



THE PRINCIPAL'S STRATEGY IN IMPLEMENTING PLANNING AND ORGANIZING TO IMPROVE THE QUALITY OF EDUCATION IN SMKN 1 PLUPUH

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ABSTRACT

This study analyzes the effectiveness of the planning and organizing strategies implemented by the Principal of SMKN 1 Plupuh. The main focus is evaluating data-based strategic management and strengthening work culture to achieve National Education Standards (SNP) to improve the quality of school education. A qualitative approach with a case study method was used. Data collection was carried out through in-depth interviews with the Principal and management team, direct observation of managerial activities, and document studies of quality report cards and the School Budget Work Plan. Data analysis compares field practices with POAC educational management theory. Findings indicate that planning begins with team coordination for data-based quality report card analysis and program priorities. Organizational development involves the formation of adaptive functional work teams such as the Internal Quality Assurance Team, with clear delegation of authority, SOPs, and job descriptions. Despite success, challenges include limited budgets from BOS/BOP funds and the consistency of the monitoring system. The novelty of this research is the integration of digital quality report card-based planning analysis with the collaborative work culture typical of SMKN 1 Plupuh Sragen Regency.

ABSTRAK

Penelitian ini menganalisis efektivitas strategi perencanaan dan pengorganisasian yang diterapkan Kepala Sekolah SMKN 1 Plupuh. Fokus utama mengevaluasi pengelolaan strategi berbasis data dan penguatan budaya kerja untuk mencapai Standar Nasional Pendidikan (SNP) guna meningkatkan mutu pendidikan sekolah. Pendekatan kualitatif dengan metode studi kasus digunakan. Pengumpulan data melalui wawancara mendalam dengan Kepala Sekolah dan tim manajemen, observasi langsung aktivitas manajerial, serta studi dokumen kartu rapor mutu dan Rencana Kerja Anggaran Sekolah. Analisis data membandingkan praktik lapangan dengan teori manajemen pendidikan POAC. Temuan menunjukkan perencanaan dimulai koordinasi tim untuk analisis kartu rapor mutu dan prioritas program berbasis data. Pengorganisasian membentuk tim kerja fungsional adaptif seperti Tim Penjaminan Mutu Internal, dengan delegasi wewenang, SOP, dan deskripsi jabatan jelas. Meski sukses, tantangan meliputi anggaran terbatas dari dana BOS/BOP dan konsistensi sistem monitoring. Kebaruan riset: integrasi analisis perencanaan berbasis rapor mutu digital dengan budaya kerja kolaboratif khas SMKN 1 Plupuh Kabupaten Sragen.

Kata kunci: Planning and Organizing, SMKN 1 Plupuh, Mutu Pendidikan, Strategi,

INTRODUCTION

Management is a very important subject because it involves setting and achieving goals. Management touches and affects the lives of almost all human beings. Management causes us to realize our abilities by showing us how to do a better job. In general, educational institutions have several management instruments, among these instruments that cannot be abandoned by educational institutions is strategic management. The strategy owned by an educational institution will be able to describe how the institution will achieve its goals. All resources contained in the institution will be utilized to achieve goals (Lutfi et al., 2023). One of the challenges of National Education today is the equalization of the quality of educational institutions which is a tool to improve the excellence of human resources nationally. From the survey data conducted regarding the Education Quality Index (IMP) by the Ministry of Education and Culture in 2018, the results show that the IMP value at the national level is in the medium category (0.6617). However, the distribution of provincial IMP values in Indonesia shows that around 35.29% of provinces have low category education.

Efforts to improve the quality of education must continue to be carried out by various parties in order to develop human resources and the development of national character which is the target of development in the field of national education and is an integral part of efforts to improve the quality of Indonesian human beings as a whole (Pramana and Widayatsih, 2025). Many factors determine the success of educational institutions that are characterized by increasing the quality and quality of schools and the quality of graduates. Teachers as educators are one of the determining factors in the success of student education (Ideswal, 2020). Maximum teacher performance will produce students with optimal abilities. Then, facilities and infrastructure also affect the success of educational institutions. Facilities and infrastructure as well as school facilities that support student learning will help students learn well and pleasantly (Ramadhan, 2021). In addition, all school residents, both those inside the school and those outside the school, also determine the success of educational institutions. This school community includes principals, teachers, students, education personnel, school supervisors, school committees, parents and the surrounding community and one of the factors determining the success of education is school management (Mere, 2021).

The principal is one of the determining factors in the success of the education program. The principal as the leader of the school organization will bring his subordinates, influence and invite his subordinates to realize educational goals and school vision. The principal's leadership style and supervision have been proven to affect teacher performance. Good teacher performance will bring success to students and to the school where the teacher works. On the other hand, the principal is fully responsible for the organization of the school, both the implementation of the academic field and the conditions and situation of the school environment with all its activities (Zuldesiah, 2021). The quality of education is an important indicator of the success of education in schools. Various studies have shown that principal leadership has a direct effect on the quality of learning, teacher professionalism, and student learning outcomes (Ningsih, 2024).

One important aspect of this leadership is the principal's ability to manage educational management functions, especially planning and organizing. Research conducted by Hidayat et al in 2022 conducted at UPT SMA Negeri 9 OKI shows that the principal has carried out a good strategy in order to improve the quality of education including the quality of its graduates. The strategies carried out include strategic planning to the implementation of what has been designed (Sutisna et al., 2023). Another study conducted by Hery and

Kusumawati in 2023 in one of the kindergartens in North Jakarta found that the principal has good managerial skills in accordance with the principles of leadership management, namely POAC (Planning, Organizing, Actuating and Controlling). The principal plans activities, organizes, carries out activities in accordance with the initial planning and conducts supervision to evaluate the activities that have been carried out. Thus, it is able to improve the quality of education in the school (Muljono and Kusumawati, 2023).

The next research was conducted by Ali Mashar in 2021 at MAN 1 Tulungagung and MAN 3 Tulungagung with the result that the madrasah improvement strategy carried out is by analyzing the problems/challenges and causes of subsequent problems handling is carried out based on all the information obtained on the results of analyzing environmental conditions, madrasah profiles as well as views and expectations, suggestions from parties that intend to be used to improve the quality of madrasah institutions as outlined in the vision and mission of MAN (Mashar, 2021). Other research was also conducted by Mihmidaty and Dewy in 2021 at SMA Negeri 1 Jombang with the result that the principal's strategy in improving the quality of education was also carried out in terms of developing infrastructure. Strategies are carried out starting from planning, organizing, mobilizing and supervising infrastructure facilities to improve quality in learning (Ya'cub, 2021). Further research was also conducted by Elik et al in 2025 regarding the principal's leadership management strategy in improving the quality of education in this case in terms of the quality of educator performance at MAN 1 Banyuasin. In this study, the results show that the principal applies the POAC management function (Planning, Organizing, Actuating, Controlling) (Shofiyah et al., 2025).

Planning and organizing are two interrelated managerial functions that form the foundation of school management. Systematic planning guides the direction and goals of quality improvement, while organizing ensures effective division of tasks, coordination and utilization of resources (Gule et al., 2024). However, many schools still face obstacles in implementing these two functions, such as the diverse capabilities of school principals, limited resources and the absence of a consistent monitoring system. All educational units certainly also try to carry out various strategies in improving the quality of education in their schools, including at SMK Negeri 1 Plupuh. The principal also tries to formulate and implement strategies to improve the quality of education. Among the strategies is planning and organizing in school managerial. Therefore, an in-depth study of the principal strategy of SMKN 1 Plupuh in implementing planning and organizing to improve the quality of education is needed.

METHOD

This research employed a qualitative approach with a case study design to explore leadership strategies in depth. Participants were selected using purposive sampling, consisting of the Principal as key informant, the Vice Principal for Curriculum, the Head of Expertise, and teacher representatives at SMKN 1 Plupuh as supporting informants. The involvement of these various parties aimed to gain a comprehensive perspective on the effectiveness of the implementation of management functions at the school (Sugiyono, 2019). Data were collected through primary instruments, including in-depth interview guides, participant observation sheets, and documentation studies related to the school work plan (RKS). The research procedure began with a pre-field phase to obtain permits, followed by a field phase involving face-to-face interviews and direct observation of organizational activities at the school. All collected data, both in the form of interview transcripts and field

notes, were systematically documented to ensure the authenticity of the information. Data analysis was conducted inductively, following the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing or verification (Nurrisa and Hermina, 2025). To ensure data validity, researchers triangulated sources and techniques, comparing information from various informants and matching interview results with existing planning documents. This process ensured that the mapped planning and organizing strategies truly aligned with the objective reality of improving educational quality at SMKN 1 Plupuh.

RESULT AND DISCUSSION

RESULT

Sekolah Menengah Kejuruan Negeri (SMKN) 1 Plupuh is one of the leading vocational education institutions located on Jalan Raya Sambirejo RT 19/RW 8, Sambirejo, Plupuh District, Sragen Regency, Central Java. This school has three main expertise programs, namely Software Engineering (RPL), Automotive Engineering (TKR) and Fashion Management (TB). In the 2025/2026 academic year, SMKN 1 Plupuh is under the leadership of the principal Mr. Sri Eka Lelana, S. Pd., with a total of 62 teachers and a total of 18 educators. The total number of students at SMKN 1 Plupuh is 1056 people (Lelana, 2025).

Based on the results of interviews and observations, the planning strategy in order to improve the quality of education carried out by the principal begins with coordinating together with the management team as well as dissecting the results of the quality report card. Next is to ask the management team to map the potential as well as the shortcomings and advantages of the quality report card. Furthermore, compiling program priorities to improve the quality report card. Then proceed with the plenary determination of the work meeting, and proceed with the preparation of a priority budget which is then followed by a plenary regarding the preparation of the RKAS. Broadly speaking, the process carried out by the principal of SMKN 1 Plupuh has reflected the quality improvement planning process well. There are at least several important stages in planning that need to be done including (Lelana, 2025):

1. Needs Analysis and School Self Evaluation (EDS); The principal leads a team to conduct a SWOT analysis and identify gaps between current conditions and the National Education Standards. Effective planning starts with a needs analysis based on school data: learning outcomes, teacher competencies, facility conditions and learning culture. This analysis forms the basis for prioritizing quality improvement programs (Munandar et al., 2025).
2. Formulation of SMART Vision, Mission and Objectives; Ensuring objectives are measurable, specific and realistic. The principal sets SMART (Specific, Measurable, Achievable, Relevant, Time-bound) objectives. Quality objectives should be aligned with local and national policies (Hanim et al., 2022).
3. Preparation of a Quality-Based Work Plan; Planning strategic programs, for example: PAI teacher competency improvement program, integrated religious extracurricular program with a clear budget allocation. The program should be formulated realistically based on quality improvement needs such as improving teacher competence, strengthening learning, developing learning facilities, fostering student affairs, implementing academic supervision. And it is important and must be done that planning must be outlined in the RKT / RKAS document.
4. Participatory Planning; Involvement of teachers, school committees, parents and

stakeholders increases program commitment and feasibility. Research shows that school-based planning strengthens the sustainability of quality programs (Jhanatri and Ahyani, 2024).

5. Establishing Performance Indicators and Monitoring; Each program must have clear performance indicators such as increased learning completeness, increased teacher supervision scores, or number of professional development activities. Monitoring is carried out periodically

Principal's Strategy in the Organizing Process, based on the results of interviews and observations, the implementation and organization process carried out by the principal of SMKN 1 Plupuh in order to improve the quality of education is to monitor and supervise the work unit, which is not only directly but also through a form provided from the Central Java Provincial Education Office. In addition, the principal also formed a work team to ensure the plan could run well. Broadly speaking, the process carried out by the principal of SMKN 1 Plupuh has reflected the organizing process in order to improve quality well. At least there are several important stages in organizing that are carried out including (Lelana, 2025):

1. Adaptive Organizational Structure; The Principal ensures that the structure supports the implementation of the planned program. For example, a special team for internal quality assurance has been established. The school's organizational structure should be clear and include the division of tasks between the principal, vice-principal, curriculum coordinator, school committee and other working teams.
2. Delegation of tasks and authority: The organization should also provide clear job descriptions, especially in the areas of curriculum, student affairs, facilities, and public relations. Delegation must be accompanied by authority and accountability. Delegation is important for work effectiveness. The principal delegates operational tasks to the vicesecretary and coordinator, but remains fully responsible for quality achievement.
3. Formation of work teams; The principal has also formed strategic work teams such as the management team, internal quality assurance team, curriculum team, supervision team. The team ensures that the organization is not only structural but also functional.
4. Development of a Strong Organizational Culture; Observations show that the principal has built a collaborative, professional, and Islamic values-based work culture (Tarbiyah). This includes effective communication and coordination mechanisms. Some of the activities carried out are regular monthly meetings, the formation of work groups, and activities that encourage good coordination and communication between teachers and school staff. The perceived benefit is that schools that have a strong communication system are faster at resolving internal problems.
5. Accountability Mechanism; Organizing must be accompanied by SOPs, clear job descriptions, and performance indicators for each position. Accountability improves discipline and quality of program implementation

DISCUSSION

Analysis of the Implementation of Planning and Organizing to Improve the Quality of Education at SMKN 1 Plupuh

The strategy to improve the quality of education at SMKN 1 Plupuh demonstrates a systematic, data-driven, and collaboration-oriented management approach. This implementation can be divided into two main phases: Planning and Organizing, the form of implementation is as follows (Lelana, 2025):

1. Implementation of Planning; The principal's planning process has shown databased assertiveness as the first step. The strategy begins with a concrete needs analysis activity, namely by dissecting the school quality report card results with the management team. This process ensures that all decisions and programs are rooted in the school's real shortcomings and potentials, not just assumptions. This step is followed by the establishment of focused and realistic program priorities, which are then locked through a participatory plenary for the determination of the Working Meeting and Budgeting (RKAS). The existence of this plenary stage shows the Principal's commitment to participatory planning, which effectively increases the commitment of all stakeholders to the program to be implemented. Overall, this planning phase has met the quality cycle standard, where objectives are set in a SMART manner (Specific, Measurable, Achievable, Relevant, Deadline) and equipped with clear performance indicators to facilitate monitoring in the next stage.
2. Implementation of Organizing; The organizing phase is implemented through the establishment of an adaptive and functional structure. The Principal not only relies on a formal structure, but also strategically forms a 20 Special Team for Internal Quality Assurance (TPMI). This is a crucial step to ensure quality issues are addressed centrally and professionally. Daily implementation is supported by clear delegation of tasks and authority to vice principals and coordinators, allowing the Principal to focus more on leadership and supervision functions. This delegation is accompanied by a structured monitoring mechanism, including the use of forms from the education office, which ensures accountability for program implementation. The most prominent aspect of implementation is the establishment of a strong organizational culture. Through regular meetings and work groups, the Principal succeeded in encouraging good communication and coordination, creating a collaborative and Islamic values-based work culture (Tarbiyah). This culture serves as a catalyst to accelerate problem solving and strengthen discipline, which are key factors for long-term success in improving school quality.

Challenges of Implementing Planning and Organizing to Improve Education Quality at SMKN 1 Plupuh.

Based on the results of the interviews, the most perceived challenge in efforts to improve the quality of education at SMKN 1 Plupuh is the limited budget and resources. The budget in this case is because the source of school funds only comes from the School Operational Assistance (BOS) and Education Operational Assistance (BOP) funds. In addition, the resources in this case are teacher resources that also experience imbalances. Often schools get teachers who are not in accordance with the available subjects, so the learning process becomes less than optimal. The next challenge is the demands of changing regulations. There are changes in education policy from the government that require quick adjustments to the work plan.

The implementation of planning and organizing functions in an effort to improve the quality of education at SMKN 1 Plupuh faces various complex challenges. These challenges are not only internal but also influenced by external factors, requiring the school to continuously adapt. Identifying these obstacles is a crucial step so that school management can develop more effective mitigation strategies in the future. The most significant primary challenge is the institution's limited budget. Currently, SMKN 1 Plupuh's funding sources rely heavily on School Operational Assistance (BOS) and Education Operational Assistance (BOP). This reliance on a single government funding source often limits the school's ability to

innovate or provide costly facilities to support student practice.

In addition to financial constraints, an imbalance in human resources, particularly teaching staff, hinders the organizational process. The school faces a situation where the available teacher training does not match the required subject areas. As a result, some teachers are forced to teach outside their areas of expertise (a mismatch), which directly impacts the transfer of knowledge and the decline in the quality of classroom learning. The next challenge relates to the dynamics of education regulations and policies from both the central and regional governments, which frequently change. Changes to the curriculum or educational evaluation standards require schools to maintain a high level of curiosity. This results in carefully prepared annual work plans having to be completely overhauled in a short time to remain relevant and comply with applicable regulations.

Overall, coordinating thorough planning with limited resources requires adaptive leadership. Without proper synchronization between the budget, teacher competency, and regulatory compliance, quality improvement efforts at SMKN 1 Plupuh will struggle to achieve their maximum targets. Therefore, creativity is needed in finding alternative funding sources and continuously improving teacher capacity.

CONCLUSION

Based on the results of the discussion above, this research can be concluded as follows: The planning strategy implemented by the Principal of SMKN 1 Plupuh has been systematic, data-based, and quality-oriented. The process begins with an analysis of concrete needs through the dissection of quality report cards, followed by the determination of realistic priority programs. The implementation of this planning is strengthened by the participatory principle through the plenary Raker and RKAS and ends with the establishment of SMART goals and clear performance indicators, which show alignment with the stages of the Plan-DoCheck-Act or PDCA quality assurance cycle. The organizing strategy shows a focus on structural efficiency and strengthening work culture. The Principal implements this through the establishment of an adaptive structure by forming an Internal Quality Assurance Team (TPMI), which ensures the handling of quality issues is centralized and professional..

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