



STRATEGIC MANAGEMENT OF PROFESSIONAL COMPETENCY TEACHERS OF PRODUCTIVE COURSES IN SMK (Descriptive Study at Dinas Pendidikan Provinsi Jawa Barat, SMKN 1 Cimahi, and SMKN 3 Bandung)

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Abstract - *This research is motivated by the unfulfilled quantity and quality of productive subject teachers in SMK so that it affects the quality of graduates. The transfer of management of Vocational High Schools by Dinas Pendidikan since 2016 and Vocational Revitalization during 2015 – 2019 are interesting to study. This study aims to identify and analyze the application of strategic management principles in fostering the professional competence of productive subject teachers in SMK, which include: (1) environmental observation, (2) strategy formulation, (3) strategy implementation; and (4) evaluation and control. There are two theories used: (1) Strategic Management from Hunger and Wheelen (1996) and Coaching Theory programmed by Kemdikbudristek (2016). For the needs of this research, a qualitative approach and a descriptive method were chosen. The techniques used are interviews, observation, and documentation studies. The research locus is nas Pendidikan Provinsi Jawa Barat and SMK. The results of his research, in Dinas Pendidikan Provinsi Jawa Barat and SMKN have applied the principles of strategic management in fostering productive subject teachers. The indicators, (1) have carried out a SWOT analysis on environmental observations, (2) formulation of mission, goals, strategies, and policies; (3) has implemented the policy strategy, budget, and procedures; and (4) evaluation and control have been carried out although not yet effective. This stage tends to be neglected, partial, and poorly acted upon. Although it is considered ineffective, the results of developing the competence of productive teachers in SMK have begun to show positive implications for improving the quality of professional vocational productive teachers. The absorption of graduates and interest in SMK is increasing. The professional competence development carried out by Dinas Pendidikan Provinsi Jawa Barat and SMKN in their regions includes training, industrial internships, collaboration between vocational teachers and industrial practitioners, teacher welfare development, MGMP/KKG, independent learning, and PKG/PKB. Obstacles in the field include (a) complicated regulations and bureaucracy; (b) limited school budgets; (c) lack of management commitment; (e) The training is still general. The proposed alternative solutions are: (a) deregulation and debureaucratization; (b) increasing partnership with DUDI; (c) (d) optimization of PKG/PKB. The recommendations are (a) a competent team of experts in environmental analysis; (b) optimizing the implementation of teacher professional competence development; (c) optimization of control and assessment; (d) strengthen the managerial competence of principals; and (e) expand CSR with DUDI.*

Keywords: *Strategic Management, Productive Teachers, Teacher Professional Competence Development*



1. INTRODUCTION

The development of the world of education in Indonesia, especially vocational education, continues to face increasingly complex challenges. This is because the demand for quality human resources (HR) is getting stronger. The need for quality human resources is a logical consequence of the rapid development of science, industrialization technology, information-communication technology, as well as changes in the structure of the workforce and the economy towards the 21st century.

Vocational High Schools (SMK) are expected to be able to bridge the need for skilled middle-level workers who are ready to be absorbed in the industrial world, business world, and other institutions. Moreover, we will enter Golden Indonesia with a demographic bonus of productive age in 2045 which has only happened once in the history of this nation. This opportunity and this momentum should be utilized as well as possible by preparing quality human resources. The superior output of SMK can only be realized if it is managed by professional teachers in schools.

In order to improve the quality and competitiveness of Indonesian human resources, the government has issued Presidential Instruction (INPRES) Number 9 of 2016 concerning the revitalization of Vocational High Schools in order to improve the quality and competitiveness of Indonesian human resources and in particular the President gave instructions to the Minister of Education and Culture and the Minister of Research, Technology and Higher Education. These instructions include: (1) making a roadmap for the development of SMK; (2) perfecting and aligning the SMK curriculum with competencies according to the needs of graduate users (link and match); (3) increase the number and competence of educators and vocational education personnel; (4) increasing access to SMK graduate certification and SMK accreditation; (5) accelerate the provision of vocational vocational teachers through education, equalization, and recognition; and (6) developing study programs in universities to produce vocational teachers needed by vocational schools (Inpres, 2016).

The withdrawal of SMA/SMK management from the City/Regency Education Office to the Provincial Education Office in accordance with the mandate of Law Number 23 of 2014, concerning local governments aims to complete the program launched by the central government, namely the 12-year compulsory education. Other problems are the disparity in the quality of high school/vocational education in various cities/districts, uneven facilities and infrastructure, strong intervention in the political interests of the city/district government, and the management of early childhood education, elementary, junior high, high school/vocational schools as well as by the City Education Office. /Kabupaten is considered not ready and many complaints from education practitioners. With the transfer of governance authority, the Provincial Education Office is more focused on improving the quality of SMA/SMK by managing the potential of its teaching staff so that the acceleration of the quality of education can be realized immediately.

Ironically, the number of existing SMK teachers is not commensurate with professional competence in teaching. The condition of professional competence of productive subject teachers is not yet comparable to the needs in the field. Moreover, if these competencies are shown with relevant certificates, their needs will certainly be wider and farther away. This gap is reinforced by several studies conducted by Dikdasmen (2018) regarding the comparison of the professional competence of vocational teachers, which are as follows:

Only 22% of SMK teachers are qualified teachers in the productive field subject group (commonly called productive teachers). Meanwhile Fattah (2018) mentions 63,961 SMK teachers (43.3%). It is

known that productive teachers are teachers who have competency certificates in accordance with the skills being taught, for example, teachers who teach welding must have certificates stating their competence in the field of welding.

The majority of vocational school teachers come from the normative and adaptive subject group teachers (also known as normative teachers and adaptive teachers). Normative teachers and adaptive teachers are teachers who teach civics, mathematics, languages, and others that are not relevant to the vocational program. The number of productive teachers is less when compared to normative-adaptive teachers. This causes a lack of professional teachers in their area of expertise. This continues, vocational students do not really get teaching that is in accordance with the competency program.

From the results of research conducted by the Ministry of National Education Balitbang presented by the Director General of GTK, Supranata (2018), revealing the inadequacy of teachers to teach at various levels of education as listed in the table below. This ineligibility is spread in both public and private vocational schools. A figure that is very worrying in the world of vocational education which reduces the competence of expertise for its graduates. This inadequacy is shown by the results of the Teacher Competency Test (UKG) conducted in 2012 where the average UKG score is still below 60. This result is admittedly not parallel with the low quality of national education. The lack of UKG scores was emphasized by Renani (2018) which details the results of teachers' professional and pedagogic competencies, based on data from the 2012 Preliminary Competency Test (UKA) results.

As for specifically regarding the ineligibility of teachers at the SMA and SMK levels, the 2018 Sapulidi Research Center (SRC) research institute presents the following data:

Table 1, Conditions of High School and Vocational High School Education in West Java in 2018

| NO | STATUS | JUMLAH | | | | | |
|-----------|------------|--------------|----------------|---------------|--------------|---------------|---------------|
| | | SEKOLAH | SISWA | GURU | PEG | RUANG KELAS | ROMBEL |
| (01) | (02) | (03) | (04) | (05) | (06) | (07) | (08) |
| | Jumlah | 3.225 | 1.634.916 | 74.890 | 14.718 | 45.410 | 51.831 |
| I | SMA | 1.520 | 644.854 | 31.906 | 6.835 | 18.515 | 19.457 |
| | Negeri | 475 | 432.000 | 19.755 | 5.019 | 11.352 | 11.881 |
| | Swasta | 1.045 | 212.854 | 12.151 | 1.816 | 7.163 | 7.576 |
| II | SMK | 2.705 | 990.062 | 42.984 | 7.883 | 26.895 | 32.374 |
| | Negeri | 275 | 267.877 | 12.366 | 3.241 | 6.542 | 8.001 |
| | Swasta | 2.430 | 722.185 | 30.618 | 4.642 | 20.353 | 24.373 |

SUMBER : SAPULIDI RISET CENTER (SRC) 2017

The basic problem is that SMK graduates who are expected to have skills according to their field of expertise are in fact still very concerned. The non-absorption of SMK graduates in industry, business, offices, and the lack of entrepreneurship is not only caused by the large number of graduates and limited employment opportunities, but also due to the low quality of graduates so that they are not absorbed into the job market. The quality of graduates is influenced by many factors, including the low quality of productive subject learning in SMK. The indicators are a curriculum that is less adaptive to the needs of industry and business, facilities for mini practicums, less opportunities for practice, ineffective internships, and a lack of productive subject teachers in SMK, and training for productive subject teachers that is relevant to the demands of DUDI is lacking.

The condition of the lack of fulfillment of teachers, especially productive vocational high school teachers and the large number of unprofessional teachers have implications for the quality of graduates, the number of graduates who are difficult to absorb by industry and business. They do not have skills



according to the competence of expertise in their SMK. The large number of unemployed SMK graduates and their less commendable behavior raises concerns in the community.

These problems emphasize that a strategic management is needed in analyzing the environment, formulating plans, implementing, and evaluating the fulfillment and development of the professional competence of vocational teachers. Strategic planning is carried out to identify and analyze needs in accordance with the real needs and conditions of vocational teachers. So that the model of professional development of vocational teachers must be planned to suit the needs of teachers. The development of the professional competence of vocational teachers must be in line with the roles and competencies of current and future vocational teachers. Because the role and competence of future vocational teachers has a very complex, fast, and turbulent challenge.

2. RESEARCH PROCEDURES

This study uses a qualitative approach with a descriptive method that presents a description of the development of productive subject teachers at SMKN to improve the quality of education in West Java, namely (1) the West Java Provincial Education Office which has the authority to develop the professional competence of productive subject teachers who in this context are assisted by Regional VII Education Office Branch Office, (2) SMKN leadership as the party receiving and recruiting school honorary teachers, as well as teacher data suppliers in the field, (3) teachers (head of professional/productive subject teachers) as parties whose services will be used to be transferred to SMK.

Data collection in this study was carried out by triangulation because collecting management data on the professional development of productive vocational high school teachers by the West Java Education Office was carried out by combining various techniques, namely interviews, field observations, and reviewing relevant documents to obtain data from various sources. The data analysis was carried out continuously during the course of the study. Technically, the data analysis process of this qualitative research refers to the Miles & Huberman Model (Emzir, 2013; Sugiyono, 2008; Agusta, 2009), namely data reduction, data presentation, and conclusion drawing or verification. Meanwhile, for the validity of the data, four aspects were controlled or tested, namely: credibility, transferability, dependability, and confirmability.

3. RESULTS AND DISCUSSION

1. Environmental Situation

In accordance with the stages of strategic management, the West Java Provincial Education Office and Vocational Schools in West Java have taken pictures of the internal and external environment as one of the basis for formulating the institution's strategic plan program. The West Java Provincial Education Office in the discussion process has also shown compliance with participatory, democratic, and aspirational mechanisms. At the West Java Provincial Education Office and SMKN the environmental analysis process involves stakeholders in their respective work units who are considered to represent an understanding of the needs of their field. The environmental analysis process in the two SMKNs has shown an aspirational process from the bottom up.

The preparation of the strategic plan shows that the three educational institutions have implemented part of strategic management, namely photographing the environment as emphasized by Wheelen and Hunger 2012:1 in Barlian (2016: 58) and also Kluyster and Pearce (2006) in Rahmat (2014: 138). The efforts that have been made would be better if the environmental analysis activities were carried out more deeply, comprehensively, and critically in order to capture the environment more precisely. Revision of the results



of the school environment analysis is an appropriate, comprehensive, objective, realistic, and down-to-earth step to be implemented.

2. Strategy Formulation

Strategy formulation in strategic management refers to opinions (Wheelen and Hunger, 2015) covering mission, goals, strategies, and policies. In general, the West Java Provincial Education Office and Vocational Schools in West Java have formulated Long, Medium and Annual Strategic Plans (Renstra). In general, Disdik is considered to have formulated a strategy for developing the professional competence of vocational productive subject teachers in accordance with the Ministry of Education and Culture's policy through the Vocational Revitalization Program. The plan for developing the professional competence of vocational productive subject teachers at the West Java Disdik itself is in line with the Vocational Revitalization policy in Presidential Instruction No. 9 of 2016 which was launched by the Indonesian Ministry of Education and Culture. West Java Provincial Education Office seeks to implement strategic policies from the center, namely; (1) alignment of the SMK curriculum with industry and business; (2) learning innovation by applying STEM model learning (integrating Science, Technology, Engineering, and Mathematics); (3) provision and improvement of the quality of productive teachers and education personnel (Training, workshops, internships, etc.); (4) standardization of practicum facilities and infrastructure (workshops, machines, studios, laboratories, etc.); (5) strengthening and expanding cooperation with the Business/Industrial World (DUDI) and universities, BLK, LSP, and others; and (6) institutional management and arrangement.

Analyzing the implementation of the planning of these programs often does not match the time and duration of implementation. Often the West Java Provincial Education Office conveys that the implementation of an activity is sudden, too short, lacks preparation, is close to other programs, and does not plan for monitoring and follow-up. For this reason, coaching programs must be carefully planned. The lack of consideration of the aspects of funds, time, place, strategy, and the ability of its human resources causes these activities to be not optimal, even not implemented. Or in many cases, program planning with different implementation realities. Consideration of simple, flexible, continuous, and others will guide the preparation of a good plan.

With regard to the strategic policy of developing the professional competence of productive subject teachers, the West Java Provincial Education Office has made efforts to realize the policy of fostering the professional competence of productive subject teachers outlined by the central government. Both the Provincial Education Office and Vocational Schools are intensively trying to do this through Curriculum Development and Alignment, Standardization of Main Facilities and Infrastructure, Learning Innovation, Cooperation with the Business World/Industrial World, and Universities.

The Vocational High School revitalization policy from the central government in terms of fulfilling productive subject teachers, the Ministry of Education and Culture of the Republic of Indonesia, does not strictly adhere to a certain pattern as is done by other countries. However, when analyzed, how to improve the status is an effort that has been implemented. This policy applies to all teachers, not only productive subject teachers. For bona fide private schools, perhaps higher salaries, better facilities, incentives for students, fly in foreigners might be possible. How to keep in teaching, namely extending the term of office, while this is only a discourse from the center.

Based on field monitoring, the Provincial Education Office appoints a limited number of regional honorary teachers (contract employee agreements) according to budget availability. The rest of the school's policies that must lack subject teachers is carried out through the appointment of honorary school teachers. At least



normative and adaptive teachers who participate in this dual skill program are partly due to the tight requirements, training, and demands for their competencies.

In general, the process of formulating the strategy has involved stakeholders in the institution. The problem is that the strategy formulation is not socialized and publicized to its staff so that it is sometimes not known and forgotten. Another thing is that the arrangement of the strategic plan is generally done instantly, both in terms of time, process, discussion, and finalization. Finally, important documents that should serve as guidelines, references, readiness, and spirit for the apparatus or human resources in the environment have not been realized properly.

3. Strategy Implementation

Strategy implementation in strategic management refers to opinions (Wheelen and Hunger, 2015) including implementation, budget, and procedures. The implementation of professional competence development is carried out at the West Java Provincial Education Office and Vocational Schools in accordance with their duties and authorities. The most dominant implementation of coaching is at the school level.

At the Provincial Education Office level, professional competency development is carried out as an introduction or introduction, both the policies of the Directorate of Vocational High Schools with its revitalization, seminars with industry, information on PPG policies, PKG/PKB, MGMP, Industrial Internships for Productive Teachers, Collaboration of Vocational Teachers-Industrial Practitioners, Coaching Welfare, Advanced Study, Independent Learning, and others. The coaching model at the level is not yet optimal. Some have not even been heard of being implemented. At the school level, in general, teachers have carried out PKG/PKB, MGMP, PPG, Industrial Internships for Productive Teachers, Collaboration for Vocational Teachers-Industrial Practitioners, Welfare Development, Advanced Studies, Independent Learning IHT, Training and the like. Advanced Studies are generally conducted independently and many are not linear. In house training (IHT) activities at least once in the academic year. The school has scheduled class supervision by a team that has been appointed with an assessment system set by the Ministry of Education and Culture. Class supervision is one of the elements for teacher performance assessment (PKG).

One of the programs that monitors and realizes the professional competence of teachers is PKG (Teacher Performance Assessment) through supervision. Teacher Performance Assessment is carried out once a year, but the process is carried out throughout the year, especially in monitoring teacher performance in implementing personality competencies and social competencies. Teacher performance appraisal activities begin with self-evaluation activities carried out at the beginning of the semester. The time span between the implementation of self-evaluation activities and teacher performance assessment activities is two semesters. Within this time span, teachers are required to carry out continuous professional development activities to obtain professional guidance before participating in teacher performance assessments.

Programs aimed at developing productive vocational high school teachers have generally been carried out by the West Java Disdik and Vocational High Schools in West Java. This is based on triangulated data collection to the school which confirms that these programs have been followed. Based on this, the stage of implementing the development of productive vocational subject teachers by the West Java Provincial Education Office is in accordance with strategic management. Nevertheless, it is necessary to criticize and evaluate the effectiveness of these policies using clear parameters or benchmarks.

The budget for the development of professional competence of subject teachers in SMKN has been carried out by the Provincial Education Office and SMKN, although it is still limited. The budget for professional



competence development is still inferior to routine activities and school operations. Funding for the implementation of IHT which is carried out at least once a year, training inside and outside schools on learning media, learning models, AKM, HOTS, giving appreciation to teacher performance, implementing activities that support professional financing assistance (PPG, supervision, assessment performance, PKB assistance, financing for inter-institutional cooperation assistance, etc.).

The schedule (agenda) of implementation for each program of teacher development activities for productive subjects is generally according to the plan. However, there are also some changes, both from schools and partnership institutions because there are certain moments. The program has the support of the school/school management, both budgetary and moral support in realizing the professionalism of teachers in this institution or school. This support is a responsibility and a logical consequence of all programs that have been formulated and agreed upon. The budget support is given in stages and has been carefully prepared from the start, in general there are no problems. With the exception of activities that are not planned, if the costs are large and are an individual desire, we will only partially fund them.

To monitor the implementation of the activity program in the strategic plan, especially in the recruitment and development of professional competence of educators, the management makes integrated efforts. First, take an inventory and document the work program of each field/work unit, learning tools with a specified time limit. Second, scheduling class supervision by a team that has been appointed with an assessment system set by the Ministry of Education and Culture. Class supervision is one of the elements for teacher performance assessment (PKG). Third, requesting and receiving input from DUDI when students do PKL (Field Work Practices), Prakerin (Industrial Work Practices), and teachers who do internships in industry. Fourth, evidence of the presence of educators and education staff. Fifth, distributing questionnaires to students about the teacher's response to teaching methods.

The program of activities initiated by the West Java Provincial Education Office uses the agency's budget. However, for activities initiated by schools, the sources of budget for the development of subject teachers and teacher professionalism development are taken from BOS, community funds, collaboration with companies, and schools with individuals if the education and training is of their own volition other than those specified. However, in general, coaching activities use public funds.

In practice, the budget used for the fulfillment and development of productive subject teachers is in accordance with the AKS (School Financial Budget) in general. This is because the management has allocated it from the start. However, its use needs to be open with good reporting for each activity that will be and has been carried out. We will try to go in that direction.

In practice, the school has not created a special team for professional development of productive subject teachers so far. It is enough to coordinate between TAS, Wakakur, and Kapro for administrative and competency selection. To expedite its implementation, there should be a SOP (Standard Operating Procedure). It has been formulated and socialized, but has not been widely published to the school community. Socialization is carried out both orally and in writing to all school members in official meetings. Indeed, SOPs should be shared so that they are responsible for trying to implement them.

The professional competency development program was mostly in accordance with the plan. This is because the program has been planned in stages over five years in accordance with priorities, needs, school financial conditions, and available time.

No matter how good the program is, if it is not executed in real terms, it will be a waste. Therefore, the implementation of the productive subject teacher development program as outlined in the strategic plan (RKJM) is an important part of the strategic management stage. The written commitment that has been



converted into program actions that have been outlined by these two vocational schools (SMKN 1 Cimahi and SMKN 3 Bandung) shows that the four schools implement part of strategic management, namely strategy implementation as emphasized by Wheelen and Hunger 2012:1 in Barlian (2016: 58). According to him, strategy implementation is to put strategy into action. Nevertheless, the RKJM will be easy to implement if it includes the implementation time, the person in charge of the activity, the target of the activity, and definite budget support.

In the SMKs studied, especially SMKN 1 Cimahi and SMKN 3 Bandung, character education, industrial culture, and value systems have begun to be felt. The reality on the ground may be due to the perception that character education, industrial culture, and value systems have been cultivated for a long time. In addition, the teacher factor, which is on average over 45 years old, and the raw input of students, which are generally categorized as good in terms of NEM and behavior, also make it easier to shape it.

The existence of the implementation or realization of programs carried out by the West Java Disdik and vocational schools that were used as research subjects (SMKN 1 Cimahi and SMKN 3 Bandung) in fostering the professional competence of productive subject teachers indicate that the three educational institutions have implemented part of strategic management, namely strategic implementation, in the form of implementation as emphasized by Wheelen and Hunger 2012:1 in Barlian (2016: 58) and also Kluyver and Pearce (2006) in Rahmat (2014: 138) in strategic management theory. Nevertheless, it is necessary to critique and evaluate the effectiveness and achievement of these policies using clear parameters or benchmarks.

4. Evaluation and Control

The results of the real performance of the professional competence development of vocational productive subject teachers that have been implemented by the West Java Provincial Education Office can be seen from the achievement of the established indicators, both access to education (APK, APM), UKG scores, and quantitatively improving the quality of teachers and education personnel. The West Java Provincial Education Office can measure the achievement of teacher development in general from attendance (K-Mob Jabar), promotions, performance appraisals by principals (DP3), and peer reviews of employees conducted by fellow colleagues and leaders.

There is an evaluation of teacher professional competence development at the end of each year: attendance, results of UNBK, SNMPTN, SBMPTN, job acceptance, entrepreneurship, and others. However, the high and low of this achievement lies not only with the class XII teachers, but all the teachers since the X and XI grades have also influenced it. The evaluation time for the development of professional competence of teachers in institutions or schools is carried out at the end of the year. Actually, even at the end of the odd semester, there has been an evaluation in terms of supervision, field observations, and sample student responses regarding the ability of teachers to teach.

Evaluation of the results of teacher performance in the form of an analysis of what urgent needs teachers have that needs to be followed up with technical guidance, education and training, internships, expertise competency certification, and other coaching. The evaluation system for the professional competence development of productive subject teachers in schools is usually carried out by analyzing the results of class observations, student responses, and peer assessments.

This guest teacher program from DUDI collaborates to teach productive subjects for vocational school teachers who have certain characteristics. Third, the RPL (Recognition of Past Learning) program, which is a program to provide acknowledgment of past learning and experiences. The program is specifically designed to accommodate teachers who have long teaching experience but do not yet have an



undergraduate academic qualification. Fourth, PPG student internship program. The two SMKNs that were used as the subjects of this study did not find the realization of the PPG student program. Most likely, the government realizes it in the outskirts or borders.

Implementation of an official nature, in the form of MGMP/KKG, PKB, Training with P4TK, IHT, Workshop, and with others. The official training is more general, socialization, preliminary, and administrative. Training in collaboration with DUDI, BLK, LSP, LPTK, or others is more of a practice of their respective expertise competencies. Practical training is indeed more needed because SMK is synonymous with skill competence. Expertise is acquired through considerable and varied practical experience. In SMKN professional competence development may be easier to implement, due to funding sources, a relatively adequate number of teachers, and the attachment to official duties. However, it is different for SMKS, especially those with an overall number of students under 150 people, of course it is very burdensome and tends not to do so.

Quantitatively, the number or frequency of coaching programs is indeed quite a lot, but the results are still far from expectations, the proverb calls it "far from the fire". This fact confirms that the two vocational schools have implemented part of strategic management, namely control or monitoring as emphasized by Wheelen and Hunger 2012:1 in Barlian (2016: 58). The problem lies at the point of effectiveness and evaluation feedback for immediate follow-up.

With regard to the method or technique of controlling/monitoring the professional competency development program for vocational school teachers in the field, the West Java Disdik entrusts supervisors with managerial experience and subject teachers in vocational schools. The supervisors have areas under the guidance of both public and private SMKs. They will routinely conduct coaching, monitoring, and evaluation/follow-up to the schools that are their mentors. The results of their work will be presented in a supervisory meeting which will be submitted to the Head of the Education Office through the Vocational High School and GTK Sector.

The classic problem that may still occur to some teachers is their reluctance to be supervised for fear of their shortcomings being known and not wanting to make changes. To change this mentality, of course, one must get used to supervision by peers and collaboration with fellow teachers so that gradually supervision becomes a necessity. For this reason, the MGMP forum is appropriate to discuss professional competence.

Likewise with supervisors, there are still those who have not carried out their duties properly. His arrival was merely to fulfill the obligation to visit the school, conduct supervision, fill out evidence of visit/supervision, without any open discussion and follow-up of his supervisory activities. It often happens that based on the respondent's acknowledgment, there are sometimes supervisors who still carry out supervision, but are less able to provide guidance and motivation to improve teachers.

How to make supervision a necessity for teachers in the classroom. There are several things that can be done, including (1) often collaborate with colleagues; (2) often conduct Classroom Action Research by asking observers for assistance from colleagues; (3) familiarize discussion in the school's MGMP; (4) continue to update the teaching competence of teachers, especially the ability of methods and the use of varied learning media; (5) consistent and objective application of PKB and PKG. Likewise at the school level, the Curriculum section carries out its control in the form of classroom supervision. The GTK section monitors the progress of the teachers by looking at the results of supervision, PKG, PKB, peer assessment, and student responses.



The target of controlling professional competence development carried out by the West Java Provincial Education Office and Schools is that all teacher professional development activities can be carried out according to schedule, achieve their goals, the impact of which is in the form of learning and increasing educational services. This is in line with the set targets, namely (a) the realization of the development of learning patterns in accordance with the needs of competency achievement; (b) implementation of the 21st century learning model/pattern with Cs; (c) implementation of curriculum alignment activities with the business world/industrial world; (d) preparing graduates to work, continue their education, and become entrepreneurs.

The mechanism and SOP (Standard Operational Procedure) for controlling and monitoring the professional competence development of productive subject teachers in the province are carried out by supervisors who have been given the task of providing guidance in several schools. In schools, the control is carried out by the curriculum supervision team conducting classroom observations, data is processed by the GTK section, needs analysis is carried out, whether pedagogy, IT, learning models, practices, and others.

The form of the results of controlling/monitoring the professional competence of productive subject teachers is shown and what are the implications (direct effects or consequences) of the results of the professional assessment of productive subject teachers on the teacher in the form of Teacher Performance Results (PKG). In general, it has shown an increase in yields. But there are also those that are not optimal. We are discouraged, indeed change will not be realized instantly, it needs continuous guidance and control. Because, in fact, professionalism does not know the word stop.

The form of controlling the professional competence of teachers in temporary SMKN is only limited to Teacher Performance Assessment (PKG). Performance appraisal involving all parties with special instruments, has not been carried out due to considerations of perception, instrument validity, and competent parties carrying out the measurements. The reporting system for controlling the professional competence development of teachers in institutions or schools is carried out by the deputy head of HR and his staff, in coordination with the vice head of curriculum, and finally submitted to the principal. Control in general has been done. Only the quality of coaching effectiveness needs to be improved, both in terms of time, training materials, post-training monitoring, and the feed back.

The Ministry of Education and Culture needs to evaluate a number of policies and programs, both the fulfillment and development of productive subject teachers as the realization of Vocational Revitalization whose implementation is not effective. The evaluation included the lack of teachers participating in the dual expertise program. At SMKN 1 Cimahi, there was once one person, but he has retired. Meanwhile at SMKN 3 Bandung there are 3 people, from 1 biology subject to tourism, 2 people from economics to multimedia. Based on the results of observations and interviews at SMKN 3 Bandung, the background for choosing the dual expertise program is the demands in the field.

There is an evaluation of teacher professional competence development at the end of each year: attendance, results of UNBK, SNMPTN, SBMPTN, job acceptance, entrepreneurship, and others. However, the high and low of this achievement lies not only with the class XII teachers, but all the teachers since the X and XI grades have also influenced it. Evaluation time is usually done at the end of the year. Actually, every semester, there has been an evaluation both in terms of supervision, field observations, and sample student responses about the ability of teachers to teach.

5. Coaching Results

The results of the professional competence development of productive subject teachers carried out by the West Java Provincial Education Office as the implementation of the program in 2017 contained a number

of important notes. First, the results of the coaching are reflected in the number of GTKs who have attended the training. The types of training (socialization, technical guidance, dissemination, MGMP workshops, MKKS, seminars, education and training, and the like do not provide in-depth competency strengthening. These programs are still general in nature and are preliminary, socialization, or a stimulus for further training and education. implemented by their respective schools. But at least, the coaching program that has been carried out by Disdik can be a roadmap to improve the quality of teachers and education personnel (GTK).

Based on the table, the target for the achievement of the Pure Participation Rate (APM) for SMA/SMK in 2017 was 98.67%, only 60.64% was achieved, as well as the SMA/SMK GER whose target was 88.71%, only achieved 81.25%. . Meanwhile, the coaching and development program for educators and education personnel as an effort to improve the quality of education services, which is expected to be attended by 19,300 people, can only be implemented by 18,250 people. The results of the fulfillment of productive subject teachers by the West Java Disdik can be presented as follows:

Table 2. Teacher Fulfillment Results by the West Java Provincial Education Office

| No | Fulfillment Program Description | Achievement Level |
|----|---|--|
| 1 | Multiple Skills Program | Less successful. Only a few participate due to the tight selection, lengthy process, and limited age of participants |
| 2 | Guest Teacher Program | Less successful due to time synchronization from both parties |
| 3 | Recognition of Past Experiences (RPL) | Less realized in West Java Disdik due to lack of attention. Various factors including regulation, administration, and minimal socialization. |
| 4 | PP Student Internship Program | Less realized in West Java Disdik due to lack of attention. Various factors including poor administration and socialization |
| 5 | New Productive Teacher | The addition of civil servants is very small. The new government can add to the category of first aid teachers. This too is very little, because the formation is not available. |
| 6 | Fulfillment of the Quantity of Productive Teachers for Private Vocational Schools | The reality is, for SMKS with medium to low financial income, many recruitments are not in accordance with competency standards. For established SMKS, recruitment is carried out smoothly and according to the required competencies. |

In general, the policies and programs for meeting productive subject teachers in Vocational High Schools by the West Java Provincial Education Office are considered less successful. Various obstacles both from regulation, administrative, time, and other factors are the cause. Meanwhile, the orientation of the research on the development of professional competence is described below.

Table 3. Results of Teacher Guidance by the West Java Provincial Education Office

| No | Fulfillment Program Description | Achievement Level |
|----|--|--|
| 1 | Learn to be independent | Very good, progress on self-study is quite fast |
| 2 | MGMP/KKG | Somewhat stagnant, both at the school, regional, and provincial levels |
| 3 | Education and training | Less achieved and not in accordance with the needs in the field |
| 4 | Industrial Internships for Productive Teachers | Enough to do even though the number is still limited |
| 5 | Vocational Teacher-Industrial Practitioner Collaboration | Less realized because MoUs are still rarely carried out by both Disdik and schools |

| No | Fulfillment Program Description | Achievement Level |
|----|---------------------------------|--|
| 6 | Advanced Study | Very good. But generally not linear with the field of work. Generally take educational management and administration courses |
| 7 | Teacher Welfare Development | Very good. There is an increase in the form of KUM (meal allowance) and TPP (Income Improvement Allowance) which are given every month. |
| 8 | PKG/PKB | Very good. At the school level, it is carried out in the form of supervision, but the follow-up is not carried out in accordance with the goals and expectations. |
| 9 | Teacher Achievement | Very good. Many teachers have started to actively participate in competitions and have won encouraging achievements at the regional, national, and international levels. |

The results of teacher professional competence development that have been carried out by the West Java Provincial Education Office and SMKN have begun to show encouraging improvements. Management of productive subject learning in the classroom or practice based on the results of observations and interviews is considered more effective, creative, and attracts students' learning attention. This is in accordance with the positive responses given by the students.

The following table presents the teacher's professional competency assessment based on interviews and observations:

Table 4. Teacher Professional Competency Assessment

| No | Fulfillment Program Description | Achievement Level |
|----|--|---|
| 1 | Applying learning theory according to the level of development of students | Good, the teacher is adaptive to the student's condition |
| 2 | Handle and develop their field of study | Good, the material provided is interesting, up-to-date, and can be followed |
| 3 | Applying varied learning methods | Very good, students learn effectiveness and are more interesting |
| 4 | Organizing and implementing learning programs | Very good, according to the purpose and realization |
| 5 | Develop and use a variety of relevant learning tools, media and resources | Very good, students learn effectiveness and are more interesting |
| 6 | Carry out evaluation of student learning outcomes | Good. There is an evaluation and follow-up carried out |
| 7 | Cultivate the personality of students | Very good, feel his role is not replaced by anything |

So, the results of coaching and managing learning in the classroom and practice room can be said to be successful. In addition, partnerships, school governance, and student work products show better progress. Learning with the teaching factory model, STEM model, other learning models began to be implemented gradually in several skill competencies; the availability of the SMK curriculum in accordance with the needs of DUDI; expand cooperation with DUDI based on the principle of link and match; Professional Certification Agency (LSP); improved institutional management of SMK in the implementation of



vocational education; have products that are ready to be marketed and support the performance of agencies or work units, such as multimedia products, electricity, machinery, and other engineering technologies, accounting system applications for KUKM, and digital library applications.

The results of the analysis of the application of the value system. A positive industrial culture character is developed in the schools that are the subject of research. At SMKN 1 Cimahi and SMKN 3 Bandung, the culture includes hard work, discipline, friendly, responsible, skilled, punctual, honest, religious. The implementation of congregational prayers has almost been carried out in the two SMKNs. In these two schools the students take turns performing the midday and asar prayers. As for the dhuha prayer, they do it in the field every Friday morning.

The role of alumni at SMKN 1 Cimahi is very large. They voluntarily took the time to come on Saturdays or certain moments to guide and direct their younger siblings to have good morals. This has been happening for generations. Students do not need to be ordered to carry out the Dhuha circumcision prayer and congregational prayers gradually, apart from learning about Islam from seniors and alumni. At SMKN 3 the contribution of alumni in the habituation of industrial culture, education, and the value system is not as massive as in SMKN 1 Cimahi. This becomes interesting for other research so that the emotional attachment and sense of belonging to this strong alma mater can be explored more deeply and can be imitated by other schools.

The policy of bringing in guest teachers from LPTKs, industry, business and management, as well as other practitioners has been brought in by SMKN 1 Cimahi and SMKN 3 Bandung, but the numbers are very few. The difficulty in realizing the guest teacher program was partly due to the busyness of both parties, funding, field needs, and limited cooperation (MoU).

Thus, the strategic policy program launched by the Ministry of Education and Culture of the Republic of Indonesia, regarding the fulfillment of productive subject teachers, since 2016 through Vocational Revitalization, such as the guest teacher program, dual expertise, the Recognition Program for Past Learning (RPL); and PPG Student Internship Programs are generally difficult to implement at the provincial and vocational school levels. Indeed, these programs are very good, but in the field many obstacles are faced. The proof is that very few schools are able to realize the program. This means that the central government in making policies should consider many aspects so that the program can be realized, not just mere rhetoric and utopias.

The activity program has been included in the Strategic Plan starting in 2019, 2020, and 2021. The targets are carried out in stages according to learning conditions, priority needs for skill competencies, and school financial capabilities. there is a strategic policy program that is prioritized in fostering teacher professionalism in this institution or school. For example, for Education and Training we target that everyone should be given the opportunity to take part in it every year.

To expedite and streamline the implementation of the established program, the management determines the person in charge. With this determination, they are more motivated to prepare it better because it is carried out in a fairly long period of time. The professional competency development program for productive vocational high school teachers in West Java is implemented through MGMP/KKG, industrial internships, training, further studies, KKG, PKB, and teacher welfare development. The implementation of these programs, of course the frequency and intensity in each school varies depending on the policies and programs of the school.

Cooperation programs with industry, business, and LPTKs are also high at SMKN 1 Cimahi and SMKN 3 Bandung. Each year, these schools are targeting additional collaboration with DUDI and other agencies.



Most of the technology-based vocational schools used as research subjects have collaborated intensely with Honda Astra Motor, as the most prominent motorcycle company in Indonesia and the world. SMK PI, for example, has collaborated with Bandung Polytechnic (Polban), Shintar Virtual Reality Training and Millea Lab., Powertech Asia Ltd. New Zealand which is engaged in electricity, PT Daya Adicita Mustika (DAM), and dozens of other partners. The cooperation that continues to be built by the West Java Provincial Education Office, SMKN with DUDI, universities, BLK, LSP, and other institutions shows the seriousness of building excellent schools.

There are several obstacles faced in the implementation of teacher professional competence development in SMKN. These constraints include, in addition to the tight teaching time, the lack of skills training offered, funding, the incompatibility of the training with competency skills, and also sometimes decreased motivation. As for the problems with the education and training programs or program activities carried out by Disdik, in addition to the lack of material content, information about invitations for activities is often late, so many parties do not receive them early. This delay in invitation affects the quantity of participant participation which is not optimal.

Based on research at SMKN 1 Cimahi and SMKN 3 Bandung), the implementation of professional competence development is in the form of independent learning (reading literature, conducting independent training by utilizing learning facilities in schools such as libraries, laboratories and the internet); 2). work or group discussions with colleagues in the same field (through the MGMP/KKG forum) has not become a necessity and habituation for teachers in their professional community. (3) Continuing education to a higher level, the interest is still very low, not yet related to the linearity of the study. The average education above S1 does not reach 15% in each school. Perhaps the provision of scholarships as well as lecturers in universities can change the composition. The provision of certification allowances for teachers has not been positively correlated with the current interest in continuing their studies to Masters and Doctoral Degrees. This is because of the high cost, time for regular lectures shaped by teaching hours, the small number of awards, and small and uncertain rank and structural careers. In other words, this strategy did not work well, the MGMP/KKG were still struggling in the administrative and knowledge domains.

The results of the development of the West Java Provincial Education Office towards Vocational Schools in West Java have produced productive subject teachers who are quite professional. These changes have positive implications for schools, service users of SMKN graduates, namely DUDI, parents, helping to provide superior workforce, and raising regional achievements. Considering the very dynamic and rapid development of DUDI, curriculum alignment, partnership cooperation with DUDI with the principle of link and match have been carried out. The problem is that the development of productive subject teachers requires effectiveness, continuity, and evaluation feedback that must be continuously improved. Of course, continuous, regular, disciplined, in-depth, comprehensive, substantive, and analytical evaluations are needed.

With regard to the instructions or guidelines for decision-making in this agency or school. The management develops mechanisms and habits that are commonly implemented in this institution. In its implementation, there are a number of obstacles that often arise in an effort to overcome the problem of policy problems for the professional development of productive subject teachers. Based on the analysis, time constraints because teachers are busy teaching, more than 30 hours of face-to-face/week, funding, and incompatibility of training materials with needs in the field still occur. The decision-making mechanism for the strategic policy of fostering teacher professional competence in SMKN is carried out in stages: there is something that can be done by the head of the pro, vice head of department, and the leadership. That way, the handling will be faster and each party has responsibility.

4. CONCLUSION

The conclusions from this research are:

1. General Conclusion

The results of the strategic management of professional competence development for productive subject teachers in SMKN carried out by the West Java Provincial Education Office are considered not to be effective and in accordance with the needs in the field. The indicator is that there are still many shortages of productive subject teachers, relevant training for productive subject teachers is still very minimal, not tiered, and not sustainable. Monitoring and evaluation of the professional competence of productive subject teachers has not yet been carried out programmatically. Professional competence development in SMKN is mostly carried out on the initiative of the school management, both independently and in collaboration with DUDI and universities. The role of the government through the Director General of Vocational High Schools is more pronounced in the provision of infrastructure assistance and practical equipment. At the SMKN level, it has shown that it has carried out the development of productive subject teachers by referring to policies at the top level (meso and macro), namely the West Java Provincial Education Office and the Ministry of Education and Culture through the Vocational Revitalization Policy.

2. Special Conclusion

- a. Environmental Situation. The West Java Provincial Education Office and Vocational Schools in general have carried out internal and external environmental photos, namely strengths, weaknesses, opportunities, and challenges (treatment) in the form of a SWOT analysis. However, in this case the analysis is not deep, inaccurate, and comprehensive, this is evident from the shallowness of the results of the analysis and many discrepancies when analyzing the Conclusions of Internal and External Analysis (KAFI and KAFE) in the TOWS analysis. This is indicated by the difficulty of formulating a strategy from the available analysis points (SO, WO, ST, and WT).
- b. Strategic Formulation. The West Java Provincial Education Office and Vocational Schools in general have implemented the formulation of strategies (missions, objectives, strategies, plans, and policies) in fostering the professional competence of productive subject teachers which are realized in strategic plans and annual work programs. However, the formulation is still not comprehensive, realistic, and sharp.
- c. Implementation. The West Java Provincial Education Office and Vocational Schools in general have implemented the professional competence development of productive subject teachers in stages in accordance with the authority, targets, and capabilities of the institution. To ensure the consistent implementation of the program, the West Java Disdik and Vocational Schools made a Standard Operational Procedure (SOP) and financial support. However, it must be admitted that its effectiveness still needs to be studied in more depth.
- d. Evaluation and Control. The West Java Provincial Education Office has generally evaluated and controlled the professional competence development of productive subject teachers. Even though it has been implemented, the evaluation and control of coaching is still not optimal, partial, inconsistent, and minus follow-up.

- e. Results. The development of productive subject teachers in SMK that has been carried out by the Education Office of West Java Province is in reality considered to be less effective, less programmed, less relevant to needs, less sustainable in accordance with the demands of productive subject teachers who must follow the developments of the industrial and business world rapidly. However, there is an increase in the professional competence of productive subject teachers.

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