Perencanaan Strategis dalam Mewujudkan Sekolah Efektif pada Sekolah Kejuruan

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Abstrak
Pengembangan perencanaan strategi dalam sistem pendidikan merupakan hal yang mendesak dalam mewujudkan sekolah efektif, yaitu sekolah yang memiliki proses kerja yang sesuai dengan konteks perencanaan. Sedangkan perencanaan strategis adalah perencanaan yang fokus pada pencapaian visi, misi dan tujuan sekolah. Dalam upaya optimalisasi perencanaan strategis, diperlukan kepekaan terhadap perubahan strategi, penghargaan terhadap risiko kerja, memiliki tim kerja yang solid, kreatif, proaktif, tanggap terhadap perubahan dan permasalahan, kreatif dan inovatif, serta memiliki dedikasi yang tinggi untuk mencapai tujuan sesuai dengan kebutuhan. Sasaran, harapan dan kebutuhan, tuntutan dan penyesuaian kemampuan. Penelitian ini dilakukan melalui pendekatan kualitatif dengan menggunakan studi kasus teknis pada beberapa SMK dan menghasilkan kesimpulan bahwa proses pengembangan perencanaan strategis mencakup 5 komponen yang harus diperhatikan dalam manajemen sekolah, yaitu: (a) Strategi pencapaian visi, misi dan tujuan; (b) Kekuatan Konsistensi Perencanaan; (c) Memperkuat kolaborasi tim; (4) Manajemen Risiko; dan (5) efektivitas pemantauan dan evaluasi pencapaian tujuan dan terwujudnya sekolah efektif.

Kata Kunci : Perencanaan Strategis, Sekolah Efektif, Kinerja Sekolah Efektif.

Abstract
The development of strategic planning in the education system is urgent in creating effective schools, namely schools that have work processes that are consistent with the planning context. Meanwhile, strategic planning is planning that focuses on achieving the school's vision, mission and goals. In an effort to optimize strategic planning, sensitivity to changes in strategy is needed, respect for work risks, having a solid work team, creative, proactive, responsive to changes and problems, creative and innovative, and having high dedication to achieving goals according to targets, hopes and needs, demands and ability adjustments. This research was conducted through a qualitative approach, using technical case studies at several vocational high schools and resulted in the conclusion that the strategic planning development process includes 5 components that must be considered in school management, namely: (a) Strategy for achieving vision, mission and goals; (b) Strength of Planning Consistency; (c) Strengthening team collaboration; (4) Risk Management; and (5) the effectiveness of monitoring and evaluating the achievement of goals and the realization of effective schools.

Keywords: Strategic Planning, Effective School, Effective School Performanc.
INTRODUCTION

An effective school is a school that has effective performance and strategies to realize a school work system that focuses on achieving the school's vision, mission and goals and has focus and consistency in realizing the plan itself. Therefore, an effective school is very closely related to the quality of the strategic planning developed by the school and the high consistency of performance of all personnel and the school managerial team in implementing their work planning, a strong control system, and the integration of several strategies in controlling several obstacles, constraints and weaknesses (Bryson, 2018).

Based on the results of a preliminary survey conducted by researchers, there are several cases as follows:
1. There are several schools, which focus their work planning on completeness of documents, but are not accompanied by implementing a strong implementation strategy, in the end the vision, mission and goals are just hopes;
2. There are several schools whose plans are complete, but are not in accordance with the vision, mission and goals of the school, ultimately the achievement of the goals is not clear;
3. There are schools that have put a lot of effort into the planning process, but find it difficult to create a productive and effective school;
4. The existence of an effective school is understood by most school principals, but most school principals also find it difficult to make it happen.

Apart from the above, based on the results of ifitria's et al., research (2022), (Education Manager, Volume 9, Number 3, July 2019, pp. 386-393) regarding School Development Plans (RPS) it is stated that: Failure in school development planning is caused by seemingly not consistently pay attention in focus to aspects: vision, mission, school goals, school objectives, development targets, work development strategies and budget allocation planning in implementing school work programs.

Based on the explanation above, there are several components that underlie the achievement of optimal goals, namely: (1) Strategic planning that is appropriate and directed at achieving school goals; (2) Optimize input strength, and adjust management process strategy; (3) strengthen commitment, process consequences and consistent management processes towards planning and goal direction; (4) continuous, continuous and sustainable evaluation of each stage of the management process; (5) carry out improvement processes and risk management analysis on each component; (6) Monitoring aspects of consistency of planning, processes and results; and (7) evaluation of goal achievement (Simerson, 2011).

Based on B Keith Simerson's explanation above, effective schools are also able to achieve what they plan and handle the problems they face by innovating. There are several criteria for effective schools that can be used as a reference, namely: (1) Having high achievement standards targets and productivity; (2) Strategic planning is focused on goals; (3) Have a creative development and innovation program; (4) Academic focus on continuous and ongoing academic improvement.

Apart from this, according to Amon & Anggal (2021), states that: the dimensions of the education implementation process are as follows: (1) implementation of school leadership and managerial; (2) the quality of learning practices in schools; (3) staff development and coaching programs; (4) programs to create a conducive learning environment and academic climate; (5) student achievement improvement program; and (6) a program to increase the participation of parents of students in the implementation of education. The 6 things mentioned above show that the realization of a productive and effective school will depend on the managerial strength of the school principal and the strategy of the planning system that is built, so that it has power in the process of controlling the work of the school itself.
The problems above are even more obvious in the education system at the Vocational High School (SMK) level, as expressed by Hamdani et al., (2021). In his article about the challenges and opportunities of vocational education in the era of industrial revolution 4.0. States that:
1. The vocational school curriculum used is not yet aligned with the competencies of graduate users (link and match);
2. The quantity of vocational school graduates who have not been absorbed into the business and industrial world is quite high due to the low competency of graduates;
3. The establishment of vocational schools does not pay attention to the potential, skills needs and local wisdom in their respective regions;
4. There is a lack of productive vocational school teachers and a lack of quality of productive vocational school teachers and not all study programs in vocational schools have teacher candidates at the Teacher Training Institute (LPTK);
5. Lack of educational facilities and infrastructure, lack of competency testing facilities and vocational school certification facilities
6. Lack of cooperation between companies, government institutions, the business world and the industrial world in implementing dual system education, namely the establishment of synergy between vocational schools and industry.

Based on these 6 facts, it shows that the majority of vocational school levels have not yet created productive and effective schools. And there is a gap between planning, hopes, goals, abilities and achievements. This can also be proven by the Education Quality Report (RMP) at the national, regional, regional and educational unit levels, where there are still many whose quality achievement scores are not as expected in accordance with the demands of national education standards. It can be concluded that the quality achieved in each region has largely not reached the optimal target. This is a big question and problem that must be studied scientifically, what are the weaknesses of the planning process, implementation of the management process, evaluation and assessment of productivity?. Because of this, studies are needed, which emphasize more on the importance of strategic planning in creating effective schools.

Rationally, regarding educational issues, there are things that are studied in this research, namely how to strategically plan educational units, especially secondary and vocational education, to create effective schools that are able to realize quality educational processes and productivity (Squires, 1983). So there are two main problems that must be studied, namely planning problems and the expected effective schools. Based on the analysis as described above, to produce high school productivity, as evidenced by the quality of graduates and an effective educational process, must be realized through effective schools. Therefore, the question is, what kind of strategic planning should be carried out, especially by educational institutions in primary and secondary education units, to produce effective school conditions.

METHOD

The qualitative approach used in this research was developed by Sugiyono (2016), with the following steps: (1) focus on potential and problems; (2) data collection; (3) data reduction and analysis; (4) product design; (4) design validation; (5) design improvements. Meanwhile, data sources were obtained from primary and secondary sources. According to Sugiyono (2016): in qualitative research data collection is usually carried out in natural settings, the data source is primary data, and data collection techniques mostly use participant observation, in-depth interviews.) and documentation (Moleong & Surjaman, 1989). This research was conducted at SMK Negeri 1 Ciamis, for almost 6 months.

Meanwhile, the data analysis stage consists of several steps, namely: data collection, data reduction, data display, and conclusion drawing (Moleong & Surjaman, 1989). Meanwhile, the pattern of discussing
research data is through induction, typology, conceptualization and interpretation. Validity or validity of data findings obtained in the field is carried out by: (a) extending the researcher's presence; (b) Deeper observations; and (c) Triangulation. The data sources in this research are all competent and related elements, which were taken by purposive sampling, in order to find optimal information about the expected target or data source.

RESULTS AND DISCUSSION

Results

In accordance with the main problem to be studied, namely strategic planning in creating effective schools, especially in the vocational education system, the focus of this research problem includes: How is strategic planning carried out in educational institutions, to produce effective school conditions? Study of weaknesses in the planning implementation system strategic in creating effective schools; and design of strategic planning development in creating effective schools.

1. Strategic Planning Process to Create Effective Schools in Vocational Schools

To examine the strategic planning process in creating effective schools in this case, it is necessary to reveal the strategic planning needed, perceptions about effective schools and the form of school strategic planning in creating effective schools (Siagian, 1995). Strategic planning is a systematic, ongoing process of making decisions and carefully considering risk aspects, and by utilizing as much anticipatory knowledge as possible, systematically organizing efforts to implement these decisions and measuring the results through organized and systematic feedback. Strategic planning is understood by school principals to be basically one of the many developing planning concepts, where planning is one of the management functions. Every expert in stating management functions does not fail to include planning as one of the functions and this function is always placed in first place strategically.

In the process of implementing strategic planning carried out by school principals, principals basically use several strategy models, including:

(1) Comprehensive Planning Model, namely a comprehensive planning model, which means a form or planning model that prioritizes the process of analyzing changes in the education system as a whole, in addition to identifying several factors that influence the educational goals.

(2) Target Setting Planning Model, namely this planning model is an effort to carry out projections or estimate the level of development within a certain period of time.

(3) Cost Effectiveness Planning Model. This planning model is often used in analyzing projects according to the criteria of efficiency and economic effectiveness, which is based on the consideration that education cannot be separated from the issue of costs, while the issue of costs is a very principle problem in the process of various activities.

(4) Planning, Programming, Budgeting System (PPBS) Model, namely this planning model is a form of planning process that considers the systematics of the planning process, work program preparation and cost budgeting system. This means a planning model that considers what program will be implemented, and how much it will cost.

Especially at the vocational school level, there are differences with the types of general secondary education levels, especially in the aspect of specific objectives which include: (1) preparing students to be able to work, either independently or to fill existing jobs in the world of business and industry as a level workforce. intermediate, according to the field and program of expertise of interest; (2) equip students to be able to choose a career, be tenacious and persistent in their competencies and be able to develop a professional attitude in their field of expertise; and (3) equip students with Science and Technology (IPTEK) so they are able to develop themselves through higher levels of education.
Based on efforts to achieve these specific goals, a strategic planning process is needed which includes the following components: (a). Statement of vision, mission and general objectives (overall vision, mission and goals statement), which is formulated by management leaders (executives) and emphasizes strategic thinking developed with future targets; (b). Environmental analysis (environmental scan or analysis), by identifying and assessing and anticipating external factors and conditions that must be taken into account to formulate organizational strategies; (c). Examining internal conditions and resources (internal profile and resource audit), by evaluating the organization's strengths and weaknesses, so that they can be considered in preparing strategic planning; (d) implementation of the preparation of strategic plans based on needs and analysis of problems and managerial objectives which are carried out openly and with internal school collaboration; (e). Formulating, evaluating, and selecting strategies (the formulation, evaluation, and selection of strategies); and (f). Implement and supervise the strategic plan (the implementation and control of the strategic plan).

Apart from the above, strategic planning apart from being viewed from the planning process carried out, school principals tend to focus more on vocational school level problems, which include: (1) Synergy between the world of education and the world of industry and stakeholders in society; (2) Knowledge and skills developed in schools need to be adapted to the needs of society, the world of work and the industrial world; (3) focus more on aspects of specific skills and expertise. With the hope that education can improve people's standard of living, both in terms of knowledge and solving contextual problems faced daily. Apart from that, the phenomenon that occurs is that the world of education and societal development do not match and there is quite a significant gap. Community needs cannot yet be fully realized by educational institutions. Among the indicators of this problem are that graduates of educational institutions are not ready to use because they only master theory and skills do not match.

Apart from that, strategic planning is more aimed at the need for quality skills, graduates are expected to be able and ready to work in accordance with their field, and can open up employment opportunities, but in reality the number of graduates' absorption in the world of work and industry is still far from the expected figure, apart from the factor of field availability, jobs are still not commensurate with the number of graduates produced, the quality of graduates is still the cause of many graduates not yet working (Zulfikar & Indrapradja, 2017).

Based on the description above, the procedures for formulating strategic planning are: (a). Vision. Formulate the vision of the organization and graduates; (b). Mission, Formulate the mission of the organization and graduates; (c). Value. Developing organizational and graduate values; (d). Internal Analysis. Conduct internal analysis; (e). External Analysis. Conduct external analysis and graduate needs; (f) Assumptions. Formulate assumptions and quality of graduates; (g). Strategic Analysis and Choice. Develop strategic analysis and select graduate quality strategies; (h). Critical success factors. Formulate key factors for graduate success; (i). Goals. Formulate organizational and graduate goals; (j). Corporate objectives and strategy. Formulate operational targets and strategies for graduate quality.

The technical strategic planning process in the school environment considers:

(1) A special team that has the following criteria: (a) Mastering the vision, mission, goals and objectives of the organization; (b) Have an agreement on the results of the analysis of school needs and expectations; (c) based on adequate conceptual and theoretical richness; (d) understand strategic issues of school quality; (e) Have a readiness to cooperate;

(2) The same attitude towards achieving goals by considering risk management sensitively;

Strategic planning for productivity in the development of school performance aspects such as: (a) Optimal school administration management; (b) Strong financial management; (c) Solid organizational management; (d) Management of adequate infrastructure; (e) Productive management of educators and educational staff; (f) Management of quality curriculum and learning processes; (g) Meaningful student
In essence, strategic planning in the scope of education is planning that is carefully determined, starting from formulating a plan and creating systematic guidelines in solving a problem in an educational plan to achieve the goals and objectives that have been set.

It is understood by the majority of vocational school heads that effectiveness means something that is done successfully. And effective in English is effective, which means successful. The definition of effectiveness itself refers to the goals achieved, not considering how big or how small the efforts and sacrifices made. As for effective school indicators, their implementation can be realized through two challenges, including internal effectiveness and external effectiveness. Internal effectiveness refers to educational output that is not measured monetarily, such as learning achievement and the number of graduates. External effectiveness refers to monetary output, such as the success rate of graduates.

Apart from this, based on their characteristics, vocational school heads are more likely to interpret schools as effective, with the following characteristics: (a) Schools that work in accordance with the needs, demands, obligations and expectations of users and the business and industrial world; (b) Schools that work consistently with established work plans; (c) Schools that are able to provide maximum service to students as users; (d) The school is effective, able to achieve what is planned and handle the problems it faces through several creative innovation steps; (e) Schools that are able to produce clear productivity which is realized by the quality of graduates that comply with the minimum standards that have been set.

Meanwhile, in terms of real work targets regarding the realization of effective schools, especially at the vocational school level, including: (a) Having high achievement standards; (b) Have consistent standards of behavior and discipline; (c) Have programs and service quality above minimum standards; (d) Have a work focus in the context of effective managerial system management; (d) Academic focus in curriculum, learning and quality of graduates. Apart from that, the success of the school managerial process in creating an effective school is demonstrated by optimizing the achievement of school goals through a systematic, logical, efficient and effective process as determined in the planning process.

In accordance with the description above, namely the process of strategic planning and the creation of an effective school, the school's strategic planning in creating an effective school is intended as an effort by the school under the responsibility of the top manager (principal) to plan the school's work program, especially at the vocational school level, with strategies for solving several problems, including: (a) The success of vocational school education through analysis of labor needs (demand and supply analysis); (b) Expanding access to vocational school through adding new study programs or adapting to community conditions. Construction of new building units as well. So that vocational schools become large and develop; (c) Equitable access to vocational schools and development of vocational schools in disadvantaged and remote areas as well as the existence of dormitories in these vocational schools; (d) Improving the quality of vocational schools and learning productivity according to the needs of the industrial world; (e) Increasing the relevance of vocational school graduates to the needs and development of the business and industrial world;
(f) Image of vocational school alumni which is realized by the success of graduates; (g) Development of the quality of vocational school services, especially in the productive learning aspect; and (h) Educational innovation and curriculum development.

An effective school is a manifestation of the school's ability to maximize school functions which shows school performance in accordance with its functions. Furthermore, the school's functions include technical/economic functions, human/social functions, political functions, cultural functions and educational functions. The technical/economic function is that schools help students acquire knowledge and skills for life. The human/social function is related to the school's contribution to the personal development of students both as individual human beings and in carrying out social relationships in society. The political function is that schools are a vehicle for students to gain knowledge about their rights and obligations as citizens. The cultural function is that schools are a vehicle for carrying out cultural transformation. The function of education is that school is a place for the maturation process.

2. Strategic Planning Indicators for Creating Effective Schools

Indicators of strategic planning to create effective schools are supported by 2 conditions, namely the realization of the quality of strategic planning and the realization of effective schools. There are several indicators of the success of strategic planning to create effective schools, including:

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Thus, strategic planning in creating an effective school is work planning that is in accordance with needs, demands and expectations which can be measured from the value of work productivity in the form of achieving vision, mission, work goals and objectives. The target in question is where the budget output (OA) is greater than the actual output (OS).

3. Development of Strategic Planning to Create Effective Schools in Vocational Schools

Strategic planning in vocational schools, as guided by effective vocational schools, is more likely to be patterned on renewing the vocational education system in accordance with the link and match policy, which includes changes from old patterns which tend to be static to dynamic conditions by focusing on the quality of graduates in accordance with user expectations. There are several alternatives for developing strategic planning from the link and match policy, to create effective schools in vocational schools, including:

(1) Change from a supply driven approach to a demand driven approach

The old Supply Driven approach was carried out unilaterally by vocational education providers, starting from planning activities, preparing educational programs (curriculum), implementation and evaluation. In
this case, in effective vocational schools, the world of work also determines, provides input and is involved in various elements of school performance. and in the evaluation of educational results, the world of work also determines so that the results of vocational education are guaranteed and measurable according to the standards of the world of work.

(2) Change from School Based Education (School Based Program) to a Dual Based System (Dual Based Program)
The old model with a school-based system where the education program was completely and completely under the authority of the school, where the change from school-based education, to dual-based education in accordance with the link and match policy, hoped that the vocational education program would be implemented in two places. Some educational programs are carried out in schools, namely basic vocational theory and practice, and others are carried out in the world of work, namely productive skills obtained through the principle of learning by doing. In effective vocational schools, education carried out through the process of working in the world of work will provide knowledge of skills and values in the world of work that are impossible or difficult to obtain in school, including the formation of quality insight, excellence insight, market insight, added value insight, and the formation of a work ethic.

(3) Change from a teaching model that teaches subjects to a competency-based teaching model
The old teaching model leads each teacher to teach subject content as stated in the curriculum without concern for the competencies or abilities that must be achieved by students. In effective vocational schools, the change to a competency-based teaching model aims to guide the teaching process directly oriented towards competencies or units of ability. This competency-based teaching also requires a change in the packaging of the vocational curriculum, from the old model in the form of a syllabus (containing descriptions of the subjects that must be taught) to packaging in the form of competency packages.

(4) Change from a Narrow Basic Program (Narrow Based) to a Basic, Strong and Broad Basic Program (Broad Based)
The old education program at vocational schools (1984 curriculum and 1994 curriculum), adhered to a pattern of majoring in narrow areas of expertise starting from level I. The new system at vocational schools was effective, human resource-oriented, quality and excellence-oriented, adhering to the principle, it was impossible to shape human resources. human beings who are qualified and have excellence, if it doesn't start with the formation of a strong foundation. Therefore, the new system must provide a broader but stronger and fundamental basis, which allows someone who graduates from vocational school to have the ability to adapt to possible job changes.

(5) Change from a rigid formal education system, to a system that is flexible and adheres to the principle of multi entry, multi exit
In line with the change from supply driven to demand driven, from school-based programs to dual based programs, from subject teaching models to competency-based programs, there is a need for flexibility that allows for the implementation of industrial work practices, and the implementation of the multiple entry, multiple exit principle. In effective vocational schools, this principle allows vocational school students who already have a certain number of units of ability (because the teaching program is competency-based), to get job opportunities in the world of work, so these students are enabled to leave school. Apart from that, the dual-based program system also requires the regulation of work practices in industry in accordance with the work rules applicable in industry which are not the same as the study calendar rules at school.

(6) Change from a system that does not recognize previously acquired skills, to a system that recognizes skills obtained from where and in whatever way the competency was obtained (Recognition of Prior Learning)
A person's work experience is able to shape the ability to do a job (competence) for that person. However, the old system of vocational education did not recognize a person's competency obtained from work experience, and only recognized what students gained from the results of the teaching and learning process at school. An effective new system at a vocational school must be able to provide abilities and appreciation for a person's competencies.

(7) Change from the separation between education and vocational training, to a new system that integrates education and vocational training in an integrated manner
The old system always tried to create strict boundaries between vocational education, even though these boundaries did not provide any meaningful meaning. In reality in the world of work, most companies give awards to someone according to that person's competency and work productivity without looking at whether that competency was obtained from education, training or work experience. Restrictions that are always imposed actually close down the opportunities a person gets from the training process to continue their education in a sustainable manner.

New programs in effective vocational schools must package education in the form of vocational competency packages, which will facilitate recognition and appreciation for competency-based training programs. The new system in effective vocational schools must provide articulation between vocational training programs and vocational education programs. To facilitate the articulation process, several vocational schools will be encouraged and prepared to implement competency-based training programs. This new system requires standardization of competencies, and standardized competencies can be achieved through education programs, training programs, or even with work experience supported by self-learning initiatives.

(8) Change from Terminal System to Continuous System
The old system did not provide opportunities for vocational school graduates to continue their education to a higher level of education. Even though the opportunity to continue is open, it still has to go through a selection process with the same selection test materials as high school graduates and does not give credit to vocational competencies obtained from vocational schools and potential skills obtained from work experience. The new system still expects and prioritizes vocational school graduates going straight to work, so that they can immediately become productive workers, able to provide a return on vocational school investment.

Effective new vocational school system must recognize many potential vocational school graduates, and their potential vocational skills will be further developed after work. These people are given the opportunity to continue their education to a higher level of education (for example a diploma program), through an articulation process that recognizes and respects the competencies obtained from vocational school and from previous work experience. To obtain an efficient articulation system, a "bridging program" is needed to strengthen the basic abilities of vocational school graduates who have work experience, so that they are ready to continue on to higher education programs. Apart from that, several potential (selected) vocational schools are prepared to be able to implement diploma programs.

(9) Change from Centralized Management to Independent Management Patterns
The old management pattern, which tends to direct and control strictly from the Center, has created an attitude of excessive dependence on the part of education implementers in the field, making them lack self-confidence.

The educational programs taught are often not relevant to the needs of the world of work where the school is located, because they lack the courage to make adjustments according to the opportunities provided.
The new pattern of effective vocational schools where independent management is intended to provide opportunities for provinces and even schools to determine operational policies, as long as they still refer to national policies. National policies are limited to strategic matters, so as to provide opportunities for implementers in the field to improvise and innovate. The process of maturing vocational schools needs to be emphasized, to foster a sense of confidence in schools doing what is good according to the school with the principle of accountability. The first key to making vocational school management independent is to search for, prepare and place school principals who are of superior quality, and supported by a reliable motivation system that adheres to the principles of giving awards to those who deserve respect, and taking action against those who deserve action.

(10) Change from complete dependence on central government financing, to self-financing with central government subsidies.

The old vocational school system, which relied more on operational cost allocations from the center, tended to make schools passive, uncreative, lacking the initiative to seek additional funds, even though the operational fund allocation provided by the central government was inadequate. On the other hand, it was found that several private vocational schools were completely independent, able to develop and improve the quality of their schools without external financial support. In effective vocational schools in line with the principles of demand driven, and dual based programs, maturing school management, and developing school production units, the new system is expected to encourage the growth of self-financing in vocational schools, and the position of funding allocations from the central government to help or subsidies. This system is also expected to be able to encourage vocational school students to think and behave independently.

Discussion

Strategic planning in the education system is a very important thing to do so that school performance has a clear picture of its goals for the long term. But in reality, based on the results of the study, the implementation of education has not yet become a culture of implementing strategic planning in achieving its goals, therefore the weakness in achieving goals is quite understandable. According to research from on strategy, 86% of executive teams spend less than an hour per month discussing strategy, while 95% of the workforce has no understanding of their organization's strategy. Based on this, it is very important to prepare a strategic plan that can be understood by all parties, especially in creating an effective school.

Based on the results of this research, the strategic planning models used include: (1) Comprehensive planning model; (2) Target setting planning model; (3) Cost effectiveness planning model; (4) Planning, Programming, Budgeting System (PPBS) Model. And based on the technical implementation, strategic planning carried out by schools tends to have the following characteristics: (1) Planning targets are based on the results of analysis of problems, needs and challenges, as well as achieving goals, including the realization of effective schools; (2) carried out through multi-strategies with focus on vision, mission and goal achievement; (3) carried out openly, with internal cooperation, regular monitoring and evaluation of productivity results; (4) Changes in strategy are based on the magnitude of the challenges faced.

In a strategic management system, strategic planning is a very important part. According to H. Igor Ansoff (2003) strategic management is: A systematic approach to a major and increasingly important responsibility of general management: to position and relate the firm to its environment in a way which will ensure its continued success and make it secure form surprise. Ansof believes that, strategic management is a systematic approach to management responsibility, conditioning an organization to a position that is certain to achieve its goals in a way that will ensure continued success and make the company (school) guarantee or secure a surprising format. So strategic planning is planning that aims to ensure that the
institution/organization and all stakeholders involved in it work together in a focused and consistent manner to achieve the same goal.

Strategic planning (strategic planning) is “the process of selecting organizational goals; determining strategies, policies and strategic programs needed for these goals; and establishing the methods necessary to ensure that strategies and policies are implemented.” Thus, in essence strategic planning is an organizational management activity used to set priorities, focus energy and resources, and strengthen operational performance.

According to Goodstein et al., (1992), strategic planning is considered the main thing in effective institutional growth. Preparing strategic plans makes institutions always ready to face challenges and changes. Not only that, institutions can also seize existing opportunities as best as possible. The strategic plan itself is a document used to communicate with the organization and its goals. All strategic planning made in the strategic plan must include action plans that are able to realize these goals by considering other important aspects of performance. Strategic planning is something that needs to be done in detail.

Based on the results of Mesra et al., research (2022), regarding the Evaluation of the Implementation of School Strategic Planning at SMP Negeri 1 Boyolali, it was concluded that efforts need to be made to improve the implementation of school strategic planning, and it is necessary to analyze solutions to the factors that hinder the implementation of strategic planning. In contrast to the results of Sucitra & Akrim research (2023), regarding school strategic planning in creating effective schools, it concluded that: It is necessary to improve the quality of strategic planning implementation, especially in terms of monitoring and evaluation and apart from that, it is necessary to strengthen the factors that support the implementation of strategic planning. In contrast to the results of research conducted by Sari research (2024), regarding SWOT analysis and the formulation of school development strategies in creating effective schools at SMA Negeri 5 Yogyakarta, it was concluded that it was necessary to formulate a school development strategy based on SWOT analysis, and needed to focus on the goal of achieving goals.

Based on the results of this research, procedures for implementing strategic planning include: (a). Vision Determination; (b). Mission Determination; (c). Setting targets and goals; (d) analysis of needs, challenges, requirements for the strategies used; (e) analysis of self-evaluation results and instrumental and environmental inputs and modalities; (f) routinely carry out Strategic Analysis and Choice; (g) formulate corporate objectives and strategies. Formulating goals and strategies for change and achieving strategies and goals; (h). implementation of continuous and ongoing monitoring and evaluation, in order to achieve optimization of objectives.

The research findings as described above, a school that is managed with quality strategic planning, can make the school an effective school. The effectiveness of a school consists of school management and leadership, teachers, education personnel, staff, students, curriculum, infrastructure, classroom management, school relations with the community, and so on. If this management can be carried out well, it can not only achieve school goals, but is also closely related to the components of the school quality system.

According to Allan A. Glathron (1997), an effective school is a school that has several characteristics such as organizational leadership, curriculum leadership, supervisory leadership (leader as supervisor), and management. The effectiveness of a school is related to the quality of the school concerned, for example final exam scores, learning achievements, artistic achievements, etc. Even the quality of graduates also influences this effectiveness, namely in the planning, implementation and evaluation stages. Thus, an effective school is a school that is able to optimize all input and the process of achieving educational output (student achievement), which is characterized by learning competency.

Based on the results of this research, it also shows indicators of the success of strategic planning, including: (1) the strength of the strategy for achieving and achieving the vision, mission and goals; (2) the strength of planning consistency; (3) the power of teamwork; (4) risk management; and (5) evaluation of the
achievement of the goal of realizing an effective school. This is in accordance with the concept put forward by Irviani et al., (2017) as follows: Strategic planning does not recognize standard standards and the process has limited variations. Each application needs to design its own variations according to local needs, situations and conditions. However, in general the strategic planning process contains the elements of (1) formulation of vision and mission, (2) assessment of the external environment, (3) assessment of the internal environment, (4) formulation of strategic issues and (5) preparation of appropriate development strategies. can be added with goals and objectives.

Characteristics of an effective school, according to, the characteristics of an effective school are: (1) There are disciplinary standards that apply to the principal; (2) Have a routine of activities in class; (3) Have high school achievement standards; (4) Students are expected to be able to achieve the planned learning objectives; (5) Students are expected to be able to graduate by mastering academic knowledge; (6) There are awards for students who excel; (7) Students have the belief that hard work is more important than luck in their efforts to achieve achievement; (8) Students have a big responsibility; (9) The school principal has a monitoring and supervision program for successful academic achievement. Meanwhile, according to Scheerens (1992), effective schools have the following effective characteristics: (1) The existence of strong leadership; (2) Emphasis on achieving basic abilities; (3) A comfortable school environment; (4) High expectations for student achievement; and (5) Routine assessment of student programs.

Educational institutions generally have a main mission, namely educating students so they can continue their education to a higher level, increasing students' knowledge, and teaching reciprocal relationships with society. A person who plays a role and is responsible for school management is a school principal who has high leadership. This is so that we can mobilize human resources in a quality manner. Remembering that management is an important aspect in the school system in order to achieve its goals. Thus, strategic planning to create an effective school is a planning process carried out by the school principal and his team, with a focus on creating an effective school according to certain criteria that are expected to be in accordance with the school's vision, mission and goals.

CONCLUSION

Several things can be concluded from this study, including:
1. Strategic planning has a very important role in realizing effective school conditions. This is because strategic planning is planning that is built through several specific strategies according to needs, conditions and capabilities and focuses on vision, mission and goal achievement.
2. An effective school is the performance of all school elements and components, in achieving goals, through a focused strategy on a predetermined planning program. Therefore, effective schools have characteristics and are also indicators of the achievement of effective schools, including: (a) focus on planned programs; (b) focus on achieving goals, customer demands and adapting capabilities; (c) proactive towards problems and responding to reactive, creative and innovative thinking; (d) integrated into the management process and its achievement of 9 aspects of school performance; (e) continuous improvement.
3. Development of a strategic planning strategy includes 5 components that must be considered in school management, namely: (a) Strategy for achieving vision, mission and goals; (b) Strength of Planning Consistency; (c) Strengthening Teamwork; (d) Risk Management; and (e) the effectiveness of monitoring and evaluating the achievement of goals and the realization of effective schools.
BIBLIOGRAPHY


