



Education Strategic Planning: *Manpower Planning Approach Study*

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Receive: 04/01/2023

Accepted: 14/02/2023

Published: 01/03/2023

Abstract

Penelitian ini dilatarbelakangi oleh pentingnya perencanaan strategis pendidikan karena adanya perubahan kurikulum. Penelitian ini bertujuan untuk mendeskripsikan tentang perencanaan strategis pendidikan. Metode penelitian yang digunakan adalah deskriptif dengan pendekatan kualitatif. Dengan Teknik pengumpulan data observasi, dokumentasi, dan wawancara secara terbuka secara semi struktur. Hasil penelitian ini menjelaskan bahwa Perencanaan Pendidikan dapat diperoleh dari pemahaman diperoleh dari pemahaman hakikat Perencanaan pendidikan itu sendiri oleh guru-guru, dan seluruh *stakeholder*. Pemahaman tentang perencanaan pendidikan juga didapat dari sosialisasi dan *training* tentang penemuan atau kemajuan Pendidikan yang terkini yang dapat sekolah menyesuaikan dengan kebutuhan dan perkembangan zaman yang sesuai dengan undang-undang pendidikan dan visi misi sekolah. Perencanaan pendidikan juga didapatkan dari kemauan pimpinan dan seluruh *stakeholder* dalam menyusun perencanaan strategis pendidikan dan melakukan dengan beberapa metode pendekatan salah satunya pendekatan ketenagakerjaan atau *manpower planning approach*. Pendekatan ketenagakerjaan atau *Manpower Planning Approach* sangat cocok digunakan pada Sekolah Menengah Kejuruan karena pendekatan ketenagakerjaan akan berfokus pada link and match lulusan sekolah tersebut. Sehingga para *stakeholder* khususnya kepala sekolah, guru-guru dan orang tua peserta didik ikut serta dalam membantu naiknya daya saing dari lulusan.

Keywords : Perencanaan Pendidikan, Pendekatan Ketenagakerjaan Manpower Planning Approach

Abstract

This research is motivated by the importance of educational strategic planning due to curriculum changes. This study aims to describe the strategic planning of education. The research method used is descriptive with a qualitative approach. Using observation data collection techniques, documentation, and open interviews in a semi-structured manner. The results of this study explain that educational planning can be obtained from understanding the nature of educational planning itself by teachers and all stakeholders. Understanding of educational planning is also obtained from socialization and training on the latest educational discoveries or advances that can allow schools to adapt to the needs and developments of the times in accordance with educational laws and the school's vision and mission. Educational planning is also obtained from the willingness of the leadership and all stakeholders in preparing educational strategic planning and carrying out several approaches, one of which is the manpower planning approach. The employment approach or the Manpower Planning Approach is very suitable for use in Vocational High Schools because the employment approach will focus on the link and match of school graduates. So that stakeholders, especially school principals, teachers and parents of students participate in helping to increase the competitiveness of graduates.

Keywords : Educational Planning, Employment Approach Manpower Planning Approach

Introduction

Curriculum changes will certainly affect people's lives in general, the education community in particular. These curriculum changes affect learning patterns, learning objectives, assessment patterns,

interaction patterns between fellow educators, interaction patterns between fellow students, and interaction patterns between educators and students. And most importantly it will also affect the character of students (Rosmana, PS, Iskandar, S., Fauziah, H., Azzifah, N., & Khamelia, 2022).

The background of this research is the HR problem which is the challenge. In the independent curriculum, education staff are required to be more proactive in seeing the potential of students so that the work patterns of educational staff will also change in carrying out assessments. Educational staff not only carry out summative assessments but also carry out formative assessments in accordance with applicable laws. Of course, the reality of changing the education curriculum to an independent curriculum is a challenge for the human resources of education staff (Machali, 2014).

Fundamental changes to the Indonesian curriculum to become an independent curriculum are things that must be adjusted quickly and precisely so that the direction of our education is in accordance with what is meant by Law No. 20 of 2003 concerning the National Education System in Basic Chapter II, The functions and objectives in article 3 state that "National education functions to develop capabilities and shape dignified national character and civilization in the context of educating the life of the nation, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy." , knowledgeable, capable, creative, independent, and become a democratic and responsible citizen" (Ritonga, 2018; Inkiwang, 2020).

In accordance with the statement of Law No. 20 of 2003 concerning the National Education System Chapter II, it can be seen that education also functions as a form of character or what is commonly called character. Soekarno said "Education is the mirror of the nation's life". Soekarno also said "The values of Pancasila which are summarized in mutual cooperation, in essence are the character of the Indonesian nation which must be continuously understood, internalized, and practiced again through the process of national character education". From the words of Soekarno or what we usually know as Bung Karno, one can even see how important the character of the nation's children is in accordance with the local wisdom that the Indonesian people have (Jalil, 2016) . In the development of national character, of course, role models become a benchmark for students in building and developing themselves. In accordance with the motto of Education from Ki Hajar Dewantara *Ing Ngarso Sung Tulodo , Ing Madyo Mbangun Karso* which means a leader must be able to set an example, and someone in the midst of his busy life must also be able to arouse and inspire enthusiasm. And also with the

motto *Tut Wuri Handayani* , which means someone has to give a moral message and enthusiasm for work from behind (Muslich, 2022).

The leaders in the learning room are the teachers of the students so that the teachers in the learning room must be role models for their students even outside the learning room also become good role models (Rusdiana, 2018) . Because the teaching profession is not only attached to the learning process, even the teaching profession is attached at all times. Maybe this is an important point why teachers are called unsung heroes. Because teachers tirelessly teach and elevate students from ignorance to knowing everything (Rinto Alexandro, MM, Misnawati, MP, & Wahidin, 2021).

Method

This study uses a descriptive research method with a qualitative approach. Descriptive research according to Dimas Agus Trislianto (2020) Descriptive research is a research that aims to make a description/painting/description of the facts and characteristics of a population or a certain area in a systematic, factual and thorough manner, and extends from only certain variables. This study uses a qualitative approach that emphasizes more on observing phenomena and examining the substance of the meaning of a phenomenon. This method was chosen to answer questions about "what (*what*)", "how (*how*)", or "why (*why*)" of a phenomenon. The research instruments are observation, interview guides, and researchers as key instruments.

According to McCusker, K., & Gunaydin, S. (2015), qualitative methods are used in finding answers to questions about "what " , "how " , or "why " for a phenomenon, while Quantitative methods answer the question "how many (*how many, how much*)".

So qualitative is used to look deeper that the phenomenon under study is expected to produce new findings to make improvements in the future. The interview used the semi-structured method.

Discussion

Education Planning Concept

1. Definition of Educational Planning

Planning is something structured containing a list of work that must be done in achieving the goals of an organization. Whereas educational planning can

be interpreted as a decision-making process related to the goals to be achieved, the resources to be used, the techniques or methods chosen to carry out the actions that have been prepared previously so that their implementation can be effective and efficient (Ramadhani et al, 2021).

2. Educational Planning Objectives

The purpose of planning is a conscious effort of all education stakeholders in order to achieve the vision, mission and input, process and output standards of an educational institution. Meanwhile, according to Supardi and Darwiyani (2010) explained that the purpose of education planning, namely determining future-oriented actions, presenting draft decisions to be approved by authorized officials, looking for facts that can be accepted by stakeholders, convincing *logically* and rational education to education *stakeholders*, providing a mature pattern of activities for work units responsible for implementing policies.

3. Principles of Educational Planning

There are several principles in educational planning (Maharani & Arifin, 2016), among others.

- a) The principle of interdisciplinarity, that is, educational planning is related to various disciplines and various aspects of life because the nature of educational services always involves various types of knowledge, various skills and values and norms of life that apply in society.
- b) The principle of flexibility, namely education planning is dynamic and responsive to developments and changes in society, developments in Science and Technology (IPTEK) and various challenges in life.
- c) The principle of effectiveness-efficiency means that in the preparation of educational planning it is based on a careful and thorough calculation of existing resources so that the plan is "effective" and "useful" in achieving educational goals.
- d) The principle of *progress of change*, which is to continue to encourage and provide opportunities for all elements to work and move forward with a variety of educational service updates that are of a higher quality in accordance with their respective roles.
- e) The principle of objectivity, rationality and systematic means that educational planning is

prepared based on data, based on analysis of the needs and benefits of educational services in a rational manner and has a clear and continuous systematic and continuous program achievement stage.

- f) The cooperative-comprehensive principle means that the plan that is prepared is able to motivate and build the mentality of all elements to work as a good team (team work). In addition, the plans prepared must cover all essential (fundamental) aspects of student academic and non-academic education services.
- g) The principle of *Human Resources Development* means that educational planning is structured as possible so that it can become a reference in providing educational services to students who are able to develop superior individuals, both from the intellectual aspect (mastery of *science and technology*), the emotional aspect (personality or morals) as well as the spiritual aspect (faith and piety)

4. Educational Planning Stages

In carrying out educational planning, of course there are several stages in supporting the activities of educational institutions in making educational plans, including (Sari, 2021):

- a) *Need Assessment* is a study of various needs or estimates needed in the development process or education services.
- b) *Formulation of goods and objectives* is the formulation of goals and objectives (Education) to be achieved. The formulation of educational planning objectives must be based on the vision, mission and results of an initial study of the various needs or assessments (assessments) of educational services required.
- c) *Policy and Priority setting* is the process of designing the formulation of what policy priorities will be implemented in education services. This formulation of policy priorities must be translated into a clear basic education service strategy, in order to facilitate the attainment of goals.
- d) Program and *project formulation* is formulating programs and projects for the implementation of educational planning operational activities, concerning education services in academic and non-academic aspects.

- e) *Feasibility testing* , namely conducting due diligence on various resources (internal/external resources or human/material resources).
- f) *Plan Implementation* , namely carrying out educational planning to realize educational goals.
- g) *Evaluation and revision for future plans* , namely activities to assess (evaluate) the level of success of program implementation or educational planning, as feedback (input or feedback, program revisions are then carried out for the next better education service plan.

Manpower Planning Approach

1. Stages of the Manpower Planning Approach

The things that need to be considered in using the *manpower planning approach* are as follows,

- a) Conduct an analysis of the various needs required by the world of work in the community.
- b) Conduct an analysis of the various knowledge and skills that students must possess so that they are able to adapt to scientific and technological developments that occur in the world of work.
- c) *world of work*, in this case there is a need for cooperation between educational institutions and the world of business and *industry* .

2. Advantages of the Man Power Planning Approach

The application of the *manpower planning approach* has several advantages and limitations according to Vebriarto (1982), Makmun et al (2001), Usman (2008) the advantages are,

- a) The learning process in the education unit has a high correlation aspect with the demands of the world of work needed by society.
- b) *The manpower planning approach* requires that there is a link between the challenges of the era of educational institutions and the world of work, this is certainly very positive in minimizing the occurrence of educated unemployment.

3. Limitations of the Man Power Planning Approach

The limitations of employment planning according to Johar, Taufani, and Liah (2019), include,

- a) Employment planning approach (*manpower planning approach*). Has a limited role in

education planning because this approach has neglected the role of general high schools and has prioritized vocational high schools to meet the needs of the world of work.

- b) The *manpower planning approach* uses orientation, classification, and the ratio between demand and supply.
- c) The *manpower planning approach (manpower planning approach)* has the main goal of meeting the demands of the world of work, while on the other hand the demands of the world of work are always changing (dynamic) so fast that vocational education institutions are often unable to anticipate properly.

Profile of SMK Chemica Bandung City

Chemica Vocational School, Bandung City, Jl. Muhammad No. 17 Terusan Pasteur Rt. 04 Rw 06, located in Pamoyanan Village, Cicendo District, Bandung City. Founded in 2002 with No SK Establishment of the School: 9120102440325.

The vision of Chemica Vocational School, Bandung City is "The realization of students who are Smart, Tenacious, Creative, Superior and Competitive (SUFFICIENT), so that professional SMK graduates are produced in accordance with their competency skills who have noble character based on faith and piety and are supported by mastery of science and technology .".

Chemica Vocational High School students, Bandung City, namely Level 10 as many as 20 people, Level 11 as many as 20 people, Level 12 as many as 32 people, Level 13 as many as 21 people so a total of 93 people. Educator data consists of 15 Educators and 2 Education Personnel with a total of 17 people.

Strategic Planning with Employment Aspects Approach Manpower Planning Approach at Chemica Vocational School, Bandung City

1. Educational Planning

Educational Planning is expected to produce strategic and tactical steps in running an Educational Institution in order to achieve the objectives of the Education being held (Labaso, 2018). Educational planning must be able to bring about significant progress if planning is done properly and well so that there is awareness from stakeholders to change in a better direction in accordance with the educational goals. (Calam, A., & Qurniati, 2016).

The school in carrying out education planning refers to the school's vision and mission and school

KTSP, also based on the ability of the school. In terms of planning, the school should involve all stakeholders in making decisions, especially the school committee. School committees can be chosen by schools based on their network and experience so that on external factors schools can adapt from outside the school (Puspitasari, 2015).

Good educational planning will have a positive impact on schools and interested parties in these schools, it is necessary to formulate an educational plan that is in accordance with the principles in education planning which needs to be continuously strengthened at Chemica Vocational School, Bandung City.

In planning education there is an annual meeting of SMK Chemica which is required to prepare a one-year education plan. Meanwhile, medium and long-term planning must have started and not be left behind by other schools, so that the school's potential can meet market expectations in accordance with the Education Law. Ideally educational planning that should be an example is a school that wants to carry out educational planning. Can see internal factors and external factors from the strengths and weaknesses owned by the school and its *stakeholders* .

2. Good Educational Planning

That schools are very dependent on good plans from stakeholders *in* achieving goals. Chemica Bandung Vocational School has done quite good annual planning. Of course, this annual planning must be accompanied by long-term and medium-term planning. Then in planning education pay attention to the seven principles in education planning, including interdisciplinary principles, principles of flexibility, principles of efficient effectiveness, principles of progress of change, principles of objectivity, rational and systematic. Cooperative and comprehensive principles and *human resource development principles* .

3. Pattern of relationship between educational strategic planning with the *manpower planning approach*

Pattern of relationship between educational strategic planning with the approach (*manpower planning approach*). Because good education planning will follow the stages of education planning to identify school needs, programs, appropriateness of natural resources, work plans, and good school goals. Be a well-executed planning stage .

Education planning with an approach (*manpower planning approach*) will be in accordance with the output to be achieved by Chemica Vocational High School, so that stakeholders *can* develop effective learning strategic planning, by improving graduate output and increasing the number of graduate inputs and running the Education system in accordance with the law plan Law on Education and the vision, mission and objectives of SMK Chemica.

Socialization and education Strategic Planning Education with an approach (*manpower planning approach*) in the 4.0 era is a must. The development of educational strategic planning cannot be separated from the role of all *stakeholders* who have compassion and a sense of solidarity with (*manpower planning approach*). Planning that is simple in nature must be changed immediately into a comprehensive educational plan and uses an HR approach.

Conclusion

Based on the results of research and discussion of educational strategic planning that has been described above, the authors can draw conclusions:

1. Educational planning itself by teachers and all *stakeholders* . An understanding of educational planning is also obtained from socialization and *training* on the latest educational discoveries or advances that can allow schools to adapt to the needs and developments of the times in accordance with the Education Law and the school's vision and mission. Educational planning is also obtained from the willingness of school leaders to invite all stakeholders to be involved in preparing educational strategic planning and to carry out several approaches, one of which is the *manpower planning approach* .
2. The employment approach or *the Manpower Planning Approach* is very suitable for use in Vocational High Schools because the employment approach will focus on *the link and match* of school graduates.

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