



Educational Planning Training For Teachers and Principals In Mataram City

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Abstract: Educational planning is an integrated process, which will be achieved if all parties related to the field, both government and society, have the same understanding in preparing integrated planning. This condition requires each planning unit to have human resources for planning who understand the substance of educational development and have the ability to prepare educational planning based on the conditions of each region and in accordance with structured, systematic development planning, and refer to the planning system in accordance with central government policies. The main objective of this training is to improve the technical competence of educational planning managers so that they are able to understand policies related to the basics of educational planning, statistics in educational planning, education sector diagnosis and projection techniques and simulation models in educational planning and make follow-up plans as a reference in carrying out their duties and functions as educational planners in their work units. Therefore, it is necessary to improve the competence of human resources for educational planners at the regional level. One strategy is to carry out Educational Planning Training in collaboration between local governments and local universities

Keywords: Educational Planning Training; Teacher; Principals

Introduction

Educational development is a constitutional mandate of the Unitary State of the Republic of Indonesia (NKRI). One of the things that determines the success of educational development in Indonesia is the educational planning process that is carried out properly and optimally. Educational planning in Indonesia is carried out at several levels, namely, National Education Planning, Provincial Education Planning, and Regency/City Education Planning. Educational planning at each level must be integrated and comprehensive so that national educational goals and constitutional mandates can be achieved properly (Center for Employee Education and Training, Ministry of Education and Culture, 2018).

Nationally integrated education planning can be realized if education planning personnel in districts/cities/provinces have good insight,

understanding and ability in planning education development programs that are under their authority. Therefore, an effort is needed that can improve the insight, understanding, and ability of education planning for education planning personnel at every level, one of which is through the Community Service Program carried out by the Unram Postgraduate Master of Education Administration lecturer team this year. To train School Principals (KS), School Supervisors (PS), and also teachers who are actively involved in formulating their school plans.

Principals (KS), and School Supervisors (PS), and also teachers are Civil Servants (PNS) who have a decisive role in managing a number of strategic decisions starting from policy formulation to its implementation in various sectors of education development. However, it is undeniable that the planning made is sometimes a copy paste from other schools or offices which of course does not match the

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demands of their needs. In order to be able to carry out this role, a professional PNS figure is needed, namely one who is able to meet the competency standards of his position so that he is able to carry out his duties effectively and efficiently. Forming a professional PNS figure as mentioned above requires competency improvement through education and training. The competencies that will be improved through technical training are knowledge, skills and attitudes in the field of duties he is entrusted with so that he is able to carry out his duties and responsibilities professionally. This Technical Training is training that is carried out to meet the technical competency requirements needed for the implementation of PNS duties as an integral part of the career development and work achievement system for PNS. Likewise, for educational planning personnel both in government offices and in schools, technical competency is needed to be able to prepare educational planning effectively and efficiently. This is related to the national development management system, especially in the field of education development where there are important aspects that must be considered, namely planning, budgeting, implementation, evaluation, and supervision, all of which support each other (Abdurahman, 2018).

Planning is one of the most important management functions. Even this planning activity is attached to school activities. A plan will greatly affect the success or failure of an activity. Therefore, good work is that which is planned and implemented according to what has been planned. For an educational institution, especially elementary schools, planning occupies a strategic position in the entire educational process. Educational planning provides clarity of direction in the process of organizing education, so that the management of educational institutions can be implemented more effectively and efficiently (Rue, 2007).

In order to implement effective education in elementary schools, planning is needed. Planning will direct the school to achieve the goals that have been set. This means that planning provides direction for achieving the goals of a system, because basically the system will run well if there is mature planning. Planning will be considered mature and good if it meets the requirements and elements in the planning itself. However, when viewed in everyday reality, elements of educational planning are still more often used as complementary factors or elaboration of leadership policies, so that often the goals set are not achieved optimally. One of the causes is that educational planners still do not understand the planning process and mechanisms in a more comprehensive context. In addition, the position of the planning field is not yet a key factor in the existence of an educational institution. Therefore, Educational Planning training This is very

important for them so that the programmed educational activities at school can be carried out in a planned and successful manner (Jerome, 1986).

In order to realize a good national education development plan, there needs to be integration, synchronization and synergy between the central and regional governments in collaboration with local universities, especially in preparing education planning in the regions. Therefore, it is necessary to increase the capacity of human resources (HR), especially education planning HR at the regional level. One strategy is to implement Education Planning Training for KS, PS, teachers and planning staff both at the Education and Culture Office (Dikbud) and those assigned to schools. In this case, the Unram Postgraduate Educational Administration Masters Study Program in collaboration with the Mataram City Education and Culture Office held the Education Planning Training which was held for the first time, and is planned to continue to be implemented every year in other aspects.

Method

The method used in this Community Service Activity is the andragogical approach. In this case, training participants are encouraged to actively participate in learning including in practice and simulation. Based on this approach, the methods used in this Educational Planning Training are such as lecture methods, discussions, and practice or exercises.

The lecture method is used in face-to-face learning activities, combined with the question and answer method. Group discussions involving all participants, to develop communication skills that respect each other and exchange information and enrich ideas. Meanwhile, in this practice/exercise, participants in groups practice solving cases related to educational problems.

This community service activity involves KS, PS, teachers in the Mataram City Education and Culture Office environment and lecturers, as well as MAP Study Program students. The training participants are planned to be at least 30 to 35 people with the assumption that each element of KS, PS, and teachers is represented by 10 to 15 people. The addition of the number of participants will be discussed with the Mataram City Education and Culture Office.

This training concerns the paradigm of educational development, development planning system, educational planning, justice in the educational system, national educational system, policies and educational strategies. After completing this learning, participants are expected to be able to understand the paradigm of educational planning, as well as educational planning policies and strategies. The activity criteria will be seen

in the success indicators, namely: after participating in this learning, training participants are expected to be able to:

- a. Explain the basics of educational planning;
- b. Applying statistics in educational planning;
- c. Applying projection techniques and simulation models in educational planning;
- d. Conducting a diagnosis of the education sector;
- e. Applying projection techniques and simulation models in educational planning;
- f. Create a follow-up plan as a reference in carrying out his/her duties and functions as an education planner in his/her work unit.

The evaluation is carried out in two stages, namely a pre-test which is carried out at the beginning of the activity, namely before the training material is given. The aim is to find out the initial understanding of the training participants. The second stage is a post-test, carried out at the end of the activity. The aim is to find out the condition of the participants' understanding after being given training actions. The results of both the pre-test and post-test are compared to determine the level of success of the training.

Result and Discussion

The educational planning training for teachers and principals in Mataram City went smoothly and very well. It began with thorough preparation by the committee and the opening of the training activities which took place solemnly and the resource person presented the material very well and used language that was easy for the training participants to understand. At this stage, the community service team began the discussion with a brainstorming session and invited participants to share their experiences and difficulties in educational planning. The brainstorming activity was very interactive. Most of the participants conveyed all the problems and complaints related to their difficulties in preparing educational plans. After the brainstorming activity was over, the second stage was carried out. Members of the community service team presented training materials that were in accordance with the problems faced by teachers.

It can be said that this training activity went smoothly because the participants were enthusiastic in responding to the material presented by the community service team. A number of participants said that similar activities were needed in the future to show the results of the educational planning they had made. This activity also provided teachers and principals with training in educational planning. The results of this activity were that teachers and principals were able to understand planning in education. They explained how important

such training sessions were in improving their professional skills in following developments in educational planning. Overall, this activity proved to be very beneficial for all participants involved in the educational planning training workshop. They felt that the provision of these skills contributed to academic discourse in the work environment.

The level of achievement of the objectives of the educational planning training activities where the evaluation results show that participants do not understand the technical aspects of managing educational plans. However, the team will continue to follow up on these weaknesses in order to achieve the goal of making all education personnel skilled in preparing educational plans. To address the lack of understanding among participants, the team conducted training sessions and workshops targeted at improving understanding of educational planning. In addition, after the workshop they will provide ongoing support and resources to ensure that participants develop the skills needed to prepare their own educational plans. By addressing these weaknesses and providing the necessary guidance, the team has empowered teachers and principals to prepare educational plans.

Based on the results of observations during the training activities, there were several important notes that the team obtained, namely: 1) Training participants were very enthusiastic about listening to the explanation of the education planning system; 2) Participants were very enthusiastic about listening to the explanation of the procedures for preparing education planning; 3) Participants actively participated when given time and opportunity to ask questions to the resource person. They collaborated effectively in small groups during the mentoring process to prepare education planning. They stated that the workshop gave them valuable insights and practical strategies that they could immediately apply.

The results of the participant evaluation showed that participants already had a good understanding and skills in understanding educational planning. Therefore, the participants were very enthusiastic to improve their knowledge and skills in action research to overcome these obstacles and successfully design their planning system.

Educational planning is a process that prepares a set of alternative decisions for future activities that are directed towards achieving goals with optimal efforts and considering the realities in the economic, socio-cultural and overall fields of a country Yusuf Enoch (in Saihu, 2020). Educational planning in facing these global challenges means selecting or determining programs/strategies/steps taken to realize the educational goals set to face challenges in the future. Educational planning that is carried out is basically a

form of responsibility for the various alternative choices that exist in life. The essence of educational planning can also mean a process of making a map/route towards the desired educational future. As a process, educational planning will continue to run without stopping, it will continue to develop, renew, and adapt throughout the journey (Sahnan, 2017).

The skills acquired through this educational planning training can also improve the critical thinking skills of teachers and principals, improving their overall academic achievement. In addition, this training can contribute to the advancement of knowledge of the education system by encouraging teachers and principals to plan (Syarifuddin, 2005). By equipping teachers and principals with the skills needed to communicate their expertise in designing educational systems effectively, this training can foster collaboration and knowledge sharing among teachers and principals, leading to further progress in the field of planning.

In relation to the skills of preparing educational planning, it still needs to be improved because participants must first understand the education system well and comprehensively, so it still needs to be improved through the school quality assurance team or also through discussions between school principals and teachers in their respective institutions.

Overall, participants felt that the workshop had made them able to understand educational planning. This activity allowed them to practice designing and receive feedback from experienced leaders. According to the participants, this practical experience was very helpful in improving their efforts to design educational systems in the future

Conclusion

The conclusions that can be formulated from the educational planning training activities for teachers and principals at the Mataram City Education Office are: (1) the activity was carried out very well and smoothly. In addition, the material was also delivered by the resource person with good language and easy to understand by the participants so that the training participants could easily understand the material given; (2) Through educational planning training, participants will have insight and knowledge related to the systematics and procedures in compiling an educational planning system; (3) Through the mentoring process that has been carried out for participants, with corrections and input from the mentoring process, participants have an effective learning experience in preparing educational plans; (4) In addition, this training also focuses on improving critical thinking skills, so as to be able to evaluate and present educational planning structures; (5) By providing practical examples and exercises, this

training ensures that participants gain hands-on experience in applying the principles of educational planning.

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