

Local Government Planning in the Development of School Education Quality

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ABSTRACT

This study aims to uncover the role of educational planning in improving education quality, emphasizing the importance of a focused and sustainable strategy at the educational unit level. This study employed a literature review method, reviewing various sources, including previous research, educational policy documents, and school performance reports. Through descriptive analysis, this study sought to understand the extent to which educational planning effectively supports educational quality improvement. The study's findings indicate that educational planning, in general, is not fully oriented toward comprehensive educational goals. However, improvements in educational quality have begun to be evident through various efforts by school principals to improve the learning process and school management. The main obstacles to educational planning include a lack of administrative staff skilled in strategic planning and limited supporting resources. This study also found that quality improvement measures have been implemented, including recruiting teachers with appropriate competencies, providing training to enhance learning quality, and periodically procuring facilities and infrastructure. In conclusion, educational planning plays a crucial role in promoting educational quality improvement, but it requires strengthening the capacity of planners and more comprehensive policy support for optimal and sustainable implementation.

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1. INTRODUCTION

Planning is a very important first step in every activity carried out by a person or organization. Every planned activity always has a clear purpose, method, time, and place of execution. Thus, planning can be interpreted as an effort to determine what will be done, how to do it, when the activity

is carried out, and where the activity is carried out to achieve a certain goal. In the context of management, planning is a determining factor for the success of a program.

In any field, planning is a strategic element that provides the direction of the implementation of activities to achieve the expected goals. Therefore, effective and efficient planning must pay attention to basic principles as well as the ability to predict, analyze conditions, and perform calculations accurately. Educational planning is the process of setting goals, strategies, and operational steps to achieve the desired educational outcomes (Suryadi, 2017).

Planning functions as a guideline in managing educational resources to be more efficient and directed. According to Law Number 23 of 2014 concerning Regional Government, primary and secondary education affairs are the responsibility of the district/city government. Local governments play a role in formulating policies, allocating budgets, and supervising the quality of schools (Bappenas, 2021). As part of the education management function, planning has an important role in directing educational activities to be in accordance with the goals that have been set.

The purpose of national education as stated in Article 3 of Law Number 20 of 2003 is to develop 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 democratic and responsible citizens. To achieve these goals, educational planning must be prepared in a systematic, measurable, and sustainable manner so that every step taken is able to provide optimal results.

The quality of education reflects the ability of educational institutions in producing graduates in accordance with national competency standards (Sagala, 2013). Quality can be seen from inputs (teachers, facilities, curriculum), processes (learning, management), and outputs (learning outcomes, student character).

The quality of education can be seen in two things, namely the educational process and educational outcomes. The quality education process is when all components of education are involved in the educational process itself. The factors of the educational process are various inputs, such as teaching materials, methodology, school suggestions (Andi Warisno, 2022). Administrative support and infrastructure facilities and other resources as well as the creation of a conducive atmosphere. Meanwhile, the quality of education in the context of educational outcomes refers to the achievements achieved by the school in each specific period of time (Suryosubroto, 2022).

However, based on the results of the researcher's initial observations, the implementation of educational planning has not been optimal. Short-term planning, such as the preparation of the annual School Revenue and Expenditure Budget Plan (RAPBS), has not been fully prepared based on the analysis of school needs. In medium-term planning, such as the procurement of computer laboratory facilities and language laboratories, the implementation has not been maximized. Meanwhile, long-term planning, such as the construction of new buildings as an effort to improve the quality of graduates within ten years, has not been systematically and measurably designed.

This condition shows that the educational planning process is not fully based on a comprehensive needs analysis, especially in determining school development priorities. More comprehensive and targeted educational planning is needed so that education management standards can be achieved optimally. The main obstacle faced is limited resources. Human beings who have not functioned optimally. Based on the education management standards set by the government, including aspects of planning, implementation, supervision, and leadership, weaknesses are still found, especially at the program implementation stage. Therefore, educational planning needs to be carried out systematically to prepare a series of strategic decisions and steps in facing future challenges, taking into account economic, social, cultural, and political factors, so that educational goals can be achieved effectively and efficiently.

2. METHOD

The method used in this study is a literature review. This method aims to collect and analyze scientific articles or publications relevant to the topic under study, in a systematic and structured way. In

the literature review, the researcher chooses reliable sources, both from journals and books, that are directly related to the research topic to obtain. More objective and valid information is very useful for digging up information from previous research, so that researchers can obtain more up-to-date and reliable data. The collected data will be classified and analyzed based on relevance and year of publication, to produce a synthesis that can support the development of theories or answers to the problem being studied. With this technique, researchers can summarize various existing findings and provide a more comprehensive picture of a topic or problem.

3. FINDINGS AND DISCUSSION

The articles that have been collected are selected and combined in the research. Not all articles will be researched, so a screening process is needed to ensure suitability with the research objectives.

Planning is the most basic aspect that must be prepared by school principals in an effort to improve the quality of education in schools. Various steps can be taken to achieve this, one of which is through careful planning, and directed. Every activity that a person does always has a specific purpose, method of implementation, time, and place. Therefore, planning can be understood as the process of determining what to do, how to do it, when and where to do the activities. is carried out, in order to achieve the goals that have been set.

No	Heading	Journal And Author Sources	Result
1	Strategic Planning Model in Improving the Quality of Elementary School Education in Local Government	National Conference on Administrative Sciences 7.0 (Adiyanti & Afandi, 2023)	The result of this research is a strategic planning model that provides guidance for schools in determining the right strategies to improve the quality of education. This model assists schools in the planning and implementation of effective educational programs, so as to be able to achieve the goal of better educational quality. With this model, it is hoped that schools can be better prepared and able to face changes and challenges in the world of education that continues to develop.
2	Educational Planning in an Effort to Improve the Quality of Education at Graha Kirana Private Junior High School in Medan	Equity In Education Journal (Z. S. Ritonga, 2020)	The results of this study show three main findings, namely: (1) The educational planning implemented has not been fully oriented to the overall educational goals. (2) The quality of education has shown improvement, where the principal continues to take various steps to maintain and improve the quality. (3) In the implementation of educational planning, there are still a number of obstacles; Although the principal has carried out his managerial function by preparing the plan as optimally as possible, the main obstacle faced is the limitation of administrative personnel who have expertise in educational planning.
3	IMPROVE THE PERFORMANCE OF	Journal of Education Vol. 2 No. 2 2 2024 (J. S. Ritonga, 2024)	To improve teacher performance after obtaining certification, it is necessary to implement an integrated and planned approach. Teachers are expected to be able to

	PROFESSIONAL TEACHERS		implement the knowledge and skills gained during the certification process in developing a more effective learning plan. They also need to adapt teaching methods to various student learning styles, as well as use various assessment techniques to comprehensively understand student development. In addition, teachers must remain committed to their professional development through continuous training, involvement in the professional community, and the use of technology to support and strengthen the learning process.
4	The Role of School Principals in Improving the Quality of Education	Maitreyawira Journal (FITRAH, 2022)	The role of the principal is very decisive in improving the quality of education because he functions as an educator, manager, administrator, supervisor, leader, innovator, and motivator who is responsible for managing all aspects of the school. School principals not only focus on administration, but must also be able to nurture teachers, create a conducive learning atmosphere, and encourage innovation and motivation in the school environment. The quality of education is not only determined by the availability of facilities and infrastructure, but rather by the effectiveness of the learning process and the leadership applied. Therefore, school principals are required to have a clear vision, good managerial skills, and a high commitment to improving teacher professionalism and student achievement so that the quality of education is truly achieved optimally.

Planning is the most basic thing that must be prepared by the principal in building quality in the school. Many things are done to build this, including by making or compiling good planning at the school. Every activity carried out by a person will always have a purpose and way of doing it, taking a certain time, and taking a certain place. Thus, planning can be interpreted as an effort to determine what will be done, how, what to do, if it is done, and where to do it to achieve a certain goal.

Educational planning still has many shortcomings in making this planning, for this reason, the government, school principals and teachers work together to realize the quality of good education implementation so that the quality of schools continues to be improved. Because the position of planning is one of the main benchmarks for the success of an education. In order for the prepared plan to run effectively, a strategy is needed as a sure way to implement a mature plan. Good planning will be able to provide direction. reduce the impact of change, minimize reduction and devise measures for easy supervision. Through planning, it will be determined what will be done, when to do it and who will carry out the activity so that the goals are achieved effectively and efficiently.

School principals have an important role in operationalizing quality planning at the school level. They must be able to prepare School Work Plans (RKS) and School Activity Plans and Budgets (RKAS) in a participatory manner and as needed. Teachers play a role as implementers and innovators in improving the quality of learning through reflection and continuous professional development (Ritonga, 2024).

The quality of education is the ability of educational institutions to utilize educational resources in an effort to change students' behavior to improve students' learning abilities as optimally as possible. The success of quality applications in schools is measured from the level of customer satisfaction, both internal and external, the school is said to be successful if it is able to provide services according to customer expectations. The quality of education is defined as the ability of educational institutions to empower educational resources to improve learning abilities as optimally as possible. Another opinion is also expressed that the quality of education is a picture that explains the good and bad results achieved by students in the educational process that is being implemented.

The main obstacles found include the limited capacity of human resources for planners in the education office, lack of coordination between government agencies and schools, limited education funds, and weak school performance monitoring and evaluation systems (Suryadi, 2017). Strategies to increase the effectiveness of education planning include strengthening the capacity of regional apparatus in education policy analysis, integrating quality data through the Education Management Information System (EMIS), implementing performance-based budgeting, and involving the community and school committees in the planning process. (Ministry of Education and Culture, 2022).

Ritonga (2020) stated that schools are said to be of good quality when. First, students are satisfied with the school's services, namely with the lessons received, the treatment of teachers, leaders, satisfied with the facilities provided by the school or students enjoy the school situation well. Second, the student's parents are satisfied with the services they receive to their children, the services they receive with reports on the progress of their child's learning progress and the programs run by the school. Third, the user or recipient of graduates, is satisfied because they receive graduates with high quality and according to expectations and the fourth is that teachers and employees are satisfied with school services, in the form of division of labor, relationships and communication between teachers/leaders, employees, salaries/honorariums received and other services. From the explanation above, the success of schools can be measured through the satisfaction obtained or received by all education stakeholders. To be able to achieve this satisfaction, schools must be able to improve the quality of the school, both the quality of learning, teachers, the quality of students and facilities and infrastructure.

4. CONCLUSION

Local government planning has a very important role in efforts to improve the quality of education in schools. Through careful planning, local governments can determine policy directions, strategies, and operational steps to optimize the education process according to regional needs. However, the results show that the implementation of education planning at the regional level is still not running optimally.

Various obstacles faced include limited competent human resources in the field of educational planning, lack of coordination between local governments and schools, limited education budgets, and weak supervision and evaluation systems for program implementation. As a result, the planning made is often not oriented to the real need to improve the quality of education comprehensively.

Nevertheless, there have been various efforts from the local government and schools to improve the quality of education, such as improving teacher competence, improving school management, and procuring facilities and infrastructure that support the learning process. To achieve optimal results, future education planning needs to be prepared in a systematic, measurable, participatory, and sustainable manner, taking into account regional social, economic, cultural, and political factors.

Thus, the success of improving the quality of education is highly dependent on the ability of local governments to prepare appropriate, effective, and consistent plans that can be implemented consistently in each educational unit.

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