

Study of School Planning: Implementation of School Strategy

Yanti Juwariah^{1,2*}, Taufani C Kurniatun¹

¹Educational Administration Department, ²Headmaster Elementary School Darangdan

¹Universitas Pendidikan Indonesia

¹Bandung, ²Purwakarta, Indonesia

*yantijuwariah@gmail.com

Abstract—This research aims to obtain an overview of the implementation of school services conducted at SDN 1 Darandan Purwakarta Regency. This study focuses on how the school process is conducted, how it is implemented, as well as the obstacles faced in the implementation of school planning. Data collection is done by conducting interviews to a number of informants (principals, teachers and staff). The results of the study found that planning is in accordance with the prevailing guidelines by conducting a needs analysis in advance. At the implementation stage, the involvement of all school residents and the community is necessary in order for planning to be realized effectively. By constraints, commitment and discipline factors are still an obstacle to the implementation of school work.

Keywords—elementary school, planning, school planning

I. INTRODUCTION

Planning in education that is best applied in the world of education is short-term planning because short-term planning is specific and relatively exact. This planning is called an annual planning which is a process of planning the sources of funds to achieve certain goals and objectives that will be implemented in the next year. The achievement of minimum service quality can be realized effectively if educational planning can be planned, realized, and evaluated effectively and efficiently [1].

Planning is key to the school's success in implementing educational programs. This is why there is a need for harmony between school planning and related institutions, such as the education department and the ministry of education.

School planning is prepared to guide the program implementation for the next 4 years. The preparation of this program is intended to develop 8 national education standards, namely content standards, graduate competency standards, process standards, teacher and education staff standards, management standards, facilities and infrastructure standards, assessment standards and financing standards. The formulation of a quality improvement program is carried out by considering input from education stakeholders, namely all teacher councils, school committees and elements of the education office. The preparation of the school planning is carried out through a process of environmental analysis both internally and

externally by taking into account the existing strengths and weaknesses. In addition, it also considers the results of school self-evaluation and analysis of school needs.

To find out the results of the objectives of planning activities and school budgets, it is necessary to assess their effectiveness by measuring the relationship between costs and their realization. Where the measuring instrument used is a measure of effectiveness in general. Because assessing effectiveness is related to the problem of objectives and means of processing input to become output. The effectiveness can be seen through the achievement of educational programs.

The results of a preliminary study at SDN 1 Darangdan show that the level of achievement is not yet maximal from the compiled school planning. A number of programs have not been implemented properly and leave jobs for the following year. On this basis, the researcher wants to examine in more depth how the implementation of the school planning that has been compiled.

Strategic planning is not a coincidence, but rather as an effort or a process, and a comprehensive management of environmental conditions and future desires facing schools [2]. The operationalization of strategic planning is carried out after the analysis of needs such as educational goals or performance criteria through requirements such as resources, methods, techniques and procedures are met [3].

Strategic planning provides potential and opportunities for education leaders to be proactive about the future, technological changes and the environment as a whole. The reality of strategic planning in education needs to be placed as an effective teaching practice and become a key strategy for improving school quality [4]. In strategic planning, the future must be predetermined, by means of partnerships and collaborations with education networks so that the future can be designed. In other words, the right educational policy must be provided from the start, and then agreed upon to be achieved through allocating school resources [5]. Through investigating the current strengths, weaknesses, opportunities and threats inside and outside the organization, strategic planning ideas can be well planned [6].

II. METHODS

The type of research used is qualitative methods which aims to obtain an overview of the effectiveness of school planning at SDN 1 Darangdan, Darangdan District, Purwakarta Regency. This type of descriptive research is intended to describe what it is about a group of people, an object, a set of conditions, a set of thoughts, or a class of events in the present, carried out by analyzing the effectiveness of school planning. Meanwhile, this quantitative research is in the form of figures measuring the percentage of resources allocated to those that are realized in the quality of education services. The data source used in this research is primary data. Primary data is data taken from the first sources in the field who experience the event directly.

Data is obtained through interviews and documentation studies on school planning that has been compiled and run. Interviews are conducted with principals, teachers and staff to get an overview of the implementation of school planning. The interview results are then analyzed with a triangulation approach to the data for relevant information.

III. RESULTS AND DISCUSSION

The effectiveness of the school planning at SDN 1 Darangdan, Darangdan District, Purwakarta Regency for the 2019/2020 academic year was prepared in accordance with the Regulation of the Minister of National Education No. 19 of 2007 concerning Education Management Standards. With a mid-term work plan or an annual plan that has been previously approved in the meeting of the board of educators and the school committee.

The school planning contains eight school programs, namely the field of student affairs, the field of curriculum, the field of development of educators and education personnel, the field of facilities and infrastructure, the field of financing, the field of culture & school environment development, the field of increasing the role of society & partnerships, and other supporting activities such as improving the quality of schools.

Implementation of school planning at SDN 1 Darangdan in the 2019/2020 school year reached 86.7% and is included in the adequate category. Analysis of current conditions illustrates the level of achievement of program implementation with all the strengths and weaknesses that exist. The current success will serve as a guide and guide for the future, while the shortcomings are the gap between the expectations and the existing reality, so it is necessary to reflect on the failure of actors and make the program for the next time / year. The following is a complete analysis of the current conditions covering eight national education standards. A number of things that affect the conditions above are the implementation of the school planning management function, including:

A. Planning

The planning process begins with knowing where the funding sources are obtained, so that they can plan expenses for

teaching and learning activities, procurement and maintenance of facilities and infrastructure, development of learning resources and learning tools as well as honoraria and welfare. school planning is a reference in implementing school activities or programs in one year. For this reason, budgeting must be oriented towards specific and general program plans and objectives.

The compilation was carried out from April to early June to be carried out in the new school year 2019/2020. The preparation involves teachers, school committees, and administrative staff. The plan that had been prepared, then asked for approval from the committee to be approved, knew the principal and approved by the Head of the Education Office.

The school planning prepared at SDN 1 Darangdan refers to the school's vision and mission, so that the school's vision can be achieved properly. Specifically, in budget planning in the school planning, schools use a priority scale with reference to the eight National Education Standards (SNP), namely: graduate competency standards, content standards, process standards, standards for educators and education personnel, standards for advice and infrastructure, management standards, financing standards and assessment standards. Schools receive funding from the Government in the form of School Operational Assistance. From the source of these funds, it is used as a benchmark in the preparation of the school budget plan as stipulated in the school planning. In certain circumstances, schools can make revisions to the school planning that has been prepared, due to program changes that must be implemented, even though these activities are not included in the budget plan. On this basis, the school made a revision and made an official report on the changes to the school planning.

B. Implementation

School planning is a basic guideline for direction for schools in carrying out their duties, improving the quality of education in our schools to be better with less risk and to reduce future uncertainty. By adhering to the maximum implementation of the school planning, schools can realize the vision and mission they have set.

The implementation of the school planning at SDN 1 Darangdan is in accordance with what was scheduled, including involving the school committee in every activity. The school committee is always involved in school activities. Schools always provide opportunities for committees to provide consideration or evaluation of the implementation of school activities. This needs to be done so that the activities carried out are as planned. Although, sometimes there are activities that were not initially planned, in the middle of the trip they have to be carried out so that it needs to be revised in the school planning.

In implementing the school planning, the principal acts as a manager who functions as an authorizer and coordinator so that the management of school resources can be carried out

effectively and efficiently. Resource management is said to be effective if the activities carried out can support the achievement of school goals. Meanwhile, the efficient measure is related to the quantity of the results of an activity. The principal is an official who is empowered to take actions that result in budget revenue and expenditure. Meanwhile, the Ordinator is the official who has the authority to conduct tests and orders payment for all actions taken based on the stipulated authorization.

C. Constraints in School Planning Implementation

All programs listed in the school planning at SDN 1 Darangdan have not been implemented due to human resource factors, namely due to the limited ability or competency level of teachers in implementing the planned programs. In addition, there is a lack of commitment by the school community from teachers to be able to implement the program. Next is the problem of teacher discipline to be able to follow all the rules and regulations that have been set by the school, as well as the budget limitation factor, so that programs that have been determined in the strategic plan are difficult to implement. This is in line with a number of opinions that factors affecting the implementation of strategic plans include organizational culture, participation, and commitment [7].

Low discipline due to unclear rules that support the implementation of a program. This is based on direct interviews with school principals regarding discipline, namely when there are disciplinary actions of several teachers that occur continuously due to unclear rules and weak discipline enforcement so that some of these behaviors become a culture that is difficult to change so that they do not support school goals. This is supported by statements [8]. The commitment of the school community which is manifested in the form of a desire to participate and work together has not yet appeared in everyone in the organization. This will certainly affect the effectiveness of implementing the school planning that has been previously determined. Participation in strategic planning will lead to the commitment of school members to strategy implementation [9,10].

IV. CONCLUSION

The conclusion of this research is that the implementation of school planning at SDN 1 Darangdan has not run optimally. A number of work programs that have been scheduled cannot be implemented. A number of factors become obstacles, namely the problem of teacher ability to implement the program, teacher commitment and discipline, and the problem of limited funding. To overcome these obstacles, school principals can develop competency and skills for teachers and staff to be able to work according to assigned tasks, seek external funding, and increase commitment and discipline through awarding or compensation.

REFERENCES

- [1] H. L. Seabrook, "Elements for the development of a safe school plan," 2001.
- [2] O. C. Fides and O. E. Carol, "Problems of implementation of strategic plans for secondary schools improvement in Anambra State," *Educ. Res. Rev.*, 2015.
- [3] M. J. Latorre-Medina and F. J. Blanco-Encomienda, "Strategic Management as Key to Improve the Quality of Education," *Procedia - Soc. Behav. Sci.*, 2013.
- [4] O. Y. Yureva, O. V. Yureva, and L. A. Burganova, "Strategic management in higher education system: Methodological approaches," *Acad. Strateg. Manag. J.*, 2016.
- [5] S. J. Amoli and F. Aghashahi, "An Investigation on Strategic Management Success Factors in an Educational Complex," *Procedia - Soc. Behav. Sci.*, 2016.
- [6] R. Kaufman and J. Herman, *Strategic Planning for a Better Society*. 1991.
- [7] L. Njagi and H. Kombo, "Effect of Strategy Implementation on Performance of Commercial Banks in Kenya," *Eur. J. Bus. Manag.*, 2014.
- [8] C. R. Bulach, F. C. Lunenburg, and L. Potter, *Creating a Culture for High-Performing Schools: A Comprehensive Approach to School Reform and Dropout Prevention*. 2008.
- [9] T. Grundy and D. King, "Using strategic planning to drive strategic change," *Long Range Plann.*, 1992, doi: 10.1016/0024-6301(92)90315-S.
- [10] P. Collier and D. Dollar, "Development effectiveness: What have we learnt?," *Econ. J.*, 2004.