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Strategic Planning Model to Increase Quality Basic School Education by 2020

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Abstract

This paper presents the reality of educational institutions that is, the weakening of the quality and quality of education in general and especially in elementary schools. This is the result of a study involving institutional boards, school committees, school managers (Principals, Vice Deans, Teachers and Program Coordinators) The main issue of this study is "What is the Future Model for Primary School Activity and Quality Program Plans 2020, Expected by determining the instruments and indicators of future success and on the implementation of the BOS model, compiled with data-based self-evaluation (EDS) through preliminary studies, establishing model instruments, targets, performance indicator programs, and personnel based on eight education standards for understand the strengths and weaknesses and provide operational, systematic, work steps according to achievement indicators, so that the model of BOS with the Strategic Planning Model approach to improve the quality of primary school education in 2020.

Keywords: Strategic Planning Model, Quality of Primary School Education 2020

Introduction

Among the government's policies in education are improving the quality of Human Resources and developing school autonomy School Based Management (SBM) is one way to realize the policy. Strategic planning of the school's Blue Ocean Strategy (BOS) model is a key aspect of SBM. Only through effective planning, the quality of learners should be improved and the obligation to complete the 9-year compulsory education can be achieved, especially for economically underprivileged students. While the vehicle to improve the Human Resources (HR) is a good quality education on the path of informal education, formal and nonformal. It is mandatory to ensure the quality of education. Assurance and quality control programs in accordance with the National Education Standards (SNP) are evaluated, accredited and certified. National Accreditation Board of Schools / Schools, hereinafter referred to as BAN-S / M, is an independent evaluation body which stipulates the feasibility of formal and formal education level programs and/or education by referring to the SNP. Therefore, all school actions must be accountable and transparent in order to gain the trust of all stakeholders.

However, the following school problems are still encountered: 1) Not having a curriculum target in accordance with the guidelines of the National Education Standards Agency (BSNP); 2) In the learning process is not implemented effectively by increasing the active involvement of students; 3) Learning outcomes of learners, have not increased and not yet berkreatifitas in solving problems; 4) Teachers and educational staff are not evenly distributed to be competen and have not met the academic qualification of S1 / D4, should be

encouraged/facilitated to continue the lecture; 5) Improvement of facilities and infrastructure not directly or indirectly supporting the learning process should be continuously pursued to meet national standards; 6) Defense management has not involved par- entis, alumni, community, and community leaders; 7) Assessment systems need to be carried out continuously with various techniques, such as written, verbal, performance, portfolio, and observation assessments.

In addressing these problems schools should have a strategic planning model that provides, develops, manages and mobilizes the capacity building of eight educational standards better, should also be expected to build cooperation with all stakeholders. In this study it offers concept by adopting the Blue Ocean model Strategy (BOS), written by W. Chan Kim and Renee Mauborgne is part of the business strategy process. (Zainal A. H. and Agus: 2007: 31) deemed appropriate and capable of solving educational problems and able to improve the quality of primary school education. Implementation of elementary school work planning model is a strategic factor in increasing competitive advantage (Gold, C: 1992). So the authors believe that this becomes the importance of the strategic plan model of elementary school work to improve student achievement. Students should be able to compete with other superior schools. "Consequently will increase the measurement factor of the success of the program model in the size of the audience rating. (Anderson, Jamie, 2006). This effort should be done on an ongoing basis using the BOS model strategic planner to meet the National Education Standards.

School Strategic Planning Model to Increase Educational Quality 2020

A. Definition of Strategic Planning Model

Strategic planning is the design of the direction and constructive change of a school going forward. Strategic planning or strategic planning consists of words, namely: planning (planning) and strategic (strategic). According to (Texas Workforce Commission, 2005): (1). Planning sets the direction for something, (2). Strategic methods are for achieving goals and objectives, and (3). Strategic planning allows us to start with the desired outcomes and work backwards to identify what will produce those results (4) Schools to make fundamental decisions that guide them to the vision of developing the future. According to (UNASO, 2003): 'Strategic planning is the process of determining: (1). What your school wants to achieve, (2). How will you direct your school and resources to achieve this goal for several months and years, whereas According to (SUNO, 2010): 'A strategic plan is a roadmap to direct a school from its present state to a condition in five or ten years, (CSDF, 1998). Bryson & Alston, (2005: 7) and Bryson, 2004: 13 assert that 'Strategic planning is "a powerful effort to produce decisions and fundamental actions that shape and guide what a school (or other entity) is, what it does, and why do it "'

B. Strategic Planning Models

Texas Workforce Commission (2005: 31-33) presents several alternative models of strategic planning:

1. Basic Strategic Planning

This strategic plan consists of the following steps: (1). Identify the purpose of the school, (2). Selecting goals, (3) Identifying specific implementation strategies, (4). Identify action plans to implement each strategy, and (5). Monitor and update plans.

2. Scenario Planning (Scenario Planning)

Planning is not about predicting the future, but about how a right decision can be done right now. We are not able to predict everything related to the future, we are just trying to present the future from the current point of view so that we can anticipate everything that may happen. Therefore, we need a scenario plan to describe the situation in the future in the

present situation. The steps of scenario planning are: (1). Identify some important external forces and project their influence on the school, (2). Discusses three different future scenarios for each change from external forces, and review worst-case scenarios, (3). Suggests potential strategies for responding to changes from each scenario, (4). Detects general considerations in strategy, as well as (5). Choose the most likely external changes and identify the most responsive strategies.

3. Planning

This model can be used for schools that need to refine their strategies or issues experienced related to internal efficiency. The goal is to harmonize school and resource missions more effectively. Here are the steps that must be done, namely: (1). Underscore the required missions, programs, resources, and support, (2). Identify what is going well and what needs adjustment, (3). Identify how to make adjustments, as well as (4). Include adjustments in the strategic plan.

4. Issues Based Planning

Schools that are large and experienced can use a more comprehensive and effective model. Here are the steps: (1). Perform an external/internal assessment, (2) Design a key strategy to address problems and objectives, (3). Develop or update vision, mission, values, (4). Establish action plan, (5). Recording assessment, goals, and strategies, missions, vision, and action plans in the Strategic Plan document, (6). Develop annual operational plan documents, (7). Develop an annual budget plan, (8). Running annual programs and activities, and (9). Monitoring / reviewing / evaluating / updating the Strategic Plan document.

5. Self-Organizing Planning

Rather than a linear process like any other model, Self-Organizing Planning goes with a more natural process. There needs to be a process of shared reflection of processes and systems through dialogue, exploration, and storyboard techniques. Here are the steps, namely: (1). Clarify and articulate the school's cultural values, (2). Articulating group vision, (3). Performing periodic (quarterly) dialogs on what the school needs to achieve the vision and decide what to do next, (4). Focus on learning process rather than linear method, (5). Growing patience for the ongoing processes, (6). Decide how to describe the strategic plan to the stakeholders.

6. Integrated Planning (Hybrid-Integrated Planning)

Combining the process of two or more models that produce hybrid effects. One example is the Balanced Score Card model (BSC), which integrates elements of the process-based planning issues and alignment. The BSC model facilitates the development of performance improvement goals, measures, and targets through a five-perspective framework, namely: (1). Mission, (2). Focus on the customer, (3). Internal process, (4). Learning and knowledge, and (5). Finance. The benefits of BSC in strategic planning are: (1). Emphasizes the most important processes for achieving high performance, (2). Encourage school change by focusing on things that have the greatest impact, (3). Linking internal business process improvements to specific external customer needs, (4). Align the performance goals of everyone in the school, (5). Set the allocation of resources, (6). Focuses on performance measures that change strategy into action, (7). Allows management to clarify priorities, and (8). Produce a clear path to the vision of the future. With the steps of financing with BSC are: (1). Do a scan of the environment, (2). Perform internal/external assessment, (3) Creating a vision, (4). Identify long-term goals, (5). Identify the purpose, (6). Identify performance measures, (7). Identify performance targets, (8). Develop an action plan, (9) Apply, (10) Assess, (11) Modify and (12). Make a report.

C. *Strategic Planning Process*

Strategic Planning Steps to improve the quality of education need to be considered the following points: (1). Form a planning team, (2). Discuss the planning model to be adopted, (3). Ensure that each team member understands the expected process and results, (4). Provide adequate time for planning process, (5). Discuss the mission of the institution and the contribution of each member to it, and (6). Build basic information to deliver specific results and outputs (Texas Workforce Commission, 2005). In general, strategic planning steps consist of 4 (four) stages, namely: (1). Analyze, (2). Planning, (3). Implementing, as well as (4). Measure. This stage starts from the determination of school vision to the results obtained.

In order for strategic planning can be more weighty, it is necessary to note the following questions, namely:

1. What purpose (school) is there?
2. Who are the customers and stakeholders?
3. What are the strengths and weaknesses (the school)?
4. What are the trends affecting the working environment (school)?
5. What factors are important to the success (school)?
6. What are the fundamental policy decisions that should be made (the school)?
7. What are the values and principles that guide the decision (the school)?
8. What action is required to implement the decision (school)?
9. What are our priorities, what resources will (the schools) need?
10. What will be the impact on the target group (school) or customers?
11. How will the school know that it is valuable?
12. How will we analyze and explain that (the school) is on or off the track?
13. How will we make the necessary corrections during implementation? (Texas Workforce Commission, 2005).

School Work Planning

A. Definition of School Work Planning

The School Work Plan (RKS) is a rational and systematic process in defining action steps and documents containing the school development plan for the next four years taking into consideration the resources to the school (Directorate General of Islamic Education 2014: 84-87). The National Standards for Education (SNP) of the RKS contains a series of plans for various school efforts and other relevant parties to address the current school issues leading to the fulfillment of the SNP. (Permendiknas No.19 of 2007)

In the strategic planning of the school requires rational financing, reliable data and logical and accountable analysis in the budgeting/school budget drafting called School Working Plan (RKAS) (Sri Minarti, 2011: 228-229). Arranged based on school development plan both short and long term.

B. Functions and Benefits of School Work Planning (RKS)

The RKS function is structured as a guideline for school development, as well as the basis for monitoring and evaluation of school development implementation and as a reference to identify and propose necessary resources. (Directorate General of Islamic Education, 2014: 7). So there is no deviation from the principles of management and should have the same perception of the vision and mission, the program and the purpose of the school.

The benefit of planning is a process for choosing how to implement a strategy and program in an effective and efficient way. According to Saifuddin Bachrun (2014: 150), "the benefits of working planning are: to help avoid delays/omissions, in taking actions, monitoring, controlling, controlling in implementing a strategy and delegating responsibilities."

C. The purpose of preparing the school work plan

The purpose of preparing the school work plan is the target achievement of short, medium and long term program implementation indicators in the process of determining actions to improve the quality of education now and in the future. (Permendiknas No. 19 Year 2007).

1. Ensure that the objectives of the school/school that has been formulated can be achieved with a high degree of certainty and small risks
2. Support coordination among school stakeholders
3. Ensure the creation of integration, synchronization, and synergy both between school actors, between schools and educators and between time
4. Ensure linkage and consistency and planning, budgeting, implementation, and oversight
5. Optimizing the participation of school and community residents
6. Ensure the achievement of the use of resources efficiently, effectively, equitably and sustainably.

D. Target of School Work Planning

Goals are formulated by taking into account the challenges facing the school. Goals can also be called short-term goals (eg one year). According to KBBI, the goal of something that becomes the goal, According to the Ministry of National Education in 2002, the goal is the translation of goals. Goals should contain improvements in both quality, productivity, effectiveness, and efficiency, specific, measurable, clear criteria, and with detailed indicators and references to the school vision, mission, program, and objectives created by the school year.

Characteristics of good goals are a). Goals are short-term goals (eg 1 year), b). Goals contain improvements in both quality improvement, effectiveness, productivity, and efficiency, c). Priorities should be considered seriously, d). Goals should be specific, e) Target criteria must be clear and accompanied by detailed indicators, f). Goals are based on challenges, vision, mission and goals, g). The function of formulating goals for the school are: As a direction in achieving short-term goals, As the quality target to be achieved by the school, and As an illustration of quality and quantity to be achieved and measurable so easy to evaluate the success and quality of education.

Strategic Planning Model to Improve Education Quality in 2020, data from phenomenon or empirical data is needed and developed based on theories thereby thickening as a new theory (Alwasillah, 2008: 44). Then it should create a model implementation procedure With the following stages:

1. Study Stage Introduction

this study aims to find a Model of School Work Planning to Improve Education Quality 2020. Therefore, the data to be found include: (a) Self-evaluation with reference to the eight Standards of National Education; (b) Determine the school's quality map, using the SNP Quality Pete's Software software; (c) Determine the expected future school conditions; (d) The Next 4-Year School Challenges; (e) School Goals for the next 4 Years

2. Stages of Library Studies

The literature study was conducted in relation to the theory used as the basis for thinking in conducting the study. in detail these activities include: (a) Conducting an assessment of the general theories that will be used as a backdrop for the development of quality education include: Education theory, Education management theory and theory of human resource development; (b) Conduct assessment and stipulation of pokok theories as the backdrop of model development, including: system theory, learning theory, competence theory, and evaluation theory; (c) Assess and define supporting theories relevant to the development of the model, including: community-based education, human resource development, quality management, quality assurance and quality education programs in accordance with National Education Standards (SNP).

3. Stage of Conceptual Model Formulation

The Conceptual Model is the design of the School Planning Model for Improving the Quality of Education by 2020, which is designed based on the following stages of activities: (a) conducting a comparative analytical link between the theoretical framework relevant to the model findings in the field; (b) Describe the theoretical framework into the model to be developed; (c) Setting the focus of the model development study, which includes: Planning systems, assurance programs and quality control Education through self-evaluation; (d) Prepare the framework of the draft of the Planning model; (e) To strengthen the instrument of study and model development; (f) Prepare and establish a model of Educational Planning to improve the quality of the National Education Standards (SNP).

4. Verification Stage Model that is: (a) Conducting rational validation of conceptual model done by researcher and to principal and expert; (b) Revised model of strategic planning; (c) Conducting a limited trial conducted by the researcher with the aim of obtaining a feasibility picture of applying a representative model tool to be implemented; (d) Analysis of qualitative data through in-depth interviews, discussions and reflections on work experience of Planning, while quantitative data are analyzed from the instrument data by means of descriptive statistical techniques of quality map software. While the field test design is done to know the effective implementation of the model of Work Planning to improve the quality of School. Therefore, the test materials given in the treatment are aspects of Planning based on eight Education standards, (e) Conducting systematic predictive analysis of the results of a limited trial to test the feasibility of the development model system to be applied, the feasibility of the development study focus, the feasibility of the framework model, and feasibility of the instrument of study and model development.

5. Implementation Stage Model that is: (a) Organize and condition the working group development of Education Planning. (b) Socialization and orientation of the development model to the principals, teachers, committees, and educational institutions of the Mujahidin Foundation. (c) Conducting measurements on the initial characteristics of the School Planning Model (RKS) model. (d) Application of the model; 1) In the process of applying the model, the researcher cooperates with the technical resource person, principal, and teacher facilitator joining the development team to apply the validated model; 2) The activities undertaken refer to the focus of model development which includes: an analysis of the quality of education framework based on 8 National Education Standards (SNP), Education management, human resource development and evaluation of Education; 3) After applying the model and conducting the assessment, the researcher revised the model with the development team of the school work plan, together with the principal, the teachers council, the committee and the educational institution. namely to make improvements and improvements to the design and implementation of the model.

Aspects to be reviewed at this stage are:

a. Institutional Impacts, which include: (1) realization of a model of strategic planning of work and development of school quality improvement programs.

b. Individual impacts include: (1) the creation of integrity, motivation, and commitment to synergize both in actors at school and intra-offenders outside the school. (2) improving students' learning achievement; 4) Measuring current conditions regarding the characteristics of the School's Strategic Planning Model

6. Evaluation and model development phase. According to Anderson (1978) in Sudjana (2000: 277) gives guidance on evaluation and model development, which states that the

aspects that need to be evaluated are: program preparation; possible follow-up, the possibility of modifying programs and findings of program support. Program assessment is a systematic activity for collecting, managing, and presenting data or information as material in decision-making about a program. What is meant by the program in this study is the model of learning model of local culture that can improve the quality of school education. Decisions to be taken will result in several possibilities, ie stopping the model, and expanding or developing the model.

7. Implementation Analysis Stage

The results of the implementation The pedagogical interaction model will be used for the following. (b) Conduct and recommend for individual impact assessment, namely: (1) establishment of teacher pedagogical competence; and (2) improving students' learning outcomes.

Quality of Education

Quality of Education is a methodology philosophy of continuous improvement that can provide a practical concept, applicable in the field of Education. According to Yapandi (2009: 55) in general, quality contains the degree of superiority of a product as well as goods and services. In the context of education refers to the educational process and educational outcomes as the main foundation to meet the needs, wishes and expectations of customers in creating new products or improve the old products in the process of management Education for the present and future.

A. The Definition of Education Quality

Quality is an absolute part, as well as good, beautiful and true of a very high standard and cannot be excelled as something inherent in a product in accordance with the needs of its customers. (Edward Sallis, 2006: 51-52). Then, according to (Fandy Tjiptono and Anastasia Diana, 2009: 4,) defines quality as a dynamic state associated with products, services, people, processes, and environments that reach or exceed expectations.

Based on the above definition the analysis of this study is the quality of education is a measure of the product or performance of strategic planning work of eight national education standards (SNP) with the process of input (input) and output (output) from the sources of education as optimal as possible through assessment of self-evaluation, muta education map, expected future education conditions, expectations and challenges as well as programs and performance indicators. This concept is more emphasis on supervision in the achievement of quality educational goals. Further emphasized that the quality of education is the ability of educational institutions in utilizing educational resources to improve learning ability as optimal as possible.

The analysis of this concept is in line with (Dzaujak Ahmad, 1996: 8) that is more emphasis on the performance of institutions, in the management of components and sources operational so that the tendency of more effective, efficient in utilizing the sources of education and the better the results achieved, then it can be said that education has a good quality.

B. Education Quality Program

The program is an effort/activity that is planned to reach the target. This means the program is based on the goals set by the School Goals set based on the School Self-Evaluation, this is called a data-driven program. According Yapandi Ramli (2013: 3) Data-driven program, will result in activities in accordance with real conditions in schools with the steps to achieve the quality of education to be achieved.

C. Steps to Formulate the Program

Complete in formulating school programs, there are 4 (four) steps that need to be done, namely: 1). Set Goals, 2). Formulating Programs and Establishing Responsible Programs, 3)

Formulating Indicators of Program and Activity Success, and 4) Determining Activities and Schedules of Activities.

1. Formulating the Program

a. Programs can be grouped according to the categories contained in Permendiknas Number 19 Year 2007 regarding Education Management Standards, namely: 1). Student, 2). Curriculum and Learning Activities, 3). Educators and Education Personnel and Development, 4). Facilities and Infrastructure, 5). Finance and Financing, 5). Culture and School Environment, 6). Community Participation and Partnership, and 7). Other work plans that lead to the improvement and development of education quality.

b. To lead to the improvement and development of the quality of education, the school profile added 2 (two) components raised by BAN S / M (2005) in the School Self-Evaluation Instrument, so the school profile is added component/category, as follows: 1). School Administration and Management, 2). Schools and Institutions.

c. To assist the accreditation of school accreditation, the program can also be grouped based on 8 National Education Standards, namely: 1). Standard content, 2). Standard process, 3). Standards of graduate competence, 4). Standards of educators and education personnel, 5). Standard of facilities and infrastructure, 6). Management standards, 7). Standard of financing, 8). Standards assessment.

d. Involvement and coordination of the parties in the formulation of the program, by the school or involving other parties, such as school committees or wider community members. They are united in the School Developer Team (TPM). So that the implementation of the program more coordinated well.

e. Formulating the Program and Activity Success Indicators.

The success indicator is the measure used to assess whether the formulated program is successful or not. Indicators of success of each program may be related to the process and may also be directly related to the end result which refers to the expectations of the stakeholders that have been drawn up by the KKRKM. Success indicators can also be quantitative and qualitative, which can be measured and formulated in a specific, operational, and in the form of statement sentences. If so, then the result indicator could be: "The resulting report that can be accounted for in accordance with the applicable rules regarding planning, implementation, evaluation and expenditure, receipt of multi-source funds in a transparent".

f. Formulate Activity and Schedule of Activities

Activities are actions to be undertaken within the program. Activities need to be formulated from each program with reference to the predetermined success indicators. Formulation of activities in RKJM can be scheduled for 4 years. For that purpose, the intended target is a goal of 4 years or called a goal.

2. Efforts to improve the quality of education

Implementation of national education development is a priority in addition to other priorities, namely the completion of compulsory basic education 9 years. There are two important things that can be put forward regarding the efforts of the quality improvement program of Education, namely: (1). Education improvement programs should be part of a larger and longer-term master plan based on a conception that is clearly understood by the whole range of Kemendikbud and the interested parties, (2). Implementation of quality improvement Education should be considered the empirical situation and the constraints that are expected to arise, are realistic, the concept of true and strong so that it is innovative and not repeat business that until now has not brought success.

3. Education Quality Standards

Good quality has standards. Therefore, nationally the quality standards of Education, called National Education Standards (SNP) are applied. In article 2, paragraph 1 of PP. 19 years 200 stated that the scope of the SNP includes: (1). Standard content, (2). Standard process, (3). Standards of graduate competence, (4). Standard of educators and educational staff, (5). Standard of facilities and infrastructure, (6) school management standards, (7) financing standards and (8).

Education Quality has indicators that can be grouped into six categories, namely: (1). Teacher Professionalism, (2). Curriculum And Learning Process, (3). Facilities Infrastructure And Learning Resources, (4). Assessment of Learning and Learning, (5). Fascination and Successful Learning (Pesertadidik), (6). Development of institutional culture and environmental empowerment, so as to produce the desired output in accordance with the indicators of quality of Education.

Conclusions

In this study has presented the "School Strategic Planning Model for Improving the Quality of Education in formal and non-formal schools by 2020". Referring to all the results of the analyzes and analyzes that have been described, then put forward the conclusions and recommendations of the study. The conclusion is presented in two parts: general conclusions and specific conclusions as follows:

A. General Conclusion

Based on the results of the study in the above discussion, it can be taken some general conclusions as follows:

First, the Education Program through development programs and habituation activities with routine daily activities, incidental using five pillars approach (1) Example / Suri Tauladan; (2) Values of personality education and life skills training in this case farming self-control skills; (3) Conducive environment (environmentally concerned); (4) compassion (5) The power of Munajad or Do'a (religious and tolerance) forms the basis and guidance of this program, by setting systematic goals by prioritizing the process, the strength of cooperation (kometmen), endeavors, the power to extract wisdom from life real, it has a relationship with space and time in concrete work to improve school capacity;

Second, the method of training and habituation to collaborate the atmosphere seen, heard, felt and enjoy the real life (learning by doing) in the school through the learning process to explore the potential behind the events of life with wisdom and meaning, so that teachers and learners can be ready to face the problem of his life, able to improve discipline, able to develop creativity, able to develop cooperation through silaturahmi, and able to increase confidence and positive thinking by using various studies of theories and concepts obtained from experience of self-evaluation, learning, training, and habituation.

Third, the study of innovation is a strategic factor in increasing competitive advantage. School stakeholders have worked with all their heart, so that the success of their program in the future achievement measure is illustrated, but through the results of observations on self-evaluation has not shown the real reality about the success of a program both in terms of service and teamwork and school stakeholders to improve the quality of education . In connection with this model Blue Ocean Strategy (BOS) is one option strategy to get out of the condition. BOS formulation obtains one component as a replacement solution that is an index that shows the qualitative size of the picture comprehensively and dynamically in accordance with the characteristics of the strategic program to improve the quality of education in formal and nonformal schools by 2020.

B. Specific Conclusions

1. Conditions Informal and non-formal schools currently depicted by self-evaluation (EDS) are compiled based on data and analysis of the quality map of Mujahidin Pontianak education based on eight National Education Standards (SNP), through researchers in order to guide school policy stakeholders to understand the strengths and weaknesses and to provide operational, systematic, and performance measures, in accordance with achievement indicators, so that the quality of education is reflected in formal and non-formal schools the first year through the fourth year.
2. Strategic Planning Models Informal and non-formal schools, they are compiled based on data from self-evaluation (EDS) through preliminary studies, forming a development team, establishing model instruments, targets, program of performance indicators, and personnel based on eight educational standards, data to improve the quality of education Informal and non-formal schools by 2020.
3. Implementation of the Strategic Planning Model is formulated by formulating the vision, mission, setting goals, setting standards and achievement indicators, establishing challenges and targets covering eight National Education Standards (SNP), ie content standards, process standards, graduate competency standards, educational standards and education personnel , the standard of facilities and facilities, management standards, and assessment standards, so that the Strategic Work Plan is envisaged in formal and non-formal schools by 2020.

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