School Strategic Planning Based on Appreciative Inquiry at Private High School in Lamongan City

Ahmad Farafis Hakkari[1], Cholichul Hadi[2], Muhammad Fahmi[3]
[1,2]*Faculty of psychology, Airlangga University, Indonesia*
[3]*Agricultural Biotechnology, Jenderal Soedirman University, Indonesia*
ahmad.farafis.hakkari-2019@psikologi.unair.ac.id, cholichul.hadi@psikologi.unair.ac.id,
fahmimuhammad103@gmail.com

Abstract

This study aims to develop schools by designing and implementing a strategic planning based on appreciative inquiry at XYZ private high school in Lamongan. In practice, there are four aspects that are emphasized when doing strategic planning, including strengths, opportunities, aspirations, and results. Then, strategic planning activities based on appreciative inquiry led to concrete actions that were supported by all stakeholders. The methodology of this study uses an appreciative inquiry approach that has a cycle such as discovery, dream, design, and destiny with a mini workshop media on 24 employees of XYZ private high school while designing strategic planning. The measurement of the research success is measured by the process of holding a mini workshop, and the outcomes of the intervention provided. The results showed that the subject had a positive evaluation of the mini workshop activities and participated in the event with spirit and enthusiasm. Then, the outcomes of this study indicate that the subject experiences the impact of changes both individually and organizationally as well as the implementation of actions that have been designed. In short, the strategic planning carried out by school members has a positive impact and change in school development.

I. Introduction

Competitive competition between schools has a negative impact on private schools, especially those not in the favorite category (Martono et al. , 2020). The decline in the number of students enrolling can reduce productivity for both teachers and school employees (Opdenakker & Van Damme, 2007). The phenomenon of the decline in the number of students enrolling in private high schools (SMA) also occurred in Lamongan Regency.

A report from the Lamongan Central Statistics Agency (BPS) shows that there is a decrease in the number of students enrolling in private high schools in Lamongan district from the 2017/2018 – 2019/2020 school year with a total of 9514, 8683, and 8381 students (BPS Kabupaten Lamongan, 2019, 2019, 2020, 2021). As a result, this decline also occurred in Lamongan city from the 2017/2018 – 2020/2021 school year with a total of 683, 539, 414, 209 students (BPS Kabupaten Lamongan, 2018, 2019b, 2020b, 2021b).

One of the private high schools that was negatively affected was SMA XYZ Lamongan. Data from SMA XYZ reports that there has been a decline in the number of students from the 2014/2015 academic year to 2020/2021. The illustration of the decline in SMA XYZ is as follows;

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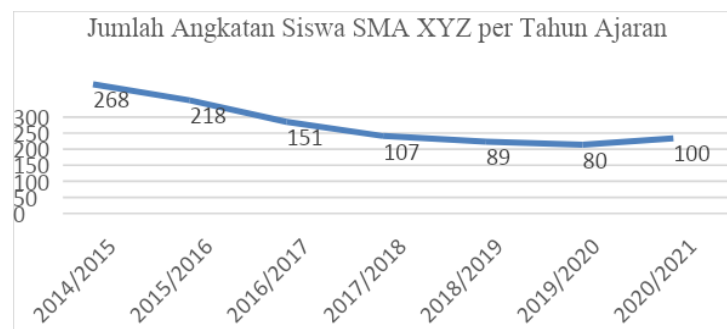
From the academic year 2014/2015 to 2019/2020, there was a reduction of 268 students to 80 students in one batch. In the 2020/2021 school year, there was an increase from 80 to 100 students. Even so, the occurrence of depreciation is more than 50% from the 2014/2015 school year to the 2020/2021 school year. It can be concluded that SMA XYZ is starting to weaken because it is less attractive to the public.

The problem with the weakening of SMA XYZ is caused by external and internal factors. The external factor is the emergence of new Vocational High Schools in villages which initially only numbered 59 in 2009/2010 to 74 in 2019/2020. The increase in the number of private vocational schools has also triggered the increasingly fierce competition for students.

Then, the internal factor experienced by SMA XYZ is the communication distance between superiors and subordinates. Teachers and school employees feel uncomfortable and afraid of their superiors because the principal is less embracing and communicating in one direction. The teachers and employees also assessed and compared that the current principal who was inaugurated in the 2014/2015 academic year was not like the former principal who embraced and protected teachers and employees. Furthermore, all schools focus more on problems than exploring the strengths of the school. When the organization focuses more on the problem it will get what is focused on the problem and when the organization focuses on what works it will produce optimal results. Strategic planning in an effort to explore potential becomes a solution in organizational development efforts so that they can survive and be able to compete.

Strategic planning is a formal roadmap that describes how an organization chooses a strategy. The study states that with strategic planning, organizational effectiveness and productivity increases also increase (George & Walker, 2019). However, several studies also state that the results of strategic planning cannot satisfy some parties, and even have a negative impact on organizational change efforts due to the lack of agreement from many parties involved and affected by the planning (Abdallah & Langley, 2014; Klag & Langley, 2014). ; Lauenstein, 1986). Therefore, strategic planning that is not accompanied by effective change efforts will be counterproductive from the original goal.

Counterproductive strategic planning occurs due to the lack of involvement of all parties and the existence of neglected individual values (Lewis, 2016). Good strategic planning should prioritize exploring potential rather than identifying deficiencies (JM Stavros & Saint, 2010). When strategic planning focuses on shortcomings and weaknesses, it will reduce the involvement and motivation of members to be involved (J. Stavros, 2013). The appreciative inquiry offers a holistic process of organizational change and development by involving all stakeholders.

Appreciative Inquiry is a process and a positive transformative approach to social construction so that the organization can achieve the desired goals. Appreciative inquiry-

based strategic planning is a simultaneous strategic planning and implementation carried out by all stakeholders based on conversation and discussion about the results to be achieved (Cooperrider et al., 2008). One of the philosophies of appreciative inquiry is to follow the 80/20 law, which means that instead of focusing 80% on something that doesn't fit, appreciative inquiry focuses on 20% of what works well (Cooperrider, 2012).

In the process, appreciative inquiry has a 4D cycle, namely Discovery, Dream, Design, and Destiny (Cooperrider & Srivastva, 2013b). Discovery is the process of how individuals and organizations begin to explore their potential. The second process is Dream, which means organizations or individuals are invited to dream and imagine in the next few years what is really expected to advance the organization. After carrying out the dream process, all stakeholders are invited to design and design the action plans needed to realize the dream. Finally, the destiny process is carried out by determining the amount of the results of the action plan to be achieved. The advantage of appreciative inquiry is that an individual or group is more often helped when they have positive mental models and metaphors by thinking and focusing on what has worked, what is desired in the future, and what will happen in the future.

To distinguish the practice and theory of Appreciative inquiry, there are 8 principles that must be used as guidelines. The principles of appreciative inquiry include Constructionist, Simultaneity, Poetric, Anticipatory, Positive, The wholeness, Enactment, and The free choice (Whitney & Trosten-Bloom, 2010). With these foundations and principles, Appreciative inquiry has the advantage of helping individuals and groups by forming positive mental models and metaphors by thinking and focusing on what has worked, and what is desired in the future (Schein, 1999). That way, the desired changes can be realized with the support of all parties.

Previous research revealed that appreciative inquiry provides a stimulant for organizational learning so as to create innovation and joint problem solving in practicing and implementing science in nursing schools (Magnussen et al., 2019). Furthermore, appreciative inquiry is a positive practice or method of effective organizational development and change to give hope to all parties in the organization who are experiencing difficulties, especially during the Covid-19 pandemic (Cooperrider & Fry, 2020). Other research also shows that school strategic planning carried out by means of appreciative inquiry has a positive impact on both the individual level and institutional level (He & Oxendine, 2019).

Research on appreciative inquiry-based strategic planning is important to do, because one meta-analysis study reported that a high percentage of failures in implementing strategies was between 30-90% (Cândido & Santos, 2015). Several factors have been described, failure in strategic planning leading to execution is due to lack of awareness or motivation (Ocak et al., 2021), and lack of involvement of all parties in strategic planning (Alharthy et al., 2017; Sial et al., 2013). Another study even mapped that failure in strategy execution was due to several factors, including organizational goals, organizational principles, the process of carrying out strategic planning, the organizational actors involved, and the performance of the actors (Vigfússon et al., 2021).

Appreciative inquiry-based planning tries to provide alternatives by embracing all stakeholders, accelerating the change process, and manifesting freedom and simultaneously positively to explore the potential of all parties for the success of the strategy to be developed (Lewis et al., 2011).-based strategic planning is Appreciative inquiry expected to be a practical solution in overcoming the problems of XYZ private high school.

II. Research Method

In action research, the researcher not only keeps his distance from the research subject, but the involvement of the researcher with the research subject is necessary for the success of the research (McNiff, 2002). There is a gap between science and practice in organizations to solve problems in organizations, so action research is the right choice to solve these problems (Coghlan, 2005).

The action research approach itself is divided into two types, namely problem solving research that focuses on problem identification, diagnosis, analysis and implementation, while appreciative inquiry focuses more on appreciating what exists, dreaming, dialogue, and innovating (GR Bushe & Paranjpey, 2015). In this research, the researcher uses an appreciative inquiry approach. The research cycle with the appreciative inquiry approach is known as the 4D abbreviation, namely discovery, dream, design, and destiny (Ludema & Fry, 2008).

III. Result and Discussion

3.1 Results of the Mini Workshop Activity Assessment

Activity measurement process was carried out by distributing a survey to the mini workshop participants at XYZ High School. The survey was filled out by 24 employees of SMA XYZ at the end of the session or the closing of the mini workshop. The results of the survey that has been conducted to determine the assessment and response of participants to the mini workshop.

Table 1. Evaluation of mini-workshop

Aspects of Assessment	Average Score
of Learning Materials	4.5
Learning Methods	4.4
Facilitators	4.4
Learning Supporters	4.6
Average	4.475

The evaluation results of 24 employees of SMA XYZ show that overall the mini-workshop materials delivered is good by showing a score of 4.475. In detail, the learning material aspect shows a score of 4.5. These aspects include 2 assessments, among others, suitability to needs, and the quality of the material presented. Then, the learning method aspect shows a score of 4.4 which includes 1 assessment, namely the method or approach used during the mini workshop. The third is the facilitator aspect with a score of 4.4. These aspects include 3 assessments, namely mastery of the material, delivery of material and the level of participation. The last, aspects of supporting learning which show a score of 4.6. These aspects include 4 assessments, namely consumption, committee, facilities, and events. Therefore, overall, the four aspects and the overall average aspects of the mini workshop activity assessment are good.

The next measurement, the researcher evaluates the activity participants by making observations and assessments to see how far they catch and understand the content of the material that has been given. The activity was carried out by observing the process of running a mini workshop. The process of running the mini workshop includes the participants' learning process in following the flow/event agenda that has been carried out by the researcher. The plot/agenda in this research includes activities to get acquainted

with the appreciative inquiry approach, the implementation of the discovery stage, the implementation of the dream stage, and the implementation of the design and destiny stages.

a. Introduction to the concept and theory of appreciative inquiry

At the stage of introducing the concept and theory of appreciative inquiry, the researcher provides sub-materials which include the introduction of organizational identity, the differences between the deficit approach/problem solving approach and appreciative inquiry, the differences in the basic assumptions of the deficit approach and appreciative inquiry, the principles the principle of appreciative inquiry, the application of the appreciative inquiry, and the conditions for the success of appreciative inquiry.participants mini workshop listened and watched enthusiastically during the process, although basically the appreciative inquiry was foreign to them.can be proven when the delivery of the material has been completed, the participants enthusiastically asked several things related to the material

b. This

In this activity, researchers have prepared benches and divided several groups into mini workshop participants to facilitate data collection and observation. The group was divided into 6 members per group and one facilitator to observe and collect data, where each of them implemented the discovery and dream process during the mini workshop activity. First, the discovery process took place by taking turns in two pairs of interviews in the group. The interview questions conducted by the participants were about their peak experience when they entered the XYZ High School work environment, the things they considered most valuable while doing their job, the contribution they made to XYZ High School, the main factors that brought XYZ High School to life, and 3 hopes. what they want for XYZ High School's advancement. As for some conversations during the discovery process;

1. Peak experience

"I feel proud when I can lead my students to win in competitions at the district and provincial levels. At that time, I took the 2nd grade social studies students to participate in a poetry reading competition at the district level. The child won 2nd place, I felt very proud at that time"

2. The most valuable thing when doing work

"I think the most valuable thing about myself when I become a teacher here is thank God I can use and practice the knowledge I have and master such as guarding the discipline of children -children, being able to maintain school order. That was what I thought was the most valuable for me because not everyone has such responsibilities and duties, and maybe they didn't answer the question that I just thought the teachers here really enjoyed. I got a lot of experience from other teachers "

3. The contribution they contributed to XYZ High School

" I was able to bring Japanese natives and I brought them to XYZ High School, because I knew and had relationships there. At that time, high school students XYZ were happy and enthusiastic about learning from the Japanese."

"This talent that I have is in accordance with my effective learning. I teach arts and culture subjects. I happen to have talents in singing and painting, because of this suitability I enjoy teaching."

4. The main factor that revives XYZ High School

"When teachers get rewards for their hard work, and a conducive environment, good cooperation between teachers is established, and the spirit of kinship. when it is presented, the performance from superiors to subordinates can run optimally, which is what is needed at this time considering that when viewed from the school's own facilities, it meets the standards, meaning that it will be useless if the completeness and comfort of the facilities are not balanced with the number of students."

5. The hopes that the participants want for the progress of XYZ High School

"My first request is that I hope for a more solid leader, it doesn't mean that the current leader is not solid but can be even more solid, then a leader who can embrace his subordinates, protect them, can understand their character. subordinates because the average teacher/employee is female, my second request is that I want to have one advantage that can better understand the wishes of my students so that it will be easier for me to advise my students, the third request is that I ask for patience more in dealing with my students."

After conducting the discovery process by conducting pair interviews and sharing their stories with their groups, the mini workshop participants identified or extracted the 3 positive cores of their group from the stories they shared. From group 1, after conducting the discovery process, the six of them found that the positive core of the group was high loyalty, cohesiveness among members, and strong self-confidence. From group 2, the positive cores they found were caring, humor, and cohesiveness among members. Furthermore, group 3 found a strong core family strength, cohesiveness between members, and loyalty. Finally, from the discovery results, group four found a positive core of a positive environment, kinship, and cohesiveness among members. Of the four groups, the positive core of the group can be summarized in the following table.

Group 1	Group 2
Loyalty	Concern
Solidarity	Humor
Self-confidence	Solidarity
Group 3	4
Family	Positive environment
Cohesiveness	Dream
Process	Family cohesiveness
Loyalty	

c. After

Each group finds its positive core, the next agenda/flow is that the participants are invited to implement dreams. The implementation of the dream is done by asking the mini workshop participants to imagine or imagine XYZ High School 5 years in the future when their school is given an award by the Lamongan Education Office for being able to contribute to the surrounding community. After the participants had contemplated and imagined XYZ High School for the next 5 years or dreamed together, the mini workshop participants were invited to identify and analyze SOAR which includes strengths, opportunities, aspirations, and results. Questions about identifying the strengths of SMA XYZ include what advantages have SMA XYZ so that it can be optimized and what are the biggest assets of SMA XYZ so that it can be used for school development.

In the analysis of the strength aspect, the results obtained are SMA XYZ has competent teachers, has adequate facilities and infrastructure, is strategically located, has superior extracurriculars, especially PMR, drumband, and regiments, and has a military icon or branding so that it is known as a disciplined school. .

Second, in the analysis of opportunities, the results obtained are SMA XYZ has good teacher human resources and a strategic school position, categories of students who have the potential to enroll in SMA XYZ, and parties who can be invited to cooperate to develop SMA XYZ, especially those related to the police and military.

Furthermore, the aspect of aspirations that XYZ High School wants is to provide education for students to have good character and achievements, make XYZ High School a favorite private high school in Lamongan, and fight for the values of loyalty, solidarity, self-confidence, discipline and religiosity.

Finally, the aspect of the results desired by SMA XYZ is to expect students who graduate from SMA XYZ to be accepted in the TNI and POLRI, universities, and companies if they work. Then, in the section on how XYZ High School wants to be known to the public, what needs to be done is by promoting, socializing, establishing an MOU with people who want to register at XYZ High School, holding competitions at the junior high school level and holding social services in the community so that it can increase public interest. enrolling at XYZ High School.

d. Design Process

After carrying out the dream process and SOAR identification, all participants in the mini workshop were invited to design or plan action as well as the destiny or measure of success they want to achieve. The dream and design processes are carried out jointly, guided by researchers and facilitators to carry out elements of strategic planning success, as well as implementation of actions to realize these elements of success. There are several elements of success agreed upon during the design process;
1. Optimizing the input of students enrolling in XYZ High School
2. Creating a positive and mutually supportive environment at XYZ High School
3. Optimizing extracurricular activities at XYZ High School
4. Optimizing independent teaching and learning activities

e. The Destiny Process

After carrying out the design process, namely determining the elements of strategic planning success, the mini workshop participants are invited to carry out the destiny process, which is to take actions as a benchmark for the elements of success that have been made. The detailed description of the design and destiny process is as follows;

Table 2. Elements of success of strategic planning and action plan action

Success Elements	of Action Action	Execution Time	Responsible for
Optimizing input for students enrolling in SMA XYZ	● Performing banner installations in 60 points in Lamongan City ● Collecting and requesting data for grade 3 SMP/MTs children to the school concerned ● Conduct door-to-door to prospective students who will enroll ● Conduct outreach to SMP/MTs ● Embrace and invite alumni by conducting joint activities to re-socialize SMA XYZ	● Annual ● action Annual ● action Annual action Annual ● action Annual ● action	● PPDB Team Leader and assisted by the Deputy Chief facilities and infrastructure ● Head of PPDB Team and Head of TU ● Head of PPDB Team and Head of TU ● Head of PPDB Team Head of ● Public Relations
Creating a positive and mutually supportive environment at XYZ High School	●Hold cycling activities together among XYZ High School employees ●Hold prayer activities together and istighosah ●Hold gymnastics together every Friday at morning for all members of XYZ ●PTeachers and some superiors greet and greet the morning at the gate 30 minutes before entering school	● Monthly ● actions Monthly ● actions Weekly ● actions Daily actions	● Waka Facilities Infrastructure ● Waka Infrastructure ● Waka ● Students assisted by Security
Optimizing extracurricular activities at XYZ High School	● Optimizing regimental extracurricular activities/ entrepreneurship by collaborating with the Kodim/TNI Bringing in ● the Kodim to provide socialization of TNI registration and education related to the military world ● Bringing *natives* to optimize Japanese language activities at XYZ High School ● Optimizing and reviving *drum band* at XYZ High School by providing maximum assistance and regular exercises	● Annual ● actions Annual ● actions Annual ● actions	● Waka Student Affairs assisted by the Deputy Head of Public Relations ● Waka Student Affairs assisted by the Deputy Head of Public Relations ● Japanese language teacher

			● Waka
Optimizing independent teaching and learning activities	● Conduct and solve Complete independent learning training by completing tasks that have been given in applications that have been socialized by school supervisors ● Conduct digital learning according to independent learning application procedures both curriculum and technically in the field	● Monthly ● Actions	● Waka Curriculum assisted by Informatics Teacher ● Waka Curriculum assisted by Informatics Teacher

3.2 Outcomes from Intervention Outcomes

Data collection in this assessment process was done by interviewing the participants of the mini workshop one by one with the aim of seeing whether there were individual and organizational differences after participating in the intervention provided by the researcher. The data collection process was carried out after the mini workshop was carried out, which was within a period of approximately one month during the process of carrying out the action plan that had been made. As for the details of the questions and the results of interviews with the 12 members of the mini workshop participants.

Questions:

Can you tell us about your impressions of the strategic planning workshop with appreciative inquiry that was held on March 11, 2022? What impact did you feel individually and broadly on your organization after the intervention?

From the description of the 12 samples of subjects who were interviewed, it can be seen that there were 10 people who felt that they had experienced changes and gave a positive response to the impact of the intervention provided, and the remaining 2 still felt that they had not experienced the impact of change even though they still gave a positive response to the material presented. From the interview, it was concluded that most of the subjects felt that there was an impact of changes experienced after the intervention was given, especially those related to the implementation of the planned action plans.

Furthermore, to see the outcomes of the interventions provided, the researcher sees the extent to which the programs planned by the school have been realized. At the time of the mini workshop some time ago, the design and destiny processes carried out led to at least 15 concrete actions to be taken by the school. Out of 15, 11 concrete actions have been taken and implemented. The actions that have been taken on the elements of success to optimize the input of students who enroll in SMA XYZ are, installing banners for SMA XYZ at 60 strategic points in the Lamongan area, collecting data on SMP/Mts grade 3 children in several schools, socializing the promotion of SMA XYZ in several schools that have been divided into various areas, conducted door to door several houses of grade 3 SMP/MTs students who have the potential to register at XYZ High School.

Then on the element of success in creating a positive and mutually supportive environment at XYZ High School, several strategic plans that have been carried out

include holding joint rides between XYZ High School employees, holding prayer activities and istighosah for all XYZ High School employees, holding joint gymnastics every Friday morning for all members of XYZ High School, and the teachers and several superiors welcomed and greeted them at the gate 30 minutes before entering school.

After that, on the element of success in developing extracurricular programs, several activities that have been carried out are optimizing regimental/military extracurricular activities by collaborating with the Kodim/TNI and bringing in the Kodim to provide socialization of TNI registration and education related to the military world.

Finally, on the element of success in optimizing independent learning and teaching activities, this action plan is still not perfect because only a few teachers have completed training in the independent learning application. By looking at this fact, it has an impact on the technical application by teachers so that it has not been implemented properly.

It can be concluded that, from the four elements of success that have been described above, from the 15 actions there are 11 actions that have been carried out. In the element of success in optimizing student input, the actions that have not been carried out alone are embracing and inviting alumni by carrying out joint activities to re-socialize XYZ High School. Then the elements of creating a positive and mutually supportive environment at XYZ High School have all been implemented. Then, extracurricular development, which has not been implemented, is to bring in Japanese natives to optimize Japanese language activities at XYZ High School and optimize drumband extras because they haven't found the right trainer so it becomes a challenge to realize these actions. Finally, the optimization of independent teaching and learning has not been optimal because some teachers have not completed training on independent learning through applications and have not widely implemented the training materials that have been obtained.

3.3 Discussion

Appreciative inquiry is an approach process based on exploring the potential possessed by individuals and organizations so that the object can dream, plan, and have benchmarks of what it really wants (J. Stavros, 2013; J. Stavros & Cole, 2013; JM Stavros & Saint, 2010). Actually, in the process of doing strategic planning with appreciative inquiry, the concept is basically not just about positive, but appreciative inquiry is formed on the basic concept of generative learning (G. Bushe, 2007). From the evaluation process of the ongoing mini-workshop activities experienced by the researchers and the mini-workshop participants, the focus of appreciative inquiry is not about how that person should be positive, but how an individual or organization can explore and plant what his strengths are in order to understand life. he lived and optimize what he had planted.

Appreciative inquiry has the assumption that life is a mystery that must be solved (Cooperrider & Srivastva, 2013). The understanding that the assumption of appreciative inquiry solves the mystery follows the flow or cycle of the concept. That is, when an individual or organization cannot understand what the mystery itself means, because basically they do not have clear benchmarks and plans or it can be said that they do not carry out the destiny and design process properly. Furthermore, why an individual or organization cannot make an effective and targeted plan, because they do not have a dream or vision for the future or carry out the dreaming process well. Likewise, why can't someone dream and realize their dreams because the individual or organization has not yet discovered what potential and advantages it has or has carried out the discovery process to the fullest. The experience that has been explored with the discovery process is then reconstructed by involving critical appreciation as an ingredient to realize the wishes to be achieved (Ridley-Duff & Duncan, 2015). Therefore, the basic foundation of appreciative

inquiry is the discovery process, which means how individuals or organizations find and plant the potential and strengths that have been sought as material for determining future directions through the dream and design process so that individuals and organizations can realize their dreams and solve their problems. the mystery of the future through the process of destiny.

In relation to strategic planning, the appreciative inquiry approach carried out by the organization can have a positive impact and is more easily accepted by all elements of the organization's members than the problem solving approach (Lewis, 2016). In its application, SOAR (strengths, opportunities, aspirations, results) is an alternative to the SWOT approach (strengths, weaknesses, opportunities, threats) which focuses more on what strengths and potentials it has, so that it can have an impact on change and effective strategic planning rather than thinking about 50 % weakness and 50% strength (J. Stavros & Cole, 2013). Outcomes from the intervention process, an appreciative inquiry-based strategic planning approach has a positive change impact for its members so that all member elements can simultaneously exchange understandings about how the organization should develop. As a result, planning with an appreciative inquiry approach results in joint actions that encourage each member of the organization to support each other for the success of the planning results they agree on (Trajkovski et al., 2013). Therefore, appreciative inquiry is proven to be able to offer an effective solution in providing solutions to organizational development (MacCoy, 2014).

IV. Conclusion

This research focuses on appreciative inquiry-based strategic planning for school development. The strategic planning uses SOAR identification (strengths, opportunities, aspirations, results) in the strategic planning mini workshop intervention process with appreciative inquiry. There are two steps to find out the results of the interventions that have been carried out, namely evaluating the process of mini workshop activities and evaluating the outcomes of the results of the interventions provided. In summary, the results and discussion of the research on the evaluation of the mini workshop activity process were good and the subjects felt enthusiastic and enthusiastic when participating in the intervention program starting from the discovery, dream, design, and destiny processes. Furthermore, the results of the evaluation of the outcomes of the intervention showed that the subject felt changes both individually and, in an organization, as well as several activities that were planned when the intervention process had been carried out properly. In short, strategic planning based on appreciative inquiry carried out by school members has a positive impact and change in school development.

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