Development of School Principals' Strategic Planning in Realizing Performance Productive School

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Abstract

The development of strategic planning in the education system is important in realizing productive school performance, namely schools that have work processes that are consistent with planning elements, achieving optimal work according to its goals. Strategic planning is planning that focuses on achieving the school's vision, mission and goals. In an effort to optimize strategic planning, a management system is needed that is sensitive to needs, changes and challenges, and respects work risks, has a solid, creative, proactive work team, responds to problem solving creatively and innovatively, and has high dedication to achieving goals. This research was carried out using a qualitative approach and exploratory descriptive methods to reveal the required data phenomena, through interview, observation and documentation techniques, which were then analyzed data through phenomenological analysis. Based on the focus of the study in this research, a strategic model of the strategic planning development process was produced which 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 productive schools.

Keywords: strategic planning; school performance; schools

1. INTRODUCTION

Education plays a very important role in the process of improving the quality of human resources. Realizing the importance of the process of improving the quality of human resources, the government together with the private sector have made and will continue to make efforts to realize the mandate through various efforts to develop higher quality education, including through developing and improving the curriculum

and evaluation system, improving educational facilities, managing and procuring educational cost materials, and training for teachers and education personnel as well as other efforts.

However, based on the Education Quality Report (EQR) at the national, regional and educational unit levels, there are still many whose quality achievement scores are not as expected in accordance with the demands of national education standards. Apart from data on education quality reports, it is also supported by data on accreditation results based on the Decree of the Chair of the National Accreditation Board for Early Childhood Education, Basic Education and Secondary Education, Number: 118/BAN-PDM/SK/ 2023, concerning the Determination of Fifteen Unit Accreditation Results Primary Education and Secondary Education in 2023, in a total of 3100 educational units, showed an average score of 87.11 (which is categorized as Good). These data show that school performance and productivity are still not optimal.

Productive school performance is a school that is able to provide maximum service to students and has good relationships with the community. Productive school performance is also able to achieve what is planned and handle the problems it faces by innovating. There are several productive school performance criteria that can be used as a reference, namely: (a) Having high achievement standards targets and productivity; (b) Have a creative Development and Innovation Program; (c) Students have generally recognized responsibilities; (d) Academic focus on continuous and ongoing academic improvement.

Furthermore, there are indicators of school effectiveness implemented by the Education Department of Western Australia's (1996), namely through mapping of current school conditions and improvement efforts made at schools, which includes six dimensions of the education delivery process as follows: implementation of leadership and managerial schools, the quality of learning practices in schools, staff development and coaching programs, programs to create a conducive learning environment and academic climate, programs to increase student achievement and programs to increase the participation of parents of students in providing education.

School performance is indicated as an educational service that is capable of

producing quality educational output and in accordance with the needs of the community/graduate users. However, in the quality management system it is stated that the modern definition of quality must fulfill at least three things, namely: (a) in accordance with predetermined require-ments or conformance to requirements; (b) in accordance with user needs or fitness for use; and (3) meet customer satisfaction or user satisfaction (UGM, 2002). Likewise, in the principles of quality management in accordance with ISO 9001:2000 or later, it is also stated that to realize effective management, one of the main principles that must be followed is that the institution must focus on customers (customer focus).

Based on these provisions, Ahmad Topan (2010) states that school accreditation aims to: determine the level of suitability of educational programs and/or units in providing educational services, obtain an overview of school performance. Assessment of school performance through school accreditation is carried out on nine school components, namely: curriculum and teaching and learning processes, school administration and management, school organization and institutions, facilities and infrastructure, personnel, financing, students, community participation; and the school environment and culture.

Based on the description above, basically there are several fundamental problems related to school performance assessments to date, including: (a). Conventional school performance assessments that are based solely on output indicators are clearly invalid performance assessments, because they are unable to describe school performance comprehend-sively; (b). The school performance assessments carried out to date are not in accordance with the principles of quality management according to ISO 9001: 2000 or later, which must be oriented towards customers (customer focus); (c). School performance assessment through school accreditation, however, includes quite comprehensive assessment components, but is not yet able to describe school performance in the process dimension, because the process dimension assessment is only based on process supporting documents, or does not yet describe the movement of school life; (d). The school performance assessment is also not based on what students feel and experience as valuable customers whose desires need to be taken into account.

Every successful education provider has a plan and knows where the graduates' future is headed. Establishing a plan with goals, targets, and objectives must be completed before starting an educational provider. Taking the time to continually review a company's past performance, and predict future performance, provides a roadmap to follow. Strategic planning is vital for schools in the delivery of education because it creates a map for the business to follow and direct when necessary.

Strategic planning can help every organization to achieve long-term goals as a whole. That way, organizations can implement the best ways to face opportunities and challenges. Strategic plans are also used to assess and adjust the organization's direction in response to change. This concept is supported by the research results of Muhamad Nuryasin (2019), which states that apart from the direction and goals of educational institutions that must be set, strategies are also needed to achieve the set directions and goals. A visionary from an educational institution must have a grand design for the short-term and long-term projects of the institution he leads. To achieve all these things requires cooperation from all parties including

financial support from the government for the progress of an institution.

There are very important things that must be discovered. The relationship between policy and strategic planning, which is in line with what was conveyed by Mochamad Chairudin, (2023), from some of the conclusions of his research, that: Education policy sets principles and goals, provides direction for the education system. Meanwhile, strategic planning involves identifying long-term goals, formulating concrete steps, and allocating resources. The two are interrelated: policy provides guidance, while strategic planning implements and executes action plans to achieve desired educational outcomes. Effective education policy sets the direction, while strategic planning details how to get there. The two complement each other: clear policies guide measurable action plans. The success of strategic planning in achieving educational goals depends on solid policies.

Based on the analysis of the description above, to produce high school productivity, as evidenced by the quality of graduates and a productive educational process, must be realized through productive school performance. Efforts to realize productive school performance

require an effective management system as well, especially in the aspect of quality planning. One that has strength on the basis of strategy, technical and managerial approaches, strategic planning has a very important role. To obtain scientific information, especially on the implementation of primary and secondary education, researchers studied the strategic planning carried out by school principals to improve productive school performance at SMP Negeri 5 Ciamis Regency as one of the leading primary and secondary education levels in the area.

2. RESEARCH METHODOLOGY

This research uses an exploratory analytical descriptive method and is carried out through a qualitative approach as developed by Sugiyono (2019), with the following steps: (a) focus on potential and problems; (b) data collection; (c) data reduction and analysis; (d) product design; (e) design validation; (f) design improvements. Data collection techniques used include techniques namely interviews, observation, documentation. Apart from that, this research is a type of case study research on the strategic planning of school

principals in realizing productive school performance, which was carried out at SMP Negeri 5 Ciamis Regency as one of the leading schools in the area, through primary and secondary informants in the form of data or information. appropriate to the study in order to obtain a complete and in-depth description. Through a phenomenological data analysis approach, several steps are carried out, such as: data collection, data reduction, analysis and interpretation according to the focus of the study. To check the validity or validity of data findings obtained in the field, the steps as described by Maleong (2017) are carried out: (a) extend the presence of the researcher; (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.

3. RESULTS AND DISCUSSION

Every educational institution, regard-less of its condition and productivity, has the belief that education organizers and managers have a managerial system that is implemented, as well as planning. However, as with the

problem phenomena above, the most important thing to produce quality educational productivity can be realized with the title of productive school performance which is directly realized through strategic planning.

To reveal the phenomenon of developing strategic plans carried out by educational institutions, especially in primary and secondary education, namely by answering the question: how does the development of school strategic planning achieve productive school performance? and to answer this question, it can be analyzed using three problem studies, namely: (a) The school's strategic planning process in realizing productive school performance; (b) School performance strategic planning indicators to realize productive school performance; (c) Design of strategic planning development to realize productive school performance.

a. Strategic Planning Process to Realize Productive School Performance

- **School Strategic Planning**

Strategic planning is essentially the strategic effort of managers (school principals) in determining what and how goals are achieved directly in accordance with what is expected, namely towards organizational goals. Another definition is that strategic planning is a process that helps decide the form and direction of an educational institution according to its objectives and thus helps managers think more strategically about the series of actions that must be taken. Thus, strategic planning is a form of careful planning, making supporting elements and components effective, focusing on the goals to be achieved and considering the obstacles that will be faced.

Strategic planning is the process of developing a plan for how an organization will achieve its goals. Therefore, technically, in the strategic planning process in the school environment, you must consider:

(1) Carried out by a special team that has the following criteria: Understanding the vision, mission, goals and objectives of the organization, Understanding the needs and conditions of the institution as a whole, rich in educational theories, concepts and regulations related to education management, Understan-ding strategic issues of school quality needs, Understand the school

manage-ment system and its consequences and ideal conditions;

(2) The approach in preparing school strategic planning, the entire team is focused on strategies to achieve goals, by considering risk management sensitively and carefully;

(3) Strategic planning targets in school environments or educational institutions, have at least 9 target elements, namely: School administration management planning, Financial management planning, Organizational management planning, Infrastructure management planning, Human resources (educators and education staff, Management planning curriculum and learning processes, student management planning, environmental management planning, school culture and climate, management planning for education stakeholder participation;

(4) Technically, strategic planning in the school environment is realized in an ideal school administration system, including: Strategic Plan Document or perhaps with the term school Work Plan, which has a long-term reference for the next 4-5 years, Document Work Pla) or perhaps called Annual Work Plan, namely a translated work plan document for the annual/short term; (c) School Activity Plan and Budget Document, namely a planning document, which translates or describes the Work Plan or Annual Work Plan which allows it to be carried out in accordance with the demands of the school's own needs and capabilities;

(5) There are several strategies that support the success of school strategic planning, including: (a) Strategies that focus on institutional needs and goals; (b) Risk control strategy (risk management); (c) Decision making strategies are carried out in an open democracy; (d) Budget exploration strategy;

(6) There is a pattern of thought (mindset) of the school strategic planning team, which is usually called Balance between expectations, abilities and achievements with the meaning of balance between expectations, abilities and optimal achievements.

Program and activity planning in the school activity plan needs to be measurable and realistic to make it easier for a program to run. Based on this, strategic planning can be done by determining several things. The things specified in the strategic plan are as follows:

(1) Formulate the vision and mission. There are four main elements of a good vision, namely: the vision is based on core values, the vision explains the organization's goals, the vision outlines how the organization plans to achieve its goals; and the vision outlines the general goals of the organization. A vision statement contains two main elements, namely the organization's core values and a description of the future. This vision can be interpreted as a basic answer to the statement "desired school conditions" for example, effective school conditions. While a mission is a brief statement of what the school will do, a mission statement should be clear and concise, outlining the organization's goals for a productive school performance and how it plans to achieve them.

(2) Identifying Goals (Objectives). Goals are an important part of a school organization's mission which directs the school in the desired direction and can determine future conditions such as productive school performance conditions, where the school as a whole tries to achieve its goals. So if organizers and managers hope to realize productive school performan-ce, then all elements must support, be consistent with their respective duties, preserve, protect, be reactive, sportive, and work together to realize produc-tive school performance (effective school).

(3) Setting Goals (Objectives). Goals are important in achieving goals. With targets, school aspirations may be limited to hopes, without achieving goals. Targets are a method for achieving goals and ultimately completing tasks. Therefore, the target is who helps you achieve your goals. For example, the target school is the school community or known as stakeholders.

(4) Preparation of Planning Documents. Prepare work plans

that are appropriate and support the vision, mission, precise targets and clear goals, then materialize them in school work planning administration documents;

(5) Socialization and evaluation of planning (Socialization and evaluation of planning). Socialize and evaluate planning openly by considering aspects: accuracy of aim, meeting needs and demands, adjustment of abilities and conditions, Rationalize achievement, administrative requirements (completeness of planning administration).

(6) 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 targets that have been set.

- **Productive School Performance**

Productive in this case is defined as a form of real evidence of a person's or organization's performance results, therefore what is meant by a productive school is a school that is able to realize its work planning towards the vision and goals to be achieved, and this is realized by performance until it is proven by good work results. real things such as the quality of graduates, public trust and other results that are in line with existing demands, needs and developments.

As for productive school performan-ce in this case, what is meant is the totality of action of all school members, which is realized through real, visible, proven and truly integrated work in daily work life, in accordance with the planning, division of tasks and authority of each. Therefore, it needs to be emphasized regarding the differences between products, production and productivity from school performance, namely: school products are something that is the result of the school performance process. School production is a process carried out by all elements of the school to create or add value to the use of the results of his work; and School productivity is the ability of the school and all components of the school community, to produce performance products using certain methods, techniques and strategies as well as utilizing resources effectively and efficiently so that it is proven to produce several quality products.

Educational productivity is different from the production of goods and services which are easily calculated or measured. The productivity of this school is related to how to produce graduates both qualitatively and quantitatively, so that in the end quality graduates are obtained in accordance with the needs of society and current developments. Productivity is the main goal of management work, therefore achieving optimal school productivity is produced by effective and efficient school performance, which includes the following:

(1) Educational effectiveness. Effectiveness basically refers to a measure of the level of conformity between the results achieved and the expected results as previously determined. Effectiveness refers to making the best use of time and methods so as to provide satisfactory results. The measurement of organizational effectiveness, which he calls the model system, includes four criteria, namely adaptation, integration, motivation and production. The adaptation criterion is the question of how the organization adapts to its environment, to what extent the organization is beneficial to its environment. Integration criteria, namely measuring the level of an organization's ability to carry out socialization with other organizations, motivation criteria, namely measuring the attachment and relationship between organizational actors and the organization, and production criteria, namely measuring organizational effectiveness related to the quantity and quality of organizational output and the activities of an organization. Based on the definition of effectiveness conveyed by several experts, it is how to utilize all resources appropriately, in order to obtain the best possible results that have been determined. The effectiveness of achieving goals in the field of education depends on the success of teaching and learning activities which are a synergy of educational components, including curriculum instruments, educational staff, infrastructure, management systems, natural and social environments and students as subjects.

(2)   Educational Efficiency. Basically, efficiency shows a measure of the level of ability to utilize resources optimally in carrying out predetermined activities. Efficiency is always related to the utilization of available resources, both human resources and non-human resources (infrastructure, funds or costs, etc.). Educational efficiency is how to use as little facilities, energy and time as possible but obtain good or high results.

Increasing educational efficiency can be determined by at least two things, namely professional education management and participation in education management. The cost efficiency analysis used must take into account the characteristics of the situation and inputs involved in the educational process. Differences in situational characteristics and input have implications for the required educational costs. Therefore, decisions about efficiency must be contextual and proportional. These contextual and proportional decisions really require the availability of information about the characteristics of the situation and the input involved in the educational process in sufficient quantity and quality.

The real manifestation of productive school performance can be described by process characteristics, as follows:

(1)   The school has a clear strategic plan, focusing on the school's vision, mission and goals;

(2)   The school's performance is supported by the work process of the entire internal team which is oriented towards achieving real goals, and is followed by solid cooperation conditioning, open and smooth coordination, pragmatic delegation of authority in accordance with operational procedure system, working openly and democratically and oriented towards real results;

(3)   There is a balance in achieving productivity in all components of work targets, namely: school administration management, financial management, human resource management, infra-structure management, curriculum management and learning processes, student management,

organizational management, environmental manage-ment, school culture and climate, and management of community participa-tion and education stakeholders.

(4) There is a balance in the achievement of national quality standards which is clearly proven, including the achievement of quality standards in the following aspects: graduate quality standards, process quality standards, content quality standards, manage-ment quality standards, teacher and education staff quality standards, infrastructure quality standards, standards financing quality, and assessment quality standards.

(5) There are efforts to forecast, identify and control work risks, which hinder strategic work processes and work results.

(6) Vulnerable, creative and activities based on innovative thinking in supporting productive performance, especially in controlling obstacles and obstacles in the school performance process;

(7) Self-evaluation of productive school performance, considering two aspects, namely: the quality of

the school performance process and the quality of productivity produced periodically and continuously.

(8) The seven aspects of productive school performance mentioned above become a measure for the managerial team within the school environment. The second productivity is productivity seen from the results of work, including: Changes in the learning process of students who are active, creative, responsive, and increased learning outcomes of students who are superior compared to others, increased learning achievements that are recognized by society, and have advantages. more achievements than others.

b. Strategic Planning in Realizing Productive School Performance

Strategic planning is expected to be useful for: as a tool for leaders and all levels, the school builds long-term direction and goals, encourages an effective and efficient work system by building a reference for school performance through a priority system and work stages, creates a sense of responsibility and encourage

commitment from all members of the organization at all levels, Always encourage the organization to be oriented towards the results that must be achieved in the future, so that the existence of the organization is maintained through rational and logical strategies, Become an effective communication and work coordination tool to always aim at the desired goals The same.

Strategic planning, seeks through strategic thinking the coordination of creative thoughts into a collective perspective that enables the organization to move towards a better future with the aim of meeting the needs of all parties involved. The aim is to help exploit the challenges that will be faced, whether they can or cannot be predicted in advance.

Based on the analysis of the strategic planning system, this planning has the following characteristics: Systematic and systemic (comprehensive), oriented towards output or configuration of desires, has an overall goal, has long-term, medium-term and short-term dimensions, applies scientific methods of theoretical analysis and empirically with development programs, operational plans are translated into projects and programs, based on policies,

considering norms and rules; and has a pattern of input, process, output with feedback information.

The realization of productive school performance (effective schools) 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 schools serve as a place for the maturation process.

c.   **Strategic Planning Indicators for Realizing Productive School Performance**

There are factors that influence school work productivity, there are eight factors that can influence productivity within the scope of the organization, namely technical factors, production factors, organizational factors, personnel factors, financial factors, management factors, location factors, and government factors. A more detailed explanation of the various factors that influence productivity can be seen below:

(1) Technical Factors. Several points that need to be considered in terms of technical factors are determining the location of the school, layout within the school, condition and completeness of various facilities, infrastructure and various other equipment, development and implementation of digital systems;

(2) Production Factors. Several points included in the production factors are planning, coordination, quality of team work, standardization of work processes, and control of work systems;

(3) Organizational Factors. There are five points included in organizational factors, namely the type of organization applied, how to define the organization, authority and responsibility of individuals and groups (departments/teams), job expertise, division or allocation of work;

(4) Personal Factors. There are six points included in personal factors, namely quality of human resources, training and development of human resources, position placement, career opportunities, opportunities to express opinions, and working environment conditions;

(5) Financial Factors. As we already know, all businesses can run well if they have good financial conditions. Thus, financial management or financial control as well as work modalities must be carried out with full calculation. School productivity levels will be better if financial management can be carried out well;

(6) Management Factors. School management must be able to maximize available resources in order to produce something cost-efficiently. The use of the latest technology in work systems, a good work environment and high personal motivation can also significantly increase institutional productivity.

(7) Location Factors. School productivity levels can also be influenced by location factors.

Several points that are included in the location factor are the distance from the location to students, distance from sources of purchasing needs, infrastructure facilities, human resource expertise, and so on;

(8) Government Regulatory Factors. Various regulations and policies set by the government can also influence school productivity levels, such as employment regulations, curriculum policies and educators and education staff, and so on.

Apart from the above, there are also indicators of strategic planning to realize productive school performance, supported by 2 conditions, namely the realization of the quality of strategic planning and the realization of productive school performance. There are several indicators of the success of strategic planning to realize productive school performance, including:

(1) Planning focuses on achieving productive school performance goals;

(2) Planning considers effective, efficient and productive processes in realizing productive school performance;

(3) School work planning that uses multi-strategy, multi-technical, and multi-approaches, in controlling work results;

(4) Strategic planning that is able to realize productive school performance with school characteristics that are capable of: having active, rational and effective performance, realizing productive, active and effective work processes, and realizing productive school performance that is actually productive in producing quality graduates according to standards, and have strategies for controlling problems, obstacles and challenges.

(5) Strategic planning can be applied to productive school performance and is realized by improving controlled conditions in 9 aspects of school performance: administrative manage-ment, organizational management, financial management, infrastructure management, management of educators and education staff, student management, curriculum and learning management , managing the school environment, culture and climate and managing the participation of educational stakeholders.

Strategic planning in realizing productive school performance 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 an output, measured through comparison.

d. Development of Strategic Planning to Achieve Productive School Performance

Several principles of strategic planning in realizing productive school performance, include: Focus on modalities and achievement of vision, mission, goals and objectives (VMGO), consistency in planning, team collaboration, consideration of Total Risk of Management, Focus on productivity. Based on the five principles mentioned above, the development of strategies in strategic planning to realize productive school performance, will be related to the following 5 components: Developing strategies for achieving vision, mission, goals and objectives, developing the strength of planning consistency towards planned programs and realizing productive school performance, development of teamwork strategies, development of risk management, development of evaluation of achievements to realize productive school performance gradually and continuously. Goodstein, L. D., Nolan, T. M., Pfeiffer, J. W. (2003).

The development strategy carried out as explained above is described in the following table:

Table 1. Technical Development of Strategic Planning

No	Development Elements	Technical Development
1	Vision and Mission Achievement Strategy	Vision and mission are the keys and targets in achieving all plans for all components of school performance; examples of strategic planning development in management: administration, internal regulations; finance, organization, human resources, infrastructure, student affairs, curriculum and learning, environment, culture and climate as well as management of participation and collaboration with the community and other stakeholders.
2	Comprehensive planning targets for all compo-nents of school performance on an on going basis	Planning targets are carried out compre-hendsively and have relationships, linkages, balance, sustainability, mutual support and connection, with a strategic pattern. Therefore, the technical development is: (1) Strategic planning plays a role in triggering the optimization of school performance; (2) Strategic planning must include alternative strategies for optimizing school performance; (3) Strategic planning develops patterns of optimizing school performance; (4) Strategic planning guides the pattern of performance process indicators and school performance productivity.
3	The Power of Planning Consistency	Consistent work is not only on the part of the planner, but planning consistency is being concerned about planning formulations that must be realized to achieve optimal results.
4	Teamwork	Strategic planning and productivity of school performance is carried out by all elements with a division of work and authority in accordance with their main tasks and functions. Therefore, aspects of teamwork and coordination conduciveness play a very important role. In this case, it requires the development of team collaboration strategies and consistent strategies for team tasks in goal screening.
5	Risk Management	Strategic planning that is capable of producing productive perfor-mance or optimizing goal achievement requires strong risk management effectiveness, which is owned by each work team. This is intended to anticipate obstacles, constraints, difficulties, threats that hinder the achievement of goals.
6	Evaluation of Productive School	The process of evaluating productive work results is developed not only by evaluating results, but also developed through continuous process

Performan-ce	evaluation, or the development of active and productive monitoring and
Achieve-ment	evaluation of school work.

Discussion

In essence, strategic planning is understood by school principals as a form of organizational management activity which aims to ensure that the institution and all stakeholders involved in it work together to achieve the same organizational goals. Apart from that, strategic planning has been carried out by school principals as a way for an organization to set priorities, focus and resources, strengthen operations and also ensure that all those involved in activities synergize well for the long term. This is in accordance with the views of David A. Squires (1983), the characteristics of a productive school performance are: there are disciplinary standards that apply to the principal, have routine activities in the classroom, have high school achievement standards, students are expected to be able to achieve planned learning objectives, students are expected to be able to graduate by mastering academic knowledge, there are awards for students who excel, students have the belief that hard work is more important than luck in their efforts to achieve achievements, students have a big responsibility, and the

school principal have a monitoring and supervision program for successful academic achievement.

The strategic planning procedure carried out by the school principal goes through the following steps: (1) Formulating the vision and mission; (2) Identifying Goals (Objectives); (3) Setting Goals (Objectives); (4) Preparation of Planning Documents; and (5) Socialization and evaluation of planning as per the results of this research. This description is in accordance with the views of Kerzner (2001: 112). Strategic planning is a management tool used to manage current conditions to project future conditions, so that a strategic plan is a guide that organizations can use from current conditions to work towards the next 5 to 10 years.

Indicators of school strategic planning carried out by school principals, which include considering technical factors, production factors, organizational factors, personnel factors, financial factors, management factors, location factors and government factors. Meanwhile, according to Jaap Scheerens

(2003), productive school performance has the following effective characteristics: (a) The existence of strong leadership; (b) Emphasis on achieving basic abilities; (c) Comfortable school environment; (d) High expectations for student achievement; and (e) Routine assessment of student programs.

Strategic planning in this research was proven by the school principal's efforts, including: (1) focusing on goals; (2) considering aspects of effective, efficient and productive processes; (3) implementation of multiple strategies; (4) real productivity; (5) focuses on clear targets, namely 9 aspects of school performance. This is in accordance with the conception put forward by Allan A. Glathron (2000: 98), productive school performance is a school that has several characteristics such as organizational leadership, curriculum leadership, supervisory leadership, 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.

Physically, productivity is measured based on the values of ability, attitude, behavior, discipline, motivation and commitment to work or tasks.

Therefore, measuring productivity levels is not easy, besides there are many variables, the measures used also vary widely. Meanwhile, Whitmore (2009: 2) stated the following: "Productivity is a measure of the use of the resources of an organization and is usually expressed as a ratio of: the output obtained by the use of resources to the amount of resources employed". Whitmore views productivity as a measure of the use of natural resources of a group or organization which is usually expressed as a ratio of the output achieved to the resources used. The concept of productivity develops from technical to behavioral understanding. Productivity in the technical sense refers to the degree of effectiveness, efficiency in the use of resources. Meanwhile, in the behavioral sense, productivity is a mental attitude that always strives to continue to develop.

Technical strategic development carried out by school principals is related to the elements: (1) strategies for achieving the vision and mission; (2) comprehensive planning targets for all components of school performance on an ongoing basis; (3) strength of planning consistency; (4) strengthening team cooperation; (5) risk management analysis; (6) and evaluation of productive

school performance achievements. As described in the research results above. This shows a pragmatic and systemic pattern in the principal's managerial steps. This is in accordance with Kung H. Chen, Thomas W. Lin, and Blocher Edward J. (2011: 112), who argue that productivity is the relationship between the amount of output produced and the amount of input needed to produce that output. Another opinion, Ravianto (2020: 89) believes that productivity is the relationship between work results and the unit of time needed to produce a product.

Productivity is usually associated with quality and profitability. However, this concept has a different emphasis, as stated by Edvardson (1994) (in Fandy Tjiptono, 2000: 53), namely: (a) Productivity emphasizes the utilization of resources, which is often followed by cost reduction and capital rationalization. The main focus is on production; (b) Quality emphasizes aspects of customer satisfaction and income. The main focus is customer utility, and (c) Profitability is the result and relationship between income, costs and capital used.

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. And for the educational environment, as the results of Muh. Yusril. Ahmad Fauzi Yusri. Baharudin. (2023). Says that: Strategic planning can be done with the efforts of: (1) the school principal in designing an activity needs to be considered as carefully as possible because the decisions taken affect the future; (2) each stakeholder can use SWOT analysis to design a thorough plan, because SWOT analysis can identify opportunities and even weaknesses in an activity.

Strategic planning also ensures that employees and other stakeholders work toward common goals and establish agreement on desired outcomes, as well as adjusting the organization's direction as changes occur. This is a disciplined effort that results in fundamental decisions and actions to shape the organization's knowledge of who the organization serves, what the organization does, and why it does what it does. Effective strategic planning not

only articulates where an organization is going and the actions needed to make progress, but also how it will know if it will continue to be successful. This is in accordance with the research results of Mayang Sari Lubis (2018), that: Educational institutions must differentiate between established and vulnerable strategic control situations. Likewise, in improving the quality of education, an effective strategy is needed, and having a team and management resources, which provide the ability to overcome various things needed to achieve the school goals you want to achieve. And this is reinforced by the results of research by Amrulloh (2022), which states that: Strategic planning is the art and science of preparing, implementing and evaluating which can enable an organization to achieve its targets.

4.   CLOSING

Several things can be concluded from this study, including:

(1) Strategic planning is planning that focuses on strategies for optimizing goal achievement, therefore school strategic planning is planning that focuses on achieving the vision. school mission and goals. One of the optimal modalities for achieving the school's vision, mission and goals is the creation of a productive school. The strategic planning strategies in realizing school productivity include: Strategies that focus on institutional needs and goals, risk control strategies, and decision making strategies carried out in an open democracy; (4) Adequate budget exploration strategy.

(2) Indicators for strategic planning in realizing productive school performance can be arranged based on: Indicators of the success of strategies for achieving goals, indicators of the quality of the performance process for achieving goals; and Indicators of goal achievement of productive school performance.

(3) Developing strategic planning strategies to realize productive school performance can be carried out by developing the following strategies: Strategy for achieving vision and mission, developing comprehensive planning targets for all components of school performance on an ongoing basis, increasing the strength of planning consistency for the school

performance implementation team, developing team collaboration strategies and techniques, developing the implementation of Risk Management in controlling obstacles and developing strategies for evaluating the achievement of productive school performance through the development of inherent monitoring and evaluation.

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