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## IMPLEMENTATION OF THE CRITICAL PATH METHOD (CPM) IN EDUCATIONAL PLANNING

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### Abstract

This study aims to describe the application of the Critical Path Method (CPM) technique in educational planning at SD Negeri 101777 Saentis. This study uses a qualitative approach with a descriptive method, to explain the approach and method applied in the form of CPM techniques in educational planning. Obtaining data through observation techniques, interviews and document studies. The research data analysis technique uses data reduction (sorting), data presentation and conclusion drawing. Then, the data will be declared valid after being tested with data triangulation techniques, in the form of checking the data sources and data acquisition methods. The results of this study conclude that the empowerment of human resources (HR) and budget allocation for program financing at SD Negeri 101777 Saentis implement CPM effectively as an effort to prioritize and schedule madrasa programs in a measurable and precise manner. Supporting this, the madrasah also collaborates with various elements of society in assisting education planning at SD Negeri 101777 Saentis, starting from collaboration with non-governmental organizations (NGOs) and government institutions.

**Keywords:** Educational Planning, CPM Technique.

### INTRODUCTION

Planning is one of the 4 (four) other basic principles of management, namely implementation, monitoring and evaluation. As an initial stage in the context of education, planning functions to guarantee the quality of the institution, as well as the achievement of educational goals effectively and efficiently (Fadhli, 2016: 103-113). Furthermore, planning is perceived as an orientation and vision of the future that is conceptualized within the framework (work program) of activities and actions that must be carried out

by every human resource in the future. That is, planning is closely related to evaluating the past, predicting the future, and implementing it in the present.

Planning presents the concept of reference for educational programs systematically with various alternative choices. The preparation of planning concepts is rational in relation to efforts to answer educational needs in the future, starting from what to do, who will carry out certain tasks, when to carry out tasks, regarding what should be prioritized from various existing problems, and how to implement the concept that has been agreed upon together (Lazwardi, 2017: 119-125). Thus, the educational process will be carried out effectively and efficiently, and the quality displayed by the institution will be in accordance with efforts to meet the needs and demands of society.

According to Marlina (2017), planning is closely related to the concept of the future, in the form of concrete work programs, has standardized implementation procedures, and is oriented towards educational goals. In this context, the field of management has opened opportunities and authorities for education providers to implement all management functions according to the institution's creativity and local wisdom, including aspects of the educational planning function. This is in line with the complexity of educational problems faced by the accelerated development of technology, thus requiring measurable and systematic management concepts.

Educational planning based on the CPM (Critical Path Method) technique is important to apply in the world of education, as a guide in the steps for implementing institutions (Nurdin, 2019). In addition to trying to make all learning programs effective, through the CPM technique it can also be an effort to determine the priority scale of madrasa activities or work programs (Dinata, 2018). Technically, the CPM technique can assist madrasah leaders and stakeholders in finding scheduling for the implementation of a program (deadline), so that estimates of workmanship and timeliness can be measured (Suriyana, 2020: 33-45).

CPM-based educational planning is the main reminder of the implementation of an educational program. Where, the planning becomes the main benchmark in a program or activity framework, so as to minimize errors and matters that deviate from the original plan (Hariawan, 2021: 421-428). For this reason, appropriate CPM approaches, methods and techniques are needed in determining the concept of educational planning. Furthermore, these efforts are oriented towards fulfilling the answers and demands of the community in dealing with the complexities of changes and dynamics of madrasas.

The concept of planning in education ensures that the development of madrasah quality is carried out effectively and efficiently (Zen, 2016). Through planning, educational programs become integrative to be implemented according to the stage of implementation of the planned program. The comprehensiveness of a plan will also guide the performance of madrasa managers in achieving the success of educational goals (Hidayat, 2016). Thus, the aim of education in bringing benefit and developing the quality of human resources will be realized according to the common target.

Education that is planned in an integrative manner, shows the optimal efforts of education providers in determining the programs needed by students and the community (Kholili & Fajaruddin, 2020: 53-69). On this basis, madrasa managers are required to determine these programs based on official policy regulations or madrasah internal policies (Thoha, 2017: 169-182; Alfiansyah, et.al., 2020: 52-67). Thus, the entire program is not only regulated or agreed upon verbally, but becomes a collective agreement that has developed implementation concepts and procedures, up to assessments and indicators of success.

The dynamics of change in the field of education requires that the madrasa immediately improve by starting with an integrative educational plan (Sulaeman, 2018). The preparation of CPM-based educational planning assists the madrasa in making decisions regarding learning objectives in madrasahs. In fact, the implementation timeframe is also limited, so that the efficiency aspects of a program are well planned. Thus, the madrasa can objectively understand what is needed by the madrasa to improve the quality and development of madrasah human resources.

In fact, academic studies on educational planning and the Critical Path Method (CPM) have been investigated from various scientific perspectives. Among them discussed the aspect of achieving the performance of the madrasa head (Cahyani, et.al., 2021: 16-22), improving school quality (Luthfiyani & Permana, 2022: 153-158), the concept of educational planning through a normative approach and historical studies (Suja 'i, 2019), the implementation of Islamic education planning (Hakim, 2021: 231-239), the urgency of educational planning in Islamic educational institutions (Sahnan, 2017: 142-159; Miftachurrohman & Atika, 2018: 473-480), educational planning Contemporary Islam (Aminuddin & Kamaliah, 2022: 56-64), planning strategy as the development of Islamic education (Nuryasin & Mitrohardjono, 2019: 77-84), planning of Islamic education in Islamic studies institutions (Yunus, 2015), urgency of post-pandemic education planning

Covid-19 (Akhmad, 2021: 219-230), as well as a study of the foundations and principles of Islamic education planning (Nuraeni & Mujahidin, 2021: 104-121)

Observing the literature review above, it is understood that educational planning has been widely studied from various scientific aspects, but has not included studies on the use of the Critical Path Method. For this reason, researchers are trying to deepen the study which is summarized in the title, "Application of CPM Techniques in Educational Planning at SD Negeri 101777 Saentis". Through this research, it is hoped that it can become a reference for future researchers in developing effective and efficient educational programs assisted by the Critical Path Method, so that the program implementation framework can identify patterns, funds, and implementation timelines.

## **RESEARCH METHODS**

This study uses a qualitative approach with a descriptive study method, to explain the approaches and methods applied in the form of CPM techniques in educational planning. This is based on efforts to obtain scientific truth (methodologically based) which is based on post-positivism philosophy, so that natural truths are scientifically revealed with the position of the researcher as the key instrument (Sugiyono, 2011: 14). Retrieval of data sources in the form of samples is done purposively and snowball. Obtaining data through observation techniques, interviews and document studies. Research data analysis techniques using data reduction (sorting), data presentation and drawing conclusions. Then, the data will be declared valid after being tested with data triangulation techniques, in the form of cross-checking data sources and data acquisition methods.

## **DICUSSIONS AND RESULT**

The application of the CPM technique in education planning at SD Negeri 101777 Saentis, Serdang Bedagai Regency, was prepared based on the vision, mission and objectives of the madrasah, and refers to national education standards. Directing all madrasa activities to quality development and reference to the vision of the institution, requires the madrasa head to be able to implement this in a visionary manner, so that madrasas develop from time to time dynamically and progressively (Bahri, 2019: 115-154). In this context, planning is an aspect that must be seriously considered by the madrasa leadership.

Empowerment of human resources and the allocation of educational funding is vital in nature for the process of advancing and developing the quality of madrasah (Aziz, 2015: 69-92). In this context, the madrasah (101777 Saentis Public Elementary School, Serdang Bedagai District) continuously collaborates with non-governmental organizations (NGOs) and government agencies. This is intended so that funding for each madrasah program is minimized, so that the development of madrasah quality and the implementation of superior programs can be realized according to a predetermined schedule, so that a synergistic relationship is established between madrasahs, the surrounding community and related government institutions. Furthermore, the description below will explain the approaches, methods and techniques of CPM in educational planning:

### **The CPM Approach in Educational Planning**

The CPM approach in education planning is divided into 4 (four) parts, namely the social needs approach, the employment approach, the cost-effectiveness approach and the integrative approach (Astari, et.al., 2021: 164-180). The social needs approach is meaningful as a common and conventional effort made by education stakeholders (madrasahs) in responding to various problems and demands of the community's needs for the educational process. This approach is seen as traditional because it leads to the fulfillment of community needs. In more detail, Hariawan (2021: 421-428) explains the CPM approach in the form of social needs leading to community needs for quality services at the basic education level. Chasan, et.al. (2022) added that the social needs approach is oriented towards eliminating (or at least being able to minimize) illiteracy in children, and avoiding the shackles of colonialism.

Furthermore, the CPM approach to employment education planning is oriented towards meeting the national demand for manpower (excellent human resources). In this context, educational planning is directed at the output quality or madrasah graduates. Where, the demand for madrasahs in the absorption of labor needs in the community. In more detail, Hidayatullah (2021) explains that the employment approach compiles madrasah programs with reference to the needs of the world of work today and predictions for the future. Ilmiyah (2020: 444-451) adds that this approach is oriented towards training programs, so that the provision of knowledge and skills is given to students, so that they are adaptive and survive in the midst of changing times. Even Marlana (2022) argues that the employment approach is related to the best educational services for

students according to the demands of the world of work and work skills needed by students.

The cost-effectiveness CPM approach is oriented towards strengthening (investing) human resources. Typically, Wirawan (2021: 409-425) termed a cost-effectiveness approach based on a profit and loss approach. On this basis, Hidayatullah (2021) explains that education considers aspects of the economic benefits of each educational program. Romadhon & Wahyuningsih (2022) added that the quality of education in the future is directly proportional to the investment in the costs provided, increasing people's income. Nurdin (2019) concluded that educational programs that have high economic value will occupy a large financing priority.

Then, the integrative CPM approach is seen as relatively more complete than the previous approach. This approach is systemic and synergistic, in which orientation and interests are integrated towards individual-social (group) development. Nurul (2020) explains that this integrative CPM planning is able to meet the needs of the world of work and prepare for human resource development, so that there is a balance between fulfilling pragmatic and idealistic aspects. Aswan (2020) added that this plan also integrates academic quality services and the acquisition of education funds on an ongoing basis.

Based on the description above, it can be understood that educational planning at madrasahs (especially SD Negeri 101777 Saentis, Serdang Bedagai Regency), is based on an integrative CPM approach that combines all elements of education on an ongoing basis. Thus, fulfilling educational human resources, increasing education fund income, adjusting education programs to the needs of the world of work, and the quality of education can be realized in an integrated manner in madrasahs.

### **CPM Method in Educational Planning**

The CPM method in educational planning can be implemented in the form of a mean-ways-end analysis method (analysis of means-ways-goals), input-output analysis method (input and output analysis), econometric analysis (econometric analysis), cause-effect diagrams (diagrams causation), the Delphi method, heuristic (scientific research procedures), the life-cycle analysis method, and the value added analysis method. According to Suhartono, et.al. (2022: 25-31), the method in the Critical Path Method (CPM) forms the basis for visible and comprehensive educational planning.

The mean-ways-end analysis method is an effort made by researchers in examining sources and alternatives to achieve certain goals. The important aspects of this method include means related to the meaning of the various references needed, ways related to efforts to select alternative programs and their implementation procedures, and ends related to efforts to achieve mutually agreed goals. Where the elements in the analysis of this method are related to each other.

The input-output analysis method is an attempt to analyze the interrelation and interdependence of various input and output components of a system. This method can be used to assess alternatives in the transformation process. Econometric analysis method (econometric analysis) is a method based on empirical data, then economic theory and statistics in measuring changes in relation to the economy. The econometric method develops various equations that describe the dependency relationships between variables in the education system.

The cause-effect diagram method is used in planning to obtain an overview of the future. This method is very precise is strategic. Furthermore, the Delphi method aims to determine a number of alternative programs. Typically, this method begins by throwing a problem that is generally identified to be a more specific problem. Participants in this method are usually people who are considered experts in a particular discipline. Furthermore, the Delphi method is used to compile written decisions in educational programs.

Heuristic methods (scientific research procedures) are designed to explore issues and to accommodate conflicting views or uncertainties. This method is based on a set of principles and procedures that are systematic steps in problem solving efforts. The life-cycle analysis method is mainly used to allocate various life cycle sources or planned activities in madrasas, so that all aspects of education tend to be considered from various existing sources.

The value added analysis method is used to measure the success of increasing existing human resources in madrasas. Through this method, the image of madrasas towards society will increase, because accreditation and quality development can be seen as true evidence of success in increasing academic production or services. Thus, the added value of madrasas becomes more valuable based on the existing program approach.

## **CONCLUSION**

Based on the findings and discussion above, it can be concluded that empowering human resources (HR) and budget allocation for program financing at SD Negeri 101777 Saentis applies CPM effectively as an effort to prioritize and schedule madrasah programs in a measurable and precise manner. Supporting this, the madrasah also cooperates with various elements of society in assisting with educational planning at SD Negeri 101777 Saentis, starting from collaborating with non-governmental organizations (NGOs) and government agencies. Through this research, it is hoped that further researchers will discuss CPM-based educational planning in higher education institutions.

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