

Recent Advances in Educational Planning: Theory, Implementation, and Visions of the Future by Philip H. Coombs

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Abstract

Educational planning constitutes a pivotal element in the endeavor to elevate the quality of education on a global scale. This article analyzes recent advancements in educational planning based on the ideas of Philip H. Coombs, encompassing theory, implementation, and future vision. The present study employs a literature review to explore Parts 4, 5, and 6 of What is Educational Planning, emphasizing the importance of systematic and collaborative approaches. The analysis indicates that intensive training for stakeholders and ongoing research is essential for translating theory into practice. Furthermore, the evaluation of performance systems and the adjustment of educational goals are imperative to ensure the relevance and effectiveness of educational systems. The findings of this study underscore the necessity for innovation and adaptability in educational planning to address future challenges.

Keywords: *Educational planning, system evaluation implementation, adaptability*

Introduction

Education is defined as a deliberate and methodical endeavor to establish an environment conducive to learning, thereby facilitating the active development of students' spiritual strength, self-control, personality, intelligence, and the skills required for personal fulfillment, societal engagement, national development, and state advancement (Depdiknas, 2003). As stated by the Ministry of Education in 2003. The following text

is intended to provide a comprehensive overview of the subject matter. The realization of an ideal education system necessitates a systematic approach to planning. In organizational settings, planning assumes a heightened degree of urgency. This heightened urgency stems from the fundamental role that effective planning plays in determining and articulating the objectives that the organization seeks to achieve. (Pawero, 2021)The following text is intended to provide a comprehensive overview of the subject matter. Education is a critical component for the development of any nation, necessitating meticulous planning to ensure its optimal functioning. The objective of this initiative is to facilitate the implementation of educational programs, thereby ensuring their optimal functioning and the attainment of established objectives in an effective and efficient manner.

Educational planning is characterized by its own particular urgency, in which planning assumes a pivotal role in the realization of educational objectives at both the institutional and national levels. (Mubin, 2020)The following text is intended to provide a comprehensive overview of the subject matter. In the fifth chapter of the surah An-Nur of the Quran, Allah expounds on the significance of faith and good deeds as the fundamental components of educational planning. (Ikhwan, 2016)The following text is intended to provide a comprehensive overview of the subject matter. Education planning must be oriented towards cultivating individuals who possess a strong sense of moral conviction, exhibit commendable moral character, and embody sound spiritual and social values. (Banurea et al., 2023).The following text is intended to provide a comprehensive overview of the subject matter. Accordingly, the surah An-Nur verse 55 and the National Education System Law underscore the significance of education in cultivating the optimal human specimen. (Albab, 2021)The following text is intended to provide a comprehensive overview of the subject matter.

Moreover, Philip H. Coombs's 1968 publication, entitled "What Educational Planning?," provides a comprehensive examination of global educational planning. This book introduces significant concepts regarding the procedures for preparing educational planning, starting from needs analysis, strategy development, to implementation and evaluation. Coombs underscores the necessity of systematic and scientific planning of education to address the social and economic needs of society. Coombs's contributions to the field of educational planning were pioneering, and the theory he developed continues to be relevant in the current era, particularly in the context of global education in the 21st

century. (Coombs, 1968)The following text is intended to provide a comprehensive overview of the subject matter.

The implementation of educational planning is often accompanied by a variety of challenges. This is particularly salient in developing countries, which continue to grapple with constrained resources, manifesting in limitations pertaining to budget, infrastructure, and teaching staff. (Fatimah et al., 2023). Challenges that frequently emerge include incongruences between plans and implementation, such as bureaucratic issues, inadequate educator capacity building, and insufficient monitoring and evaluation of education policy implementation. The present article is an exploration of the latest advances in theory, implementation, and future vision in education planning, based on Coombs' review in his book. It is hypothesized that readers will develop a comprehensive understanding of the direction in which educational planning is developing.

Method

The present research employs a library research method, otherwise known as a literature study, of Philip H. Coombs' book and his theory. This method is pertinent for the author's analysis of written sources from Coombs' primary book and other supporting sources, including previous research journals, scientific articles, and policy documents related to the latest advances in educational planning. The author employs a systematic approach to synthesize extant literature on education planning, encompassing the collection of relevant materials, the analysis of prevailing theories, concepts, and findings, and the integration of these findings into a cohesive argument. This methodical process culminates in the formulation of cogent arguments that address the theoretical underpinnings, practical implementation, and future directions of education planning.

Results and Discussion

Recent Advances in Educational Planning Theory and Methodology

Educational planning is confronted with numerous challenges, including continuous socio-cultural change, the influence of globalization, increasingly pressing environmental issues, students' mental and emotional well-being, economic uncertainty, educational inequality, technological advances, and student participation in the learning process. (Irawan et al., 2022).The following text is intended to provide a comprehensive overview of the subject matter. The ongoing

development of students as independent, critical, and creative learners is paramount in the pursuit of guiding future education. In this case, it is imperative that future educational initiatives be adaptable and continue to evolve in accordance with the evolving needs of students and the changing demands of society. (Siregar et al., 2023). The following text is intended to provide a comprehensive overview of the subject matter. A holistic and innovative approach is imperative in the education planning process to ensure that the education system is better equipped to address the various challenges it faces. (Romdoniyah et al., 2024). The following text is intended to provide a comprehensive overview of the subject matter.

In order to address future challenges, Coombs emphasizes the importance of effective and efficient education planning, which must be designed in accordance with five fundamental propositions, including: The planning period is characterized by its scope and temporal extent. It is divided into three distinct phases: the short term (1-2 years), medium term (4-5 years), and long term (10-15 years). A comprehensive planning process entails the integration of all elements constituting the education system. These elements encompass curriculum, teaching and learning methodologies, educational personnel, students, educational institutions, evaluation and assessment mechanisms, facilities and infrastructure, policies and regulations, educational resources, community environment, and research and development. Furthermore, the planning process is to be integrated with social and economic development. It is imperative that planning is incorporated into daily management activities, thereby ensuring its seamless integration into the educational management framework. It is imperative to recognize that planning should not be regarded as a mere document; rather, it should be implemented effectively to exert a tangible influence on the educational process. (5) A central tenet of effective planning is its unwavering commitment to quality. This commitment ensures not only the availability of resources but also fosters a continuous improvement in the quality of the educational process.

The importance of the position of educational planning in the management of the implementation of the educational process requires a planner or stakeholder at various levels (structural, institutional and operational) to be broad-minded in drafting the implementation of the educational process. (Arifudin & Sholeha, 2021). Therefore, an educational planner must be able to analyse the problems in educational planning itself. This relates to identifying SWOTs that will affect the

planning process such as understanding human nature, mastering various types of approaches in the education system, preparing plans oriented to physical aspects, management, and curriculum in accordance with the prevailing political, economic, social, and cultural developments. (Sa'ud & Makmun, 2009). Educational planning faces many challenges, such as continuous socio-cultural change, the influence of globalisation, increasingly pressing environmental issues, students' mental and emotional well-being, economic uncertainty, educational inequality, technological advances, and student participation in the learning process. (Irawan et al., 2022).. Guiding future education must continue to develop students to become independent, critical and creative learners. In this case it is important for education in the future to be adaptive and continue to develop according to the needs of students and the demands of society. (Siregar et al., 2023).. A holistic and innovative approach is needed in education planning for an education system that is better equipped to deal with various challenges. (Romdoniyah et al., 2024)..

To address future challenges Coombs emphasises that education planning must be designed effectively and efficiently by fulfilling five main propositions, including: (1) Planning period, short term (1-2 years), medium term (4-5 years), and long term (10-15 years); (2) Comprehensive, planning must involve all elements contained in the education system (curriculum, teaching and learning, teachers and education personnel, students, educational institutions, evaluation and assessment, facilities and infrastructure, policies and regulations, educational resources, community environment, research and development); (3) Integrated with social and economic development; (4) Part of education management, meaning that planning must be integrated with daily management activities. This is so that planning is not just a document, but can be implemented effectively and have an impact on the education process; (5) Focus on quality, planning not only ensures the availability of resources, but must also focus on improving the quality of the education process.

The importance of the position of educational planning in the management of the implementation of the educational process requires a planner or stakeholder at various levels (structural, institutional and operational) to be broad-minded in drafting the implementation of the educational process. (Arifudin & Sholeha, 2021). Therefore, an educational planner must be able to analyse the problems in educational planning itself. This relates to identifying SWOTs that will affect the planning process such as understanding human nature, mastering various

types of approaches in the education system, preparing plans oriented to physical aspects, management, and curriculum in accordance with the prevailing political, economic, social, and cultural developments. (Sa'ud & Makmun, 2009).

Furthermore, Coombs explained that, in carrying out educational planning in accordance with the five propositions, it is necessary to develop clear concepts and methodologies, increase the capacity of stakeholders to be able to implement concepts appropriately, and adjust organisational and administrative regulations so that planning can run well.

Key Planning Questions

Coombs asserts that in the context of education planning, there exist several pivotal inquiries that must be addressed to ensure the effective organization of the education system. The following are among the most salient.

1. A critical question for the field is the determination of the priority objectives and function of the educational system and its subsystems. These subsystems include levels, institutions, grades, courses, and classes.
2. What are the most effective alternative methods for achieving these various objectives and functions? This involves a consideration of alternative educational technologies, their relative cost, time requirements, practical feasibility, and educational effectiveness.
3. The allocation of national or communal resources to education, as opposed to other domains, is a critical policy question. What appears to be the limit of feasibility in terms of financial and real resources? It is imperative to ascertain the maximum amount of resources that the educational system can effectively absorb within the stipulated timeframe.
4. The question of who should assume financial responsibility for the costs associated with the aforementioned expenses remains a subject of considerable debate. The allocation of financial responsibility for educational expenses and the associated sacrifices among different groups in society, as well as between direct beneficiaries of education and society at large, is a critical issue that merits careful consideration. The present public fiscal structure, in conjunction with other sources of educational revenue, must be assessed in terms of its capacity to achieve a

socially desirable distribution of the burden, while concurrently ensuring a sufficient flow of necessary income to education.

5. The allocation of total resources available to education, irrespective of the amount, among the various levels, types, and components of the system is a matter of significant concern. These components may include primary education, secondary education, higher education, technical education, general education, teacher salaries, building and equipment, textbooks, free meals, scholarships, and so forth.

According to Coombs, the primary objective of education planning is to ensure the effective and efficient organization of the education system. The establishment of priorities, the selection of appropriate methodologies, the effective management of resources, the equitable distribution of costs, and the allocation of suitable resources to each component of the education system are imperative.

Social Demand Approach

Education planning with a social demand approach prioritizes the equitable distribution and fulfillment of education needs for the school-age population, with the objective of reducing ignorance and poverty. The implementation of social demands is delineated in the policy that stipulates nine years of compulsory education. (Depdiknas, 2003) This initiative aims to extend educational opportunities to the school-age population, thereby facilitating their access to quality education at a reasonable cost (Depdiknas, 2003). This approach constitutes an effort to reach the school-age population, with the objective of facilitating their access to a proper education at an affordable cost. (Iroegbu, 2020) The following text is intended to provide a comprehensive overview of the subject matter. Education is a right that is inherent to all citizens. Consequently, the obligation to attend education and to bear its financial costs rests with the government. According to the State of the Republic of Indonesia in 1945, The following text is intended to provide a comprehensive overview of the subject matter. In this case, the government plays a pivotal role in facilitating the involvement of school-age individuals in the education system, functioning as both inputs and outputs within the educational ecosystem. (Somantri, 2014) The following text is intended to provide a comprehensive overview of the subject matter.

Additionally, Coombs offers a definition of social demand as the demand for fulfillment of educational needs that arise from society. The primary challenge in implementing this approach is the persistent

discrepancy between social demand and the availability of educational facilities. Additionally, Coombs delves into the role of government in this approach. The government's implementation of policies, such as compulsory education, results in the transition of educational demand from the voluntary to the demographic level. This shift is determined by the influence of public policy, leading to a scenario where the demand for education becomes a matter of demographic necessity rather than individual choice. Consequently, the government is obligated to allocate sufficient resources to education.

In the context of developing countries, the social demand approach is the most suitable method for achieving the standard of education services, thereby facilitating the realization of equitable education. (Rahmadani et al., 2019) The following text is intended to provide a comprehensive overview of the subject matter. The social demand approach emphasizes meeting the needs or demands of the social community for basic education services, providing learning services to eliminate illiteracy among the school-age population, and providing education services to liberate individuals from the fear of colonisation, ignorance, and poverty. The following is a schematic representation of the social demand approach procedure. As stated by Sa'ud and Makmun in 2009. The following text is intended to provide a comprehensive overview of the subject matter.

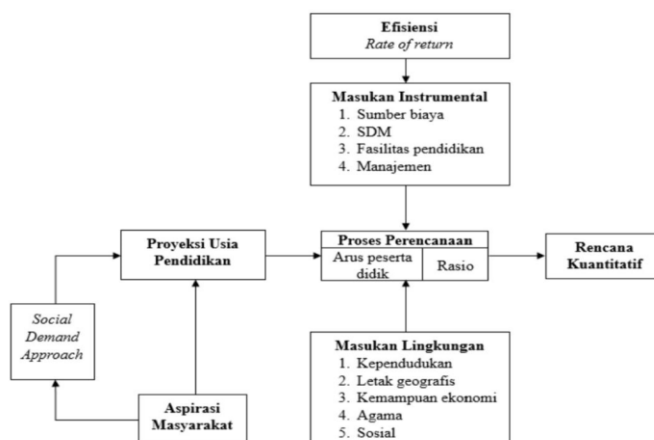


figure 1. Skema Social Demand Approach

The social demand approach is not without its shortcomings. Chief among these is its prioritization of quantity over quality and cost efficiency in educational planning. Moreover, the resulting educational outputs are incongruent with the demands of human resources in the

economic sector. This is due to the fact that this approach exclusively emphasizes social needs while disregarding other factors that facilitate the attainment of educational objectives. (Permana et al., 2019)The following text is intended to provide a comprehensive overview of the subject matter.

Manpower Approach

Manpower approach is an educational planning approach that prioritises meeting the needs of the workforce, projected based on future economic and industrial development. (Saimima, 2019). In this case, education is adapted to produce graduates that match the needs of the labour market. In this approach, education is oriented to support economic development by providing a skilled and qualified workforce to fulfil the required sectors. (Sa'ud & Makmun, 2009).. In other words, it can be said that education is seen as an investment in human resources, where the output of education is expected to directly contribute to economic growth through filling labour positions in accordance with industry needs. (Syaiful, 2010).

In accordance with this definition, Coombs asserts that the manpower approach entails the strategic planning of an education system that is customized to align with the future requirements of the workforce, thereby ensuring the fulfillment of specific economic sector demands. When educational programs are aligned with the demands of the labor market, the objective is for graduates to seamlessly transition into the workforce and contribute to economic growth. Education planning is predicated on projections of future labor needs. Projections are made to determine the number of workers needed in various sectors, such as industry, health, and education. Stakeholders require demographic data, economic trends, and industry development projections, and subsequently adjust the curriculum and education capacity to align with these needs.

While this approach appears to prioritize the quality of education, as asserted by Coombs, it is important to note its inherent limitations. He argued that this approach tends to adopt a narrow interpretation of education, perceiving it solely as a means to produce a workforce. This perspective, he asserted, overlooks the crucial role of education in fostering moral and social development. Concurrent with the imperative for workforce preparation is the need to nurture the holistic development of the individual. Furthermore, a notable vulnerability is the considerable uncertainty surrounding the projection of labor needs, particularly in the long term. (Nawawi et al., 2024).The following text is intended to provide

a comprehensive overview of the subject matter. This phenomenon is attributable to shifts in technology, the global economy, and policies that can result in a discrepancy between the workforce produced by the education system and the actual demands of the labor market.

Rate of Return Approach

The rate of return approach is a methodological framework employed to assess the economic effectiveness of educational investments. This approach is quantitatively oriented, meaning it prioritizes quantifiable economic benefits. Consequently, it disregards the qualitative aspects of education, such as character development and social skills. As stated in the work of Sa'ud and Makmun (2009). The following text is intended to provide a comprehensive overview of the subject matter. The rate of return approach is a methodological framework that can assist the government in determining education budget priorities. By measuring the rate of return on investments in various education sectors, it is possible to determine which education programs provide the most economic benefits. (Sari, 2019) The following text is intended to provide a comprehensive overview of the subject matter. According to Philip H. Coombs, the rate of return approach in education planning involves the analysis of the costs and benefits of education investment. This approach is utilized to assess the extent to which education confers economic benefits on both individuals and society as a whole. (Amelia & Sugiharti, 2018). The following text is intended to provide a comprehensive overview of the subject matter. The rate of return approach is measured by comparing the cost of education with the returns from increased individual income or general social benefits. The economic rate of return generated can serve as a metric by which stakeholders can assess the value of an investment in education. While this approach has the capacity to measure economic benefits, there are concerns that non-economic aspects of education, such as moral, social, and cultural development, may be overlooked.

Recent Advances in the Application of Theory to Educational Planning Practice

Coombs (1960) explains that by the 1960s, many specific methods that had been improved and developed were certainly very useful for educational planning. Examples include statistical methods that can be used to make projections, such as the expected number of students, the need for classrooms, teachers, and educational equipment, as well as more reliable ways to estimate future costs and financial needs. However, effective utilization of these planning methods necessitates the execution

of three fundamental steps. Firstly, conducting research and diagnosis to comprehend the pivotal issues in education planning. Secondly, training stakeholders in the application of research and planning methods in real-life scenarios. Thirdly, creating and adjusting organizational and administrative structures to ensure the efficacy of planning. Coombs also notes that multilateral institutions, especially UNESCO and the OECD in Western Europe, played an important role in helping to make progress on these three aspects during the 1960s. This finding indicates the necessity of international collaboration in the development of effective education planning.

In accordance with Coombs' perspective, the formulation of education plans should be predicated on meticulous and exhaustive research to ascertain pertinent requirements. Moreover, it is imperative to ensure that education planners are adequately trained. Consequently, it is imperative to fortify the organizational framework and governance mechanisms of education to facilitate effective planning. This opinion serves to reinforce the perspective previously articulated by Coombs concerning the significance of a systematic approach to education planning, an approach that encompasses research, training, and structural development. As stated by Sa'ud and Makmun in 2009..

Training and Research

In the training stage, Coombs underscores the urgency of this activity for stakeholders. Ensuring that education planning can be effective and data-driven is the urgency of the training itself. The utilization of this method has the potential to enhance the efficacy of planners in the development of pertinent educational programs. (Mulyasa, 2013)The following text is intended to provide a comprehensive overview of the subject matter. Furthermore, Coombs asserts that research constitutes an indispensable method to ensure that education planning is data-based and responsive to the challenges faced. Research in education planning serves a number of purposes and functions, including the following.

Data Collection: The collection of relevant data is facilitated by research, which enables the comprehension of educational needs and problems faced. This data serves as the foundation for enhanced decision-making processes.

The evaluation of policies and programs is an essential aspect of academic research. Coombs underscores the significance of research in evaluating the effectiveness of implemented education policies and programs, thereby facilitating the identification of strengths and weaknesses.

- a. Theory development: Research also contributes to the development of new theories in education, which can help explain educational phenomena and provide new insights for planning.
- b. Practical Innovation: Through research, innovative ideas can be generated and tested, providing alternative solutions to complex educational problems.
- c. Knowledge Dissemination: Coombs emphasises the importance of sharing research results with other stakeholders to improve overall education planning practices.
- d. Research is important to support data-driven education policies to improve the quality of education nationally. (Ministry of Education and Culture, 2018). Systematically conducted research can provide a strong basis for decision-making and support innovation in education planning. (Jamal, 2012).

Implementing Planning

At the implementing planning stage, Coombs in his book highlights several important aspects related to the implementation of education planning, including the following.

- a. Local context: Coombs emphasises that implementation should consider the local context, such as culture, economy, and community needs. This ensures that the planned programme is relevant and acceptable.
- b. Stakeholder Involvement: The involvement of stakeholders, such as teachers, parents and the community, is crucial in the implementation process. Their participation can increase support and commitment to the programme.
- c. Resources: Coombs notes that the provision of adequate resources in terms of financial, human and material resources is key to the successful implementation of education planning.
- d. Monitoring and Evaluation: It is important to conduct regular monitoring and evaluation throughout the implementation process. This helps identify problems that may arise and allows adjustments to be made.

Training and Capacity Building: Coombs also emphasises the need for training for implementers to ensure they have the necessary skills and knowledge to properly implement the plan.

Future orientation of education planning

In the section "A Look into the Future" Philip H. Coombs raises issues and challenges that will be faced in educational planning in the future. He begins by highlighting the impact of globalisation and technological

advances on education. Coombs urged planners to adapt to these changes and utilise technology to improve access and quality of education. Adaptation of the education system must match the needs of education in the 21st century, through the integration of technology and the development of critical skills with the future labour market. (Muhali, 2019). Coombs also mentioned that social and economic changes will continue to affect education, so planners must be prepared for the challenges that arise in society.

Coombs highlighted the importance of ongoing research to understand trends and changes in education. This research is key in informing planning that is responsive to evolving needs. It also encourages community involvement in the education planning process, as community participation can ensure that the resulting programmes are relevant and sustainable.

Goal Refinement

In the context of educational planning, "refinement of objectives" according to Coombs refers to the process of breaking down educational objectives to make them more specific, relevant and measurable. Coombs considers that clear and well-defined educational objectives are important for the successful implementation of educational programmes. There are several aspects that need to be considered in refining objectives, including the following.

1. **Relevant to Needs:** Objectives should be tailored to the needs of students and the local context, ensuring that what is taught is relevant to the community and the challenges faced.
2. **Specification and Clarity:** Educational objectives should be clearly formulated so that all stakeholders understand the expectations and desired outcomes.
3. **Evaluation and Feedback:** The process of refining objectives also involves periodic evaluation and collection of feedback from implementers and learners to ensure that objectives remain relevant and achievable.
4. **Flexibility:** Coombs emphasises the need for flexibility in adapting objectives according to changes in the social, economic and technological context.
5. **Refinement of educational objectives** must be clear and specific, so that indicators of goal achievement can be measured from all aspects of curriculum development and evaluation. (Nabila, 2021). Objective refinement is important to support the evaluation of education programmes, thereby increasing the

effectiveness of achieving education programme delivery. (Sabila & Darmawan, 2024).

Evaluasi Kinerja Sistem

Coombs discusses the importance of evaluating system performance as an integral part of educational planning. Coombs emphasises that evaluating the performance of the education system is necessary to ensure that the set goals are achieved effectively and efficiently. Some of the main points of Coombs' view on system performance evaluation include the following.

1. **Measurement Against Defined Objectives:** Coombs suggests that evaluation should be focussed on the extent to which the education system is successful in achieving its stated objectives. Evaluations should include clear and measurable criteria so that the results can be interpreted objectively.
2. **Data and Feedback for Continuous Improvement:** Coombs sees evaluation as a tool to collect data that can be used as feedback to make improvements to the education system. This feedback is critical to making the necessary changes and improving the performance of the system on an ongoing basis.
3. **Efficiency and Quality Monitoring:** According to Coombs, performance evaluation is not only about student learning outcomes but also includes aspects of efficiency in resource use, quality of teaching, and relevance of the curriculum to social and economic needs.
4. **Evaluation as a Basis for Decision Making:** Coombs also emphasises that evaluation results should be used as a basis for decision-making in educational planning. As such, system performance evaluation becomes part of a continuous planning cycle, where evaluation findings are integrated into the policy-making process.
5. **Flexibility in Evaluation:** Coombs argues that evaluation should be flexible and able to adjust to changes in educational objectives, social conditions, and technology. Rigid evaluation will not provide accurate results in a changing context.

This evaluation is important as a tool to assess the effectiveness of the education system. Education system performance evaluation aims to identify strengths and weaknesses and to improve the overall quality of education. In this evaluation, data is used as a basis for decision-making and as feedback for system improvement. (Aprilyanti et al., 2024).. Evaluation is conducted on all elements of the education system, from

planning to implementation to results. Performance system evaluation aims to ensure that all aspects of the education system function optimally and support the achievement of educational goals. (Diana & Sari, 2023).

A Systems Approach to Educational Design

Coombs in his book describes the systems approach to educational design, which is a structured method of designing and managing education. This approach sees education as a system consisting of various components that are interconnected and influence each other. It starts with the identification of problems or needs in the education system. Stakeholders do not just focus on all the problems that can affect the system. Once the problem or need is identified, the solution designed will consider the impact on the whole system, not just on one aspect of it.

In the systems approach proposed by Coombs, evaluation of the performance of the education system is continuous. The results of this evaluation provide feedback that can be used to improve or adapt the system to make it more efficient. In addition, the education system according to Coombs must be flexible and able to adapt to changes in the external environment, such as social, technological or government policy changes. This flexibility is crucial to ensure that education remains relevant and effective despite changes outside the system itself. The systems approach proposed by Coombs offers a holistic and coordinated view of designing and managing education, focussing on how each part of the system works together to achieve the desired goals.

New Management Styles and Measures

Coombs emphasises that rapid social, economic and technological changes demand a new approach to managing the education system. Traditional management styles that are hierarchical and bureaucratic are considered less effective in dealing with new challenges in education. According to Coombs, the new management style in education should emphasise collaboration and participation of the various parties involved. By involving more parties, education management can be more sensitive to local needs and demands and more responsive to changes in the external environment.

In addition, performance measurement is also an important element in the new management style proposed by Coombs. Good performance measurement allows management to monitor continuously the extent to which educational objectives are being achieved, whether resources are being utilised efficiently and where weaknesses need to be corrected. (As'ad et al., 2024).. Coombs also underlined the need for a more

decentralised approach to education management. This new management style should allow local authorities and schools to have more control over decisions relating to curriculum, resource allocation and school management. This is necessary so that education can be better adapted to local conditions and community needs. Coombs emphasises that rapid social, economic and technological changes demand a new approach to managing the education system. Traditional management styles that are hierarchical and bureaucratic are considered less effective in dealing with new challenges in education. According to Coombs, the new management style in education should emphasise collaboration and participation of the various parties involved. By involving more parties, education management can be more sensitive to local needs and demands and more responsive to changes in the external environment.

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decisions relating to curriculum, resource allocation and school management. This is necessary so that education can be better adapted to local conditions and community needs.

Improved Research and Development

Coombs discussed the importance of intensive research and development (R&D) in education planning. Intensive R&D is key to improving the quality and relevance of the education system amid rapid changes in society, technology and the economy. R&D is not only needed to develop new curricula and teaching methods, but also to evaluate and improve existing practices. Through in-depth research, educators and educational planners can identify challenges faced in education as well as innovative solutions to address existing problems.

One important aspect of R&D is collaboration between various stakeholders, including academics, education practitioners, government and communities. This collaboration is important so that research results can be implemented effectively and are relevant to local needs. Coombs also emphasised that research should be based on solid data and in-depth analysis to produce integrated policies and practices. In addition, adequate financing for R&D activities. Without sufficient financial support, research and development efforts will not be optimised. Therefore, investment in R&D is considered a long-term investment that will yield great benefits to the education system. Overall, it can be concluded that intensive research and development is the foundation for educational innovation, which is necessary in meeting new challenges and ensuring that education remains relevant and effective.

Conclusion

Coombs highlighted recent advances in educational planning theory and methodology. The evolving theories should be able to address real challenges in the field, and the methodologies used should be flexible and responsive to change. Training for education stakeholders is important to ensure that they have the necessary skills and knowledge. System evaluation is also key to assessing the effectiveness of the education practices implemented.

Future orientation in education planning should lead to the refinement of educational objectives and continuous evaluation of system performance. Coombs emphasises the importance of adaptability in planning to reactively deal with global and local changes. With a focus on goal refinement and system performance evaluation, education is expected to be more relevant and high quality. In general, Coombs presents a comprehensive view of education planning that integrates

theory, practice and evaluation to create an education system that is more effective, efficient and responsive to the changing needs of society. A systematic and collaborative approach to planning is crucial to achieving the desired educational goals.

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