

Implementation of Strategic Management in Improving Professionalism of Vocational High School Teachers in East Java - Indonesia

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ABSTRACT

This research aims to know and analyze factors that affecting professionalism of vocational high school in east java. This study will focus and explained in (1) how is the Vocational High School Teacher Professionalism in East Java – Indonesia; and (2) how the implementation of strategic management in improving the professionalism of Vocational High School Teacher in Indonesia. The research only limits its discussion to teacher professionalism and school strategic management in vocational high schools. This research is qualitative and collecting data using document review, interview, and Focus Group Discussion (FGD). Respondents of this study are eight vocational high schools in east java. Analysis SWOT, Internal-External Matrix, and Quantitative Strategic Planning Matrix were used to determine the strategies. The results of this study found that vocational teachers in East Java have excellent professionalism, this is indicated by the strength and opportunity factors in the IFA and EFA are more dominant than the weaknesses and threats in the implementation of vocational teacher professionalism. Also, based on SWOT analysis and QSPM, it is known that strategic management has a significant role in increasing the professionalism of vocational high school teachers in East Java.

Keywords: *Strategic Management, Teacher Professionalism, Vocational High School*

1. INTRODUCTION

Improving the quality of education cannot be separated from the process of improving the quality of human resources. By realizing the importance of the process of developing human resources, the government and schools continue to strive to achieve the mandate of various high-quality education developments through the development and improvement of curriculum and evaluation systems, improvement of educational facilities, development and procurement of teaching material teachers, and other education personnel [21]. The increase in the quality of education is inseparable from the low quality of education at every level of education, especially primary education (elementary and junior high school) and secondary education (high school and vocational school) [14]. According to reference [27], one of the critical indicators of the condition of education in Indonesia is the still low quality of teachers for each level of education, so that it has a direct impact on the weak performance of teachers at all levels.

According to Law No. 14 of 2005, it is stated that teachers are professional educators whose main task is to educate, teach, guide, direct, train, assess, and evaluate students in formal education ranging from early childhood education to secondary school. Besides, the position of the teacher as a professional staff serves to improve the dignity and role of the teacher as an agent of learning and to improve the quality of national education. Therefore, teachers are required to increase their professionalism in the education process. The teacher must have excellent pedagogical competence and can transfer their knowledge to the students. In the context of education in vocational high schools, teachers not only carry out the function of transfer of knowledge but also carry out the purpose of instilling values, as well as building the character of learners sustainably and sustainably [1].

Reference [7] explains teacher professionalism focusing on professional teacher qualifications such as "clever in their work," "meeting the highest standards," "and" achieving excellence. "This definition is also

reinforced by reference [2] that teacher professionalism is interpreted in terms of the extent to which skills and experience related to their profession. At the most basic level, 'professional teacher refers to the status of someone who is paid to teach'; at a higher level, it can refer to teachers who represent the best and highest standards [26]. Reference [17] believes that professionalism is enhanced when teachers use excellence as a critical criterion to assess their actions and attitudes. In other words, professionalism is the best and highest standard [17].

To become a professional teacher, the teacher must understand and master knowledge about the subject matter, teaching skills, and personality traits [11]. A teacher cannot succeed if he cannot convey his data to his students even though he is competent in the subject matter. Therefore, teachers must have teaching skills [8]. Classroom management and teaching methods are implemented by designing and ending teaching, evaluating students, maintaining order in the room, and ensuring that their students participate in activities to achieve learning objectives [13]. Teachers acquire this ability through courses and work practices that are attached to teacher education programs [4].

Increased professionalism of teachers in the scope of vocational high school education has the characteristics to prepare and develop human resources (students) who are able to work professionally in their fields [9]. For this reason, the vocational high school system must keep pace with the technological development of the industrial world. But in reality, the vocational secondary education system with a current curriculum and order is still having difficulty predicting the needs of the industrial world. This can mean that graduates from vocational high schools are still quite challenging to be accepted in companies or industries that are appropriate to their field of expertise [23].

From the explanation above, it can be concluded that to meet the needs of the industrial world; a teacher must have the professional expertise, which is the mainstay in determining his excellence. This is in line with the Directorate of Vocational Secondary Education [14], which states that the level of professional expertise will identify the quality and determinants of the competitiveness of the resulting output.

One strategy to improve teacher professionalism and the quality of vocational education is the application of strategic management in Vocational High Schools (VHS) [16][25]. The main reason is the concept of strategic management, allowing schools to provide a better and more adequate education for students. This concept emphasizes the efforts of schools in identifying what they want to achieve and how they must meet, and schools can understand school competitiveness and develop sustainable competitive advantages, systematically and sustainably [22]. Reference [24] explains the concept of

school management as a process whereby utilizing all components, including human resources owned by the school are directed to achieve the vision, mission, goals, and efficiency in school management. To help make this, the management of vocational high schools must prepare the following items: (1) Strengthen the learning curriculum and industry practice; (2) Selecting school students according to their interests and talents; (3) Improving the professional skills of teachers and non-educators; (4) Safeguarding finance by referring to the efficiency of the need to carry out school education; (5) Preventive maintenance of school facilities and infrastructure.

Vocational High School (VHS), as one of the places of education, is a structured institution that has a role in improving the quality of education. Vocational High Schools, as micro institutions that play a direct role in creating a high-quality generation of Indonesia, must receive considerable attention from the government and society. Vocational High Schools will be optimal if supported by a competent and planned management system, supported by qualified human resources teachers, excellent facilities, and sufficient funding. The application of standardized regulations and management systems in Vocational High Schools is undoubtedly very much needed to maximize the potential of schools to create quality education.

Achieving compatibility between the environment, school, strategic management, and school organizational structure will have a positive impact on teacher performance. By looking at elements of strategic management regarding the use of human resources in schools, the utilization of human resources (teacher performance) will be effective and efficient in the long term, medium term, and short term. Teachers are not only organizers of learning activities but also as part of school management involved in learning plans and implementation of learning activities. The implications of the principles of learning for teachers manifest in their physical and psychological behavior. Awareness of learning principles embodied in teacher behavior can be expected to improve the quality and performance of teachers. In realizing quality education, of course, proper management is needed. Good management indeed refers to the management function itself, which includes all activities carried out by educational institutions, especially instructional units at various levels and their features to achieve goals. At this stage, the school management activities include three things, namely the input stage, the matching stage, and the decision stage [6]. Input stages involve identifying and evaluating internal and external factors. The matching stage is the analysis of the identification results at the input stage. At the same time, the last is the decision stage, including the strategic plan that has been decided and will be carried out by school management. For more details can be seen in Figure 1.

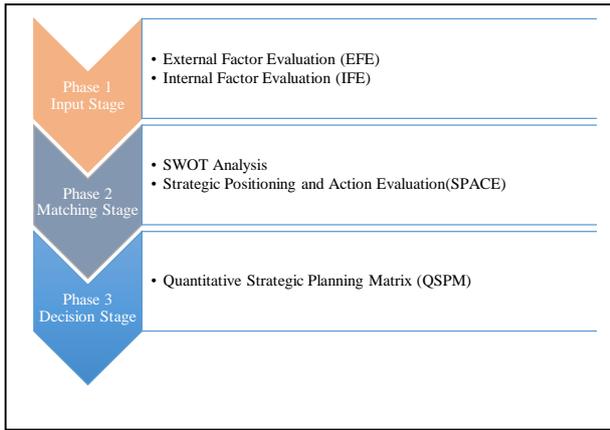


Figure 1 Analytical Framework for Strategy Formulation. (Source: Reference [6])

That strategic management in schools is very closely related to the improvement of teacher professionalism in educational institutions, especially in increasing teacher professionalism. Therefore, in carrying out their professional assignments, the teacher is faced with various choices, such as the most appropriate way of acting, the most appropriate learning material, the most effective presentation method, the most suitable tool, and the most practical step, the complete learning source, the system evaluation of what is most appropriate and so on. As the executor of an independent task, the teacher is given the freedom to manage to learn. The teacher must be able to make choices by considering all relevant aspects or supporting the achievement of goals. In this case, the teacher acts as a decision-maker.

Reference [27] explains that the problem of vocational education in Indonesia is in school management, where school management is weak in mobilizing all educational resources, including teacher performance, in achieving educational goals. Because it is analyzed in strategic management in vocational high schools in improving teacher performance is needed. This research will focus and explain in (1) how the Professionalism of Vocational High School Teachers in East Java - Indonesia; and (2) how to implement strategic management to improve the professionalism of Vocational High School Teachers in East Java - Indonesia. This study only limits the discussion for teacher professionalism and school strategic management in vocational high schools.

2. METHOD

2.1. Research Design

This research uses a qualitative approach method that is using in-depth interviews. For interview data, the data analysis technique used was adopted from reference [16], namely data collection, data reduction, data display,

conclusion/verification, and Focus Group Discussion (FGD).

2.2. Population and Sample

The population in this study was head of schools, teachers, and education staff in vocational high schools (VHS) in East Java Province in 2016. The total sample of this study are 124 peoples from eight public and private vocational high schools in East Java Province, namely SMK N 1 Sidoarjo, SMK N 1 Surabaya, SMK N 3 Boyolangu, SMK N 3 Pamekasan, SMKN 4 Malang, SMK PGRI 2 Ponorogo, SMK PGRI 3 Tlogomas.

2.3. Data Collection and Data Analysis

Data was collected using interviews with each respondent consisting of school principals, productive subject teachers, and administrative staff. Interview questions adopted in research conducted by reference [12], which consists of 4 dimensions, namely school strengths (internal), school weaknesses (internal), support from outside the school environment (external), and threats from outside the school environment (external). The results of the interview were then elaborated into an FGD and concluded using the Internal Factor Analysis (IFA) Matrix, External Factor Analysis (EFA) Matrix, SWOT Analysis, and Quantitative Strategic Planning Matrix (QSPM).

3. RESULTS AND DISCUSSION

3.1. Internal Factor Analysis (IFA) Matrix

In this study, there are two results of the analysis of the internal state of the school based on the results of the FGD on increasing the professionalism of vocational teachers in East Java, namely the analysis of the strengths and weaknesses of each school. For more details, can be seen in table I and table II below.

Table 1. Internal Factor Analysis (Strength)

| No | Dominants Internal Factors | Quality | Score | Quality X Score |
|-----------------|---|---------|-------|-----------------|
| <i>Strength</i> | | | | |
| 1 | Open management and participative | 0.17 | 3 | 0.51 |
| 2 | Supporting from local government and stakeholders | 0.12 | 2 | 0.24 |
| 3 | Good organization structure to support teacher profesionalism | 0.17 | 3 | 0.51 |
| 4 | Human resources are creative and innovative | 0.13 | 4 | 0.52 |
| 5 | Majority teachers are certified | 0.16 | 4 | 0.64 |
| 6 | Relationship with industry are strength | 0.12 | 4 | 0.48 |
| 7 | Parents committee support teacher professionalism programs | 0.13 | 3 | 0.39 |
| Total | | 1 | | 3.29 |

Source: Result of FGD 2016

Table 2. Internal Factor Analysis (Weakness)

| No | Dominants Internal Factors | Quality | Score | Quality X Score |
|-----------------|---|---------|-------|-----------------|
| <i>Weakness</i> | | | | |
| 1 | Classroom are limit | 0.19 | 4 | 0.76 |
| 2 | Organization administration are week | 0.15 | 2 | 0.30 |
| 3 | Laboratories for practicum are not enough | 0.18 | 3 | 0.54 |
| 4 | Still have teachers are not certified | 0.15 | 2 | 0.30 |
| 5 | Teachers need improve in discipline | 0.19 | 2 | 0.38 |
| 6 | Budgeting from government are limited | 0.14 | 4 | 0.56 |
| Total | | 1 | | 2.84 |

Source: Result of FGD 2016

Table 4. External Factor Analysis (Threat)

| No | Dominants External Factors | Quality | Score | Quality X Score |
|---------------|--|---------|-------|-----------------|
| <i>Threat</i> | | | | |
| 1 | Changing national curriculum | 0.20 | 4 | 0.80 |
| 2 | Ego sectorial policy maker specially for VHS | 0.19 | 4 | 0.30 |
| 3 | Chance to interenship in Industries are limited | 0.17 | 3 | 0.51 |
| 4 | Administrative work make learning process slow | 0.10 | 2 | 0.20 |
| 5 | Not have professional certification institution in district / city level | 0.16 | 3 | 0.48 |
| 6 | Limited of relevant industries near school area | 0.18 | 2 | 0.36 |
| Total | | 1 | | 3.11 |

Source: Result of FGD 2016

The results of the calculation of the analysis of Internal Factor Evaluations (IFE) obtained the number of strengths 3.29 and 2.84 weaknesses and the final score (strengths-weakness) of 0.48. These results indicate that the strength factor is more dominant than the weakness factor so that the school can utilize the power factor to minimize the weaknesses faced by the school to increase the professionalism of vocational teacher teachers.

3.2. External Factor Analysis (EFA) Matrix

The results of the analysis of external factors can be seen in table III (Opportunities) and table IV (Threats). From this result, the number of dominant factors of opportunity is 3.31, while the threat is 3.11, and the difference is 0.20. From these results, it is known that vocational high schools in East Java have opportunities that can be exploited to overcome threats in increasing the professionalism of vocational teachers.

Table 3. External Factor Analysis (Opportunity)

| No | Dominants External Factors | Quality | Score | Quality X Score |
|--------------------|---|---------|-------|-----------------|
| <i>Opportunity</i> | | | | |
| 1 | Program new teacher for VHS from government | 0.21 | 4 | 0.84 |
| 2 | Government policy about budgentiong from other resources to improve teachers profesionism | 0.16 | 3 | 0.48 |
| 3 | Social and politic are stable | 0.19 | 3 | 0.57 |
| 4 | Online training and seminars for teachers | 0.14 | 3 | 0.42 |
| 5 | Realtionship between community and industry toward VHS are increase | 0.20 | 4 | 0.80 |
| 6 | Scholarship for teachers | 0.10 | 2 | 0.20 |
| Total | | 1 | | 3.31 |

Source: Result of FGD 2016

3.3. SWOT Analysis

Based on the results of the Internal Factor Analysis (IFA) and External Factor Analysis (EFA), the final IFA score (Strength and Weakness) is $3.29 - 2.84 = 0.48$, and the EFA (Opportunities and Threats) is $3.31 - 3.11 = 0.20$. From the SWOT analysis, we can see in figure 2, if vocational high schools in East Java support an aggressive strategy of using internal strength to capture external opportunities to improve the professionalism of vocational teacher teachers.

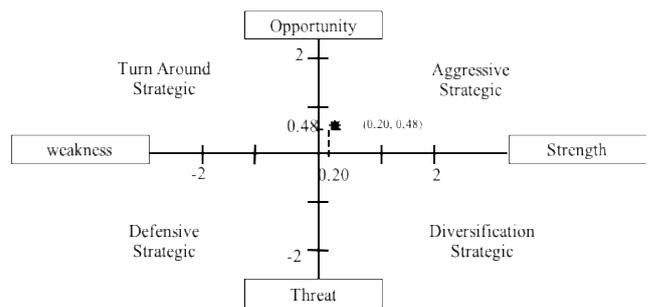


Figure 2 Diagram SWOT analysis based on IFA and EFA matrix

3.4. Quantitative Strategic Planning Matrix (QSPM)

The last step is the Quantitative Strategic Planning Matrix (QSPM) is a tool used to evaluate various alternative strategies objectively based on important external and internal success factors identified earlier. QSPM assessment results in Figure 3 show that of all the

best alternative approach are integration strategies (forward strategies, backward strategies, and horizontal strategies). Vocational High Schools, which have integrated integration strategies in the future, are potential schools that are trying to meet national education standards, with various internal strengths that are held as a guarantee in school management to improve teacher professionalism. The integration strategy is backward, with this strategy, how schools overcome their weaknesses by using the real potential to increase teacher professionalism. A horizontal approach is a growth strategy to improve teacher professionalism by overseeing the performance of school management.

| | | | | | | | |
|-----------------------|-----------------|-----------|------|---------------------|-----|--------------|-----|
| | 4.0 | STRONG | 3.0 | AVERAGE | 2.0 | WEAK | 1.0 |
| TOTAL EFA SCORE | I | GROWTH | II | GROWTH | III | GROWTH | 4.0 |
| | IV | STABILITY | V | STABILITY GROWTH | VI | DEPRECIATION | 3.0 |
| | VII | GROWTH | VIII | GROWTH | IX | LIQUIDITY | 2.0 |
| | TOTAL IFA SCORE | | | | | | 1.0 |

Figure 3 Quantitative Strategic Planning matrix based on IFA and EFA score

The first objective of this study was to find out how professionalism of vocational school teachers in the province of East Java - Indonesia. Based on IFA and EFA matrix, it is found that the value of strength and opportunity factors is more dominant than weaknesses and threats. The results of this matrix show that the professionalism of vocational school teachers in East Java is going well; this is in line with Reference [18], which states that if the value of the power factor and opportunity is more dominant, then the implementation of the policy runs well. Besides that, reference [10][15] stated that if the strength and opportunity factors are in a positive and dominant value, then the strategy or implementation of the policy runs correctly and accurately in its application. The professionalism of vocational high school teachers goes well can also be seen from the results of the FGD, which states that the majority of teachers are certified, have a creative and innovative spirit, and have a strong relationship with the industry. These things indicate that the teacher has excellent pedagogical competence so that he can transform educational knowledge to his students. This finding is in line with reference [11] which states that teacher professionalism is related to how to become a professional teacher; teachers must understand and master knowledge about the subject matter, teaching skills, and personality traits. Also, reference [13] said that a teacher could not succeed if he does not have excellent pedagogical skills and cannot convey his knowledge to his students even though he is competent in the subject matter. Therefore, professional teachers must have teaching skills [8].

The second objective of this research is to find out how the application of strategic management in increasing the professionalism of vocational teachers in East Java-Indonesia. Based on the SWOT matrix and QSPM, which are in the Aggressive Strategy quadrant and quadrant 1 shows that the SMK strategic management supports the development and enhancement of vocational teacher professionalism in East Java. This is in line with reference [22] which mentions school strategic management in the Aggressive Strategy quadrant showing that schools can identify what they want to achieve, and how they must meet and schools can understand school competitiveness and develop sustainable competitive advantages, systematically, and durable, especially in increasing teacher professionalism.

4. CONCLUSION

The results of this study found that vocational teachers in East Java have excellent professionalism, this is indicated by the strength and opportunity factors in the IFA and EFA are more dominant than the weaknesses and threats in the implementation of vocational teacher professionalism. Also, based on SWOT analysis and QSPM, it is known that strategic management has a significant role in increasing the professionalism of vocational high school teachers in East Java.

Although the professionalism of vocational high school teachers is going well, several things need attention and improvement in the application of strategic management to improve the professionalism of vocational high school teachers. The thing to note is that the number of laboratories needs to be increased, the discipline of the teacher needs to be improved, the stability of the curriculum, and related industry relations need to be continuously multiplied and enhanced.

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