

TOTAL PERFORMANCE SCORECARD INNOVATION FOR IMPROVING EDUCATIONAL QUALITY AT SD NEGERI 61 BANDA ACEH

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ARTICLE INFO

Article History:

Received : 09-July-2024

Revised : 19-July-2024

Accepted : 24-July-2024

Keyword:

total performance
scorecard;
innovation;
educational quality

ABSTRACT

This research aims to develop a strategic planning model based on the Total Performance Scorecard (TPS) to enhance educational quality. The research method employed is developmental research involving analysis, design, development, implementation, and model evaluation. The study addresses challenges in formulating school strategic plans that currently do not meet theoretical standards and lack synchronization among plan components. Findings indicate suboptimal alignment with theoretical standards and lack of synchronization among plan components, reflecting minimal involvement from school stakeholders. As a solution, a TPS-based strategic planning model was developed involving all educators to fill out Personal Balanced Scorecards, while administrative staff filled out Organizational Balanced Scorecards. Discussions involving supervisors, school inspectors, and the school committee through Focus Group Discussions produced a SWOT analysis used to formulate the school's vision, mission, goals, objectives, key roles, strategies, and programs for the next five years. Implementation of this model will occur following operational and theoretical validation in the field, with plans to develop TPS-based strategic plans by 2028. Implications of the research highlight the importance of strengthening the strategic planning process at SD Negeri 61 to align more closely with theoretical standards and integrate plan components. Active engagement of all school stakeholders is expected to improve understanding and acceptance of the strategic plan, ensuring that the school's vision, mission, goals, and strategies reflect their needs and aspirations. The development of this model is anticipated to effectively address educational dynamics and future challenges, enabling the school to play a more optimal role in enhancing educational quality.

ABSTRAK

Kata Kunci:

total performance
scorecard;
inovasi;
kualitas pendidikan

Penelitian ini bertujuan untuk mengembangkan model perencanaan strategik berbasis Total Performance Scorecard (TPS) dalam meningkatkan mutu pendidikan. Metode penelitian yang digunakan adalah penelitian pengembangan yang melibatkan langkah-langkah analisis, desain, pengembangan, implementasi, dan evaluasi model. Penelitian ini dilakukan untuk mengatasi tantangan dalam penyusunan renstra sekolah yang belum memenuhi standar teori dan

kurangnya sinkronisasi antar unsur-unsur dalam dokumen renstra. Hasil penelitian menunjukkan bahwa komponen penyusunan renstra sekolah saat ini masih belum optimal memenuhi standar teori dan memperlihatkan ketidaksinkronan antar unsur-unsur yang menandakan keterlibatan yang minim dari warga sekolah. Sebagai solusi, dikembangkanlah model perencanaan strategik berbasis TPS yang melibatkan seluruh Pendidik Tenaga Kependidikan untuk mengisi Personal Balanced Scorecard, sementara tata usaha mengisi organizational balanced scorecard. Diskusi melibatkan koordinator pengawas, pengawas sekolah, dan komite sekolah melalui FGD menghasilkan analisis SWOT yang digunakan untuk merumuskan visi, misi, tujuan, sasaran, peran kunci, strategi, dan program sekolah dalam lima tahun ke depan. Penerapan model ini akan dilakukan setelah validasi operasional dan teori di lapangan, dengan rencana pengembangan renstra berbasis TPS pada tahun 2028. Implikasi dari penelitian ini menunjukkan pentingnya memperkuat proses penyusunan renstra di SD Negeri 61 agar lebih sesuai dengan standar teori dan terintegrasi antar unsur-unsur dalam dokumen renstra. Keterlibatan aktif seluruh warga sekolah diharapkan dapat meningkatkan pemahaman dan penerimaan terhadap renstra, serta memastikan visi, misi, tujuan, dan strategi sekolah mencerminkan kebutuhan dan harapan. Pengembangan model ini diharapkan mampu menghadapi dinamika pendidikan dan tantangan masa depan dengan lebih efektif dan efisien, sehingga sekolah dapat berperan lebih optimal dalam meningkatkan mutu pendidikan.

How to Cite:

Fazila, Ida., Sariakin., & Syarfuni. (2024). Total Performance Scorecard Innovation for Improving Educational Quality at SD Negeri 61 Banda Aceh. *Paedagogia: Jurnal Pendidikan*, 13(1), 121-140. <https://doi.org/10.24239/pdg.Vol13.Iss1.533>.



<https://doi.org/10.24239/pdg.Vol13.Iss1.533>

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INTRODUCTION

The government has made various efforts to improve the quality of education in Indonesia. The government has endeavored to enhance and improve the quality of education, including efforts to improve the quality of teachers, students, and educational facilities such as libraries, laboratories, and other equipment facilities.¹ One significant challenge is the insufficient engagement of all stakeholders, such as parents and the local community, in supporting the education process. This lack of involvement can impact student motivation and the overall quality of learning. Furthermore, disparities persist in the quality of

¹ Suprpto, "Peningkatan Kualitas Pendidikan Melalui Media Pembelajaran Menggunakan Teknologi Informasi di Sekolah," *J. Ekon. dan Pendidik.*, vol. 3, no. 1, pp. 34–41, 2012, doi: 10.21831/jep.v3i1.632.

educational facilities and infrastructure, particularly in remote areas where accessibility and support infrastructure are often limited.²

Oktaviani & Putra stated that there are several factors causing uneven improvements in the quality of education, including the implementation of national education policies and operations using an education production function or input-output analysis approach that is not consistently applied. This approach views educational institutions as production centers where, if all necessary inputs are fulfilled in their production activities, they will generate the desired outputs.³ The approach assumes that once educational inputs are fulfilled, educational quality (output) will naturally follow. However, in reality, the expected educational quality does not always materialize. This discrepancy arises because the education production function approach often overly focuses on educational inputs and neglects the educational process. In fact, the educational process significantly influences educational outputs.⁴

According to Siswopranoto, the quality of education consists of a number of attributes or characteristics as described in educational products, thereby implying durability, quality, comfort, usability, utility, and others.⁵ Furthermore, according to Halawa & Mulyanti, the quality of education can be understood as a measure of how well an educational institution succeeds in changing the behavior of its students when associated with educational goals.⁶ Alongside the era of autonomy, democracy processes, and the aspiration for decentralization, the development of quality demands the participation and empowerment of all educational components and the implementation of education as a system. Improving the quality of education within the framework of regional autonomy shifts the direction and paradigm of administration from a centralized pattern to a decentralized educational approach.⁷

Siswopranoto suggests that another factor contributing to low educational quality is distortions in educational management at educational institutions. These

² C. N. Fahmi, E. Nurliza, M. AR, and N. Usman, "Pelaksanaan Supervisi Akademik Dalam Meningkatkan Kompetensi Guru Sekolah Dasar," *J. Serambi Ilmu*, vol. 30, no. 2, p. 104, 2018, doi: 10.32672/si.v30i2.755.

³ N. K. W. Oktaviani and M. Putra, "Motivasi dan Disiplin Kerja Terhadap Kinerja Guru di Sekolah Dasar," *J. Imiah Pendidik. dan Pembelajaran*, vol. 5, no. 2, p. 294, 2021, doi: 10.23887/jipp.v5i2.35146.

⁴ D. E. Myori, K. Chaniago, R. Hidayat, F. Eliza, and R. Fadli, "Peningkatan Kompetensi Guru dalam Penguasaan Teknologi Informasi dan Komunikasi melalui Pelatihan Pengembangan Media Pembelajaran Berbasis Android," *JTEV (Jurnal Tek. Elektro dan Vokasional)*, vol. 5, no. 2, p. 102, 2019, doi: 10.24036/jtev.v5i2.106832.

⁵ M. F. Siswopranoto, "Standar Mutu Pendidikan," *Al-Idaroh J. Stud. Manaj. Pendidik. Islam*, vol. 6, no. 1, pp. 17–29, 2022, doi: 10.54437/alidaroh.v6i1.372.

⁶ A. N. Halawa and D. Mulyanti, "Faktor-Faktor Yang Mempengaruhi Peningkatan Kualitas Mutu Instansi Pendidikan Dan Pembelajaran," *Inspirasi Dunia J. Ris. Pendidik. dan Bhs.*, vol. 2, no. 2, pp. 57–64, 2023.

⁷ Samsu, *Manajemen dan Kepemimpinan Pendidikan*, 1st ed., vol. 01. Jambi: Diandra Kreatif, 2016.

distortions refer to mismanagement in human resources management within schools, including principals, teachers, and students. The school principal plays a crucial role in developing the quality of the school as an educational leader responsible for its enhancement. Teachers are indispensable in education, regardless of the grandeur of school buildings, the availability of comprehensive library books, and other educational facilities. Without teachers, the teaching-learning process cannot occur. Conversely, education can still proceed even in the absence of buildings, books, and other supplies. Students, as clients in the field of education, are recipients of educational services whose satisfaction factors need consideration. The progress of educational quality is evidenced by student outcomes, including satisfaction, enthusiasm for learning, academic performance, and alumni success.⁸

Mulyati emphasizes the importance for schools to implement educational quality management consistently to meet Ministry of Education standards. Educational quality is defined as the alignment between stakeholders' needs and the services provided by educational management.⁹ The philosophical framework of education aims to align school inputs, processes, and outcomes with stakeholder needs, guiding all educational components within institutions. Schools must produce graduates and educational services that effectively meet stakeholder and learner needs. Achieving high-quality graduates and services involves effective management to meet and exceed stakeholders' educational expectations and needs.¹⁰

Siswopranoto underscores that school quality management aims to enhance educational service quality, increase productivity and efficiency in education by improving school performance, and achieve high-quality outcomes aligned with stakeholders' expectations. Internal stakeholders include students, teachers, principals, and other educational staff, while external stakeholders encompass prospective students, parents, government (both central and local), the general public, and specialized communities such as businesses and industries.¹¹

Anwar & Trihantoyo emphasize that school quality management is not about strict rules to be feared, but rather a system of principles, procedures, and processes designed to enhance performance and improve school quality. They stress that educational quality hinges on a management system that consistently pursues improvement and quality enhancement to efficiently increase stakeholder satisfaction. Therefore, effective school quality management involves overseeing all school resources and guiding everyone to perform tasks according to standards

⁸ M. F. Siswopranoto, "Standar Mutu Pendidikan," *Al-Idaroh J. Stud. Manaj. Pendidik. Islam*, vol. 6, no. 1, pp. 17–29, 2022, doi: 10.54437/alidaroh.v6i1.372.

⁹ A. Mulyati, "Peran Kepala Sekolah Dalam Pendidikan," *J. el-Idarab Manaj. Pendidik. Islam*, vol. 8, no. 2, pp. 1–16, 2022, [Online]. Available: <https://journal.parahikma.ac.id/el-idarab>.

¹⁰ A. M. ; editor. N. S. Ridwan Abdullah Sani, Isda Pramuniati, *Penjaminan mutu sekolah*. Jakarta: Bumi Aksara, 2015.

¹¹ M. F. Siswopranoto, "Standar Mutu Pendidikan," *Al-Idaroh J. Stud. Manaj. Pendidik. Islam*, vol. 6, no. 1, pp. 17–29, 2022, doi: 10.54437/alidaroh.v6i1.372.

with enthusiasm, aiming to enhance job implementation. Ultimately, the goal is to produce graduates who meet or exceed stakeholders' expectations.¹²

Lubha, Syaifuddin & Tambak state that the process of educational quality assurance begins with setting standards, procedures, and inputs for a system, while the product of this quality assurance process is the consistency between the standards, procedures within the standard-compliant process, and procedures in the predefined inputs.¹³

Sumeyasa, Sunu & Ariawan emphasize that educational quality assurance entails ongoing evaluation of established standards and procedures. This evaluation assesses not only technical aspects but also measures the effectiveness and efficiency of every aspect of the education system.¹⁴ Continuous evaluation allows both the government and educational institutions to pinpoint areas needing improvement and implement necessary corrective actions to sustainably enhance educational quality. Involving all stakeholders—teachers, students, parents, and the broader community—is crucial in achieving the overarching goal of ensuring quality and equitable education throughout Indonesia.¹⁵

Muspawi, good planning in educational management, as reflected in a strategic plan (Renstra), plays a crucial role in achieving optimal outcomes. Renstra entails a sequence of pre-planned activities aimed at maximizing students' potential through systematic learning using structured principles and methods. This enables educational organizations to make critical decisions that steer them towards realizing their envisioned future goals.¹⁶

Strategic planning is a future-oriented process that includes goal-setting and strategy formulation to align the present with the envisioned future. It hinges on organizational capabilities and environmental factors, guiding resource allocation and strategic decision-making based on priorities.¹⁷ Furthermore, Amrullah (2022) emphasizes that strategic planning in schools is crucial to anticipate and address

¹² A. Wiratman, "Peranan Pengawas Dalam Meningkatkan Mutu Pengelolaan Sekolah Dasar," *J. Konsepsi*, vol. 10, no. 2, pp. 106–112, 2021, [Online]. Available: <https://p3i.my.id/index.php/konsepsi>.

¹³ Lubha, M. Syaifuddin, and S. Tambak, "Supervisi Kepegawaian (Ketenagaan) Pendidikan," *J. Ilmu Multidisiplin*, vol. 1, no. 2, pp. 326–333, 2022.

¹⁴ I. N. Sumeyasa, I. G. K. A. Sunu, and I. P. W. Ariawan, "Evaluasi Pelaksanaan Sistem Penjaminan Mutu...", *J. Adm. Pendidik. Indones.*, vol. 11, no. 2, pp. 75–84, 2020.

¹⁵ N. Nuraini, M. Syaifuddin, and S. Tambak, "Supervisi Hubungan Masyarakat Dalam Membangun Citra Positif Sekolah," *J. Manaj. Pendidik. Dan Ilmu Sos.*, vol. 3, no. 2, pp. 849–856, 2022, doi: 10.38035/jmpis.v3i2.1182.

¹⁶ M. Muspawi, "Strategi Peningkatan Kinerja Guru," *J. Ilm. Univ. Batanghari Jambi*, vol. 21, no. 1, p. 101, 2021, doi: 10.33087/jiubj.v21i1.1265.

¹⁷ S. Andayani, "Metode Penyusunan Rencana Strategis Perpustakaan Perguruan Tinggi," *Libria*, vol. 11, no. 2, pp. 1–10, 2019, [Online]. Available: <https://jurnal.ar-raniry.ac.id/index.php/libria/article/view/5975>.

changes or issues proactively.¹⁸ Addressing these issues requires thorough solutions to prevent long-term or recurring problems. Schools employ various analytical approaches or models to analyze these anticipatory issues, tailored to their specific needs and circumstances.¹⁹

The development of a school's strategic plan ideally involves internal stakeholders, particularly teachers, to provide input on issues within a defined timeframe. However, in Aceh, most schools do not effectively follow this process. Often, the school's vision and mission are determined based on the principal's preferences without clear philosophical values or specific achievement targets to address current challenges. Consequently, goals become ambiguous and fail to align with the school's vision and mission. Implemented programs in schools tend to be ad hoc and do not reference the vision, mission, or objectives outlined in the strategic plan documents.

SD Negeri 61 in Banda Aceh has a strategic plan in place, but its development process has not sufficiently involved teachers and the school committee. As a result, many teachers do not embody the values outlined in the school's vision, mission, and objectives, nor do they align their work with the renstra document. Despite being an A-accredited school and a leading elementary school in Banda Aceh, SD Negeri 61 faces challenges due to management practices that do not fully adhere to the renstra, hindering its progress towards becoming a top school. Evaluations of teachers' and principals' performances aligned with the school's goals have been lacking, as well as capacity-building training to align personal expectations with the renstra. To address these issues, there is a pressing need to develop a strategic plan involving teachers and educational staff. This plan should address immediate issues comprehensively, evaluate past programs thoroughly, and improve future performance by aligning personal expectations with the school's vision, mission, objectives, and programs to optimize outcomes.

Recognizing the importance of strategic planning involving stakeholders and educational personnel, one proposed solution is the implementation of the TPS. The TPS focuses on enhancing performance through an integrated approach encompassing an organization's vision, mission, core values, success factors, objectives, performance measures, targets, and improvement actions. Implementing TPS at SD Negeri 61 Kota Banda Aceh is expected to enhance school quality, foster innovation in education management, and drive continuous improvement and learning.

¹⁸ Amrullah, "Perencanaan Strategis dalam Pendidikan; Urgensi, Pendekatan, dan Proses," *J. Pendidik. Agama Islam*, vol. 1, no. 1, pp. 105–125, 2022.

¹⁹ S. Halimah, R. Retnowati, and Herfina, "Hubungan Antara Kepemimpinan Visioner Kepala Sekolah dan Keinovatifan Dengan Efektivitas Kerja Guru," *J. Manaj. Pendidik.*, vol. 7, no. 2, pp. 825–832, 2019.

Developing a strategic planning model based on TPS is crucial for enhancing education quality at SD Negeri 61 Banda Aceh. This model integrates academic achievement, resource management, operational efficiency, and stakeholder satisfaction into a framework for measuring educational performance. By identifying strengths and areas for improvement systematically, the school can design targeted strategies to achieve ambitious and sustainable educational goals. This approach promotes accountability and cultivates an inclusive, innovative, and high-quality learning environment benefiting students, teachers, and the entire educational community at SD Negeri 61 Banda Aceh.

METHODS

The research method to be used is research and development (R&D). Sugiyono (2019) defines research and development as a scientific method to investigate, design, produce, and test the validity of the resulting product. This study adopts research and development at Level 1, which involves conducting research without proceeding to create a product or conducting external field testing. The research only produces a model design based on internally tested results validated by experts and practitioners.²⁰

This research consists of three stages: preliminary study, Model Development, and Model Testing/Internal Testing. To obtain expert validation, internal testing in this study is conducted through Focus Group Discussions (FGD). The experts involved in internal testing are three Ph.D. holders in management (specializing in leadership or relevant fields). Additionally, internal testing involves two practitioners or users, specifically two school principals previously identified: the principal of SD Negeri 3 Kota Banda Aceh and SD Negeri 6 Kota Banda Aceh.

After revising the model based on inputs and opinions from experts and practitioners through internal testing, the strategic planning model based on the Total Performance Scorecard is considered internally validated. Data sources in this research include school principals, vice principals, teachers, staff, and school committee chairs, considered individuals who have directly experienced or are experiencing the phenomenon under study—school leadership influencing educational quality at the respective schools. Data are obtained through interviews, observations, and document analysis. Data analysis techniques include data reduction, data presentation, and drawing conclusions.

²⁰ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta, 2019.

S. Halimah, R. Retnowati, and Herfina, "Hubungan Antara Kepemimpinan Visioner Kepala Sekolah dan Keinovatifan Dengan Efektivitas Kerja Guru," *J. Manaj. Pendidik.*, vol. 7, no. 2, pp. 825–832, 2019.

RESULT AND DISCUSSION

Understanding the Components of the Strategic Plan

Before collecting data to develop a Strategic Plan based on the Total Performance Scorecard theoretically, researchers explored initial issues in the Renstra creation process. They began by understanding the current understanding of the Strategic Plan held by school members. To achieve this, researchers distributed a questionnaire to evaluate the understanding of the Renstra components by the members of SD Negeri 61 Kota Banda Aceh, with the results below.

Table 1. Understanding of the Respondents Regarding the Strategic Plan

QUESTION	ANSWER	
	YES	NO
Involved in preparing the school's vision, mission, goals, objectives and programs	5	6
Know the school's vision, mission, goals, objectives and programs in strategic planning documents	10	1
Have received socialization about understanding the school's vision, mission, goals, objectives and programs	5	6
Know the school's vision, mission, goals, objectives and programs from:		
a. School website		0
b. Office room		2
c. Strategic Plan Document		0
d. Standing Banners		2
e. Socialization		2
f. Teacher Meeting		3
g. Etc		2

Based on the data, it is known that the majority of the residents of SD Negeri 61 Kota Banda Aceh have minimal involvement in the school's Strategic Plan (Renstra) development process. Only 5 out of 11 respondents (44.45%) were involved in formulating the Renstra, while the rest were not involved. However, the majority of respondents (90.90%) are aware of the vision and mission or other components of the Renstra, although only a small portion is unaware. Knowledge about the components of the Renstra is mostly obtained from standing banners (18.18%) or notices on the school walls, which only mention the vision and mission without objectives, targets, and school programs. The rest obtain information from the office space (27.27%), direct socialization (18.18%), faculty meetings (27.27%), and other sources (36.36%). This variety of methods indicates that the Renstra has not been comprehensively socialized by the school. Only 18.18% of respondents feel they have received socialization about the school's Renstra, indicating a low understanding among school residents about the Renstra

at SD Negeri 61 Kota Banda Aceh. This suggests that the school's strategic planning may not meet the expectations of the school community.

Analysis of Strategic Plan Components of SD Negeri 61 Banda Aceh City

This data was obtained from one of the administrative staff at SD Negeri 61 in Banda Aceh and from the school's strategic plan documents. These official documents encompass the school's vision, mission, goals, and the strategic action plan developed by the school. They serve as the primary source for understanding the school's focus and strategic direction.

Vision

The vision of SD Negeri 61 Kota Banda Aceh reflects awareness of advancements in science, technology, and globalization's challenges in the information era. It aims to respond to community and parental education awareness as both an opportunity and a future challenge. The vision strives to produce high-quality graduates who are faithful and devout to the One Almighty God, embodying moral aspirations for the future. However, the survey indicates that the vision formulation process is conducted internally without considering the aspirations of the school community. While motivating policymakers, it lacks a timeframe and clear strategy for achieving objectives, such as realizing quality education with an Islamic nuance or developing skilled professionals. Some language in the vision isn't directly translatable into measurable goals, suggesting a focus on aspirations rather than actionable outcomes.

Mission

The mission of SD Negeri 61 Banda Aceh, derived from its vision, aims to achieve several key objectives: first, enhancing the quality of human resources through continuous development and improvement; second, fostering intelligence in science and technology rooted in faith and piety; third, nurturing students' creativity to foster independence in science, technology, and religious morality for both present and future contexts; and fourth, developing environmental facilities to ensure a clean and comfortable learning climate. However, there appears to be a discrepancy between the school's visionary emphasis on moral education and technological advancement and the mission's lack of explicit details on technology development, leaving this aspect somewhat ambiguous. A mission statement should articulate specific strategies to realize the vision, providing a foundation for setting priorities, planning, and assigning responsibilities within the school community. Aligning the mission statement closely with the vision is essential to effectively achieve long-term educational goals. To formulate a robust mission statement, SD Negeri 61 Kota Banda Aceh should address fundamental questions about its identity, core activities, focus areas, their significance, and the allocation of resources to support these objectives. This approach will help the school create a clear, precise, and purposeful mission statement that effectively supports its overarching vision.

Objective

SD Negeri 61 Kota Banda Aceh has outlined strategic objectives across key areas based on its strategic plan document. Firstly, in Curriculum and Learning Packages, the school aims to enhance curriculum quality and adopt competency-based learning approaches to improve learning standards and build public trust, with a focus on robust evaluation processes. Secondly, in Organization and Management, plans include restructuring to meet current needs, developing strategic and operational plans, implementing management information systems, and ensuring accountability through performance reports. Thirdly, Human Resources efforts aim to meet staff needs and enhance their professionalism, emphasizing skills in languages and technology to empower all educational personnel. Fourthly, Facilities and Infrastructure upgrades are targeted to optimize usage and maintenance of educational facilities for long-term functionality. Fifthly, in Financing, diversification of funding sources and efficient fund management support sustainable development goals. Sixthly, student-focused initiatives include improving admissions processes, enhancing educational quality, and tracking graduate progress. Seventh, Community Participation is pivotal, aiming to engage stakeholders in school development. Lastly, enhancing School Environment and Culture involves improving physical aesthetics and fostering a supportive climate. However, alignment with the school's vision and mission remains a challenge, highlighting the strategic plan's current role as supplemental to accreditation requirements rather than fully integrating into the school's overarching performance framework.

Target

The strategic planning document of SD Negeri 61 Kota Banda Aceh outlines comprehensive objectives across critical areas. These include enhancing the curriculum to support competency-based learning and improve learning quality through innovative approaches and effective evaluation methods. The priorities in organization and management focus on establishing an adaptive structure, developing strategic and operational plans, maintaining updated information systems, and ensuring effective school management and accountability. Human resources goals aim to meet staff needs, enhance digital skills, and empower staff professionally. Goals for facilities and infrastructure include providing adequate resources and optimizing their use, while financial efforts target increasing funding sources and improving management efficiency. Student affairs priorities involve managing admissions, fostering positive attitudes, enhancing graduate quality, and improving tracking mechanisms. Community participation aims to increase involvement in school development and enhance human resources. Lastly, goals for school environment and culture include improving aesthetics, promoting a conducive learning atmosphere, fostering unity, and enhancing moral guidance. These objectives are designed to achieve specific outcomes within a 3 to 5-year timeframe, emphasizing alignment with the school's vision, mission, and values. However, there are identified

weaknesses in integrating these components, particularly in thoroughly analyzing internal and external factors affecting the vision and mission, and fully capturing community aspirations. While the objectives meet national standards, better alignment with local contexts and specific school needs is necessary. Effective strategic analysis and integration are essential to ensure each element reflects the unique ethos of SD Negeri 61 Kota Banda Aceh while meeting educational standards.

DISCUSSION

The Theoretical Model Design of School Strategic Planning Based on Total Performance Scorecard

The analysis identified several challenges in formulating Strategic Planning at SD Negeri 61 Kota Banda Aceh. These include low involvement from the school community, with few teachers and department heads participating, leading to a lack of understanding and alignment with the school's vision and mission. Additionally, the strategic plan document needs better synchronization between vision, mission, goals, objectives, and work programs. To address these issues, researchers and school authorities convened a meeting on May 3, attended by 11 teachers and administrative staff, including the Headmaster. The meeting emphasized the urgency of strategic planning for the school and stressed the importance of using the Total Performance Scorecard (TPS) approach to enhance understanding of the strategic plan document.

Card 1 Individual Personal Balanced Scorecard

SC1		Individual PBSC	
Identitas			
Name :		Filling Date:	
Position :		Signature:	
Classroom teacher :			
Course :			
Personal Vision			
Personal Mission	1.	3.	
	2.	4.	
Key Role	1. As a teacher/educator: 2. As Husband / Wife 3. As a Parent: 4. As Yourself:		

The meeting discussed formulating the Personal Balanced Scorecard (PBSC) involving all school community members at SD Negeri 61 Kota Banda Aceh. PBSC will be the foundation for developing the Organizational Balanced Scorecard (OBSC) in each class. OBSC is crucial for setting the school's vision, mission, key roles, success factors, goals, performance measures, targets, and actions for quality improvement. The process includes defining personal visions and missions for educators and personnel, identifying key success factors, and setting goals and performance measures across financial, customer, internal

processes, and learning and growth perspectives. This framework aims to align organizational strategies with individual goals. The next steps involve formulating OBSC, cascading it into scorecard sections, and integrating it with individual performance plans to enhance strategic planning at SD Negeri 61 Kota Banda Aceh.

Apart from later giving these cards to each teacher and education staff at SD Negeri 61 Banda Aceh City. The PTK was also given four other cards according to their perspective for each aspect, namely financial aspects, customer aspects, internal process aspects and learning and growth aspects. The scorecard for each of these aspects can be designed as follows:

First, Individual Financial Perspective. This aspect is intended to answer the question "how do we look to providers of financial resources?". This component focuses on how well the school as an organization translates operational results into financial prosperity.

Card 2 Determining Factors Based on Financial Perspective

SC 2		Individual Financial Perspective		
Identity				
Name :		Filling Date: Signature:		
Position :				
Class :				
Course :				
Determining Factors of Personal Success	Personal Goals	Personal Performance Benchmarking	Personal Targets	Personal Improvement Actions

Excellence in the financial sector is expected to guarantee the prosperity of school resources, the effective use of funds and the continuity of the educational process. Through excellence in the financial sector, a school can realize three other perspectives, namely customer aspects, internal processes and learning and innovation.

Second, Customer Perspective. This aspect is intended to answer the question "how do customers see us?". This component shows whether an institution carries out activities and achieves results according to customer expectations.

Card 3 Determining Factors Based on Customer Perspective

SC 3		Community (Personal) Perspective		
Identity				
Name :		Filling Date: Signature		
Position :				
Class :				
Course :				
Determining Factors of Personal Success	Personal Goals	Personal Performance Benchmarking	Personal Targets	Corrective action

Students play dual roles as consumers and investors in their education. As consumers, they deserve access to quality educational services. As investors, they expect future returns in the form of effective education and career opportunities. The success of a school hinges on meeting these expectations, which indicates a dynamic system capable of producing graduates with successful placements. This requires maintaining instructional quality, supporting academic activities, and fostering positive relationships between the school and students' guardians.

Third, Internal Process Perspective. This aspect is intended to answer the question "at what should we excel?" The components in this aspect focus on internal processes, where an institution must achieve results according to customer expectations.

Card 4 Determining Factors Based on Community Perspective

SC 4		Internal (Personal) Process Perspective		
Identity				
Name	:			Filling Date:
Position	:			Signature
Class	:			
Course	:			
Determining Factors of Personal Success	Personal Goals	Personal Performance Benchmarking	Personal Targets	Corrective action

Just like business entities, schools also need to identify the most important processes that are manifested in educational services according to customer expectations. The most important process is based on the school's efforts to provide guarantees for the quality of the Teaching and Learning Process (PBM) and the quality of PBM supporting equipment. In its implementation, the services that have been designed are then implemented cost-effectively.

Fourth, Learning and Growth Perspective. This aspect is intended to answer the question "can we continue to improve and create value?". This aspect component focuses on sustainability in order to guarantee and improve its ability to satisfy customers.

Card 5 Determining Factors Based on Learning and Growth Perspective

SC 5		Learning and Growth Perspective (Personal)		
Identity				
Name	:			Filling Date:
Position	:			Signature
Class	:			
Course	:			
Determining Factors of Personal Success	Personal Goals	Personal Performance Benchmarking	Personal Targets	Corrective action

To operate internal processes in order to produce services that have value for students, schools need productive and committed personnel. Productivity is determined by personnel competency and the availability of infrastructure needed to carry out internal processes. Personnel commitment is determined by the quality of the work environment built in the school. This is realized through communication, appreciation and support from the school for individuals from the highest positions to the lowest. Together with one of the teachers at SD Negeri 61 Banda Aceh City, the researchers invited them to create a simulation of filling out the card above, including:

Simulation of Determining Factors Based on Financial Perspective

Identity		Perspektif Keuangan Individu		
Name	: Maulidia	Filling Date: Signature		
Position	: Teacher			
Class	: II			
Course	: -			
Determining Factors of Personal Success	Personal Goals	Personal Performance Benchmarking	Personal Targets	Corrective action
Welfare increases from a financial perspective	Welfare increases	Increased welfare	At least 5% of salary	Always try to be active at school, creating opportunities to increase income by helping school businesses
	Can help school entrepreneurs	The greater the profits from school entrepreneurship, the higher the income of the people involved	Depends on the amount of work the school does	Always try to increase your ability to work so you can contribute to school entrepreneurship
	There is a strong system in schools that encourages an increase in PTK income other than salaries	There are a lot of procedures involved in earning a lot of additional income	Depends on school policy	Work well and provide profits through school efforts and school collaboration with the business world

Opinions will be collected on the entire results of the PTK Personal Balanced Scorecard and there will be many intersections for the common good. So that later it will produce general conclusions which are then formulated in the OBSC for each department including the Administration section and adaptive teachers (teachers in each department).

In formulating OBSC, the first step is determining the mission, vision, critical success factors and core values. Mission and vision show what the organization represents, the reason for its existence, its main targets, the goals to be achieved and the methods to be used. The scorecard used in OBSC has the

same structure as PBSC, only the scope of OBSC is larger, namely the Department or Administration section as well as general at the school level.

Thus, before aligning PBSC with OBSC, the principal and Head of TU created an OBSC for each class teacher. In this case, the principal is considered to represent the adaptive teachers who teach in each class. Each teacher and Administration each fills in two scorecards, namely (1) OBSC which contains Vision, Mission, TU, and (2) OBSC which contains Perspectives on Financial aspects, Internal aspects and Knowledge and Learning aspects.

The Organizational Balanced Scorecard design for each class of researchers is as follows:

Card 6 Organizational Balanced Scorecard Section

SC 6		OBSC Class
Identity		
Class :		Filling Date: Signature:
Headmaster :		
Class Vision		
Class Mission	1. 2.	
Key Role	1. As a Class Teacher 2. As a Team	

Card 7 Organizational Balanced Scorecard per Perspective

SC 7		OBSC Section
Identity		
Sections :		Filling Date: Signature
Person responsible :		
Perspective	Determining Success Factors	Strategic Objectives
Finance		
Customer		
Internal Process		
Knowledge and Learning		

Each educator and educational staff have created their own Personal Balanced Scorecard. The principal and head of administration can form small groups to analyze the responses generated from these PBSCs, resulting in intersections of responses from teachers and the frequency of these responses. The Head of SD Negeri 61 Kota Banda Aceh also completes the Organizational Balanced Scorecard for the school and strategic objectives per perspective. The design of the school card to be completed by the Principal is as follows:

Card 8 Organizational Balanced Scorecard of School

SC 8		OBSC of School	
Identity			
Name :		Filling Date: Signature	
Position :	Headmaster		
School Vision			
School Mission	1. 2. 3.		
Key Role	1. As Principal 2. As a Team		

Meanwhile, the second OSBC which covers all aspects is designed as follows:

Card 9 Organizational Balanced Scorecard School per Perspective

SC 9		OBSC School	
Identity			
Name :		Filling Date: Signature:	
Position :	Headmaster		
Perspective	Determining Success Factors	Strategic Objectives	
Finance			
Customer			
Internal Process			
Knowledge and Learning			

The results from the Organizational Balanced Scorecard Section, agreed upon through discussion processes, are then aligned during focus group discussions at the education stakeholders' level of SD Negeri 61 Kota Banda Aceh. At this stage, it is advisable for the school committee to be involved in these FGDs, ensuring that the formulation of strategic planning results in a more comprehensive manner. In addition to aligning OBSC sections with the school OBSC, the FGD will identify strengths, weaknesses, opportunities, and challenges for SD Negeri Kota Banda Aceh.

The results of this study align with the research conducted at SMK Guna Dharma Nusantara Cicalengka, which found that the implementation of the Balanced Scorecard (BSC) significantly contributes to improving educational quality. This study demonstrates that the application of BSC enables schools to more effectively monitor and evaluate various aspects of educational performance comprehensively. By using BSC, schools can set clear strategic objectives, measure the achievement of these goals through various performance indicators, and adjust strategies based on evaluation results. This positively impacts the enhancement of educational quality by facilitating more structured and data-driven management. These findings are consistent with our research results, which also indicate that the use of a comprehensive evaluation system like BSC can improve school management and operational processes, enhance learning effectiveness, and support better educational development.²¹

The research explores how integrating TPS into strategic planning at SD Negeri 61 Kota Banda Aceh can enhance education management. It proposes a model that incorporates Balanced Scorecard, Total Quality Management, Competence Management, and Kolb's Learning Cycle theory. This approach aims to improve school performance by aligning goals, objectives, roles, and performance measures, which will be detailed in subsequent strategic planning sessions. Challenges include diverse stakeholder interests hindering inclusive planning, despite efforts to foster ownership and accountability among the school community. The study highlights the need for educational personnel to actively engage in decision-making to ensure sustainable school activities aligned with unique school characteristics and needs.

²¹ T. Novia, K. Budiman, D. Suprihadi, and ..., "Implementasi Balance Score Card Dalam Peningkatan Mutu Pendidikan Di SMK Guna Dharma Nusantara Cicalengka Pasca Pandemi Covid-19," *al-Afkar, J. ...*, vol. 6, no. 2, pp. 255–265, 2023, doi: 10.31943/afkarjournal.v6i2.579.

CONCLUSION

Based on the research and development conducted, the researcher drew several important conclusions regarding the formulation of the strategic plan at SD Negeri 61 Kota Banda Aceh. Firstly, the current components of the school's strategic planning do not fully meet theoretical standards and exhibit a lack of synchronization among its elements, indicating minimal involvement of the school community in this process. Secondly, the theoretical model of strategic planning based on Total Performance Scorecard involves all educational personnel in filling out Personal Balanced Scorecards and administrative staff in completing Organizational Balanced Scorecards. Discussions involving the School Working Group, school supervisors, and the school committee through FGD resulted in a SWOT analysis to formulate the school's vision, mission, objectives, targets, key roles, strategies, and programs for the next five years. Thirdly, the application of this model will occur after operational and theoretical validation in the field, with a plan to develop a TPS-based strategic plan in 2028, indicating a progressive step toward a more integrated strategic plan to meet future educational challenges.

The implications of this research underscore the importance of strengthening the strategic planning process at SD Negeri 61 Kota Banda Aceh to better align with theoretical standards and integrate its elements more effectively. Increased active participation from all school stakeholders, including teachers, supervisors, and the school committee, is expected to enhance understanding and acceptance of the strategic plan, ensuring that the school's vision, mission, objectives, and strategies truly reflect the needs and expectations of all stakeholders. Furthermore, implementing the Total Performance Scorecard as a strategic planning model could serve as an innovative approach to ensure that the school not only meets national standards but also effectively addresses the dynamics of education and future challenges in a more efficient manner.

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