ANALYSIS OF THE PLANNING PROCESS IN EDUCATIONAL INSTITUTIONS: CURRICULUM, INFRASTRUCTURE DEVELOPMENT, TECHNOLOGY, RECRUITMENT, AND FINANCE

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ABSTRACT

Planning plays a very important role in achieving the goal of quality and sustainable education. This article discusses the planning process of educational institutions in Kuttab Ibnu Abbas Klaten, including curriculum planning, procurement of physical infrastructure, integration of technology in learning, recruitment and development of teaching staff, financial planning, and evaluation of long-term plans and goals that have been developed. This type of research is descriptive qualitative research with field research methods. The data source for this research comes from the Head of Kuttab Ibnu Abbas Klaten. This research uses in-depth interview techniques to collect data. The results of this research show that: (1) the curriculum planning process at Kuttab Ibnu Abbas Klaten uses a grassroots approach by involving its structural team, (2) the availability of infrastructure is sufficient with good maintenance, (3) the integration of technology in learning is still relatively sub-optimal without a special strategy to ensure technology accessibility, (4) there is forecasting before adding educators and holding annual training for professional development, (5) financial planning is carried out with a centralized planning strategy, using budgeting based on RKT and RKAS to set priorities for fund expenditure according to the activity plan, (6) the process of evaluating long-term plans and goals has not been carried out. This research provides an important contribution to understanding the planning process in educational institutions. The implications of this research can be used as a guide and evaluation material to optimize the planning process of educational institutions in Indonesia.

Keywords: Planning, Educational Institutions

1). INTRODUCTION

Planning is a systematic process for setting goals and formulating and organizing the utilization of human resources, information, finance, methods, and time to optimize the efficiency and

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effectiveness of achieving goals (A. Nurdin, 2019). As a solid foundation that supports success, planning involves careful thought, situation analysis, and clear goal setting. According to Bateman and Snell, planning is setting goals and deciding the actions needed to achieve them (Kurniawan & Khoiri, 2022). Roger A. Kauffman also revealed that planning is setting goals and determining the path and resources required to achieve them effectively and efficiently (Kurniawan & Khoiri, 2022). Therefore, planning is crucial because it provides an orientation towards achieving goals (Aisyah, 2018).

Education planning plays a crucial role in achieving quality and sustainable education goals. Prof. Dr. Yusuf Enoch emphasizes that education planning is a process that structures decisions for future activities by considering the economic, socio-cultural, and situational conditions of the country (Nardawati, 2021). This includes determining goals, educational policies, directions of activities, and steps to achieve these goals (Ramadhani et al., 2021). Educational planning also plays an important role in designing a relevant and effective curriculum and in managing resources such as budgets, facilities, and educators to create an optimal learning environment (Ibau, 2023).

In addition, educational planning helps in setting long-term goals and strategies to achieve them by formulating the vision, mission, and goals of education that provide clear direction for educational institutions, teachers, and students (Efendi & Sholeh, 2023). A good curriculum should offer clear learning objectives, effective teaching methods, and integrated assessment to ensure relevant and satisfying learning (S. Nurdin et al., 2023). Periodic evaluation is also important in monitoring progress, measuring the achievement of goals, and finding areas that need improvement, thus allowing for improvements and adjustments to planning based on the evaluation results obtained (Efendi & Sholeh, 2023).

Problems that occur in the education planning process in Indonesia are an obstacle to achieving educational goals (Suhada, 2020). These problems include a confusing and overly complex curriculum, the low quality of educators, and inadequate facilities (Kurniawati, 2022). In addition, the complexity, chaos, and bureaucracy in the education budget system, which involves many agencies with their respective interests, adds to the complexity of existing problems in the education sector (Purba et al., 2023). These problems must be considered in the education planning process in the future.

The results of Maujud's research (2018) show that the management planning of Madrasah Ibtidaiyah Islahul Muta'allim is carried out by determining the vision, mission, and organizing activities

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involving the head of the foundation, principal, teachers, and committee with internal planning procedures. Research by Amini et al. (2023) also stated that planning is the core of an important management process in setting the direction, goals, and strategies of Islamic educational institutions to improve quality, attract interest, and survive in the era of globalization. Setting the institution's direction and goals must follow national and Islamic education policies and consider important elements in achieving the desired results.

Based on the results of several studies, show that planning is used to determine the direction and goals of educational institutions. Of course, this planning involves various parties responsible for the planning process. From the initial observations made by researchers at Kuttab Ibnu Abbas Klaten, in 2023 three of his students have succeeded in writing a solo book and participating in the release of the work of their ustadz (https://www.kompasiana.com/para-santri-cilik-di-pentas-literasi). Even more special and interesting to study are the requirements for students who graduated from Kuttab Ibnu Abbas Klaten, where they must memorize the Qur'an 7 Juz. From the initial data, the researcher is interested in researching the planning process of educational institutions in Kuttab Ibnu Abbas Klaten, including curriculum planning, procurement of physical infrastructure, integration of technology in learning, recruitment and development of teaching staff, financial planning, and evaluation of long-term plans and goals that have been developed. This research aims to contribute to understanding educational institutions' planning process.

2). METHODS

This type of research is descriptive qualitative research with field research methods. This research procedure produces descriptive data in the form of written or spoken words from observable people (Kusumastuti & Khoiron, 2019). This research focuses on analyzing the planning at the Kuttab Ibnu Abbas Klaten educational institution. This research uses a qualitative approach focusing on a deep understanding of social phenomena or human behavior by analyzing non-numerical data such as text, images, interviews, or observations. The main goal of this approach is to uncover the meaning, context, and complexity of the situation being studied, rather than quantitatively measuring the variables (Hardani et al., 2020).

The data collection method used in this research is an in-depth interview with the Head of Kuttab Ibnu Abbas Klaten, Ustadz Kusyaeni, S.Pd.I., M.Pd., who plays the role of planner, decision maker,

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and policy maker in Kuttab Ibnu Abbas Klaten. Data collection was carried out from February to March 2024. After the data collection stage is completed, the next step is data analysis, which is the final stage of the research. Data analysis includes reduction, display/presentation, concluding, and verifying.

3). RESULTS AND DISCUSSION

Curriculum Planning Process

Oemar Hamalik revealed that curriculum planning is a process when students at many levels make decisions about learning goals, how to achieve these goals through teaching-learning conditions, and how to deepen the effectiveness and significance of the method (S. Nurdin et al., 2023). The systematics of learning experiences will not be interrelated and will not refer to the expected goals without curriculum planning (Nuha & Faedurrohman, 2022). Furthermore, many things must be considered in the curriculum planning process, namely the party responsible for curriculum planning and the curriculum planning process that is formed professionally (Nasbi, 2017).

> "The curriculum planning process only involves the structural team at Kuttab Ibnu Abbas Klaten. We have a person in charge of sharia who oversees the curriculum. The organizational structure in Kuttab Ibnu Abbas consists of the Director of Pondok, Head of Kuttab, Administration, Head of the Curriculum Sub-Unit (consisting of the Iman Coordinator and Quran Coordinator), Head of the Santrian Sub-Unit, and Asatidzah Kuttab. So far, we have not involved outside parties in the curriculum planning process. We only refer to the visions and missions that the founder of Kuttab Ibnu Abbas Klaten has outlined." (Interview with Ustadz Kusyaeni, Tuesday, February 27, 2024).

Based on the interview, it can be concluded that the curriculum planning process at Kuttab Ibnu Abbas Klaten involves its structural team using a grassroots approach. An approach where the curriculum is planned from the bottom, namely by involving teachers or schools individually (Nasbi, 2017). Based on the view of the teacher as manager, J. G. Owen (in Saufi & Hambali, 2019) strongly highlights the importance of teacher participation in the curriculum planning process. According to Oemar Hamalik, teachers are in charge of curriculum planning, because in practice they are the implementers of the curriculum that has been set (Nasbi, 2017). However, the process of planning the curriculum at Kuttab Ibnu Abbas Klaten is not in line with Oemar Hamalik's opinion regarding teacher responsibility. In this case, the person in charge is carried out or emphasized to the teacher (asatidzah) and the entire structural team that plans the curriculum.

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> "In determining the learning objectives and curriculum structure, Kuttab Ibnu Abbas refers to the vision and mission, which is to give birth to a generation of Qur'ani, have the Aqidah of Ahlus Sunnah Wal Jamaah, have a noble character and the mission is to build the character of faith, reflect the Qur'an in life, educate people to become independent ulul albab." (Interview with Ustadz Kusyaeni, Tuesday, February 27, 2024).

The planning of learning objectives (curriculum) of Kuttab Ibnu Abbas Klaten is part of the school program plan. The curriculum goal plan must align with the school's vision, mission, and goals. This is in line with Rusman's opinion that the principles of curriculum management direct the vision, mission, and goals that have been set in the curriculum, the curriculum management process must be able to strengthen and lead to the vision, mission, and objectives of the curriculum (Nasbi, 2017).

Physical Infrastructure Development

Planning according to Hudson, infrastructure is a system of public facilities that is fundamental to serve and create favorable conditions for the community (Sucipto, 2018). In general, infrastructure is a term whose meaning is related to the structure under the structure (structure beneath a structural). This definition implies the existence of various levels in the existing structure, such as the provision of support or services. In the physical world, infrastructure sometimes refers to public needs like water, electricity, gas, sewer, and telephone services. Infrastructure is a forum to support activities in a space. The availability of infrastructure allows students to easily access resources that can increase efficiency and productivity in carrying out teaching and learning activities.

Based on Permendiknas No. 24 of 2007 concerning Infrastructure Standards for Elementary Schools/Madrasah Ibtidaiyah (SD/MI), Junior High Schools/Madrasah Tsanawiyah (SMP/MTs), and Senior High Schools/Madrasah Aliyah (SMA/MA), school infrastructure is school facilities and infrastructure consisting of: Classrooms; Academic Support Room; Administration Room; Other Supporting Rooms (Sucipto, 2018).

> "In Kuttab Ibnu Abbas Klaten, the priority in infrastructure development is the need for classes. It has a land area of 2 stakes (4000-5000 m²), the building consists of 3 floors and the class size is 4x6. The hope is that every year one classroom will be added. There are 19 classes; the plan is to add 3 next year. Because there is still a shortage of classes, we submitted to the cottage infrastructure unit. So we use the criteria of needs on the ground." (Interview with Ustadz Kusyaeni, Tuesday, February 27, 2024).

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From this statement, it can be understood that Kuttab Ibnu Abbas Klaten has a 3-storey building with 19 classes. The plan is to add 3 new classes in the next school year. This moves the school to apply to the foundation regarding adding classes to meet students' needs.

Educational infrastructure management is a management activity by stakeholders that starts with needs planning, budgeting, procurement, utilization, utilization, evaluation, security, maintenance, administration, removal, destruction, disposal, and responsibility. The scope of educational infrastructure management includes educational infrastructure, especially facilities that support the educational process indirectly, such as yards, gardens/parks, roads, locations, yards, parking lots, sports fields, drainage systems, electrical installations, internet, buildings, canteens, and the like (Wijayanto et al., 2021).

He also explained that to ensure that the existing infrastructure can support the learning needs of students, the Head of Kuttab holds an Annual Performance Plan (RKT) meeting every year which serves to see the needs of the next year so that in every new teaching the needs of students can be met.

From the above discussion, it can be concluded that Kuttab Ibnu Abbas Klaten has a fairly adequate infrastructure in teaching and learning activities for students, and always holds Annual Work Plan (RKT) meetings to meet the needs of students in each new school year. The existing infrastructure needs to be well maintained. This maintenance can be done regularly (such as cleaning and preserving regularly). The purpose of this activity is to ensure that every existing facility is always in a condition that is ready to be used in learning activities (Boko, 2020).

Integration of Technology in Learning

The use of technology in learning is essential because it can improve accessibility, enable adaptive and personalized learning, provide access to diverse learning resources, and help students to develop digital skills needed in the modern era (Affandi et al., 2020). The use of technology, such as e-learning, the creation of learning media, and the incorporation of information and communication technology (ICT) and artificial intelligence (AI), has improved the quality of learning and presented a more personalized learning experience for students (Hidayanto, 2021).

> "In Kuttab Ibnu Abbas Klaten, it is related to integrating technology in learning to realize the effectiveness of learning through learning using audiovisuals. Every time the theme is opened, we use an LCD projector, which we hand to each teacher according to the level. There is an

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internet to meet students' needs related to classroom learning, using audiovisuals." (Interview with Ustadz Kusyaeni, Tuesday, February 27, 2024).

He further explained that Kuttab Ibnu Abbas Klaten has not used much technology because the learning going on so far can be considered classic. The use of technology is still limited and there is no specific strategy to ensure maximum accessibility of technology for students. On the other hand, asatidzah has started to use constantly evolving technology, such as artificial intelligence (AI).

"Regarding the application of technology such as AI, the ustadzah have used AI to create teaching materials such as Chat GPT and Bard. Yesterday there was also a training related to this. There is no IT here because Kuttab Ibnu Abbas is a traditional school. The output and input are classic, so little information technology is applied, especially for students." (Interview with Ustadz Kusyaeni, Monday, March 4, 2024).

The lack of optimal use of information technology is not without reason. The high target of the Quran in Kuttab Ibnu Abbas Klaten is that when you graduate, you must have memorized 7 Juz. This target alone has made asatidzah difficult, so he has not dared to add elements of information technology in more depth.

"I haven't thought about it yet, maybe it will be one of the future forecasting evaluations in our school because what has been running is that our Quran target is indeed high. That's all we are struggling with a lot and some things have not been achieved, I want to add this and that, so it's a bit like that. Pity the children. Kuttab Ibnu Abbas when he graduated had memorized 7 juz once sitting, some even 10 juz. If you want to include information technology, we haven't found a bright spot in this matter." (Interview with Ustadz Kusyaeni, Monday, March 4, 2024).

Based on the information obtained, it can be concluded that the use of technology in learning at Kuttab Ibnu Abbas Klaten is less than optimal. This is not in line with the theory of CSCL (Computer-Supported Collaborative Learning) which reveals the use of computers and technology to support collaboration between students in the learning process (Purnamawati & Jaya, 2016). Its implementation involves using various online applications and platforms that allow students to work together, share knowledge, and learn together even in different locations. School management may consider investing in appropriate technology and training infrastructure to support more effective use of technology in learning. The presence of these resources will increase the interactivity and relevance of learning, creating a more engaging and empowering learning experience for students (Ibau, 2023).

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Recruitment and Development of Teaching Staff

Human resources are a crucial asset in supporting the operations of an institution. An institution cannot run and develop optimally without the presence of skilled and competent human resources (Merentek et al., 2023). One of the important activities in human resource management in an institution is the staff recruitment process. The benefit of recruitment is "the Right Man in the Right Place", which is a reference to placing existing staff in the institution (Halisa, 2020). In line with this, Kuttab Ibnu Abbas Klaten also attaches great importance to the recruitment process of teaching staff. One is collaborating with the Human Resources Unit (SDI).

> "We collaborate with the Human Resources Unit (SDI) or external resources to meet the needs of new teaching staff. In our institution, many units function as support systems. We submit our teaching staff requirements at the beginning of the second semester. We conduct screening of the teachers and educators at Kuttab Ibnu Abbas Klaten to understand how the new academic year will unfold. We also make predictions regarding new or additional classes that might be needed. This way, we can forecast the need for teachers for the upcoming academic year. After that, these needs are submitted to SDI for fulfillment." (Interview with Ustadz Kusyaeni, Tuesday, February 27, 2024).

Based on the interview results, Kuttab Ibnu Abbas made a prediction before adding educators. This is in line with the results of Ritawati's research (2015) which states that teacher/lecturer planning determines the need for teaching staff based on the estimated development, implementation, and supervision of needs integrated with organizational planning to create the appropriate number and placement of teachers/lecturers and provide economic benefits. This planning is further strengthened by the existence of one of the stages of HR planning according to Jackson and Schuler (in Ritawati, 2015), which is collecting and analyzing data to predict the demand and availability of teaching staff needed for business planning in the future. In addition to paying attention to the needs of the teaching staff, Kuttab Ibnu Abbas Klaten also holds a professional development program for its teaching staff.

> "Every evaluation of the Annual Performance Plan we plot at least once in one semester, there is In House Training or twice a year. Last year Qadarullah had 6 trainings because he received Operational Assistance (BOP) from the government, which was the allocation for human resource development." (Interview with Ustadz Kusyaeni, Tuesday, February 27, 2024).

The development of the teaching staff at Kuttab Ibnu Abbas Klaten is necessary to improve the quality of its teaching staff. This idea aligns with the perspective that teachers are one of the parts of human resources that must be managed and developed continuously. Given the need for continuous

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growth and development of the potential of teachers and employees to be able to carry out their duties professionally (Zuhri, 2014). Thus, it can be concluded that Kuttab Ibnu Abbas Klaten has paid attention to the needs of his teaching staff by making systematic predictions. This can be seen from the recruitment process, screening, teaching and learning activities planning, and the teaching staff's professional development by holding trainings every year.

Financial Planning

Financial issues play an important role in determining the success and sustainability of an educational institution (Kartika et al., 2023). The availability of sufficient funds is crucial to be considered with careful planning to ensure the provision of adequate facilities, quality human resources, curriculum development, and various other supporting activities. The financial planning of educational institutions is to plan the source of funds that will be used in educational activities to achieve educational goals (Iskandar, 2019). School financial planning is crucial to using the right strategy (Suyati, 2020).

> "Financial planning in Kuttab Ibnu Abbas Klaten uses centralistic planning, the big house is the Kuttab Ibnu Abbas foundation, under which there is a leader of the cottage. There are Kuttab, SMP IT, SMA IT, Ma'had Aly, and KMI in education. Finance is centralistic. So, the finance that manages the treasurer of the cottage, if you want to submit finances, make a proposal. The basis of planning every year is using the RKT from January to December. The planning through structural meetings and evaluations makes LPJ for one-year activities. After making the LPJ, then make the RKT." (Interview with Ustadz Kusyaeni, Monday, March 4, 2024).

The strategies applied in financial planning in Kuttab Ibnu Abbas Klaten are one of the planning strategies that are often known, namely the centralistic planning strategy. The centralistic planning strategy in question is a planning approach that elaborates from a master plan to a more detailed plan (Anik & Prastiwi, 2017). Centralistic planning can refer to an approach in various fields, such as education, where management or authorities centrally manage strategic decisions and resource allocation. In this context, central decision-making is carried out to ensure good coordination, efficiency, and achievement of the set goals. So, in its implementation, Kuttab Ibnu Abbas Klaten only manages the finances that have been submitted, while the finances as a whole are held directly by the foundation.

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"Kuttab's financial resources come from monthly tuition fees and re-registration which is carried out every year. Tuition fees for daily activities and a monthly budget to the boarding school for one month's needs in Kuttab Ibnu Abbas Klaten. Then related to the re-registration money, it is used for semester, mabit, and other activities. At the end of each semester, Kuttab uses two plans, the first is year-based planning due to the demand of the foundation, Kuttab financial planning is carried out at the end of June, and the second is monthly needs planning for January-December. Then the financial resources from the Prozis Unit function to attract and distribute infaq, zakat, and sadaqah." (Interview with Ustadz Kusyaeni, Monday, March 4, 2024).

After the existence of financial resources, an educational institution certainly needs the preparation of a budget, which is commonly referred to as budgeting (Kurniawan & Khoiri, 2022). This preparation is adjusted to the activity plan or program that has been prepared by calculating how much costs are needed to realize it. This budgeting is carried out to determine the priority of spending funds to be used.

"The determination of Kuttab's financial priorities is usually with the Annual Performance Plan (RKT) and the School Budget Activity Plan (RKAS) which are discussed in detail first by each unit. Then each unit submits a proposal to the Director of the Foundation." (Interview with Ustadz Kusyaeni, Monday, March 4, 2024).

From some of these statements, it can be concluded that Kuttab Ibnu Abbas Klaten applies a centralistic planning strategy in financial planning. This is reflected in the financial management carried out centrally by the foundation. Kuttab Ibnu Abbas Klaten also implements budgeting to set priorities for the expenditure of funds following the activity plan that has been prepared, based on the Annual Performance Plan (RKT) and the School Budget Activity Plan (RKAS). Thus, centralistic planning strategies ensure optimal, effective, and efficient coordination, and achieve the set goals.

Evaluation of Long-Term Plans and Goals

The purpose of education administration refers to all collaborative efforts aimed at utilizing various resources (human and non-human) to function stably, effectively, and efficiently to achieve educational goals (Ramadhani et al., 2021). According to time, the education administration's objectives include short-term, medium-term, and medium-term programs. A long-term program is a long-range plan that covers several years or even decades (Arifudin et al., 2021). The long-term goal is to maintain and improve the existing social order by teaching each student how to manage problems

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in their lives effectively (Zaini, 2021). Therefore, long-term education administration activities in schools need to support the implementation of national education goals (Ramadhani et al., 2021).

> "Meanwhile, Kuttab has not planned or evaluated the long-term, only one year of planning and forecasting for the next year. If the boarding school is set in 2030, it will go international. However, as the principal of Kuttab, I have planned what the next 5 years of planning will look like." (Interview with Ustadz Kusyaeni, Tuesday, February 27, 2024).

The statement explains that Kuttab Ibnu Abbas Klaten has not carried out long-term planning and evaluation. According to Abdullah (2020), evaluating the long-term is a more complex task because the impact of various external factors is difficult to assess directly. It is necessary to involve parents in the evaluation process of educational programs. The involvement of parents and the community in evaluating educational programs can increase the validity and sustainability of the evaluation (Chandrakirana et al., 2021). According to research conducted by Marzuki & Hakim (2019), the involvement of students in the evaluation process is considered an important factor to understand the factual effect of a program on their development. This opinion is reinforced by a study conducted by Prayitno & Ashari (2023), which shows that including students in the program assessment process can provide a distinctive point of view, which will enrich the interpretation of the evaluation results. Finally, the steps taken are appropriate for significant changes in the educational environment or the needs of students.

> "As an educational institution, we adjust the standard curriculum in Kuttab. Some elements must be retained, while others must be changed to adapt to the development of the times or the needs of students. This flexibility is important so that things that need to be changed based on evaluation will be changed, while things that need to be maintained will remain unchanged." (Interview with Ustadz Kusyaeni, Tuesday, February 27, 2024).

This statement is in line with the opinion of Kusnadi (2019) who stated that as time passes, future educational planning projections should consider and analyze current developments in line with advances and discoveries in various disciplines that follow the flow and rhythm of the dynamics of the changing times. On the other hand, education must be able to guide individuals to maintain educational values. This is important so that education does not lose the essence, orientation, and core goals of the educational process amid globalization dynamics (Adnan, 2019).

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4). CONCLUSION

The curriculum planning process at Kuttab Ibnu Abbas Klaten is carried out from the bottom up using a grassroots approach by involving the structural team. Meanwhile, the planning for the development of physical infrastructure is carried out during the Annual Performance Plan meeting by paying attention to the needs of students in the next school year. The infrastructure there is quite good, as can be seen from the number of 19 existing classes. Regarding technology integration, Kuttab Ibnu Abbas Klaten is less optimal and limited in student technology accessibility. This is because learning focuses more on the target of memorizing 7 juz. The needs of teaching staff there have been predicted to adjust the number of students in the next school year. The teaching staff is given a forum for development through In-House Training (IHT), which is carried out every year. Furthermore, a centralistic planning strategy guides Kuttab Ibnu Abbas's financial planning. This can be seen from the overall financial management which is managed directly by the foundation. Meanwhile, the priority of fund expenditure is prepared following the activity plan set out through the Annual Performance Plan (RKT) and the School Budget Activity Plan (RKAS). However, from the existing planning, the evaluation process and long-term planning have not been implemented. It is hoped that Kuttab Ibnu Abbas Klaten can involve parents and students in evaluating its program so that education can take place well, adjust to the dynamics of the times, and still reinforce the essence of actual education. The implications of this research can be used as a guide and evaluation material to optimize the planning process of educational institutions in Indonesia.

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