

Realizing Synergy in Educator and Education Personnel Performance Through Integrated Planning Process

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ABSTRACT

Quality education is highly dependent on the synergy between educators and education personnel. This article discusses the importance of integrated planning in realizing effective cooperation between the two in the educational unit environment. With a descriptive qualitative approach, this study highlights how communication, collaboration, and shared commitment become the foundation in designing school work programs that are oriented towards improving the quality of education. The results of the analysis show that planning that actively involves both elements can minimize role conflicts, strengthen the efficiency of program implementation, and increase performance accountability. These findings recommend the need for a collaborative work culture, transparency of planning, and active involvement of all school elements in the decision-making process as the key to the success of school-based management. This study provides empirical contributions in developing collaborative school-based management practices. Further research is recommended to explore synergy models in different school contexts, and examine the effectiveness of technical interventions to strengthen participatory planning culture in educational environments.

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INTRODUCTION

Education is a fundamental aspect in human resource development (Febriyanti et al., 2022). Through quality education, competent individuals who are capable of competing in facing global challenges will emerge. The quality of education is not only determined by the learning process in the classroom, but also greatly depends on the synergy between educators and education personnel (Ministry of Education and Culture of the Republic of Indonesia, 2014). Educators, consisting of teachers and lecturers, have the main responsibility in managing the teaching and learning process, developing student competencies, and achieving educational goals. However, these achievements cannot be realized optimally without the support of education personnel, such as principals, administrative staff, laboratory technicians, and librarians, who also play important roles in supporting the effectiveness of educational delivery.

One key to strengthening cooperation between educators and education personnel is through integrated planning. This planning ensures that all school elements have the same vision, mission, and goals from the beginning, so as to create integration in the management of educational programs (Prasodo, 2020). Several studies show that non-integrated planning often causes desynchronization between established policies and field implementation. This can impact the decline in educational service quality and hinder the development of school institutions.

Synergy between educators and education personnel is not sufficient to be built only through daily communication, but must be realized in the form of systematic collaboration, including in preparing and implementing school work programs (Kusnadi, 2019). Lack of collaboration and disproportionate role distribution can cause various problems, such as inefficient time management, limited facility utilization, and obstacles in achieving the vision and mission of educational institutions.

The utilization of digital technology can be a strategic alternative in supporting the integrated planning process. Through a technology-assisted school-based management approach, all school elements can be interconnected and coordinate effectively (Syarnubi, 2019). In addition, digital systems also enable real-time performance monitoring and evaluation, so that decisions made are more data-based and accurate (Nuraini, 2020). Technology integration in educational management is not just a complement, but part of a strategic transformation toward educational institutions that are adaptive to developments of the times.

Thus, in the context of educational management, synergy between educators and education personnel becomes an important element in improving work effectiveness and achieving educational goals. Integrated planning is believed to be an effective approach to overcome policy and implementation desynchronization and improve the efficiency of school resource utilization. However, its implementation still faces various challenges, such as low planning literacy, lack of coordination, and technological limitations. Therefore, in-depth study is needed to explore how synergy between educators and education personnel can be built through concrete and sustainable integrated planning.

The purpose of this research is to comprehensively examine how synergy between educators and education personnel can be built through an integrated planning process. This research also aims to identify the influence of such synergy on the performance of educational institutions and reveal various challenges and solutions in its implementation.

RESEARCH METHODS

This research uses a descriptive qualitative approach, which aims to understand in depth the phenomenon of synergy between educators and education personnel through integrated planning processes in the context of school management. This approach was chosen because it aligns with the research objectives that want to explore processes, meanings, and dynamics of collaboration between school personnel naturally and contextually (Sugiyono, 2019).

The research design used is a qualitative field study, conducted at one of the State Junior High Schools (SMPN) in Palembang City. Research subjects consist of educators (teachers), education personnel (principals and administrative staff), who were purposively selected based on their active involvement in school program planning.

Data collection techniques were conducted through in-depth interviews, participatory observation, and documentation. Interviews were used to explore participants' experiences and views on synergy practices and integrated planning. Observations were conducted on school planning meetings and coordination activities. Documentation includes analysis of planning documents, meeting minutes, and other supporting documents (Prasojo, 2020)(Kusnadi, 2019)(Nuraini, 2020).

To maintain data validity, source and method triangulation techniques were used, as well as cross-checking between informants. The collected data was analyzed using content analysis techniques, consisting of data reduction processes, data presentation, and conclusion drawing. In this way, researchers can comprehensively reveal the patterns of cooperation formed and the obstacles that arise in implementing integrated planning in schools.

FINDINGS AND DISCUSSION

Synergy is a condition or process of cooperation between two or more parties that produces effects or results that are greater and more effective compared to if each works separately. In the educational context, synergy refers to harmonious cooperation between teaching staff (teachers/lecturers) and education personnel (administrative staff, principals, laboratory technicians, etc.) in order to support and improve the quality of education, including in the process of planning,

implementation, and evaluation of educational programs. For example, in preparing the School Work Plan (RKS), teachers convey learning needs and academic achievements, while education personnel manage budgeting and logistics. Synergy occurs when both parties work together actively and coordinatedly to produce planning and realization (Permendikbud, 2018b).

Various levels of synergy are realized in the planning process in each school. In schools that have good integrated planning, collaboration between teaching and education personnel is very close. They work together in designing educational programs, arranging schedules, and managing available resources to support the success of the learning process (Nuraini, 2020).

Teaching staff are those who directly carry out the tasks of educating, teaching, guiding, directing, training, assessing, and evaluating students. Examples are teachers and lecturers. Education personnel are those who perform non-teaching tasks but support the running of education, such as principals, administrative staff, librarians, laboratory technicians, and others. Educational planning is a systematic process in determining the direction and strategic steps of educational management to achieve established goals, covering aspects of curriculum, facilities and infrastructure, management, financing, and evaluation (Permendikbud, 2005).

Integrated planning is a planning process that involves all school elements systematically and synergistically in determining policy direction, objectives, strategies, and school programs (Sallis, 2012). Its main purpose is to unite the school's vision and mission in one continuous and measurable plan.

The importance of synergy in integrated planning includes:

1. Program Efficiency and Effectiveness: Good collaboration between teaching and education personnel ensures that every program or activity planned truly supports learning and school operational needs (Kemendikbud, 2020b).
2. Information Integration: Teachers as curriculum implementers and education staff as administrative managers exchange important information in developing realistic and data-based programs (Permendikbud, 2018b).
3. Increased Accountability: With synergy, the responsibilities and tasks of each party become clear. This increases accountability and transparency in educational program management (Kemendikbud, 2020c).
4. Participatory Decision Making: Synergy encourages active participation from all school members, including teachers and staff, in strategic decision-making processes, not just administrative decisions (Kemendikbud, 2020c).

Implementation of Synergy in Planning

To create synergy in integrated planning, several strategies can be implemented:

1. School Planning Conference (MPS): A joint discussion forum between teachers and education personnel to develop and evaluate school programs.
2. School Development Team (TPS): Formed to design the school's strategic plan by involving all educational components.
3. Use of School-Based Data: Data from teachers (e.g., student learning outcomes) and education personnel (e.g., financial reports, facilities and infrastructure conditions) are combined as the basis for comprehensive planning (Sallis, 2012).

Strategies such as School Planning Conference (MPS), formation of School Development Team (TPS), and use of school-based data show that effective educational planning cannot be done individually, but through collective and evidence-based approaches. The synergy created from collaboration between educators and education personnel becomes key to producing realistic, measurable, and relevant plans to school needs.

School Planning Conference (MPS) functions as a democratic communication forum, which not only unites opinions, but also strengthens shared responsibility for program success. This forum is important to prevent top-down and less contextual planning.

The influence of integrity performance of teaching and education personnel is very significant and covers various aspects, both in learning processes, services, and management in educational environments. The influences of integrated planning for educators and education personnel include:

Improved Coordination and Collaboration: With integrated planning, both teachers and administrative staff have the same understanding of the school's vision, mission, and goals. This creates better collaboration in program implementation. According to Mulyasa, participatory educational planning increases the sense of ownership and responsibility of teaching and education personnel toward school program success (Mulyasa, 2013).

Motivation and Job Satisfaction: When planning involves all parties, especially teachers and staff, they feel valued and have real contributions to school development. This has a positive impact on motivation and job satisfaction. Research by Wahyudi in the Journal of Educational Management found that teacher involvement in school planning significantly increases their performance by 28% (Wahyudi, 2019).

Targeted Decision Making: Data-based planning from various school units enables more accurate and relevant decisions to actual needs, improving work program implementation efficiency (Kemendikbud, 2020a).

Strengthened Accountability: Because there is documented and jointly agreed planning, performance evaluation becomes more objective and directed (Permendikbud, 2018a).

Both aspects—data-based decision making and strengthened accountability—are important foundations in creating professional school governance oriented toward quality improvement. Schools that can utilize data optimally will be more responsive to the dynamics of student and environmental needs. On the other hand, strong accountability not only promotes transparency, but also builds public trust in educational institutions. Thus, synergy between educators and education personnel in the planning process is not just about technical coordination, but also forms a structured, participatory, and responsible work culture.

Synergy between teaching and education personnel is very important in realizing effective and efficient educational goals. Schools that successfully build strong synergy have higher success rates in achieving their educational goals. This aligns with previous research showing that good collaboration between teachers and administrative staff can improve educational quality (Kusnadi, 2019). In this case, integrated planning functions as a connector that unites teaching and education personnel in achieving common goals. Without clear and structured synergy, the planning process will be hampered, and educational quality can be negatively affected.

After planning is implemented, it is important to conduct periodic evaluation and reflection. This is done to determine the extent to which established goals are achieved, and to identify obstacles or barriers that arise. This evaluation also provides opportunities to make improvements and strategic adjustments if needed, so that synergy between teaching and education personnel is maintained.

Integrated planning is a strategic approach in school management that aligns all educational resources and components (teaching staff, education personnel, facilities and infrastructure, finance, and curriculum) in one comprehensive planning system. Although very ideal for improving educational quality, its implementation faces various challenges.

Many teaching and education personnel do not yet fully understand the basic principles of integrated planning, such as data-based, collaborative, and quality-oriented approaches. Low managerial and planning literacy is the main cause of suboptimal school management (Suryosubroto, 2009).

Low School Stakeholder Participation: Planning is often only done by principals or small teams, without involving teachers, staff, school committees, and parents. This reduces sense of ownership and commitment in implementing the plan. Based on research by Mulyasa, schools with low teacher participation in planning show low implementation of school programs as well (E. Mulyasa., 2013).

Teaching and education personnel often work in silos (separately) without good coordination, making integrated planning difficult to realize. For example, academic plans are not aligned with budgets or facilities and infrastructure conditions.

Limited Accurate and Current Data: Integrated planning requires valid, reliable, and up-to-date data. Many schools still rely on manual data or do not conduct school self-evaluation (EDS) regularly and thoroughly. Permendikbud No. 63 of 2013 mandates that educational planning must be

based on school self-evaluation data.

Limited HR Capacity in Planning and Evaluation: Education personnel, such as administrative staff or school treasurers, often do not yet have technical skills in preparing data-based RKS/RKAS or evaluating program achievements (Mulyasa, 2013).

This problem shows that although synergy between educators and education personnel has been attempted, competency gaps remain the main obstacle in practice. The unpreparedness of education personnel in planning and evaluation aspects causes decision-making processes to become less optimal and risk being inaccurate. Additionally, weak understanding of data use and performance indicators makes reports and program analyses tend to be merely administrative, not based on actual achievements.

Therefore, strengthening HR capacity through technical training, mentoring, and development of digital support systems becomes an urgent need so that planning and evaluation can truly reflect school needs and potential comprehensively.

Without a strong monitoring system, plan implementation often does not match what has been designed. This causes failure to achieve targets or even budget waste. Sallis (2012) states that educational quality management systems require consistent cycles of planning, implementation, evaluation, and follow-up.

Principals who are not visionary or do not have good managerial capacity often fail to lead the planning process inclusively and sustainably. Policy changes from the center or education offices often affect plans that have been prepared, such as sudden curriculum changes or budget regulations (Mulyasa, 2013).

Challenges in implementing integrated planning for educators and education personnel often arise due to various factors, but there are several alternatives or solutions that can be implemented through systematic and collaborative approaches such as (Sallis, 2012):

1. Regular training on school management and strategic planning for teachers and staff
2. Implementation of School Self-Evaluation (EDS) regularly and data-based
3. Strengthening the School Development Team (TPS) as the motor of collective planning

Overall, implementing synergy in integrated planning will impact improving school management effectiveness, strengthening collaborative culture, and achieving sustainable educational quality.

CONCLUSION

This research shows that integrated planning is an important strategy in strengthening participatory and quality-based school management. The main findings indicate that synergy between teaching and education personnel built through collaborative planning processes can improve coordination, program relevance, and accountability in implementing school activities. Active involvement of both elements not only reduces potential role conflicts, but also accelerates the achievement of comprehensive learning objectives.

Nevertheless, the process of implementing integrated planning still faces real challenges, such as low stakeholder participation, limited data utilization, suboptimal human resource capacity, and weak monitoring and evaluation systems. Therefore, strengthening managerial capacity through training, optimizing the role of School Development Teams (TPS), using integrated educational information systems, and adaptive and visionary principal leadership are needed.

This study provides empirical contributions in developing collaborative school-based management practices. Further research is recommended to explore synergy models in different school contexts, and examine the effectiveness of technical interventions to strengthen participatory planning culture in educational environments.

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