



---

# The implementation of an integrative approach in educational planning goals and objectives

Muhammad Hafidza Daffa Nurdiansyah<sup>1,\*</sup>

<sup>1</sup> Islamic Education Management, Faculty Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya, Surabaya 1117, Indonesia.

\*Correspondence: daffa.hafidza@gmail.com

---

Received Date: September 27, 2024

Revised Date: January 30, 2025

Accepted Date: January 30, 2025

## ABSTRACT

**Background:** This research investigates the educational planning mechanism at Taruna Bakti Vocational High School Baturraden, the only vocational school in the Baturraden area. As a new institution, it plays a crucial role in vocational education. **Methods:** A qualitative approach is utilized, combining literature reviews and case studies. Interviews are conducted as the primary data collection method. The instruments used include interview guidelines, online communication tools, and direct interaction with the researchers. **Findings:** SMK Taruna Bakti Baturraden applies SWOT analysis to develop its educational planning documents. This strategic tool helps the school identify strengths, weaknesses, opportunities, and threats to guide its educational development and planning process. **Conclusion:** The educational planning process at SMK Taruna Bakti Baturraden is informed by SWOT analysis, offering a structured approach to planning in the school's development. This methodology supports effective decision-making and adapts to the school's unique position as a new institution in the area. **Novelty/Originality of this Study:** This study offers a unique exploration of how SWOT analysis is used in the educational planning process at a new vocational high school. It provides insights into how new institutions can strategically plan their development to address both challenges and opportunities in the education sector.

**KEYWORDS:** educational planning; vocational high schools; SWOT analysis;

---

## 1. Introduction

Planning is the process of determining goals to be achieved and the methods to accomplish them by utilizing available resources. Hani Handoko defines planning as the selection of organizational goals and the determination of the strategies and methods required to achieve them. Roger A. Kauffman and Bateman & Snell further state that planning involves setting objectives and identifying the necessary steps to achieve them effectively and efficiently. Koontz describes planning as an intellectual process based on accurate information and future projections. According to Gunningham, planning is an effort to connect various facts and assumptions to visualize desired outcomes and establish the sequence of necessary activities. Planning is critical in various organizations as it forms the foundation of decision-making and managerial actions. In the era of globalization, planning must rely more on rational analysis rather than intuition. Effective planning should address the questions of what, who, when, where, why, and how, while developing both focus and

### Cite This Article:

Nurdiansyah, M. H. D. (2025). The implementation of the integrative approach in determining educational planning goals and objectives at SMK Taruna Bakti Baturraden. *Asian Journal Collaboration of Social Environmental and Education*, 2(2), 114-127. <https://doi.org/10.61511/ajcsee.v2i2.2025.1177>

**Copyright:** © 2025 by the authors. This article is distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).



flexibility to adapt to changes and ensure organizational success in the future (Kurniawan & Khoiri, 2022).

Planning is a projection of what must be carried out to achieve predetermined goals and objectives. As a projection, planning involves activities such as identifying, inventorying, and selecting needs based on priority scales; providing detailed specifications of the desired outcomes; identifying requirements or criteria to fulfill each need; and exploring possible alternatives, strategies, and objectives for implementation. Planning is a highly important and strategic factor, serving as a guide for the execution of activities to achieve the desired goals, objectives, or targets. Planning is the process of selecting and determining objectives, strategies, methods, budgets, and standards or benchmarks for the success of an activity.

Planning is a continuous process that encompasses the selection and establishment of goals, strategies, methods, budgets, and benchmarks for the success of an activity. According to Hadari Nawawi, planning involves a series of interrelated activities in which an organization selects the best alternative to achieve its goals, followed by determining the strategies and methods to be employed. Ritha F. Dalimunthe adds that planning includes determining what needs to be done, when, how, and by whom. Planning does not end with the creation of a plan; the plan must be implemented and may need to be updated during its execution to remain relevant. Conyers & Hills define planning as a continuous process involving decision-making related to resource utilization to achieve future goals. In the context of education, planning aims to prepare all components to ensure the teaching and learning process runs optimally and achieves the desired outcomes, with organization that synergizes the potential of all educational components (Akhmad, 2020).

Educational planning is the process of preparing a series of decisions for future activities aimed at achieving educational objectives optimally, in support of a country's economic and social development. This process involves policy formulation, priority setting, and the development of tools and techniques as integral components of national development. According to experts, educational planning includes designing policy alternatives to address issues related to national educational development, taking into account social, cultural, and economic aspects. Yusuf Enoch states that educational planning is part of a strategy to achieve national educational goals optimally, while Comb emphasizes the importance of rational and systematic application to improve the effectiveness and efficiency of education. Garuge views educational planning as the preparation of activities for future educational development, and Albert Waterston adds that it is an investment that considers both social costs and benefits. From these various definitions, it can be concluded that educational planning aims to outline the steps to be taken in educational services, serve as a tool to guide the behavior of educational stakeholders, and act as a blueprint for activities oriented toward the vision, mission, and objectives of education for a higher quality future (Luneto, 2023).

Educational planning is the foundation for implementing activities in education, focusing on the future to develop education more effectively and efficiently, following the needs of society, and achieving educational development goals. This ensures that the objectives of education can be realized as expected. Planning is crucial because it determines and directs the intended goals. Without thorough planning, efforts may become disorganized and lack direction. Well-prepared and carefully structured planning will significantly contribute to the achievement of objectives (Somantri, 2014).

The formulation of educational planning aims to ensure that the implementation of education proceeds in accordance with established standards, supervises the behavior of implementers, and aligns their actions with the designed program. This planning process helps determine the execution timeline, completion process, and organizational structure involved, both in terms of quality and quantity, encompassing academic and non-academic aspects. Another objective is to ensure the effective and systematic achievement of educational goals, including cost management and work quality, while minimizing unproductive activities and resource wastage. Additionally, planning provides a comprehensive overview of the types of activities to be undertaken, integrates sub-tasks

within the educational organization as a system, and identifies potential opportunities, obstacles, and challenges. Moreover, planning aims to guide the achievement of educational objectives more effectively and efficiently, formulate policies aligned with national education strategies, and invest educational funds efficiently to support future educational development (Banurea et al., 2023).

The primary goal of planning is directed toward the relevance, efficiency, and effectiveness of education, ensuring that educational targets are achieved in accordance with predetermined objectives. Essentially, the purpose of planning is to serve as a guideline for achieving established targets and as a benchmark for comparing actual results with expectations. Educational planning, as an initial action plan, provides an overview or concept of the types and sequences of activities within an educational institution, requiring various approaches to ensure that planning proceeds systematically and in a controlled manner. A well-structured plan is one that is most feasible for implementation.

Through planning, the intended objectives, the scope of work to be carried out, the individuals involved, the necessary resources, as well as the steps and working methods selected based on urgency and priority, can be clearly outlined. These elements serve as a direction and guideline for organizing human resources in education, mobilizing, and utilizing various resources to support the achievement of objectives. Moreover, planning functions as a control mechanism for monitoring goal attainment. Errors and mistakes should be minimized through a comprehensive, integrated plan based on appropriate strategy selection. Accuracy and success in planning serve as a benchmark for the effectiveness of activity implementation, the meaningfulness of control processes, and as a key factor in resource efficiency and goal achievement effectiveness (Somantri, 2014).

Educational planning is a crucial component of education management, aimed at creating an educational system that aligns with societal needs and supports development. To achieve this objective, various approaches are employed in the planning process. These approaches are designed to accommodate diverse needs and challenges, both local and global, ensuring that education provides optimal benefits to society.

The first approach is the needs-based approach, often referred to as the social demand approach. This approach focuses on fulfilling societal needs by considering population conditions, cultural values, and social aspirations (Nardawati, 2021). The primary goal of this approach is to ensure equitable access to education, particularly in newly independent regions or countries. In this context, education is structured to address fundamental challenges such as illiteracy, disparities in educational access, and poverty. The advantage of this approach lies in its ability to create a direct impact on society. However, its drawback is the lack of emphasis on cost efficiency and resource allocation, which may lead to inefficiencies in educational management (Aisyah, 2018).

The next approach is the workforce-based approach, also known as the Manpower Approach. According to Erviana et al. (2024), this approach aims to align education with national workforce demands by emphasizing the relevance of educational programs to key development sectors such as agriculture, trade, and industry. In the early stages of development, a large workforce with varying skill levels is required. Therefore, educational planners must estimate the quantity and quality of the workforce needed to ensure that educational facilities and student allocation are properly adjusted.

This approach also serves as a solution to bridge the gap between the education system and labor market demands by designing curricula that equip students with knowledge and skills tailored to workforce needs (Aisyah, 2018). Both developing and developed countries frequently adopt this approach, as the demand for skilled professionals continues to evolve alongside technological advancements. However, while this approach prioritizes higher education as a means of producing a workforce directly contributing to economic sectors, primary education often receives less attention, as it primarily generates low-skilled labor.

Additionally, the Manpower Approach involves analyzing workforce needs at national, local, or industry levels and developing training programs based on cost-benefit analyses. Its main advantage is the production of job-ready graduates. However, it also faces challenges due to the rapid changes in the labor market. Educational institutions often

struggle to anticipate these shifts, potentially leading to a mismatch between graduates' skills and market demands (Nardawati, 2021).

The next approach is the cost-benefit approach, which aims to ensure efficiency in educational cost management so that every investment yields optimal results (Aisyah, 2018). By considering the economic benefits of education, this approach serves as a guideline for selecting educational programs or services that generate the maximum impact with minimal expenditure. However, planning based on this approach requires strong predictive capabilities to estimate long-term benefits, which can often be challenging to assess accurately (Nardawati, 2021).

The fourth approach is the integrative approach, which combines elements from the previously discussed approaches. This approach views education as a system that encompasses social, economic, cultural, and technological aspects, creating a more holistic framework. By integrating components from the social demand approach, workforce-based approach, and cost-efficiency approach, the integrative approach enables more flexible, responsive, and relevant educational planning in response to changing times. This approach allows educational institutions to design programs that not only address current societal needs but also prepare individuals for future challenges (Nardawati, 2021).

The integrative approach in educational planning is a method that combines various elements of the education system into a cohesive and mutually supportive framework. Its primary goal is to create a more effective, efficient, and relevant education system that meets both individual and societal needs. This approach is based on the principles of integration between internal and external aspects, collaboration, and holistic development (Kurniawan et al., 2023).

This integration involves aligning internal resources, such as curriculum and educators, with external elements, including societal demands and labor market needs. Additionally, the approach promotes collaboration and active participation from various stakeholders, including students, educators, families, and industry. Its main focus is on the comprehensive development of learners, encompassing academic competencies, moral values, and adaptability to global changes (Azhari, 2021).

The implementation strategies of this approach involve strengthening academic culture, integrating curricula, and ensuring active participation from all stakeholders. Educational institutions must cultivate an academic culture that upholds integrity, collaboration, and responsibility (Azhari, 2021). The curriculum is designed in an integrated manner to develop academic competencies, ethics, and life skills, ensuring that students are not only academically prepared but also possess strong character. Furthermore, all stakeholders—including educational institutions, educators, students, families, and society—must be actively involved in the planning and implementation of education (Kurniawan et al., 2023).

The integrative approach offers numerous advantages, such as enhancing the effectiveness of learning by utilizing all available resources and producing graduates who are professional, have integrity, and are adaptable to change. However, this approach also faces challenges, including the need for highly qualified human resources, particularly educators capable of managing integrative learning. Additionally, transparent, accountable, and innovative educational management is required to support the success of this approach (Azhari, 2021). Thus, the integrative approach serves as a relevant strategy in addressing the complexities of modern education systems (Kurniawan et al., 2023).

Overall, the integrative approach in educational planning represents a strategic step toward creating a holistic, inclusive, and adaptive education system. By synergistically combining various educational elements, this approach can produce graduates who are both competent and of strong character, equipping them to face future challenges (Azhari, 2021). With a framework that encompasses all aspects of education, this approach enables the development of innovative and relevant solutions to meet societal and labor market needs (Kurniawan et al., 2023).

These four approaches complement one another and provide guidance for policymakers and education administrators in designing an effective and sustainable

education system. By integrating the strengths of each approach, educational planning can become more inclusive, efficient, and relevant, ultimately creating a significant positive impact on society and overall development.

Udin Syaefudin and Abin Syamsuddin explain that educational planning involves several key elements. First, it requires the use of rational and systematic analysis in planning methodologies, incorporating educational development as part of broader reforms to achieve the desired educational status. Second, the principles of effectiveness and efficiency emphasize economic considerations, such as managing educational costs and their relationship to the labor force and economic growth. Third, educational planning must address the needs and goals of students and society at various levels, from local to international. Fourth, planning must align with national development goals and educational policies, including the appropriate implementation strategies. Strategic issues, such as operational policy management, also play a crucial role. The primary objective of educational planning is to establish clear and well-directed future decisions, helping to determine the type of education needed by society while clarifying goals and strategies to achieve them. Long-term plans serve as essential tools for better forecasting and preparing for the future (Mubin, 2020).

The educational planning process must be continuous and sustainable, involving key decision-makers such as school principals and their deputies. This planning should include priority setting, needs assessment, and budget allocation, functioning as a continuous cycle to ensure the effective preparation of educational activities (Rahmadani et al., 2019). To maintain this cycle, certain planning principles must be upheld, including flexibility, objectivity, data utilization, and stakeholder involvement (Ramadhani et al., 2021).

Effective educational planning must be data-driven, take into account past successes and failures, and incorporate SWOT analysis. Additionally, it should be comprehensive, realistic, efficient, and involve all relevant stakeholders. These principles are essential to prevent ineffective planning (Ramadhani et al., 2021). Given the increasing challenges in today's educational landscape, an analytical tool is necessary to assess the extent to which a school has provided services to the community, particularly to its students—whether it has met expectations, performed optimally, or still falls short.

One of the most effective tools for schools to enhance resilience and competitiveness in the future is SWOT analysis. SWOT analysis is a method used to evaluate internal factors (strengths and weaknesses) and external factors (opportunities and threats) that may influence an organization's performance (Sasoko & Mahrudi, 2023). For instance, in the context of a school, strengths may include high-quality teaching staff or well-equipped facilities, whereas weaknesses might involve budget constraints or limited resources. Opportunities could stem from emerging educational trends or supportive government policies, while threats may arise from competition between schools or unfavorable policy changes.

The SWOT analysis technique was first introduced by Albert Humphrey in the 1960s and 1970s and has since been widely applied across various sectors, including education. By conducting this analysis, schools can map their strategic position, identify areas for improvement, and develop strategies to maximize strengths and opportunities while minimizing weaknesses and threats (Sasoko & Mahrudi, 2023). SWOT analysis is particularly useful for understanding the internal and external dynamics that influence an organization's competitiveness. Research findings indicate that a deep understanding of SWOT elements enables organizations to develop more effective growth strategies, which can also be applied in school management (Mashuri & Nurjannah, 2020).

The strategic planning process at SMK Taruna Bakti Baturraden utilizes SWOT analysis, a method widely applied across various fields, including educational institutions. This analysis aims to formulate appropriate strategies by leveraging strengths and opportunities while minimizing weaknesses and threats (Endarwita, 2021). One of the strategies in developing the planning document at SMK Taruna Bakti Baturraden involves self-evaluation to analyze the school's strengths and weaknesses. Based on this evaluation, the school collaborates with parents and the community to determine its vision and mission

within the educational planning process. This is followed by the formulation of school programs and budgeting, guided by priority scales and national policies, while considering the school's current conditions and available resources. Decision-making in this process is closely related to the development of the school's vision, mission, goals, and objectives. Therefore, strategic planners must thoroughly analyze organizational factors—strengths, weaknesses, opportunities, and threats—to ensure that decisions align with the school's existing conditions (Rochman, 2019). The implementation of SWOT analysis is expected to provide insights into its impact on improving the quality and effectiveness of educational programs at SMK Taruna Bakti Baturraden.

In the preparation of educational programs, schools must establish indicators or quality targets to be achieved. An equally important activity is monitoring and evaluating the planned programs according to their funding, to assess the achievement of the vision, mission, and goals set in line with national policies and quality targets, and to report the results to the community and the government. These evaluation results can then be used as input for future school planning/program development. This process continues as an ongoing cycle (Faridah, 2015).

Effective educational planning is crucial to improving the quality of learning and producing competent graduates who are ready to compete in the workforce. In facing various challenges and changes, the Integrative Approach serves as a relevant solution as it integrates various perspectives and needs from all stakeholders. SMK Taruna Bakti Baturraden, as a vocational education institution, faces the challenge of continuously improving its educational quality. In its planning process, the school employs a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) to identify strengths and opportunities while addressing weaknesses and threats. With this tool, SMK Taruna Bakti is able to develop a more comprehensive plan, focusing not only on academic outcomes but also on the needs of the industrial world and social changes.

This study aims to explore how SWOT analysis is applied within the Integrative Approach at SMK Taruna Bakti, particularly in setting educational goals and targets. By understanding this process, this research is expected to provide valuable insights for other educational institutions in developing planning strategies that are more adaptive and responsive to contemporary needs.

## 2. Methods

This study employs a qualitative approach aimed at understanding social phenomena through descriptive data in the form of narratives and interviews. In qualitative research, the researcher serves as the primary instrument and is directly involved in the data collection process through observation and interviews. The collected data is analyzed inductively by building categories and patterns based on the gathered information. This study also focuses on understanding the meaning that participants attribute to the issues or problems being studied, thereby producing a deeper comprehension from their perspective (Waruwu, 2023).

A case study approach was chosen for this research because it is effective in exploring in-depth information about the educational planning process at SMK Taruna Bakti as it exists and in a comprehensive manner, providing a detailed picture of educational planning documents. This type of research was selected because it involves gathering various pieces of information that are processed to generate a solution, ultimately addressing a particular problem. Data collection in this study employs three primary techniques: observation, interviews, and documentation. The participatory observation method allows the researcher to be directly involved in the observed situation, providing authentic and in-depth data without disrupting the natural context (Mania, 2008). Unstructured interviews are used to ask open-ended questions, enabling a natural flow of conversation and collecting rich, descriptive data from respondents (Umam & Zulkarnaen, 2022). Documentation

complements data collection by gathering information from various written sources, such as archives and records (Ardiansyah et al., 2023).

In data analysis, this study adopts an interactive analysis model consisting of three components: data reduction, data presentation, and conclusion drawing. Data reduction filters information to ensure that only relevant data is retained, focusing on the research objectives. Data presentation organizes information logically to facilitate the drawing of conclusions (Zulfirman, 2022). Finally, conclusions are drawn by analyzing and verifying the data to obtain a clear understanding of the implementation of the integrative approach in determining the goals and objectives of educational planning at SMK Taruna Bakti Baturraden.

### 3. Results and Discussion

The conducted interviews generated several data points, which will be presented in two main discussion sections: (1) general overview of the educational institution SMK Taruna Bakti Baturraden; (2) implementation of integrated educational planning at SMK Taruna Bakti Baturraden.

#### 3.1 Overview of SMK Taruna Bakti Baturraden

SMK Taruna Bakti Baturraden is the first vocational high school established in the Baturraden area. As a relatively new educational institution, this SMK is open to the public, with a primary focus on serving the lower-middle-class community as its main target market. In general, Vocational High Schools/*Sekolah Menengah Kejuruan* (SMK) are secondary education institutions that emphasize the mastery of specific skills and competencies, preparing graduates to enter the workforce directly or continue relevant further education (Sumantri et al., 2017).

According to Law Number 20 of 2003 on the National Education System, vocational education is defined as secondary education aimed at preparing students to work in specific fields (Kumaat, 2010). In line with this, the primary goal of vocational education, as stated by Sumantri et al. (2017), is to equip students with the necessary skills, knowledge, and practical experience to enter the workforce in a particular field with a professional attitude, while also providing a foundation for career development and self-potential, whether as employees or entrepreneurs.

Additionally, education in vocational high schools (SMK) typically involves a combination of theoretical and practical learning, including fieldwork internships (PKL) in businesses or industries to provide real-world work experience (Santika et al., 2023). A similar perspective was expressed by representatives of SMK Taruna Bakti Baturraden during our interviews. They stated that the learning model at SMK Taruna Bakti Baturraden prioritizes practical activities, both at school and during PKL, to ensure that students develop their competencies to the fullest. According to them, the development of competencies, skills, and expertise is intended to equip students with the necessary foundation to enter and compete in the workforce in the future.

In relation to this, Rifai (2012) have shared their views on what constitutes a vocational high school (SMK). According to them, an SMK is a vocational education institution that holds significant responsibility in producing human resources with specific skills, abilities, and expertise—three essential aspects that enable graduates to enter the workforce successfully (Firdausi & Barnawi, 2012).

As a Vocational High School (SMK), SMK offers a wide range of expertise areas as the main focus of learning in each department, such as Mechanical Engineering, Agribusiness, Nursing, Maritime Studies, Accounting and Finance, and many others. SMK Taruna Bakti Baturraden is one of the vocational schools that focuses on Computer and Network Engineering, commonly abbreviated as TKJ. This field guides students toward a focus on the internet and technology, particularly on computer devices (Tandirerung & Hadi, 2014).

Additionally, SMK Taruna Bakti Baturraden is one of the educational institutions that implements the K13 Curriculum in its educational program. As known, the K13 Curriculum is a new curriculum model that integrates two major aspects: competence and skills (Sulaeman, 2015). This approach emerged from the need to refine previous curriculum models by incorporating both competency-based and character-based approaches. According to Mulyasa (2014), character education is essential for fostering and developing philosophical values and national character across various types and levels of education (Mulyasa, 2014).

The interviews also revealed that SMK Taruna Bakti Baturraden strongly emphasizes character education through various activities, such as literacy programs involving the recitation of Asmaul Husna by both teachers and students, as well as the mandatory observance of Dhuha prayer. Even during remote learning, SMK Taruna Bakti Baturraden remains consistent in maintaining character education. Students are still required to routinely recite Asmaul Husna together and fill out attendance for their Dhuha prayers. During the interview, the school representatives also stated that character education is crucial not only for students but also for those around them in various fields. One practical example of the benefits of character education is its impact on workplace competition. Bu Indi mentioned that no matter how intelligent a person is, if they lack good character, they will struggle to be accepted and compete in the professional world.

The implementation of the K13 Curriculum in this vocational school is also based on the needs of students from lower-middle-class backgrounds, who must continuously strive and rise to improve their circumstances, both for themselves and those around them. By adopting the K13 Curriculum, character education and student skills are maximized, ensuring that students acquire adequate competencies for their future. The principal of SMK Taruna Bakti Baturraden emphasized that, in addition to a well-structured curriculum, the inclusion of productive subjects and the competency of educators also play a crucial role in achieving educational success. The school organizes activities where teachers and educational staff are required to attend seminars and training programs, through which they obtain certification. The institution stated that to provide high-quality and effective education to students, teachers and educational staff must also continuously enhance their competencies.

### *3.2 Implementation of integrated education planning at SMK Taruna Bakti Baturraden*

SMK Taruna Bakti Baturraden is a vocational school specializing in Computer and Network Engineering (TKJ), established approximately four years ago. Given its relatively young age, the educational planning document currently in use is still the institution's first medium-term planning document. Apart from the fact that this document remains valid for another year, the school's current condition also allows for its continued use. Bu Indi, the principal of SMK Taruna Bakti Baturraden, stated that even though the educational planning document is still valid, it may need to be replaced if the school's conditions change or if the objectives outlined in the document have been achieved. This is because an educational planning document serves as a framework outlining the institution's activities and goals over a specific period (Hastuti, 2019). At SMK Taruna Bakti Baturraden, the educational planning document is referred to as the RKJM (Medium-Term Work Plan), which was later renamed the RPM (School Development Plan). All planned activities for the four-year period are detailed in the RKS (School Work Plan) document, which must align with the RKAS (School Activity and Budget Plan). The RKS is a one-year work plan that outlines the institution's activities for that period. SMK Taruna Bakti Baturraden prepares an annual School Work Plan (RKS), in which national education standards guide the planning of teaching and learning activities for the upcoming year. The RKS typically includes annual activities such as student programs, competency examinations, and school exams.

In the Medium-Term Education Planning Document (RKJM) of SMK Taruna Bakti Baturraden, at least 12 objectives have been designed to enhance the quality of education



and school management. These objectives encompass various crucial aspects of institutional development. One of the primary goals is to establish and develop a comprehensive and up-to-date curriculum framework to position SMK Taruna Bakti Baturraden as a high-quality and professional educational institution. This effort also includes improving human resource quality and strengthening the work ethic in alignment with advancements in science and technology. Additionally, the school is committed to developing innovative, creative, and engaging learning models to enhance the effectiveness of the teaching and learning process. As part of its strategy to improve graduate quality, the school also focuses on strengthening collaboration networks with various relevant institutions, including businesses and industries. This cooperation aims to ensure that graduates possess skills relevant to labor market demands. Moreover, SMK Taruna Bakti Baturraden aims to have a fully equipped and competent laboratory technician workforce to support practical activities and enhance student skills. In terms of infrastructure, the school strives to develop facilities that meet the physical requirements necessary to support the learning process. Furthermore, as part of its commitment to educational accessibility, the school has established an assistance program for underprivileged students. This initiative aims to reduce dropout rates and ensure that education remains accessible to all segments of society.

The preparation of the education planning document at SMK Taruna Bakti Baturraden is conducted using a SWOT analysis to identify the strengths, weaknesses, opportunities, and threats within the educational institution. During an interview, Bu Wiwit stated that by utilizing SWOT analysis, SMK Taruna Bakti Baturraden can comprehensively assess the institution's condition, considering both internal and external factors. Bu Wiwit further explained that internal factors positively influence the achievement of educational goals, whereas external factors have a negative impact on attaining these objectives. Similarly, Hadi (2013) expressed that two factors influence the realization of educational goals: dominant factors (strengths and opportunities) and inhibiting factors (weaknesses and threats). The breakdown of SWOT is as follows: S - Strength, W - Weakness, O - Opportunity, T - Threat. SWOT analysis can also be used to translate the vision, mission, and objectives of SMK Taruna Bakti Baturraden into more operational activities. Additionally, the institution applies SWOT analysis because it provides a situational approach in assessing both internal and external conditions. When preparing an educational plan or planning document, Bu Wiwit emphasized that the institution must conduct a SWOT identification process to maximize strengths and opportunities while minimizing weaknesses and threats.

Several educational planning initiatives at SMK Taruna Bakti Baturraden utilize SWOT analysis to ensure the effectiveness and sustainability of the designed programs. Two primary aspects analyzed using this method are the development of facilities and infrastructure and the planning for the addition of new study programs.

In the planning for facility and infrastructure development, one of the main objectives is to meet the school's physical needs, such as adding new classrooms for incoming students in the next academic year. A SWOT analysis is conducted to identify factors that may influence the success of this program. The school's strength in constructing new classrooms lies in the availability of adequate funding for the project. In terms of opportunities, the presence of several junior high schools around Baturraden presents the potential for an increased number of students in the future. However, there is a threat posed by competition with numerous public schools in the region that may attract prospective students. Additionally, a key weakness faced is the insufficient number of educators to support the growing student population.

Meanwhile, for the planned addition of a new hospitality program, a SWOT analysis is also applied to assess the feasibility of the initiative. The main strength of SMK Taruna Bakti Baturraden is its status as the only vocational school in the area. From an opportunity perspective, Baturraden is a tourist area with many accommodations, creating a high demand for hospitality professionals. However, a major threat is the preference of many junior high school graduates to enroll in more well-known schools rather than SMK Taruna

Bakti Baturraden. Additionally, a significant weakness that needs to be addressed is the lack of educators with expertise in the hospitality sector.

The planning document at SMK Taruna Bakti Baturraden is called the Medium-Term Work Plan (RKJM), which was later changed to the School Development Plan (RPM), where the entire content of the School Development Plan is then interpreted into an annual School Work Plan document. In its educational planning, SMK Taruna Bakti Baturraden conducts identification using SWOT analysis because it is considered capable of accurately assessing the school's condition, both from internal and external factors. Additionally, there are several approaches in the SWOT analysis conducted by SMK Taruna Bakti Baturraden, namely the social needs approach and the workforce needs approach (Fig. 1).



Fig. 1. Steps in conducting a SWOT analysis in SMK Taruna Bakti Baturraden

In the SWOT analysis conducted by SMK Taruna Bakti Baturraden, several approaches were employed to determine the direction of the school's development, including the social needs approach and the labor market needs approach (see Table 1).

Table 1. SWOT analysis approach at SMK Taruna Bakti Baturraden

No	Approach	Explanation
1	Social needs approach	The initial idea for establishing Taruna Bakti Baturraden Vocational High School originated from the concerns of parents in the area whose children wished to attend a vocational school but were hindered by long distances, resulting in high transportation costs. Recognizing the urgency of establishing a vocational high school, the school's founders took the initiative to build it, targeting lower-middle-class communities to prevent school dropout rates.
2	Employment needs approach	Recognizing the importance of technology and the increasing reliance on computers and PCs in various aspects of life, the founders of the vocational high school decided to establish the Computer and Network Engineering program. This initiative aims to equip graduates with the necessary knowledge and competencies in the field while preparing skilled professionals capable of repairing technological devices. The field also offers promising entrepreneurial opportunities for students, as starting a business in this sector requires relatively low capital compared to automotive engineering, which necessitates a fully equipped workshop.

In the process of drafting the RKJM (*Rencana Kerja Jangka Menengah*) or RPM (*Rencana Pengembangan Sekolah*) educational planning document, SMK Taruna Bakti Baturraden

involves several key stakeholders. These include the foundation (as the school is a private institution), the principal, educators and educational staff, the school committee, parents, industry partners related to the school's expertise areas (DUDI), and the institutions where students undertake internships. The involved parties are well-acquainted with the mechanisms of educational planning, as they receive guidance after the formation of the School Development Team during an internal school meeting. Following this, a series of socialization and orientation sessions are conducted, facilitated by the education office, to ensure a thorough understanding of the RKJM/RPM framework. Bu Indi highlighted the significant benefits derived from having an educational planning document such as RKJM/RPM. She emphasized that this document provides a fundamental framework for educational planning, serving as an effort to enhance the quality of management services at SMK Taruna Bakti Baturraden. Additionally, it helps clarify the school's future direction, fosters teamwork, and acts as the starting point for effective management activities.

#### 4. Conclusions

SMK Taruna Bakti Baturraden is a Vocational High School that started operating around 2017–2018 and focuses on the field of Computer and Network Engineering. As a private educational institution, SMK Taruna Bakti Baturraden aims to target the lower-middle class by minimizing monthly tuition fees and striving to provide assistance programs for underprivileged students to reduce dropout rates. By implementing the K13 Curriculum, SMK Taruna Bakti Baturraden seeks to emphasize character education and develop the skills of each student so that graduates of a Vocational High School can truly have the necessary provisions to enter the workforce or even start their own businesses.

The planning document at SMK Taruna Bakti Baturraden is called the Medium-Term Work Plan (RKJM), which was later changed to the School Development Plan (RPM), where the entire content of the School Development Plan is then interpreted into an annual School Work Plan document. In its educational planning, SMK Taruna Bakti Baturraden conducts identification using SWOT analysis because it is considered capable of accurately assessing the school's condition, both from internal and external factors. The steps used by the educational institution SMK Taruna Bakti Baturraden are (1) Identifying weaknesses and strengths; (2) Identifying threats and opportunities; (3) Collecting the identification results into a list; (4) Formulating strategies and finding solutions to threats and weaknesses; (5) Determining priority scales related to handling threats and weaknesses. Additionally, there are several approaches in the SWOT analysis conducted by SMK Taruna Bakti Baturraden, namely the social needs approach and the workforce needs approach.

Based on the research findings on the educational planning mechanism at SMK Taruna Bakti Baturraden, it was found that this process is closely linked to the Medium-Term Work Plan (RKJM) document. In preparing the planning document, the school applies SWOT analysis to identify the strengths, weaknesses, opportunities, and threats faced by the educational institution. Therefore, the authors propose several aspects that should be considered in the development of the Computer and Network Engineering (TKJ) study program.

First, the development of the TKJ study program requires well-structured and systematic planning that takes into account the strengths, weaknesses, opportunities, and threats involved. This ensures that development activities are carried out effectively and in a targeted manner. Second, strategic planning for the TKJ study program must be continuous, necessitating ongoing evaluation. This evaluation aims to ensure that the implemented programs remain aligned with the needs of the academic community.

Furthermore, in the effort to develop the TKJ study program, SMK Taruna Bakti Baturraden can implement several alternative strategies, including leveraging all strengths to seize opportunities, minimizing weaknesses to take advantage of available opportunities, utilizing strengths to overcome threats, and reducing weaknesses to avoid threats. Finally, for future research, it is recommended that further studies on TKJ education at SMK Taruna

Bakti Baturraden be conducted more comprehensively to gain deeper insights into its development.

### **Acknowledgement**

Author would like to express our sincere gratitude to the editorial team and reviewers for their invaluable contributions in evaluating and reviewing this scientific article. Their insightful comments, constructive feedback, and meticulous assessment have significantly enhanced the quality and rigor of this work.

### **Author Contribution**

M.H.D.N. contributed fully to the entire process of writing this scientific article

### **Funding**

This research received no external funding.

### **Ethical Review Board Statement**

Not available.

### **Informed Consent Statement**

Not available.

### **Data Availability Statement**

Not available.

### **Conflicts of Interest**

The authors declare no conflict of interest.

### **Open Access**

©2025. The author. This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if changes were made. The images or other third-party material in this article are included in the article's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the article's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder. To view a copy of this license, visit: <http://creativecommons.org/licenses/by/4.0/>

### **References**

- Aisyah, S. (2018). Perencanaan Dalam Pendidikan. *Adaara: Jurnal Manajemen Pendidikan Islam*, 7(1), 715-731. <https://doi.org/10.35673/ajmpi.v7i1.314>
- Akhmad, A. (2020). Perencanaan dalam Peningkatan Mutu Pendidikan di Era Globalisasi. *SCHOLASTICA: Jurnal Pendidikan dan Kebudayaan*, 2(2), 94-104. <https://jurnal.stitnualhikmah.ac.id/index.php/scholastica/article/view/739>
- Ardiansyah., Risnita., & Jailani, M. S. (2023). Teknik pengumpulan data dan instrumen penelitian ilmiah pendidikan pada pendekatan kualitatif dan kuantitatif. *IHSAN: Jurnal Pendidikan Islam*, 1(2), 1-9. <https://doi.org/10.61104/ihsan.v1i2.57>
- Azhari, M. (2021). Pendekatan Integratif (Integrative Approach) dalam Pembelajaran Bahasa Arab Jarak Jauh di Masa Pandemi: An Integrative Approach in Distance Learning Arabic in a Pandemic Period. *Insyirah: Jurnal Ilmu Bahasa Arab dan Studi Islam*, 4(2), 162-177. <https://doi.org/10.26555/insyirah.v4i2.5118>

- Banurea, R. D. U., Simanjuntak, R. E., Siagian, R., & Turnip, H. (2023). Perencanaan pendidikan. *Jurnal Pendidikan Sosial dan Humaniora*, 2(1), 88-99. <https://publisherqu.com/index.php/pediaqu/article/view/52>
- Endarwita, E. (2021). Strategi pengembangan objek wisata Linjuang melalui pendekatan analisis SWOT. *Jurnal Ilmiah Edunomika*, 5(1), 460679. <https://doi.org/10.29040/jie.v5i1.2133>
- Erviana, R., Qomariyah, S., Babullah, R., Rizky, N. Z., & Nurafifah, S. (2024). Perencanaan Pendidikan Dengan Metode Man Power Planing Approach. *Jurnal Yudistira: Publikasi Riset Ilmu Pendidikan Dan Bahasa*, 2(4), 39-51. <https://doi.org/10.61132/yudistira.v2i4.1140>
- Faridah, D. (2015). *Analisis SWOT Program Pendidikan Sekolah Dalam Peningkatan Mutu Pendidikan di SMK Negeri 5 Yogyakarta* (Doctoral dissertation, UIN SUNAN KALIJAGA YOGYAKARTA).
- Firdausi, A., & Barnawi. (2012). *Profil Guru SMK Profesional*. Ar-Ruzz Media.
- Hadi, A. (2013). Konsep analisis swot dalam peningkatan mutu lembaga madrasah. *JURNAL ILMIAH DIDAKTIKA: Media Ilmiah Pendidikan dan Pengajaran*, 14(1). <http://dx.doi.org/10.22373/jid.v14i1.494>
- Hastuti, B. D. (2019). Strategi bimbingan kelompok sebagai upaya meningkatkan kemampuan tpmps dalam menyusun RKS. *Didaktikum*, 19(3). <https://i-rpp.com/index.php/didaktikum/article/view/1022/371371520>
- Kumaat, H. (2010). Persepsi Masyarakat Terhadap Sekolah Menengah Kejuruan (SMK) Sebagai Upaya Memasuki Dunia Kerja. *Prosiding APTEKINDO*. <https://ejournal.undiksha.ac.id/index.php/APTEKINDO/article/view/97>
- Kurniawan, E., Ibrahim, D. Z., & Muchtarom, M. (2023). Pendekatan Integratif dalam Perencanaan Pendidikan Karakter. *Innovative: Journal Of Social Science Research*, 3(2), 11291-11300. <http://j-innovative.org/index.php/Innovative/article/view/1729>
- Kurniawan, M. A., & Khoiri, K. (2022). *Manajemen perencanaan*. CV. Agus Salim Press.
- Luneto, B. (2023). *Perencanaan pendidikan*. Sanabil.
- Mania, S. (2008). Observasi sebagai alat evaluasi dalam dunia pendidikan dan pengajaran. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah Dan Keguruan*, 11(2), 220-233. <https://doi.org/10.24252/lp.2008v11n2a7>
- Mashuri, M., & Nurjannah, D. (2020). Analisis SWOT sebagai strategi meningkatkan daya saing. *JPS (Jurnal Perbankan Syariah)*, 1(1), 97-112. <https://doi.org/10.46367/jps.v1i1.205>
- Mubin, F. (2020). Pengertian, Unsur, Prinsip dan Ruang Lingkup Perencanaan Pendidikan. <https://doi.org/10.31219/osf.io/q24jz>
- Mulyasa, E. (2014). *Pengembangan dan implementasi kurikulum 2013*. Remaja Rosdakarya.
- Nardawati, N. (2021). Perencanaan pendidikan yang baik sebagai upaya peningkatan mutu pendidikan di era digital. *Jurnal Literasiologi*, 6(2), 556568. <https://doi.org/10.47783/literasiologi.v6i2.254>
- Rahmadani, N., Herwadi, N. S., & Wijaya, C. (2019). Siklus perencanaan pendidikan. *SABILARRASYAD: Jurnal Pendidikan dan Ilmu Kependidikan*, 4(1), 13-23. <https://doi.org/10.46576/jsa.v4i1.708>
- Ramadhani, Y. R., Tanjung, R., Saputro, A. N. C., Utami, N. R., Purba, P. B., Purba, S., Kato, I., Gumelar, G. R., Cecep, H., Darmawati., Purba, S. R. F., Subakti, H., Damayanti, W. K., & Musyadad, V. F. (2021). *Dasar-Dasar Perencanaan Pendidikan*. Yayasan Kita Menulis. <https://kitamenulis.id/2021/04/26/dasar-dasar-perencanaan-pendidikan/>
- Rochman, I. (2019). Analisis SWOT dalam Lembaga Pendidikan (Studi Kasus di SMP Islam Yogyakarta). *Al Iman: Jurnal Keislaman Dan Kemasyarakatan*, 3(1), 36-52. <https://ejournal.stidar.ac.id/index.php/aliman/article/view/3527>
- Santika, A., Simanjuntak, E. R., Amalia, R., & Kurniasari, S. R. (2023). Peran pendidikan sekolah menengah kejuruan dalam memposisikan lulusan siswanya mencari pekerjaan. *Paedagoria: Jurnal Kajian, Penelitian dan Pengembangan Kependidikan*, 14(1), 84-94.

<https://journal.ummat.ac.id/journals/1/articles/12626/public/12626-43481-1-PB.pdf>

- Sasoko, D. M., & Mahrudi, I. (2022). Teknik Analisis SWOT Dalam Sebuah Perencanaan Kegiatan. *Jurnal Studi Interdisipliner Perspektif*, 22(1), 8-19. <http://ejournal-jayabaya.id/Perspektif/article/view/64>
- Somantri, M. (2014). *Perencanaan pendidikan*. IPB Pess.
- Sulaeman, A. (2015). Pengembangan kurikulum 2013 dalam paradigma pembelajaran kontemporer. *Islamadina: Jurnal Pemikiran Islam*, 14(1), 61-81. <https://dx.doi.org/10.30595/islamadina.v0i0.1669>
- Sumantri, D., Subijanto, S., Siswantari, S., Sudiyono, S., & Warsana, W. (2017). *Pengelolaan pendidikan kejuruan: Pengembangan Sekolah Menengah Kejuruan (SMK) 4 Tahun*. Pusat Penelitian Kebijakan Pendidikan dan Kebudayaan, Balitbang, Kemendikbud. <https://repositori.kemdikbud.go.id/16325/>
- Tandirerung, V. A., & Hadi, S. (2014). Implementasi e-learning program keahlian TKJ di SMK DIY pasca pembubaran RSBI. *Jurnal Pendidikan Vokasi*, 4(1), 96-110. <https://doi.org/10.21831/jpv.v4i1.2538>
- Umam, M. A., & Zulkarnaen, R. (2022). Analisis kemampuan pemahaman konsep matematis siswa dalam materi sistem persamaan linear dua variabel. *Jurnal Educatio Fkip Unma*, 8(1), 303-312. <https://doi.org/10.31949/educatio.v8i1.1993>
- Waruwu, M. (2023). Pendekatan penelitian pendidikan: metode penelitian kualitatif, metode penelitian kuantitatif dan metode penelitian kombinasi (Mixed Method). *Jurnal Pendidikan Tambusai*, 7(1), 2896-2910. <https://doi.org/10.31004/jptam.v7i1.6187>
- Zulfirman, R. (2022). Implementasi metode outdoor learning dalam peningkatan hasil belajar siswa pada mata pelajaran Agama Islam di MAN 1 Medan. *Jurnal Penelitian, Pendidikan Dan Pengajaran: JPPP*, 3(2), 147-153. <https://doi.org/10.30596/jppp.v3i2.11758>

### Biographies of Author

**Muhammad Hafidza Daffa Nurdiansyah**, Bachelor of Islamic Education Management, Faculty Tarbiyah dan Keguruan, Universitas Islam, Negeri Sunan Ampel Surabaya Surabaya, 1117, Indonesia.

- Email: [daffa.hafidza@gmail.com](mailto:daffa.hafidza@gmail.com)
- ORCID: N/A
- Web of Science ResearcherID: N/A
- Scopus Author ID: N/A
- Homepage: N/A