

Strategic Planning in Improving Organizational Performance: Analysis of Practice in Schools



Indra Prasetya

Postgraduate, Muhammadiyah University of North Sumatra, Jln. Denai No 217 Medan, Indonesia

ABSTRACT: The purpose of this research is to analyze and describe the strategic planning of elementary schools in the city of Medan Indonesia, in achieving quality education. This research is a type of case study conducted at International Elementary School. The research findings explain that to achieve educational goals, schools carry out strategic planning with the following stages; the internal and external environmental analysis stages, examine the factors that affect the quality of graduates, gather information on current and future school conditions and evaluate the results of the implementation of programs in the previous period as material for analysis in preparing a strategic plan; the formulation is carried out by the team by adjusting the conditions of the school and taking into account the expectations of stakeholders. At the implementation stage of strategic planning by maximizing resources, maximizing academic and non-academic implementation, facilities and infrastructure to support the achievement of superior quality graduates.

KEYWORDS: strategic planning, organizational performance, practice in school

INTRODUCTION

In the school's efforts to improve the quality of education and learning, it certainly requires good educational planning. At the level of quality according to Sallis (2004) on quality education, philosophically about continuous improvement which can provide a set of practical tools to every educational institution in meeting the needs, wants, and expectations of its customers today and for the future. It can be said, in the educational process. Quality involved a variety of inputs. Moutinho & Phillips (2002) such as: teaching materials (cognitive, affective, or psychomotor), methodology (varies according to the ability of the teacher), administrative support school facilities and infrastructure, and other resources and the creation of a conducive atmosphere. Rochaety et al (2005) school management, there are several steps that must be taken by organizations in balancing the changing climate of competition and globalization today. Education that meets the criteria or quality improvement will determine the increase in the nation's competitiveness, thus demanding that every country and educational unit within it be able to achieve certain criteria and standards to survive in the current global and competitive environment (Ugboro et al, 2011). Quality education is a critical aspect for improving the welfare of a country or nation through improving the quality of human resources, state policies that prioritize development investment for access and improving the quality of education will be faster in improving the welfare of the country (Prasetya, 2023; Retnawati, 2018).

Talking about school quality is certainly related to the goals and objectives that must be achieved by schools. School goals and objectives are a consequence of the demands of society and the school itself. As with the Guang Ming Medan school, it has a very big role in creating superior human resources. As a school with a national nuance, Guang Ming always tries to align the quality of its education in the midst of a society that always demands an increase in intelligent, superior and quality human resources so that it is useful for the life of the nation and state (Hunger et al, 2011).

Over time and changes in the global environment, there have been significant changes in the educational environment in the city of Medan, especially schools with national and superior standards. This change in the educational environment has also encouraged the emergence of international schools with a global pattern in the city of Medan, and these international schools are developing faster in the city of Medan compared to other areas in North Sumatra Province. This is because the market and competition in the field of education globally are becoming more open and broad. This situation shows that environmental demands and competition for quality schools in the city of Medan are getting higher and more dynamic.

In the development of schools in the city of Medan, there are so many factors that schools face and affect the failure of schools in achieving their goals, one of which is the school's ability to plan and fully implement its strategic planning (Annisa & Akrim, 2020). do not yet have and even think about their school's strategic plan, apart from that there are still many schools that have prepared a strategic plan but it is only a formality and is not used as a guideline or step-by-step process for future school development. According to Anthony & Govindarajan (2007) planning as selecting or setting organizational goals, determining

Strategic Planning in Improving Organizational Performance: Analysis of Practice in Schools

strategies, policies, project programs, procedures, methods, systems, budgets, and standards needed to achieve goals. Educational planning is a systematic process in order to prepare future activities in the field of education. Hunger & Wheelen (2011) where the issues discussed in educational planning include (1) goals: what will be achieved by the plan; (2) the position of the education system: what is the current state of the education system; (3) alternative policies and priorities to achieve goals; (4) the strategy of determining the best way to achieve the goal.

The development between SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) is to get information from the situation analysis and separate it into internal issues (strengths and weaknesses) and external issues (opportunities and threats) (Ferrell & Harline, 2005). Strategy information technology is a strategy that focuses on establishing a vision of how technology can support in meeting the needs of information and information systems (Ward & Peppard, 2022). The Balanced Scorecard is a financial benchmark that presents how well the company's strategy was implemented in the past, while reject non-financial measures will be used to measure the success that the company will obtain in the future (Kaplan, 1996).

As the Guang Ming school has many branches, with centers in Jakarta and Medan. Currently, the Guang Ming Medan schools still has Play Group, Kindergarten and Elementary School levels. At present the Guang Ming schools already has a quality standard, namely the national standard. Meanwhile, international standards are still in the school's long-term planning. This quality development continues to be developed in its operations which were established in 2016 in the city of Medan, of course the existence of the Guang Ming school is still not comparable to other large schools including the Methodist school, Sutomo school, Sultan Iskandar Muda and others. Therefore, the Guang Ming schools must be able to compete and need continuous development amid competition between schools in the city of Medan. Therefore, Guang Ming School sets quality, achievement standards and results which are formulated in its strategic planning. In order for the school to achieve its educational goals, the strategic effort that must be carried out by the school is to formulate and implement strategic planning. As according to Hunger & Wheelen (2011) planning is the process of selecting and setting goals, strategies, methods, budgets, and standards or benchmarks for the success of an activity. Coleman & Bush (2006) planning is a process or series of several activities that are interconnected in choosing one of several alternatives regarding the goals to be achieved by an organization. Conyers & Hills (1994) educational planning is intended to prepare all.

RESEARCH METHODS

This research is a qualitative research type case study. Creswell (2015) the case study investigation method is carried out in a natural setting and focuses attention on an event or activity intensively and in detail. In addition, this research was conducted with the aim of developing in-depth knowledge about the object under study, so that the nature of this research is more explorative and descriptive in nature. In this study, strategic planning analysis was carried out by means of SWOT and Balanced Scorecard with the aim of being able to provide an overview and recommendations regarding internal and external conditions and management policies. The researcher's data collection will follow the Miles and Huberman model in conducting data analysis (Prasetia, 2022).

RESULTS AND DISCUSSION

This study focuses on planning school strategy in improving the quality of education, a study at the Guang Ming school in Medan. In this study, strategic planning analysis was carried out by means of SWOT and Balanced Scorecard with the aim of being able to provide an overview and recommendations regarding internal and external conditions and management policies. Strategic planning is an activity management which aims to ensure the organization and all stakeholders involved in it work together to achieve objective the same one. Strategic planning is a school's way of setting priorities, focus, resources, and strengthening operations. In addition, this activity also ensures that all those involved in their daily activities synergize well for the long term. In carrying out strategic planning at Guang Ming Elementary School, of course it is necessary to pay attention to various things that are done because they can affect the success or failure of the school and these conditions will really be taken into account carefully, in detail and maximally so that the tendency to achieve success is very high. When the Guang Ming Elementary School set school targets, the thing to do was determine what plans to do. The results of the SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) are presented in Table 1 below:

Table 1. SWOT and BBC Analysis Findings

SWOT METHOD	
Code	Strenght
S1	Dissemination of vision, miisio, objectives and strategic targets of the school
S2	The school is accredited
S3	There is a scholarship program that is very beneficial for some students
S4	There are discussion/seminar/meeting/ward rooms, mosques, business centers and polyclinics available on school
S5	Increased acquisition of government assistance

Strategic Planning in Improving Organizational Performance: Analysis of Practice in Schools

S6	the initialization of cooperation with other school
Code	Weaknesses
W1	placement of staff who are not in accordance with the background expertise
W2	do not yet have a proactive promotion program to attract prospective students
W3	the use and integration of information systems has not been effective and efficient
Code	Opportunities
O1	The teacher's educational level is appropriate, giving Guang Ming a great opportunity to create graduates
O2	The regional autonomy policy is an opportunity for Guang Ming to make a major contribution to regional development, both through individual and institutional cooperative
O3	With funds from students who continue to increase, they can improve and add to the services and facilities that exist today.
O4	Develop cooperation in educational programs with order agencies or institutions
Code	Threats
T1	There are other private school nearby
T2	The decline in the number of students is due to the many competitors and choices for students in determining the school they choose.
T2	There is competition for quality, facilities and competition for administrative costs

From the results of the identification of the factors that become strengths, weaknesses, opportunities and threats. The results of the evaluation of internal and external factors, namely the strengths and weaknesses, can be presented in Table 2.

Table 2 Evaluation of Internal and External Factors

No	Strategic Factors			
	External	Score	Internals	Score
1	Opportunity	2.80	Opportunity	2.80
2	Threats	-3.35	Threats	-3.35
	Total	-0.55	Total	-0.55

Based on the SWOT analysis, the position of the Guang Ming school is in quadrant II (despite facing various threats, the school still has strength from an internal perspective. The recommended strategy is diversification strategy, meaning that the organization is in steady state but facing a number of tough challenges, so it is estimated that the organization will experience difficulties. to keep spinning if only relying on the previous strategy.

Next, the analysis phase is carried out by identification of the potential needs and future of the school by means of the Balanced Score Card (BSC) by each part involved consisting of 4 perspectives, namely the customer perspective, internal process perspective, learning and growth perspective and financial perspective, then identification of the school's potential needs is carried out in SWOT. The results of the BSC and SWOT analysis for the Gung Ming school are presented in Table 3

Table 3. BSC (Balanced Score Card) and SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis

Perspectives	Strategic Themes	Strategic Objective	Link with SWOT
Customer	Improving the Quality of School Services	Quality improvement and academic and non-academic service facilities • Improvement	T3,O1,S4,T1 S1,S2,S3,S5
Internal Business Processes	Improved Process Productivity	Improvement of school promotion and marketing systems Utilization of appropriate technology and information for services in schools	W2,T2 W3
Learning and Growth	Improving the Quality of Education, Learning and	Increasing cooperation in the field of education	S6,O2,O4 W1,O1

Strategic Planning in Improving Organizational Performance: Analysis of Practice in Schools

	Human Resources	Improvement and empowerment of quality human resources	
Financial	Effective and Transparent Budget Planning and Management	Management of community participation funds and BOS in an appropriate manner	O3

Although there are several weaknesses and threats in the implementation of education at the Guang Ming Elementary School, the process of planning, implementing and evaluating the school is considered to be good. BThe following are the stages and processes in strategic planning carried out at the Guang Ming School in Medan.

1. Setting School Goals. The school's strategic planning process is structured based on the objectives to be achieved(*goals*).
2. Do SWOTs. The SWOT analysis is carried out by the school team taking into account the future of the school. Plans created based on a SWOT analysis that develops internal and external assumptions. Among the analysis of expected resources, school regulations that are needed and must be implemented, the level of school management will respond to plans made, social and political conditions, technological developments, and competition from other schools.
3. Looking for various ways to achieve the target or goals. In achieving the school's target, it is done in various ways. The methods used include asking for advice from parents and also teachers to consider the strengths and weaknesses of each of these methods, especially how each option can be related to school goals.
4. Choose *action plan*. Din the process of strategic planning teams or schools choose *action plan*. The strategic plan chosen is the one considered the most profitable.
5. Develop a school program plan. In the strategic planning process, it is supported by the existence of a school program. Support plans or school programs can ensure the main plan can run smoothly. Thus, the contents of this plan will depend on the targets and objectives to be achieved.
6. Communicating the strategic plan. In developing strategic planning, schools and teams communicate the plans made effectively.

Planning in an effort to improve performance accountability at the Guang Ming school, including: quality management, academic service, grade point average, global skill competitiveness, human resources teacher performance accountability. In general, the impact of strategic planning on the quality of education at SD Guang Ming Medan is shown in Table 4 below:

Table 4. Realization of Achievements of the 2020-2023 Strategic Plan

No	Aspects / Elements	Achievements and Targets	
		Year	
		2020	2023
1	School Permit	420/2555 Sarpras/2018	420/2555 Sarpras/2018
2	Accreditation	B	Process to A
3	Accreditation Decree	1452/BAN-SM/SK/2019	1452/BAN-SM/SK/2019
4	ISO	ISO process	Not Reached
5	Curriculum	National	National + Bilingual
6	Teacher	7 People	8 people
7	Employee	2 persons	Need Improvement
8	Student	101 People	On Target
9	Class Facilities	5 Class	6 Class
10	Library	0	1 Room
11	Laboratory	0	Provision process
12	Practice Room	0	Provisioning process
13	Leadership Room	1 Room	1 Room
14	Teacher's room	1 Room	1 Room
15	Praying room	1 Room	1 Room
16	UKS room	0 rooms	1 Room
17	Toilet	4 Room	4 Room
18	Warehouse	1 Room	1 Room
19	Circulation Room	1 Room	1 Room
20	Sports venues	0 Areas	1 Area
21	TU Room	1 Room	1 Room
22	BK room	0 rooms	1 Room

Strategic Planning in Improving Organizational Performance: Analysis of Practice in Schools

23	Building Space	1 Building	1 Building
24	Academic achievement	70%	85%
25	Non-Academic Achievements	50%	55%
26	Teacher Achievement	30%	50%
27	School environment	Clean School	Healthy School
28	School bus	1 Unit	3 Units
29	Internet access	Not complete	Complete
30	Parking Access	1 Area	2 Areas
31	Canteen	1 canteen	Addition Process

Taking into account the conditions of the data above, the strengths, weaknesses and opportunities of the Guang Ming school, it has great hopes of achieving its educational goals through planning, implementing and evaluating school development programs that are managed in a mature and responsible manner. Based on an analysis of the conditions of the targets and achievements at the good Guang Ming Medan school, develop and compile Curriculum 13 and Bilingual Curriculum Development (Indonesian and Mandarin)

The researcher concludes that strategic planning at the Guang Ming school is detailed because it contains an explanation of the background for making strategic planning to an analysis of internal and external conditions and future development plans whose contents are the time and budget needed. However, the school's strategic plan is still in the form of a draft which is still in the form of a recommendation to the Foundation, although until now the draft has become a policy direction for schools in developing it at the Guang Ming school and so far in practice this plan has always undergone changes where every year an annual plan is made and evaluation is carried out, but according to the researcher it would be better if the draft was approved through a policy made by the Foundation's management. Nevertheless, in the implementation of strategic planning for school development there are several obstacles that are commonly encountered, including the results achieved sometimes do not meet expectations, this is because there are programs implemented that are not on target. Then the next obstacle is the problem of funds, where the flow of funds from the community and school operational assistance (BOS) is often constrained by delays. Funds are also one of the most important things in the implementation of strategic planning, namely related to budget support. Sometimes the proposed program has not been supported by the budget as has been determined, when the program is not fully supported by the budget, program productivity is often constrained and hampered. Including the results achieved sometimes do not meet expectations, this is because there are programs implemented that are not on target. Then the next obstacle is the problem of funds, where the flow of funds from the community and school operational assistance (BOS) is often constrained by delays. Funds are also one of the most important things in the implementation of strategic planning, namely related to budget support. Sometimes the proposed program has not been supported by the budget as has been determined, when the program is not fully supported by the budget, program productivity is often constrained and hampered. Including the results achieved sometimes do not meet expectations, this is because there are programs implemented that are not on target. Then the next obstacle is the problem of funds, where the flow of funds from the community and school operational assistance (BOS) is often constrained by delays. Funds are also one of the most important things in the implementation of strategic planning, namely related to budget support. Sometimes the proposed program has not been supported by the budget as has been determined, when the program is not fully supported by the budget, program productivity is often constrained and hampered. Funds are also one of the most important things in the implementation of strategic planning, namely related to budget support. Sometimes the proposed program has not been supported by the budget as has been determined, when the program is not fully supported by the budget, program productivity is often constrained and hampered. Besides, the implementation of the program is often not in accordance with the planned schedule. Some of the findings of field interviews with school stakeholders provide an overview of the following information:

In every implementation and development of education in schools starting from the strategic planning stage which is prepared both in procurement, maintenance, and supervision... direction in schools, school development also pays attention to the needs of teachers and students in the form of school program proposals, but if the school program is not planned then it is included in an incidental school program. (Code-4 Interview)

Every school development activity always uses strategic planning, because with strategic planning it will be easier to carry out school activities...implementation of strategic planning in school development is one of the activities that is carried out and is mandatory for teachers in preparing school programs every year, so teachers need good planning in preparing programs for these activities (Interview Code 2).

Strategic Planning in Improving Organizational Performance: Analysis of Practice in Schools

Strategic planning is used in school development, because the right strategic plan can lead a school to successfully achieve its goals and still have a competitive advantage...where the implementation of strategic planning is carried out by teachers through school programs taking into account the targets or achievements set....the programs set arranged with strategic decisions (Interview, Code 3).

The explanation from the administrative head of Guang Ming Elementary School provides the following description: For every school activity or school development, the principal and teachers always use strategic planning, the reason being that strategic planning can simplify and make work more focused....strategic planning must be carried out because has become the commitment of school principals and teachers in developing the quality of education. (Interview with Code 7)

The research findings explain. The implementation of strategic planning is carried out through school programs or every activity, because it is believed to make each process easier and more focused because it is prepared with various considerations. Every implementation of educational development activities usually school principals and teachers use strategic planning, this is done because strategic planning is a direction for goals and has become a commitment for schools to maintain quality and achieve goals. Strategic plans are an important part of Total Quality Management (TQM). Without clear and measurable long-term and short-term planning, the institution or institutions will not be able to plan for quality improvement. A strategic plan is a plan carried out by top and middle managers to achieve broader organizational goals (Sallis, 2006). For this reason, in its application in schools, school principals need to make a strategic plan which is coordinated with teachers and committees to carry out together in order to achieve the expected goals. Meanwhile, according to Moutinho & Phillips (2002) a strategic plan is a way of how to achieve goals as well as possible by using existing resources to be more efficient and effective, by determining what goals will be achieved or what will be done, how, when and by whom school principals need to make a strategic plan which is coordinated with teachers and committees to carry out together in order to achieve the expected goals. Meanwhile, according to Elbama (2009) a strategic plan is a way of how to achieve goals as well as possible by using existing resources to be more efficient and effective, by determining what goals will be achieved or what will be done, how, when and by whom school principals need to make a strategic plan which is coordinated with teachers and committees to carry out together in order to achieve the expected goals. Meanwhile, according to Ghosh (2005) a strategic plan is a way of how to achieve goals as well as possible by using existing resources to be more efficient and effective, by determining what goals will be achieved or what will be done, how, when and by whom.

The strategic plan of an educational institution applies the following principles: being able to improve educational outcomes, bringing about better changes, prioritizing needs, participation, representation, reality in accordance with the results of the SWOT analysis, basing on the results of reviews and evaluations, comprehensive integration, transparency, and vertical and horizontal linkages and equivalence with other plans (Fransiskus et al, 2021). Quality does not just happen, but it needs a planning process. Quality is an important part of an institution's strategy and must be approached systematically using the strategic planning process. Without a clear long-term direction, the school as an educational institution cannot plan for quality improvement (Schraeder, 2002). Therefore, strategic quality improvement plans are absolutely carried out by educational institutions to defend schools from increasingly fierce competition. A strategic plan is a comprehensive plan that involves all sources and capabilities to improve the quality of the teaching and learning process, achieve school goals, and also win the existing competition (Wyk & Moeng, 2014).

CONCLUSION

The implementation of strategic planning in schools involves stakeholders by giving authority to teachers and employees, making program announcements at the beginning of the year, holding coordination meetings, and assigning tasks according to their fields. The evaluation and implications of strategic planning have been able to increase teacher professionalism. This was done by the head of the madrasah in order to jointly formulate the educational goals that the school wanted to achieve, which was carried out at the beginning of a new school year or the beginning of the semester. Being able to create a school as a working environment that is harmonious, healthy, dynamic and comfortable, so that all members of the school can work with full productivity and obtain high job satisfaction.

REFERENCES

- 1) Akrim. (2020). Application of Learning Model Strategies to Improve Islamic Learning Outcome. *Budapest International Research and Critics Institute*, 2 (2), 12-21
- 2) Annisa, N. & Akrim, (2020). Development Of Teacher's Professional Competency In Realizing Quality Of Human Resources In The Basic School. *IJEMS: Indonesian Journal of Education and Mathematical Science*, 1 (2), 120-134.
- 3) Anthony, R.N, & Govindarajan, V. (2007). *Management Control Systems*. McGraw-Hill: International Edition.
- 4) Conyers, M & Hills, D. (1994). *Creative Human Resource Planning and Applications: A Strategic Approach*. New York Practice Hall Inc.
- 5) Coleman, M & Bush, T. (2006). *Educational Leadership Strategies Management*, Yogyakarta. IRCISOD

Strategic Planning in Improving Organizational Performance: Analysis of Practice in Schools

- 6) Creswell, John W. (2015). *Qualitative Research and Research Design*. Yogyakarta: Pustaka Pelajar
- 7) Elbama, S. (2009). Determinants of Strategic Planning Effectiveness: Extension of Earlier Work, *Journal of Strategy and Management*, 2 (2), pp.175-187
- 8) Fransiskus, Z. M. Deidhae1, M., Hardyanto, W & Rohkman, F. Analysis of School Strategic Planning Practices. *International Journal of Research and Review*, 8 (8), 106-115
- 9) Ghosh, N. (2005). *Management Control System*. New Delhi: Prentice-Hall of India.
- 10) Hunger, J. D & Wheelen, T.I. (2011). *Starategic Management*. CV. Andi Yogyakarta
- 11) Kartika, Prasetia, I, & Sulasmi, E. (2023). Implementation of School-Based Management: Analysis of Stakeholders Involvement in Ahmad Yani Binjai College. *Jurnal Manajemen Pendidikan Dasar, Menengah dan Tinggi*, 4 (3), 234-244.
- 12) Moutinho, L & Phillips, P.A. (2002). The Impact of Strategic Planning on The Competitiveness, Performance and Effectiveness of Bank Branches : A Neural Network Analysis, *International Journal of Bank Marketing*, 20 (3) pp.102 – 110
- 13) Prasetia, I. (2022). *Research Methodology: Theory and Practice Approach*. Medan, UMSU Pres.
- 14) Prasetia, I. (2020). *Education Administration: Theory, Research and Practice*. Medan, UMSU Press
- 15) Sallis, E. (2006). *Total Quality Management In Education*. Jogjakarta: IRCiSoD
- 16) Schraeder, M. (2002). A Simplified Approach to Strategic Planning: Practical Considerations and an Illustrated Example. *Business Process Management Journal*, 8(1), 8-18.
- 17) Sirait, H., Sulasmi, E & Prasetia, I. (2023). Effectiveness of School Management in Implementing Curriculum Diversification (Case Study at SMP Negeri 2 Sibolga City), *Jurnal Manajemen Pendidikan Dasar, Menengah dan Tinggi*. 4(2), 114-120
- 18) Retnawati, I. (2018). IS/IT Strategic Planning Using SWOT and BSC Analysis Methods to Increase Competitiveness Data at XYZ University. *Jurnal Informatika Sunan Kalijaga*, 2 (3) Pp. 135–142
- 19) Ugboro, I.O., Obeng, K & Spann, O.(2011). Strategic Planning As an Effective Tool of Strategic Management in Public Sector Organization, *Administration and Society Journal*, 43 (1), 11-23
- 20) Wyk, Van C. & Moeng, B. G. (2014). The Design and Implementation Of A Strategic Plan In Primary Schools, *International Business & Economics Research Journal*, 13(1), 137-145.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.