

# Strategic Planning on the School Quality

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**Abstract**—The quality of the school can be achieved if the strategic planning can be implemented properly. An organization without a plan, like a ship without a purpose. This research examines the extent to which the implementation of school planning can lead to school quality in accordance with government-set standards. This research was conducted with a qualitative approach through documentation studies at Public Elementary School 2 Plered, Purwakarta Regency. The results showed that the implementation of the school plan became a guideline for schools to achieve the national standards of education set. The quality of the school can be illustrated through achievements in every standard, so it can be interpreted that school planning can lead to the expected quality.

**Keywords**—RKJM, strategic plan, school quality

## I. INTRODUCTION

Strategic planning is an effort to achieve the school's goals by using existing resources [1]. Strategic planning is very important for schools because this strategic planning applies to every aspect of school, especially in the management of the school itself. Strategic planning is designed as a long-term school planning guideline to describe implementation instructions and technical guidance on each school unit. A school that has strategic planning means having a strong foundation in carrying out all its activities so that it is useful to ensure that all members of the organization work towards the goals set. Strategic planning is useful in an effort to measure the success of schools improving the quality of their schools.

Developing effective programs, projects, action plans, budgets, and implementation processes will bring life to strategies and create value for the organization and its stakeholders [2]. An organization not only creates a strategic plan but also the development of effective programs, projects, action plans, budgets, and implementation processes will bring a more strategic life and create added value for the organization (or community) and all stakeholders. There are several keys to the success of a strategic plan: resource implications; monitoring; rolling operational plan; managing individual performance; commitment and motivation; and structure [2].

Many efforts have been made by the government to improve the quality of education in schools, such as publishing Government Regulation 19/2005 on National Standards of

Education [3]. Government policies that support the widest possible way for people to open educational institutions or schools can be an opportunity and a threat to the world of education. Therefore, schools are required to have an advantage in order to be competitive. Therefore, schools must be able to plan well the right strategies in order to survive and develop properly [4]. The strategy of improving the quality of education is not separated from the management of improving the quality of the school. Quality improvement management, having efforts (a) to control the processes that take place in schools both curricular and administrative, (b) involve the diagnostic process, and (c) require the participation of all parties, principals, teachers, administrative staff, participants, students, parents and experts. Schools need good planning and evaluation of programs so that they can be done well as well as school programs [5].

The ideal condition expected in a school, especially State Elementary School 2 Plered Sub-District Plered, is the implementation of an education service that can meet the requirements of the National Standard of Education However, the current condition that is experienced is still not able to meet what is required. Of the 8 standards that have been set, none of the standards can be met. Each standard still has components that need to be improved and developed in order to achieve national standards.

Based on these gaps, schools must identify and evaluate performance during this time in order for the quality of the school to improve in the later life. By identifying the programs that have been implemented, then the school will draw up a work plan program that is prepared for the long-term program implementation guide.

The quality of education is an overview and characteristic of the overall service of education services internally or externally that shows its ability to satisfy the expected needs [6]. Furthermore, quality management is a philosophy about continuous improvement, which can provide a set of practical tools to every educational institution in meeting the needs, desires and expectations of its customers, current and future [7].

The study of school planning and its relationship to the quality of education is important given that this is the beginning of the implementation of education that can provide

satisfaction to students and the community. This kind of study in Indonesia is still relatively minimal, given the limitations of existing documents and data sources. Many of the schools to date do not have clear planning documents. Although there are, in general only as a complement to the administration when school accreditation will be carried out. Through this study, researchers are trying to dig deeper into what can be said regarding the implementation of school planning and its concerns with the quality of the school. At the same time as an effort by researchers in completing studies that have not been excavated so far.

## II. METHODS

The research method carried out is qualitatively explorative. The research was located at Plered State Elementary School 2 related to school programs. Analysis of data conducted by means of environmental analysis process internally and externally with regard to existing strengths and weaknesses. The analysis takes into account the results of school evaluations along with stakeholders such as teacher councils, school committees and Technical Implementation Unit of the Education Office.

## III. RESULTS AND DISCUSSION

The implementation of education will run effectively and efficiently and directed if the strategic planning process is good. Programs and planning should be arranged gradually and hierarchically. Therefore, it is necessary to understand in advance that strategic planning is to know in advance the real conditions experienced by the school. State Elementary School 2 Plered tries to understand the current situation, then understands the challenges that must be faced so that it will bring forth programs and activities that are seeded and set together by educational stakeholders such as, teacher councils, school committees, and education services.

Improvement efforts to achieve quality education not only fulfill the input and output aspects, but more importantly the process aspect, which is in question is decision making, program management, institutional management process, teaching learning process and monitoring and evaluation process with the note that the teaching learning process has the highest level of interest compared to other processes [8]. Therefore, from the results of the research that has been done, State Elementary School 2 Plered has a strategic analysis and a quality recommendation for improving the national standard of education.

### A. Learning Content Development

The current state of the curriculum already meets the National Standard of Education (NSE) but learning devices have not been stacked to the maximum for grades 1 through grade 6 in all subjects. The minimum completed criteria have not met the NSE, the determination of criteria is still not through the level of analysis of competency standards, basic competencies, indicators of competency achievement in each

subject. The challenge facing State Elementary School 2 Plered Curriculum in accordance with the direction of counselors and speakers, the orientation of the curriculum must support the subjects tested. In addition, extracurricular activities in schools should be able to involve all students in grades 1 and grade 2.

### B. Learning Process Development

The current state of the learning process has not met the NSE, namely only 50% of teachers who implement Pakem methods/ approaches, contextual teaching learning and other approaches. The learning process with thematic approach has not been implemented correctly, 70% of teachers still have difficulty developing themes to integrate several subjects. The challenge that will be faced is a) The preparation of learning plan by teachers is developed by not only referring to the syllabus but also oriented towards the condition of the school and students. b) Optimization of the utilization of school and library environment as a learning resource by all school residents c) Improved classroom management with good, quality and fun so that students are happier in learning and achieving minimal completeness ranging from grade 1 to grade 6.

### C. Graduate Competency Development

Under current conditions, graduates' academic achievements have not met the NSE (SKBM averages 65% and average national exams score is still below 7.00). The non-academic achievement of the school is still low (not yet able to win the district level championship). The challenge faced by the school is a) Increasing the use of various learning references by students in understanding the basic competencies and core competencies of a material for all subjects b) Improving the habit of behaving politely by all students c) Habituation of realizing art and culture, physical fitness, and the use of healthy technology in school education for all students.

### D. Development of Educators and Education Personnel

In the current condition, educators and education personnel do not all have a certificate as professional educators. The challenge faced by schools is a) Maximizing all human resources in schools, b) Improving quality and facilitating all classroom teachers in achieving competence according to the NSE.

### E. Development of Facilities and Infrastructure

Current conditions, facilities and infrastructure, learning media, teaching materials, learning resources are under-targeted and severely deficient in the era of globalization in the field of technology, communication and information. The school environment has not met the NSE (50%) as an environment. The challenges faced by the school are table 1:

**TABLE I. SCHOOL FACILITIES**

No	Type	Amount	Remark
1.	School Health Unit	1	Other equipment and facilities
2.	Library	1	Facilities
3.	Mushala	1	Facilities
4.	Playgrounds and sports	500 m <sup>2</sup>	Facilities
5.	Warehouse	1	Facilities

#### *F. Management Development*

Under current conditions, 75% of school administrations meet the NSE. The challenge is a) Develop the vision, mission and objectives of the school with an accountable mechanism and in accordance with the NSE then implement it in all educational activities in the school. b) Partner with relevant parties that can encourage the rapid process of quality education, such as departments, government agencies, law enforcement, social and non-governmental organizations, as well as companies that are committed to Education. c) Create a conducive and friendly learning environment in the midst of heterogeneous and compound settlements. d) Carry out quality education services and evaluation of class action research at least once a year.

#### *G. Financing Development*

The current conditions, financing for development is not maximal, because some Explain the term in English funds are still absorbed for various routine activities of the school, the challenges faced by the school namely a) The effectiveness and efficiency of the use of school budgets with regard to the scale of priorities that have been set by the rules. b) Accountability in reporting in accordance with the mechanisms set out in the relevant regulations.

#### *H. Assessment Development*

The current condition turns out that teachers in carrying out assessments still prioritize the assessment process. The challenge facing is a) Carrying out assessments using the applicable assessment techniques and recognized the accuracy level. b) Conduct a fair, valid, thorough and transparent assessment concerning the subjects submitted and the behavior of students related to ethics.

After obtaining the results of the condition experienced by State Elementary School 2 Plered, then the next stage is to present the stages of programs and activities that are recommendations on improving the quality of school services in accordance with the national standards of education that have been set.

The results of the recommendations are the result of a joint evaluation with education stakeholders in an effort to improve school performance in order to better return in the future. Usman (2002), that quality improvement management has principles: (1) quality improvement should be implemented in schools, (2) quality improvement can be implemented with good leadership, (3) quality improvement must be based on data and facts both qualitative and quantitative, (4) quality

improvement must empower and involve all elements in the school, and (5) quality improvement has the purpose that the school can provide satisfaction to students, parents and the community.

The right strategy can deliver organizations or educational institutions to success in achieving their goals and still have competitive superiority [9]. Improving the quality of the school must start from the autonomy of the school itself. School quality improvement management provides opportunities for the school independently and regulates itself to improve the quality of education but still refers to government policy [8], therefore the improvement of the quality of the strategic planning results needs to pay attention to the national standards of education.

#### *I. Quality Improvement of Content Standards*

Improving the quality of content standards is carried out by carrying out a number of activities that contribute directly to the students, such as extracurricular activities, the addition of learning burdens, restructuring and development of the school curriculum. The results of the study of current conditions, a number of things that need to be improved by the school include: 1) the development of extracurricular activities should be tailored to the interests of students; 2) there needs to be fulfillment of learning hours for teachers; 3) Curriculum structure in accordance with National Board of Education Standards guidelines, as well as 4) integration of character development in subjects matter.

#### *J. Improved Quality of Process Standards*

In relation to the standard of the process, how many things need to be developed is on increased activity in each item of extracurricular activities, development of class action research-based learning tools, optimization of prop utilization. In addition, other efforts such as active principled learning using various learning media and methods, optimization of the implementation of innovative learning models (problem base learning, CTL, Group discussion, cooperative learning), developing ICT-based learning, and increasing the effectiveness of utilization of learning time can be used as an alternative effort in improving the quality of process standards. In addition, the thing that needs to be considered in students is to understand the characteristics of students with special needs that need to be considered so that the learning planning process needs to pay attention to the characteristics of students.

#### *K. Quality Improvement of Graduation Standards*

In improving the quality of graduation standards still need to be improved by the school [10]. Future students are expected to be able to press academically and non-academically from the district, district and national levels. To equip students in the context of social life of the community, the school needs also to improve the implementation of classroom hygiene activities, environmental hygiene, clean Friday activities, and the provision of a healthy school cafeteria, implementing and familiarizing a clean and healthy lifestyle, the implementation

of morning gymnastics before teaching and learning activities every Thursday to be improved and developed. As for cultural mastery, the school needs to give students space to express cultural art at appropriate school events during plenary meetings, closed years, other art performance activities.

Improvement and understanding of natural symptoms in learning in subjects that have natural symptom material also needs to be instilled in students [11]. In this way, students can understand the natural processes that occur around them. In law enforcement it also needs to be done consistently, in order for the child to grow up disciplined and responsible so that the expected character appears, as well as being a noble habituation in life in school and in the community.

Religious and cultured characters also need to be instilled in students, through religious practice activities in schools and monitoring of students, getting used to polite and meek language to anyone, and getting used to clean and healthy living behaviors through morning gymnastics activities can effectively be an appropriate way to improve the character of the child.

#### *L. Improving the Quality of Educator and Education Standards*

Teachers and staff at the school have an important role to play in the success of the school providing the expected quality of education services. Therefore, schools need to be supported by qualified teachers and relevant to the subjects taught in the school. Minimum education teachers are undergraduate, and certified educators. Improvement of teacher quality can be done by participating in teacher work groups, teacher deliberations on subjects, training, seminars and work sites so that new understanding and skills can be gained that can support the implementation of their duties as educators. In the school environment itself, such efforts can be made by implementing sustainable professional development programs as well as lesson studies.

#### IV. CONCLUSION

The implementation of quality-oriented education and improving the human resources quality of students is a mandate

of the Law that must be implemented by the education unit. The implementation of quality education requires careful and systematic planning and has a "tomorrow must be better than it is today" perspective.

The preparation of the ideal School Quality Improvement Plan based on the guidelines and regulations set out in Permendiknas 19/2007 on education management standards and government regulation number 17/2010 on the management and implementation of education is the hope for all parties. Be aware that each school has its advantages on the one hand and has flaws on the other. Therefore, schools must continue to monitor and evaluate at all times gradually and periodically so that the strategic planning of the school can run to the maximum and can improve the quality of school services to the community.

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