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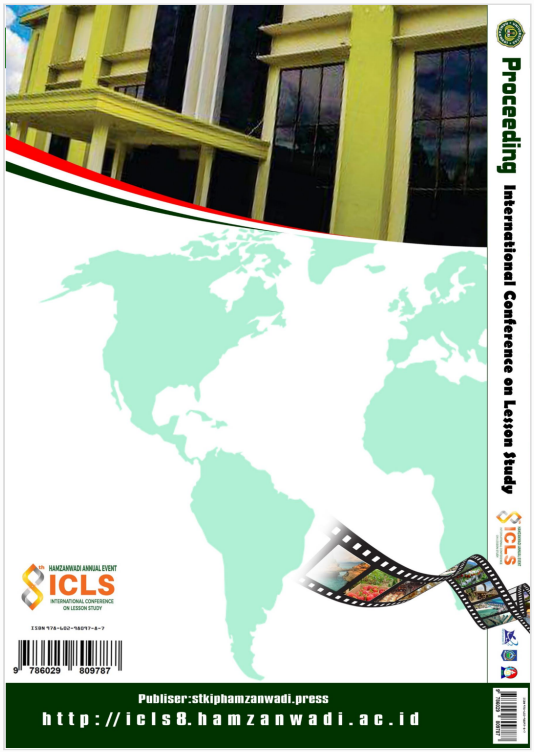

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Developing of Strategic Planning and Operations of the School Developers in Implementating of School-Based Management

by Mohzana Mohzana

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" Professional Learning Community through Lesson Study for Promoting Student Learning"

14th- 16th September 2017

Lombok, West Nusa Tenggara, Indonesia

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Editors:

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Laelawati, M.Pd.

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INTRODUCTION

September 11, 2017

The theme of the 8th ICLS is "Professional Learning Community through Lesson Study for promoting student learning" is appropriate to respond the current issues in education, especially the issue related to the quality improvement through teaching and learning process.

This theme is expected to assisst/contribute towards the quality improvement through the inclusivity of teaching and learning process that can be gained from many studies of researchers, practioners, workers in education professional learning, school improvement, curriiculum development and other fields that can help to promote its goals.

The ICLS is the annual meeting at Hamzanwadi University in East Lombok West Nusa Tenggara from septermber 13-16, 2017. This conference is organised by Hamzanwadi University in cooperation with Indonesian Association of Lesson Study (ICLS) and the Ministery of Research, Technology and Higher Education.

We proudly announce that we have invited some experts: Prof. Manabu Sato, Gakushuin Uni, Japa, prof. Petter Duddly (President of WALS UK), Prof. Cristin Lee (NU), Prof. Siriripaane Swanmonka - Chulalongkorn University Thailand., Carly Klein, Windesheim University of Nedherland and Prof. Sumar Hendayana, Ph.D (President of ICLS Indonesia).

We would like to say thank you to all invited speakers and participants who share their ideas to complete the agendas in this conderence, we also provide you to visit some schools as our partners in this Lesson Study.

It is a great honor for us and all commitee to be the host at the 8th ICLS 2017. Welcome to Lombok, have a nice conference and get ready to be inspired and challenged. Thank you.

Khirjan Nahdi
The vice Rector of Academic Division
Hamzanwady University

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Developing of Strategic Planning and Operations of the School Developers in Implementating of School-Based Management

Mohzana
Hamzanwadi University
mohzana 61@yahoo.com

Abstract

The research object was how the process, efforts, and the product of strategic planning and operational implemeted in the form of the Work Plan Medium Term and Action Plan and School budgets which had been conducted by the school developers for EFL Learners. This study was a qualitative approach that describes the various aspects related to the focus of research by comparing the development of the process, the efforts, and results of strategic planning and operations before and after the treatment or intervention. Data collection techniques were interviews, observation, and documentation of the various data sources (informants). The research results were: (1) before intervention of *ProDEP*, strategic planning and operational processes had not been well due to process. After developed, the process was carried out in accordance with the proper procedures to implement the principles by developing of *MBS* that is optimalysing of stakeholders involvement, the supplied of planning necessary resources, and decision-making process was conducted participatively; (2) before intervention of ProDEP, the efforts to increase the participation of stakeholders was not optimal. After developed, the efforts to increase the participation showed in the community of the school developers can increase contribution, trust, responsibility, caring, qualified input, and the relevance of stakeholder input, and (3) before the intervention of *ProDEP*, the product (result) was realized in the form of planning activities list and conducted by the school Head Master. After developed, the product of strategic planning and operational were realized in the form of the Work Plan Medium Term and Action Plan and School budgets had significantly increased, those were well arrangement, formulation of the vision, mission, school aims, achievement strategies, and the setting of program.

Keywords: Strategic Planning and Operational, School-Based Management, Development.

A. Introduction

Education has a strategic role in developing of quality human resources that human beings have the expertise and skills, able to think critically and openly, to cooperate, to solve the problems faced intelligently and flexibly. Therefore, in Law No. 20 of 2003 on National Education System in Chapter II, Article 3 was stated that:

> National education serves to develop the ability and character development and civilization of the nation's dignity in the the intellectual life context of the nation, is aimed at developing students' potentials become a man of faith and devoted to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent and become citizens of a democratic, and accountable.

To improve the quality of education, especially at the level of primary education has developed three packages of basic policy by the Ministry of Education and Culture, namely (1) the decentralization of education, (2) the management of community-based education and broad-based education, and (3) the management of school-based education. It can be concluded that the decentralization of education implemented at district or city level and at the school level as a leading institution in the service of education quality through management of school-based education known as "School-Based Management (SBM)". By having the greater autonomy at the school level so the schools have greater authority in managing the schools, therefore the schools were more independent. By having independence, schools have power to develop programs which will certainly suit the needs and potentials. Likewise, participatory decision making, namely the involvement of the school community directly in decision-making, then the sense of school community can be improved. The improvement of own sense will increase responsibility, so it will increase the dedication of the school community to their school. This is the essence of participatory decision making. The principles of participatory decision making in

accordance with the Law No. 2005 of 2004 on National Development Planning System.

MBS is a model of education management at the school level. This paradigm is emerging as the results of analysis to explain the failure of programs to improve the quality of education that occurred during this time, which is based on the assumption that increasing the quality of education can be achieved by improving the quality of inputs (teacher training, provision of textbooks, provision of educational facilities) partially will have an impact on improving the quality of output. Additionally, the approach used is macro and centralized, while the conditions and needs of each region and segment of society is very varied.

The input-output approach derived from institutions or agencies engaged in economic and industrial fields that are very effective, but the reality in educational institutions such as schools do not apply. Because the organization of the school is not only focused on providing and improving the quality of the input, but it must take into account the educational process itself. Promotion and development of school macro oriented, all policies are governed by the bureaucrats at the central level were less suitable to be applied on education in Indonesia because of the core of the implementation of the education at the school. The result is that many of the concepts that were prepared at the macro level in the center will improve the quality of education is not going well at the school level because of the variety of educational issues at the school level, such as the students' ability, socio-cultural environment, and economic of society. Potential and the different conditions that would require educational services vary.

Recognizing misallocation of policies and approaches that which will make the concept of School-Based Management (SBM) as a paradigm of management education at the leading institution in the education world. The rationale, school is a unit of formal education that directly deal with students with various needs and conditions of socio-cultural environment-economy requires creativity, and innovation dynamic of the school community (teachers, students, employees, parents, and community leaders) to carry out its role. It will happen when the school

was entrusted to organize and manage themselves according to the needs of the environment.

Through School-Based Management (SBM) that is expected to grow and the development of cooperation with the respective responsibility as the main point of making school autonomy that can ultimately develop effective schools as a means of quality of Indonesian human lead (Koster, 2000).

The framework of the autonomy educational implementation at the district or city, East *Lombok* is one of regencies or cities in Nusa Tenggara Barat that assistance, both technical assistance and financial assistance through the program of Professional Development for Education Personnel (ProDEP) or Development Profession Education Personnel. Technically, the ProDEP program is designed to develop the capacity of districts or cities to be able to manage quality of education, and the development of the school capacity to be able to implement School-Based Management (SBM) by involving stakeholders at the school level that the school committee and the school community (Center for Development of Personnel Ministry of Education and culture, 2014). To build the capacity of education management district or city and schools as providers of education, one of the basic strategy that was developed was to build institutional capacity in each level. Built institutional capacity at the district or city include the Department of Education and Culture, Office of Religious Affairs, Board of Education, Educational Planning Task Force, School-Based Management (SBM) Team of District or Sub-District, while at the school level, among others, the school itself and the school committee as a partner of the school.

Target of capacity building at the school level is to increase the ability of the development team of schools in preparing strategic plans and operational plans of the school which is manifested in the form of the Work Plan Medium Term and Action Plan and School budgets and the ability to implement a funding mechanism that is flexible to implement the grains or programs that have been outlined in Work Plan Medium Term and Action Plan and School budgets.

Based on the above, researcher was interested to investigate the development of the planning done by the development team of the school with all the components involved, both related to strategic planning and operational planning as a key component in implementing the School-Based Management (SBM) for EFL Learners.

The focuse of this study were; (1) how the strategic planning and operational process can be implemented to the Work Plan Medium Term and Action Plan and School budgets had done the school developers for EFL Learners?, (2) how the efforts were made to increase the participation of stakeholders in strategic planning and operational as implemented in the form Work Plan Medium Term and Action Plan and School budgets for EFL Learners?, (3) how the product (result) strategic planning and operational can be implemented in the form of Work Plan Medium Term and Action Plan and School budgets for EFL Learners?

B. Research Methods

The objective of this research is to develop process, efforts, and results of strategic planning and operations of School-Based Management as the implementation in the form of the Work Plan Medium Term and Action Plans and School Budgets which has been conducted by school developers for EFL Learners. Therefore, the researcher tried to describe the various aspects related to the research objectives above approach compared the development process, the efforts, and results of the strategic planning and operational as the implementation in the form of the Work Plan Medium Term and Action Plans and School Budgets between before and after conducting a treatment by school developers.

Here, the study (1) used a natural setting as a data source directly and researcher was as a main instrument, (2) described a variety of situations and conditions as well as the views of respondents about what the focus of research studies, (3) emphasised on the process, efforts and results development, (4) analyzed inductively, and (5) prioritized the meaning as the essence of research. Based on the above, the approach that will be used by researcher is a qualitative research approach, because according to the characteristics proposed by Williams cited by Faisal (1990).

In this study, researchers compared the developments before and after conducting a treatment by looking at the process, efforts, and results. Therefore, this study can be called categorized into Research Development. The researcher collected the data from RKJM Work Plan Medium Term and Action Plans and School Budgets prepared by schools in 2013 and 2014 then compared to their quality. The indicator of planning development is presented in Table 1 below.

The first thing the researcher did interview and observation as a prviouse study on the subject of research related to the condition of the school and the various aspects related to planning, including resource arragement and other aspects in accordance focus of observation. Decision informant research was conducted using purposive criteria are the participants directly involved in the preparation and Work Plan Medium Term and Action Plan and School budgets. Intake of informants were also intended as part of a triangulation of data sources (Faisal, 1990: 20). Therefore, the informant of this study are: (1) the principal, one person, (2) the school committee, one person, (3) the teacher involved as the drafting team of Work Plan Medium Term and Action Plan and School budgets of 4 people, (4) The superintendent of education included one person, (5) team of School-Based Management (SBM), included one person, and (6) ProDEP included one person.

Table 1. Study Design

Planning Development Indicators	Initial Conditions	Treatment	Final Conditions
Planning process	1. Involvement of stakeholders 2. Sources planning 3. The decision making process	1. Socialization and assignment 2. Workshop and assignment 3. Accompaniment 4. review 5. Comparing the results of the initial study with the results of development	1. Involvement of stakeholders 2. Sources planning 3. The decision making process

Efforts to Increase Participation	1. Contributions of stakeholders 2. Confidence of stakeholders 3. Responsibility and care 4. Qualifying entries 5. Relevance feedback of stakeholders	1. Socialization and assignment 2. Workshop and assignment 3. Accompaniment 4. Review 5. Comparing the results of the initial study with the results of development	1. Contributions stakeholders 2. Confidence of stakeholders 3. Responsibility and care 4. Qualifying entries 5. Relevance feedback of stakeholders
Products or Planning Results	1. The sources of preparation 2. Vision 3. Mission 4. The school target 5. strategies for achieving 6. Determination of the program, including: a. SWOT analysis b. The scope of activities c. Source used d. The place and time of activity e. Budgets f. Monitoring and evaluation	1. Socialization and assignment 2. Workshop and assignment 3. Accompaniment 4. Review 5. Comparing the results of the initial study with the results of development	1. The sources of preparation 2. Vision 3. Mission 4. The school target 5. Achievement strategy 6. Determination of the program, including: a. SWOT analysis b. The scope of activities c. Source used d. The place and time of activity e. Budgets

	f. Monitoring and evaluation

According to Faisal (1990, p. 62), the data collection techniques in qualitative research through interviews typically uses interviews (1) unstructured, (2) open-ended, and (3) put the informant as peer of researcher. Therefore, the data collection techniques in this study were interviews with all the informants. In conducting interviews, researcher used open-ended interview, meaning that the answers given by the respondents were free to the questions given.

Additional, the data collection also done by using observation and documentation. Observation technique was conducted on the process, the efforts and results of the preparation of Work Plan Medium Term and Action Plan and School budgets, while documentation techniques was conducted on the documents relating to the process, the efforts and results of the preparation of Work Plan Medium Term and Action Plan and School budgets such as invitations, letters of the committee's decision, and the attendance rate of presence.

Furthermore, According to Lincoln and Guba cited by Faisal (1990, p. 31) there are four main criteria, namely (1) the standard of credibility, (2) standard transferability, (3) the standard of dependability, and (4) the standardof confirmability.

Data analysis used was the inductive analysis techniques (Faisal 1990: 19), which means starting from the facts leading to higher levels of abstraction, including synthesis and developed a theory. So, this study was carried out successively with the following steps: (1) data reduction, namely the electoral process, focusing on simplification, abstraction, and transformation of raw data that emerged from the notes field. The results of the analysis of this data was generally a basic concept that only touches the surface of the subject matter under review, (2) the presentation of the data in the form of sentences or paragraphs, (3) conclusion, by comparing the qualitative conditions of initial and final conditions of every aspect assessed.

C. Research Result and Discussion

1. Strategic Planning and Operational Process for EFL Learners

Before the intervention by ProDEP, researcher obtained the data that was not so. One of the techniques used was interviews, because the documents related to the previous planning process was not obtained. From interviews with school head master, school committees, and school community, they did not recognize the term strategic planning and operational for the school, which they knew a working plan principals. In arrangement was conducted to the school head master and vice-principals, without asking the correction from the teachers.

Thus, it can be concluded that before the intervention by ProDEP planning process for EFL Learners did not well due to process, which was not optimal involvement of stakeholders, it was not completed resource planning, and decision-making process dominated by the school authorities.

One of the ProDEP's target is empower schools to be able to implement School-Based Management as a new paradigm in the school management. The key of School –based Management is a participatory decision making. ProDEP gave special assessment to the process than the product.

Recognizing the importance of the process than the product, the guidance and assistance of all aspects of the school management emphasized through the correct process. With regard to the process of drafting Work Plan Medium Term and Action Plans and School Budgets for EFL Learners, the researcher conducted observations of various documents. Based on observation, the school developers formed by consensus and specified by decree of the head master. The formation of the team is done in consultation with the members of the team consisted of various components, such as school committees, teachers, and community representatives. From the observations of the various archives a letter of invitation and archives division of the school developmers, there is already a division of tasks between team members to collect data related to the preparation of Work Plan Medium Term and Action Plans and School Budgets, includes data on the students' condition, the conditions of teachers and staff, infrastructure, textbooks, and the condition of the parents. From the list of attendees, attendance, school developers for EFL Learners was high 90%. It shows evidence of their

participation in the drafting process and the Work Plan Medium Term and Action Plans and School Budgets.

The Preparation of Work Plan Medium Term and Action Plans and School Budgets by the school developers'members of the various elements is one of autonomy implementation and participatory decision making. Based on the concept of School Based Management developed Ministry of Education (2001) which states that " Quality Improvement Management of School Based or School Based Management is the coordination and harmonization of resources are carried out independently by the school by involving all interested parties associated with the school directly in the decision-making process to meet the needs of school quality ".

The process of drafting Work Plan Medium Term and Action Plans and School Budgets for EFL Learners has been done by applying the principles developed by School Based MAnagement as the principle of participation, transparency, and accountability. The principle of participatory decision making in the preparation of Work Plan Medium Term and Action Plans and School Budgets as an implementation of the School Based Management Principle proposed by Cheng in Nurkholis (2003) mentions four main principles, namely (1) the equifinalitas principle, (2) the principle of decentralization, (3) the principle of self-management system, and (4) the principle of human initiative. The principle of participation is very important in order to have a sense of community grows and develops. An increasing sense of belonging will increase the sense of responsibility and so on increased responsibilities will increase the dedication or contributions. The main purpose of increasing participation is to: (1) increase the contribution, (2) empower stakeholders, (3) increase the role of stakeholders, (4) ensure that each decision reflects the aspirations of stakeholders, and (5) make these aspirations as commander (Slamet, 2000). The principle of transparency should be upheld, because the school is a public service organization in the field of education that is mandated by the people so that transparency is a public right. The development of transparency is necessary to build confidence and public trust in the school. The development of transparency aimed at building trust and public confidence in the school is a good service

organization and respectable. The success of school management transparency will produce a quality school that is indicated by the following indicators: (1) increasing confidence and public trust in the school, (2) increasing public participation of the school management, (3) increasing insight and public knowledge of the school operation.

The application of the accountability principle is also the main principal, because the school is mandated by the public for education as well as possible so that the organizers of the school obligation to trust for the process and results of its work to the public. Accountability is the obligation to give an a trust in implementating of the organization to the party who has the right or authority to request information or accountability (Slamet, 2000). The main purpose of accountability is to encourage the creation of school performance accountability as one of the prerequisites for the creation of the school was good and reliable. Indicators of success, the school has applied this principle, among others: (1) increasing trust and public satisfaction with the school. (2) Building public trust to the education management right in the school, and (3) increasing the proper of school activities with value and culture development in society (LAN & BKP, 2000)

Based on the above elaboration, the true has been validated through triangulation, both the data sources or informants and the results of observations done, the researcher can draw a conclusion that after the intervention of ProDEP either through socialization and assignments, workshops, and assignments, mentoring, review, and comparing the results of the initial study with the results of the development, the process of strategic planning and operations of School-Based Management as the implementation in the form of the Work Plan Medium Term and Action Plans and School Budgets for EFL Learners corresponding correct procedures to implement the principles developed School Based Management are optimal involvement of stakeholders, the availability of resources necessary planning and decision making process is participatory.

2. The Efforts Conducted To Increase Participation Stakeholders In Strategic Planning and Operations for EFL Learners

Before the intervention ProDEP, the efforts made to involve stakeholders principals in the school management is very limited. There was a school board committee which serves as a shield of school to collect or seek funds from parents. The school principal met with board members of the school committee and parents at most two times a year.

Thus, researchers can draw a conclusion that before the intervention by ProDEP, efforts to increase the participation of stakeholders had not been realized in by School Developers so that the contribution of stakeholders was not optimal, confidence was still low, responsibility and caring less, qualifying low input and relevance feedback was still apparent.

Community participation in essence was one of the noble cultural values that had grown old in society. The forms of public participation, among others in the form of mutual aid, community service, gathering work, and others. But these noble values began to be felt fading for decades that since its implementation in various sectors of development carried out by the project system. Society has considered participating if not engage in activities that could "disturb" the course of the project, "silence means to participate" (Moedjiarto, 2004).

Community participation in education had actually been developing for a long time, it was evident from the growing and development of education units held by the societies known as private universities. In order to promote participation of the community, the minister instructed each district or city and provincial councils formed at the level of education and the school committee. Both institutions were refresentative of society in the field of education that serves as the place of community participation in education.

After the intervention ProDEP for EFL Learners, school committees had indicated their participation in school management, in particular on the preparation and Work Plan Medium Term and Action Plans and School Budgets. Formation of school developers whose components came from the school community and the school committee is one of the efforts made in order to enhance the active role of stakeholders, both in the planning, implementation of

the plan as well as the monitoring and evaluation program. This is in accordance with the views expressed by Siagian (1990) which states that the success or failure of a person running a role as a leader will be highly dependent on the skill perform operations in addition to its ability to coordinate all parties concerned with the problems faced and technical capabilities in decision making.

In the process of drafting of Work Plan Medium Term and Action Plans and School Budgets for EFL Learners Eastern variety of activities that have been carried out by a school developers to improve the participation of stakeholders, including through (1) the establishment of school developers participatory manner with the involvement of the groups concerned, (2) the socialization of Work Plan Medium Term and Action Plans and School Budgets preparation, (3) making a division of duties among team members, (4) soliciting input from various parties about the programs and activities that are suitable for developing the school is primarily concerned with improving the quality, and (5) disseminating on Work Plan Medium Term and Action Plans and School Budgets which had been prepared.

Activities in order to increase the participation, in line with the views expressed by Tilaar (1993) which states that one of the principles that good and acceptable in a democracy was cooperation. Cooperation in decision making will be a good decision, and everyone involved in the decision to take part or participate in the decision-making process. A similar case was stated by Utomo (1991) which says that the participatory decision will be the result in accomplishment and a good working attitude, because: (1) the officer will understand well what is expected of them, (2) increase the effects of social influences on behavior, and (3) improve the control of staff on behavior.

Based on the above explanation, the researcher can draw a conclusion that after the intervention of ProDEP through socialization and assignments, workshops, and assignments, mentoring, review, and compare the results of the initial study with the results of the development, the efforts to increase the participation of stakeholders had been carried out for EFL Learners and began to appear results. This is evidenced by the increasing contribution of stakeholders,

increased confidence of stakeholders, increased responsibility and awareness, increasing qualifications and relevance feedback input of stakeholders well.

3. Products Strategic Planning and Operational by School Developmers for EFL Learners

Before the intervention ProDEP, some the data that can be obtained about the ability of researcher's strategic planning and operational. When researcher asked the planning of documents in previous years, the researcher only obtained the documents related to the list of activities to be performed in that year and the time of execution of the program or activity, so the researcher obtained the documents that did not reflect the format of strategic planning and operational.

Thus, researcher can draw a conclusion that before the intervention of ProDEP, the product was is realized in the form of a list of planning activities and only by the school principal. The list of activities was not well the basic formulation, no vision and mission, target and strategies to achieve school and establish a structured program well yet.

One of the main targets ProDEP was to increase the capacity of the school in order to implement School Based Management as a new paradigm in the management of the school. Indicators of school success implementing of School Based Management, as written in the Training Module issued by the Center for Development of Upgrading Teachers Written (2003) mentioned, those are: (1) the learning process works effectively, (2) the leadership of principals are strong, (3) educational personnel effectively managed, and (4) having a quality culture, (5) have the team work that is compact, (6) schools have the independence, (7) community participation, (8) the management of schools should be done in a transparent manner, (9) the school has the will for change, both physically and psychologically, (10) school evaluation and continuous improvement, (11) schools demonstrate accountability to the government and society, and (12) the school has a sustainability (sustainability) for their support factor. Furthermore Umaidi (2003) mentions some aspects that can be worked by the school within the framework of MPMBS include: (1) planning and evaluation of school programs, (2) management of curriculum, (3) the management of teaching and

learning, (4) management of energy, (5) management of equipment and supplies, (6) financial management, (7) student services, (8) school-community relations, and (9) the management of the school climate.

The indicators and aspects manifestation of the school is delegated to schools must plan for the medium term and short term. In other words, the school must do the planning, the activity determination of all the action by using all the resources of the school in achieving educational goals in school. The function of the preparation of this plan, those are, (1) establishing the direction of activity, (2) providing an overview to be done, (3) estimating the results to be achieved, (4) facilitating the acquisition of support from the government, parents of students, both morally and financially to carry out education, and (5) a written document planning (Mudjahid, 2003).

Otherwise, Bryson translated by Miftahuddin (2002) stated 8 steps strategic planning, those are (1) arranging and appoiting strategic planning proces, (2) identifying the organisasi right, (3) explaining mission and organization value, (4) meassuring external environment: opportunities and the problems, (5) meassuring internal environment: the strenghten and weaknesses, (6) knowing strategy issues faced by organization, (7) formulating strategy to manage issues, and (8) creating vision of effective organization in the future, "the best vision".

Finally, the school must be able to demonstrate the plan drawn up by planning according to the principles of SBM, and the program set forth various vision, mission, goals, objectives, and school programs. Schools are given the authority to do the planning according to his needs (school-based plan). The need is for instance the need to improve the quality of schools. Therefore, schools should conduct a needs analysis based on the quality and quality needs analysis is then made plans to improve the quality of the school.

Based on observations of the format and systematics, writing of Work Plan Medium Term and Action Plans and School Budgets for EFL Learners in the year 2015/2016 till 2018/2019 consists of the page title, page validation, preface, table of contents, and includes five (5) Chapter, Chapter I Introduction, Chapter II Overview School Conditions, Chapter III Priority Program and Action

Plan, Chapter IV School Budget Plan and Expenditure, and Chapter V Cover equipped with attachments.

In Chapter I Introduction elaborated on (1) background, (2) objectives, (3) the legal basis, and (4) the systematic programming.

In Chapter II Overview School Conditions outlined on (1) the analysis of the strategic environment, (2) analysis of current education, (3) analysis of the condition of education in the next 4 years, (4) the identification of a real challenge (the gap) between the state of education to the conditions 4 years of education, (5) the school's vision, (6) the mission of the school, (7) the value of which is developed, and (8) the purpose of the school.

In Chapter III Priority Program and Action Plan outlined on (1) the priority programs, (2) identification of the function of the affairs of the school to achieve each goal of the program, (3) SWOT analysis, (4) an implementation plan or achievement of the program, (5) indicator success (milestones), and (6) supervision, monitoring, and evaluation.

In Chapter IV Budget and Expenditure Plan outlined School on (1) the schedule of activities, (2) the Action Plans and School Budgets in the year 2015/2016 up to 2018/2019.

In Chapter V Conclusion elaborated on a brief review of the contents of Chapter III and Chapter IV as well as the expectations of the school developmers.

Based on the above explanation, the researcher can draw a conclusion that after the intervention of ProDEP through socialization and assignments, workshops, and assignments, mentoring, review, and compare the results of the initial study with the results of the development, the product (result) strategic planning and operational were realized in the form of Work Plan Medium Term and Action Plans and School Budgets for EFL Learners had increased significantly. Work Plan Medium Term and Action Plans and School Budgets generated were well on its formulation, as well as the formulation of the vision, mission, purpose school, achievement, and determination of program strategy.

D. Conclusion

Based on results of research and discussion above, it can be concluded as follows:

1. The process of strategic and operational planning as outlined in the form of the process of drafting Work Plan Medium Term and Action Plans and School Budgets which has been conducted by a team of school developers for EFL Learners after development (intervention) by ProDEP through socialization and assignment, waorkshop and assignments, mentoring, review, and compare the results of the study beginning with the development, progressed significantly, in accordance with the proper procedures to implement the principles developed School Based Management that is optimal involvement of stakeholders, the availability of resources necessary planning and decision making process is participatory.
2. Efforts to increase the participation of stakeholders in strategic planning and operational were realized in school developmers for EFL Learners East after development (intervention) by ProDEP through socialization and assignment, waorkshop and assignments, mentoring, review, and compare the results of the initial study with the results of the development, began to appear results. This was evidenced by the increasing contribution of stakeholders, increased confidence of stakeholders, increased responsibility and awareness, increasing qualifications and relevance feedback input of stakeholders was well.
3. Product of strategic planning and operational were realized in the form of Work Plan Medium Term and Action Plans and School Budgets created by the school developers of EFL Learners after development (intervention) by ProDEP through socialization and assignments, workshops, and assignments, mentoring, review, and compare the results of the initial study with the results of development, experienced a significant increase. Work Plan Medium Term and Action Plans and School Budgets generated were well on its formulation, as well as the formulation of the vision, mission, purpose school, achievement, and determination of program strategy.

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