

# ANALYSIS OF SCHOOL PLANNING BASED ON 8 NATIONAL STANDARDS OF EDUCATION IN SMKN 1 NARMADA

Agung Ayu Hanna Cahyani\*, Asrin\*, Muntari\*

\*Master's Program in Education Administration, Postgraduate University of Mataram, Mataram, Indonesia

**Abstract-** This study aims to describe the strategic and operational planning of schools reviewed from 8 National Standards of Education (NSP) in SMK Negeri 1 Narmada. This study uses a descriptive qualitative approach (case study). Data collection techniques in research are in-depth interview techniques, participatory observations, and document studies. The data analysis techniques in this study are data reduction, data presentation, and conclusion drawing. Data validity checks are conducted by means of credibility, transferability, dependability, and affirmability. The results show that: 1) The process of preparing the school's strategic plan: (a) decisions through input and consideration of the principal, vice-principal, head of the study program, teachers, administration, even alumni; (b) compiled under the SNP's 8; (c) the components of the school are involved in accordance with the toxicology; (d) the role of the community and DUDI indirectly. e) evaluate the ongoing program as well as program constraints; and (f) there has not been a specific meeting on the achievement of the. 2) The process of preparing the school's operational plan: (a) prepared in detail for a year; (b) the school component makes an annual work program; (c) DUDI is involved in providing advice; (d) PKG and PKB teacher performance assessment; (e) controlling at any time. The study concludes that SMKN 1 Narmada conducts strategic and operational planning but does not conduct the strategic evaluation. The advice in this study is that strategic and operational planning is expected to be carried out in a programmatic evaluation.

**Index Terms-** Operational Planning, Strategic Planning

## I. INTRODUCTION

Quality education is the dream and ideal of every nation to be felt by every citizen through educational institutions. Education is the process of printing the next generation of the nation that if the output of this educational process fails, then it is difficult to imagine how a nation can achieve progress (Sitompul & Abdillah, 2020) (Novalita, 2019). Quality of Education is a goal that is always championed by all educational stakeholders (Arif, 2013), so that the central government, local government, up to the organization of education unit organizers always strive for education held to have good quality.

At the education unit level, the policies that the government has issued through the law need to be focused on again in order to improve the quality of education through the strategic plan of the education unit and the operational plan of the education unit. A

strategic plan is a long-term plan drawn up once every four or five years (Rusniati & Haq, 2014). At the same time, the school operational plan is a more specific operational plan developed based on the school's strategic plan (Komarudin, 2012). The school operational plan is a short-term plan that is prepared for one year and prepared with attention to the needs of schools, communities and in accordance with RPPP (Provincial Education Development Plan) and RPPN (National Education Development Plan).

Strategic plans and operational plans of quality schools are realized by paying attention to 8 national standards of education as stated in Government Regulation No. 57 of 2021 on National Standards of Education (SNP). The eight national education standards in question include Content Standards (SI), Process Standards (SPr), Graduation Competency Standards (SKL), Assessment Standards (Spem), Education and Education Personnel Standards (PTK), Facilities and Infrastructure Standards (SPras), Financing Standards (Spem), and Management Standards (Speng).

An education unit is very likely to have met graduation standards, but the standard of infrastructure has not met, and the standards of educators and education personnel also have not met, meaning that a school has the fulfillment of eight diverse educational standards, some achieve national standards of education, some achieve minimum service standards (SPM) and some are below SPM. Schools are expected to be able to conduct education effectively, efficiently, quality, relevantly, and support the achievement of education equality if it meets the SNP (Fitri, 2014).

The government sets education management standards in schools, one part of which is planning (Lubis, 2018). This plan includes the school's vision, mission, and objectives, and the school work plan, meaning that each school must formulate and establish and develop the vision, mission, objectives, and work plan in its school in accordance with the criteria and conditions that have been set. In the work plan, the school is required to make: 1) a medium-term work plan that describes the goals to be achieved within four years related to the quality of graduates to be achieved and the improvement of components that support the improvement of the quality of graduates; 2) the annual work plan stated in the school activity plan and budget (RKAS) is implemented based on the medium-term plan. Considering the context of government provisions in the form of regulation of the minister of national education on the planning, the school is

essentially required to formulate and have strategic planning including: first, strategic formulation contains the vision, mission, objectives, and formulation of four-year strategic programs in the form of medium-term work plans; second, strategic implementation contains an annual strategic program in the form of an activity plan and budget based on the medium-term plan.

SMK Negeri Narmada is one of the vocational high schools that are quite popular and have many achievements in both academic and sports fields. The school also has a school plan that contains both medium-term and annual work plans. In the school development master plan (RIPS) in Narmada, State Vocational School was downgraded to a school work program and a school budget plan (RAPBS). This school work program and RAPBS are a manifestation of strategic implementation in Smk Negeri Narmada.

The school planning owned by SMK Negeri 1 Narmada should have a clear road map to serve as a guideline for all stakeholders for the progress of other schools. School planning should be a shared responsibility to be carried out to realize the vision, mission, and goals that have been decided, but in reality, it is not. This is in accordance with what the head of SMK Negeri 1 Narmada said during the initial observation that the existing school planning had not been carried out thoroughly. At the level of work units and in each person in the school has not fully understood and made strategic planning as a guide work, which is said to be one of the factors inhibiting the implementation of strategic planning. This is why researchers are interested in analyzing planning at SMK Negeri 1 Narmada based on 8 National Standards of Education.

In implementing school planning, each school must carry out certain steps or ways in order for strategic planning to be structured effectively and efficiently. Each school certainly has different steps adapted to the situation and conditions in the school. The school will produce good strategic planning if in its preparation using good methods

## II. METHOD

The approach used in this study is the qualitative approach and uses the case study approach. This research was conducted at State Vocational High School 1 Narmada West Lombok, West Nusa Tenggara. The subject of this study was the head of Narmada State Vocational High School 1 and its ranks, who were directly or indirectly involved in the preparation of strategic plans, operational plans, and school work plans.

The documents that become data of this research are documents in the preparation of school work programs, such as school quality report documents, School Self Evaluation documents (EDS), curriculum documents, student data, teacher and education personnel data, school financial data, as well as schoolwork plan documents namely RKT (Annual Work Plan), RKJM (Medium Term Work Plan) and RAKS (School Work Plan).

The data source in the research is the primary data source and the secondary data source. In this study, the primary data source is the leadership and educators, and education of SMKN 1 Narmada Subdistrict Narmada West Lombok District NTB Province. The secondary data source of this study is the documents contained in SMKN 1 Narmada Narmada Subdistrict, West Lombok District of NTB Province. The data collection techniques used in this study are interviews, observations, and documentation

According to Moleong (2017), three data analysis models have been used in qualitative research, namely fixed comparison methods, data analysis methods according to Spradley (1997), and data analysis methods according to Miles and Huberman (1992) there are four qualitative data analysis paths, which include: (1) data collection, (2) data reduction, (3) data presentation, and (4) conclusion withdrawal. In this research, triangulation of data sources is used by comparing and checking back the degree of trust of information obtained through different times and tools in qualitative methods

## III. RESULT AND DISCUSSION

Strategic planning in the field of education prioritizes priorities in the implementation and development of education (Ampry, 2013). In the context of vocational schools, the strategic planning of schools is prepared based on eight national standards of education, which are then referred to as school work plans (RKS). School Work Plan (RKS) is a document containing the school development program plan for the next four years to optimize the use of school resources, both human and non-human resources, to achieve the desired goals in the future (Judin et al., 2017).

By considering the above, it is expected that the strategic planning prepared by the education unit in this case, SMKN 1 Narmada, can profoundly impact the quality of education that is standardized 8 National Standards of Education. Strategic planning in SMK Negeri 1 Narmada requires careful preparation and steps so that it is expected that whatever will be contained in the strategies planning can be carried out to the maximum and achieve the objectives. The strategic plan is the vision and mission, the process of building a strategic plan, the involvement of school residents, the role of the community and DUDI, the steps of implementing the school's strategic plan, and the achievement of the school's strategic plan.

At SMK Negeri 1, Narmada itself, in realizing the vision and mission, needs to plan with decisions about the wants or needs of the school through the input and consideration of the principal, deputy principal, head of the skills program, teachers, administration, and the business world. Actively participating in the planning of the vision and mission of the school in the process of drafting it, of course, through a meeting of leadership elements involving the school committee and also the father of the representative teacher and from the outside world, namely DUDI. On the other hand, the vision and mission can be according to the national educational objectives and according to the demands of the times.

SMK Negeri 1 Narmada in school strategic planning is prepared based on eight national standards of education, which are then called the School Work Plan (RKS), that: every four years the Strategic Plan (Medium Term Work Plan) so that the program can be ascertained what the school objectives cannot be separated from the 8 SNP. As a model school, SMK Negeri 1 Narmada is obliged to implement the Internal Quality Assurance System, where 8 SNP guides the SPMI. The school formed an Internal Quality Assurance Team, and then the team will hold a workshop to discuss the Quality Report published by LPMP. The team working with other teachers will discuss one item each of the national standards of education. Then the details will be made

RTL or Follow-up Plan to then direct school activities on the subject. So, 8SNP control in schools is good.

Talking about an effective and efficient school or organization is to utilize all the capabilities and potential of human resources in the organization, as follows: All components of the school are involved, but with their respective toxicities. Starting from a meeting with the leadership element first. The meeting was attended by the principal, deputy principal, school committee, school treasurer, KTU. But before, principal vice colleagues have also absorbed the aspirations of head of the study program, workshop, lab ka, and teachers.

The active role of the community and DUDI in the preparation of the plan in an effort to absorb inputs and views from external schools can help provide solutions and support for the progress of the organization itself, that: If IDUKA or DUDI was indirectly through the Head of the study program and Vice-principal. We have been limited to providing public information through the Chairman of the School Committee directly as a representative of the student guardian. If other parties, such as the community or DUDI, we have never been involved.

As school documentation, the plan needs to be drawn up in terms of governance: the need for evaluation to get an idea of what concerns us to develop the next program. Including the obstacles faced if there is a program that can not be carried out properly. As well as supervising the work of each component of the school and provide instruments and indicators of evaluation of the implementation of quality fulfillment in line with the visions of the school.

A school's efforts in achieving the school's strategic plan need to be the cooperation of various parties in supporting and providing input and actively involved in the implementation of the school plan, that: a special meeting that discusses the achievement of the plan has not been implemented. It's just that so far, SMK Negeri 1 Narmada conducted an assessment with monitoring the results of supervision and results of teacher performance assessment operationally with existing standards.

SMK Negeri 1 Narmada in school operational planning is prepared based on eight national standards of education which are then called the School Work Plan (RKS), that: more detailed operational planning to its implementation is listed in the program made for a period of a year. The operational plan is known as CTR if in school. It was created through the absorption of information from all components of the school.

The role of teachers is vital in the management of the learning process in schools. Through an interview with Waka Kurikulum SMKN 1 Narmada, all school components are involved because each of us will create an annual work program compiled into one in the School Work Plan Document. The RKS document will be equipped with the Work Program of each component of the school, such as the Subject Teacher Work Program (Teacher Learning Administration Subjects), as well as teachers who have additional tasks, such as the Vice Principal Work Program, The Head of Study Program, The Work Program of the Head of the Lab, the Head of the Library, and the Head of the Workshop.

The existence of stakeholders greatly contributes to SMK Negeri 1 Narmada's progress: DUDI is involved in providing advice on the annual work program of the department. Especially in arranging PKL programs, guest teachers, or other outside

activities. But it has not been well established, for now, what many do is seek support.

Implementing the school operational plan at SMKN 1 Narmada requires measures taken to ensure the implementation of the operational plan as planned: The principal's work program will be daily, monthly, and yearly. Having a PKG and PKB Coordinator whose job is to coordinate teacher performance assessment activities. The annual planning goes well from performance assessment, holding internal meetings with productive teachers and lab heads to discuss matters about the department.

The school should be able to assess the achievement of the school's operational plan at SMKN 1 Narmada, as an evaluation material for the program that is carried out and not carried out so that inputs and ideas can be obtained, in order to be able to improvise in drafting the next plan or the next work program that: doing incidentally by controlling at any time by checking the documents owned, discussing with the deputy principal about the programs that are being b Walk. But indeed, a special meeting discussing the achievement of the school work plan has never been held, and the evaluation meeting at the end of the activity has also never been.

Operational planning is the description of strategic planning. Planning that is able to provide a detailed explanation of (what) what to do, (who) who is working, (how) how to do it, (where) were to do it, (when) when it is implemented. Operational planning in a document is realized in the form of a work program or activities that are arranged in such a way and become a guide for everyone involved in carrying out the work program. In the context of schooling, operational planning is realized in the form of school work programs, school academic agendas, learning schedules, and the like

#### IV. CONCLUSION

Based on the results of the study, it was concluded that: 1) The process of preparing the school's strategic plan: (a) decisions through input and consideration of the principal, vice-principal, head of the study program, teachers, administration, even alumni; (b) compiled under the SNP's 8; (c) the components of the school are involved in accordance with the toxicology; (d) the role of the community and DUDI indirectly. e) evaluate the ongoing program as well as program constraints; and (f) there has not been a specific meeting on the achievement of the plan. 2) The process of preparing the school's operational plan: (a) prepared in detail for a period of a year; (b) the school component makes an annual work program; (c) DUDI is involved in providing advice; (d) PKG and PKB teacher performance assessment; (e) controlling at any time. Thus, SMKN 1 Narmada conducts strategic and operational planning but does not evaluate the Strategic Plan.

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## AUTHORS

**Agung Ayu Hanna Cahyani**, Master's Program in Education Administration, Postgraduate University of Mataram, Mataram, Indonesia.

**Asrin**, Master's Program in Education Administration, Postgraduate University of Mataram, Mataram, Indonesia.

**Muntari**, Master's Program in Education Administration, Postgraduate University of Mataram, Mataram, Indonesia

Corresponding Author.

**Agung Ayu Hanna Cahyani**, Master's Program in Education Administration, Postgraduate University of Mataram, Mataram, Indonesia

Email: [agungayuhannacahyani21@gmail.com](mailto:agungayuhannacahyani21@gmail.com)