, Puspitasari et al. (2023) emphasize that fostering student learning autonomy contributes significantly to long-term educational sustainability. These findings indicate that pedagogical innovation is not merely a technical improvement but a strategic asset that can strengthen institutional competitiveness.

However, the analysis also identifies several systemic weaknesses that require serious attention. Academic procrastination remains a persistent issue that negatively affects student performance and learning outcomes. According to Asri and Cahyono (2025) procrastination behavior reflects underlying challenges in student self-regulation and motivation. Furthermore, variations in teacher capacity, particularly in implementing

innovative instructional strategies, create disparities in learning quality across classrooms. Patmawati and Mustika (2025) argue that without consistent professional development, the adoption of new pedagogical approaches tends to be uneven and unsustainable. These findings suggest that strengthening internal capacity both at the student and teacher levels is essential for ensuring the effectiveness of strategic planning.

From an external perspective, the analysis highlights several strategic opportunities that can be leveraged to support educational development. One of the most significant opportunities is the global agenda of the Sustainable Development Goals (SDGs), which provides a comprehensive framework for aligning educational strategies with broader societal objectives. According to Lestari et al. (2024) the SDGs represent a global commitment to ending poverty, protecting the planet, and ensuring prosperity for all by 2030. This framework encourages educational institutions to adopt inclusive, equitable, and sustainable practices. In addition, the increasing awareness of digital literacy offers new opportunities for integrating technology into teaching and learning processes, thereby enhancing educational accessibility and innovation.

Nevertheless, educational institutions also face significant external threats that require strategic responses. One of the most critical issues is the prevalence of bullying in school environments, which negatively affects students' psychological well-being and academic performance. According to Mayasari et al. (2019) bullying can be understood as a repeated abuse of power manifested through verbal, physical, or social behaviors that cause harm to individuals. This issue not only disrupts the learning process but also undermines the overall school climate. In addition, rapid technological disruption presents continuous challenges for educational institutions, requiring them to adapt quickly to new systems, tools, and learning models. These threats highlight the need for proactive and integrated strategies that address both social and technological dimensions.

Based on the environmental analysis, four groups of strategies were formulated using the TOWS matrix approach. The SO (Strengths and Opportunities) strategy focuses on leveraging internal strengths to capitalize on external opportunities. This includes initiatives such as developing "pioneer teacher" programs that integrate innovative pedagogy with SDGs-oriented learning frameworks. Such strategies aim to maximize institutional potential while aligning with global educational trends. The ST (Strengths and Threats) strategy emphasizes the use of internal strengths to mitigate external threats. For instance, the implementation of value-based differentiated learning can serve as a preventive approach to reduce bullying by fostering inclusive and respectful classroom environments. According to Mayasari et al. (2019) bullying prevention can effectively begin at the classroom level through the active roles of teachers and students.

Meanwhile, the WO (Weaknesses and Opportunities) strategy is designed to address internal weaknesses by utilizing external opportunities. One example is the implementation of digital-based time management training programs aimed at reducing academic procrastination among students. These programs leverage technological advancements to support student self-regulation and productivity. The WT (Weaknesses and Threats) strategy, on the other hand, focuses on minimizing weaknesses while simultaneously addressing external threats. This includes the development of integrated anti-bullying protocols that involve collaboration among schools, parents, communities, and relevant stakeholders. Such strategies emphasize the importance of collective responsibility in addressing complex educational challenges.



The integrative strategic planning model developed in this study proposes a comprehensive framework consisting of three interconnected stages. The first stage involves environmental analysis using the SWOT approach to identify key internal and external factors. The second stage focuses on strategy formulation by integrating three main domains: operational strategies at the instructional level, managerial strategies at the institutional level, and empowerment strategies at the community level. The third stage involves implementation and evaluation, supported by measurable key performance indicators to ensure accountability and effectiveness.

The discussion of this model highlights that the integration across strategic levels is a critical determinant of success. Operational strategies at the classroom level require strong support from managerial strategies at the institutional level, including leadership, policy, and resource allocation. At the same time, both operational and managerial strategies need to be reinforced by empowerment strategies that actively involve stakeholders such as parents, communities, and external partners. This interconnected approach ensures that strategic initiatives are not implemented in isolation but are aligned within a coherent system.

These findings are consistent with previous studies emphasizing the importance of holistic approaches in educational planning. However, this study offers added value by proposing a more contextual and operational framework that integrates multiple strategic dimensions into a single model. Unlike previous approaches that tend to address educational issues in a fragmented manner, this model provides a structured pathway for aligning instructional practices, institutional management, and stakeholder engagement.

Furthermore, the proposed model addresses a critical gap identified in the literature, namely the lack of integration among various educational initiatives such as digital literacy programs, bullying prevention efforts, and character education. By incorporating these elements into a unified strategic planning framework, the model not only reduces fragmentation but also enhances coherence and effectiveness in implementation. Therefore, this integrative strategic planning model provides a practical and adaptable guide for educational institutions in navigating the complexity of 21st-century challenges.

CONCLUSION

This study found that effective strategic planning in educational institutions depends on the integration of three key strategic domains: instructional strategies, managerial strategies, and community empowerment strategies. The findings indicate that innovative pedagogical practices, collaborative supervision, supportive learning environments, and active parental involvement constitute the primary strengths that support educational development. At the same time, challenges such as academic procrastination, disparities in teacher capacity, limited resources, bullying, rapid technological change, and increasing institutional competition continue to hinder the achievement of educational goals.

The analysis also revealed that educational institutions have significant opportunities to strengthen their development through the growing emphasis on digital literacy, the Sustainable Development Goals (SDGs), supportive educational policies, and the increasing accessibility of educational technology. These opportunities can be strategically utilized to address existing weaknesses and respond to emerging threats. The findings further demonstrate that strategic planning is most effective when internal capacities are systematically aligned with external opportunities and challenges.

Based on these findings, this study proposes an integrative strategic planning model that combines instructional, managerial, and community-based strategies within a unified framework. The model provides a practical approach for ensuring coherence among classroom practices, institutional management, and stakeholder engagement. Consequently, educational institutions can develop more adaptive, evidence-based, and sustainable strategies to address the complexities of contemporary education.

This study is limited by its reliance on literature-based analysis and the absence of empirical validation of the proposed model. Future research is therefore recommended to examine the implementation of the model in different educational contexts and to develop measurable indicators for evaluating its effectiveness in improving educational outcomes.

Furthermore, the model highlights that the integration across strategic levels is a critical determinant of success. Instructional improvements at the classroom level must be supported by strong institutional governance, while both levels require reinforcement through active stakeholder engagement, including parents and the wider community. This alignment ensures that strategic initiatives are implemented systematically rather than in isolation, thereby enhancing their sustainability and impact. In this regard, the model contributes both theoretically, by offering a holistic framework for strategic management in education, and practically, by providing a structured guideline for educational leaders in designing context-sensitive and future-oriented strategies.

However, this study is not without limitations. The findings are derived from a systematic review of existing literature and have not yet been empirically validated through direct implementation in educational settings. Consequently, the effectiveness of the proposed model in real-world contexts remains to be further examined. Future research is therefore recommended to conduct empirical studies that test the applicability of this model across different types of educational institutions. Additionally, the development of more specific and measurable evaluation instruments is needed to assess the effectiveness of the model in improving educational outcomes. Such efforts will not only strengthen the validity of the model but also enhance its practical relevance in addressing the complex challenges of 21st-century education.

REFERENCES

- Asri, D. N., and Cahyono, B. E. H. (2025). The Role of Self-Regulated Learning in the Implementation of Project-Based Learning to Reduce Academic Procrastination in Scientific Writing Courses. *EDUKASIA Jurnal Pendidikan*, 6, 459–474. <https://doi.org/10.62775/edukasia.v6i1.1435>
- Booth, A., Sutton, A., and Clowes, M. (2016). *Systematic Approaches to a Successful Literature Review* (2nd ed.). SAGE Publications.
- Collins, S. P., Liu, D., Jenkins, C. A., Storrow, A. B., Levy, P. D., Pang, P. S., Chang, A. M., Char, D., Diercks, D. J., Fermann, G. J., Han, J. H., Hiestand, B., Hogan, C., Kampe, C. J., Khan, Y., Lee, S., Lindenfeld, J., Martindale, J., McNaughton, C. D., ... Butler, J. (2021). Effect of a Self-care Intervention on 90-Day Outcomes in Patients With Acute Heart Failure Discharged From the Emergency Department: A Randomized Clinical Trial. *JAMA Cardiology*, 6(2), 200–208. <https://doi.org/10.1001/jamacardio.2020.5763>
- David, F. R. (2005). *Strategic Management: Concepts and Cases*. Pearson Prentice Hall.
- Fithroh, I. N. A., and Suklani. (2024). Manajemen Strategi Melalui Analisis SWOT Dan TOWS Dalam Upaya Pengembangan Lembaga Pendidikan (Studi Kasus Di Lembaga Pendidikan Islam). *Jurnal Ilmiah Wahana Pendidikan*, 10(16), 440–452. <https://jurnal.peneliti.net/index.php/IIWP/article/view/9937>

- Kitchenham, B. (2004). Procedures for Performing Systematic Reviews. *Keele University Technical Report*.
- Lestari, B. B., Nugraheni, N., and Husain, F. (2024). Penerapan Edukasi SDGS Di Lingkungan Sekolah Guna Mendukung Terwujudnya Kesejahteraan Pendidikan. *Jurnal Penelitian Ilmu-Ilmu Sosial*, 1(10), 67–72. <https://doi.org/10.5281/zenodo.11128176>
- Limbong. (2020). *Program Studi Administrasi Pendidikan Program Magister Program Pascasarjana Universitas Kristen Indonesia*.
- Maulidan, A. C., Saripudin, D., and Supriatna, N. (2025). Implementasi Strategi Pembelajaran Berdiferensiasi Pada Pembelajaran Sejarah Di SMA Negeri 16 Kota Bandung. *Fajar Historia: Jurnal Ilmu Sejarah Dan Pendidikan*, 9(1), 59–73. <https://doi.org/10.29408/fhs.v9i1.28057>
- Mayasari, A., Hadi, S., and Kuswandi, D. (2019). Tindak Perundungan Di Sekolah Dasar Dan Upaya Mengatasinya. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 4(3), 399. <https://doi.org/10.17977/jptpp.v4i3.12206>
- Moher, D., Liberati, A., Tetzlaff, J., and Altman, D. G. (2009). Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement. *PLoS Medicine*, 6(7).
- Patmawati, and Mustika, D. (2025). Strategi Guru Dalam Menciptakan Lingkungan Belajar Yang Kondusif Di Kelas V Sekolah Dasar. *Jurnal Sekolah*, 9(3), 444–454. <https://doi.org/10.24114/js.v9i3.65710>
- Petticrew, M., and Roberts, H. (2006). *Systematic Reviews in the Social Sciences: A Practical Guide*. Blackwell Publishing.
- Puspitasari, C. D., Sulistiyono, A., and Rachmi, I. G. A. K. (2023). *Mengintegrasikan Pendidikan Pajak Berbasis Keadilan Dalam Pendidikan Pancasila*.
- Saepurohman, A., Badrudin, Erihadiana, M., Lestari, A. S., and Alai, A. (2025). Strategic Management of Digital Literacy Initiatives in Islamic Boarding Schools of Tasikmalaya. *Munaddhomah*, 6(2), 238–250. <https://doi.org/10.31538/munaddhomah.v6i2.1711>
- Setyaningrum, F., Adzkiya, S., and Wenerda, I. (2024). Multicultural Education Design Through Crafts Learning Wood on Students PGSD UAD. *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan*, 33(1), 101–116. <https://doi.org/10.17977/um009v33i12024p101-116>
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339.
- Suherman, I., Martin, A. Y., Kurniawan, I., Qolyubi, A. T., Rusli, R. K., and Purnamasari, L. (2025). Bullying Prevention Strategies Through School Capacity Building (SCB) in Integrated Islamic Schools to Support the Sustainable Development Goals (SDGs). *Jurnal Pendidikan Islam*, 11(1), 164–175. <https://doi.org/10.15575/jpi.v11i1.43952>
- Wibowo, A., Herawati, E. S. B., and Wijayanti, W. (2025). Langkah Strategis Perencanaan Supervisi Pendidikan Berbasis. *Jurnal Akuntabilitas Manajemen Pendidikan*, 13(1), 39–52.