

# Strategic Management of Teacher's Professionalism Competency Vocational School in Bandung City

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**ABSTRACT** This study aims to: (1). Analyzing the environment, Planning (2). Programs (3) implementation, (4). Evaluation, (5). The professionalism results of productive subject teachers in SMK. Qualitative research methods with case study techniques, to obtain data through interviews, observation, and study documentation. The subjects of the research were vocational school Igarar Pindad and vocational school YP.17 in Bandung. Interviewees included principals, education personnel, deputy principals, and students. Professionalism of productive subject teachers to improve the quality of productive teachers in vocational high schools. Research implications in (1). Strategic formulation stage, superior school achievement, vocational school model, and accreditation (2). Strategic Program, (3). Strategic implementation of SMK. (4) Strategic evaluation. Field research methods, constraints in the fulfillment of productive subject teachers are (a.) The regulatory system (b). Budget limitations (c). Subject teacher competencies. The conclusion is that the two vocational schools have done an analysis of the internal environment, which is the strengths and weaknesses, and the external environment, namely opportunities and challenges. Although the analysis has not been deep and comprehensive and there are still discrepancies. Has been poured in the form of matrices.

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

## I. INTRODUCTION

The development of the vocational education world will continue to face increasingly complex challenges. This is because the need for quality human resources and high competitiveness. (Aedi, Nur., 2016). The need for quality human resources is a consequence of the rapid development of science, technology and information as well as changes in industrialization towards 4.0.

Vocational Schools are expected to be able to bridge the needs of skilled workers and have expertise that is ready to be absorbed in the business and industrial world. (Agih, AA., 2015). An opportunity that must be utilized as well as possible by preparing quality human resources, superior vocational graduates can only be realized if it is managed by professional teachers in schools.

Professional productive subject teachers who manage students in the learning process in theory and practice. (Anggito, A., Setiawan, J., 2018). Expertise competence in the classroom, in the laboratory room and in the workshop. Teachers of productive and professional subjects, of course will have implications for the high quality of graduates.

In order to improve the quality and competitiveness of human resources. (David, F.R., Forest, R.D., 2016). The government has issued

Presidential Instruction No. 9 of 2016 concerning the revitalization of vocational schools in order to improve the quality and competitiveness of human resources. These instructions are: (1). Making maps of Vocational school development (2). Improve the vocational school curriculum, graduate competencies with user needs (3). Increasing the number and competence of teachers and education personnel (4). Improve graduate certification and accreditation (5). Speed up the provision of vocational teachers through education, equalization and recognition (6). Develop study programs at tertiary institutions to produce vocational teachers needed by vocational schools.

Education managers must work together to support vocational education. (Fahlevi, Derli., 2018). seeks to facilitate vocational education in preparing and increasing the competence of vocational graduates in order to realize link and match, vocational education with the business world in the industrial world. In addition, these objectives are closely related to the quality of vocational teachers who teach, guide students, and develop teacher competencies.

The success of quality education managers is closely related to teacher professionalism. (Foster, B., widharta, I., 2019). This must be supported by other factors such as facilities and infrastructure and financing. Teachers have a

strategic and important role to improve the quality of school performance, because the teacher's role is a very important educational component.

The role of the teacher plays an important role both in planning, implementing, and evaluating the curriculum. As a planner, implementer, and curriculum developer in its class. (Darma, et al., 2013: 182). The challenges of Vocational High School teachers are: (1). Vocational teachers prepare workforce that is relevant to the development of science and technology (2). Vocational teachers face political and economic development; (3). Vocational teachers apply the development of technology in learning in accordance with the characteristics of students (4). Vocational teachers carry out competency tests for Vocational Schools graduates.

Teachers and Lecturers, must have academic qualifications, competencies, certifications, physically fit, mentally healthy and have the ability to realize educational goals. (Habiby., Najib, W., 2017). The competencies that must be possessed by teachers include four things, namely professional competence, pedagogical competence, personal competence, and social competence. (1). Pedagogic competence is the ability to manage student learning (2). Professional competence is the ability to master broad and deep learning material, to guide students in meeting the competency standards set in national education standards. (3). Personality competence is a personality ability that is steady, noble, wise, and authoritative, as well as being an

example for students (4). Social competence is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents / guardians of students, and surrounding communities.

## II. METHOD

The research method is based on the objectives to be achieved. a research method based on a post positivism philosophy, which presents a comprehensive picture of the strategic management professionalism of vocational school teachers in productive subjects. (Sugiyono., 2017). Used to examine the natural conditions of objects where the researcher is a key instrument, sampling data sources is done purposively and snowball. Through this approach and method, it is expected to be able to study more in an integrated system regarding the professionalism of productive subject teachers in several schools. Data analysis is inductive, qualitative and the results of qualitative research that emphasizes generalization

1. Stages of research conducted as follows: (Gunawan, Imam., 2015).
  - a. Raise the problems that occur in the field.
  - b. Raises and asks a series of research questions.
  - c. Gather data relevant to research
  - d. Conduct data analysis for research
  - e. Answering a series of research questions.



Figure 1. Qualitative Method.  
(Source: <https://www.questionpro.com>)

Thus the stages of research being done and already done through field research. (Moleong, Lexy J. 2014). Complete and gradual. In accordance with the objectives of the study.

### III. RESULTS AND DISCUSSION

#### 1. Environmental Analysis

Based on the results of environmental analysis, at the two vocational schools in Bandung. That internal and external environment analysis is the basis for developing school strategic plans. It shows that the school knows the internal strengths and weaknesses of the school, so that they can formulate strategic planning and planning. which influences the development of schools. This shows that the vocational school in the city of Bandung. As a subject of research has found the strength of the school. (Campbell, S., Houston., In Rahmat., 2014: 138). An analysis of the internal environment of potential excellence must be prioritized to ensure sustainability in both vocational schools.

The process of environmental analysis at the two vocational schools shows an aspirational

process. The process of preparing school programs for each major program to determine the work needs of the school. (Wheelen., Hunger., In Barlian., 2016: 58). Next inventory of school needs. Services for public education as a supplier of labor to the business world and industry. Opportunities and threats facing the future. As an opportunity to identify strengths and weaknesses.

The external environment is the social environment that consists of environments related to community activities, namely politics, economy, social, culture, law, industry, business. (Kluyver., Pearce., In Rahmat., 2014; 138). Adaptation of the internal environment includes human resources, such as leadership, organizational culture, organizational climate, organizational structure, networks, cooperation, information and communication systems, physical resources such as facilities and infrastructure.

Table 1. SWOT Matriculation Analysis for the two Vocational Schools

<div>Internal Factors</div> <div>External Factors</div>	<b>Strength (S)</b> 1. School environment 2. School development availability 3. Facilities infrastructure 4. Teacher 5. Student Education Staff 6. Institutional cooperation Land and	<b>Weakness (W)</b> 1. The teacher has not mastered school ICT 2. The teacher has not mastered English 3. Teacher discipline is not timely in teaching 4. Student input is still standard 5. Leadership Centralistic school principals
	<b>Opportunities (O)</b> 1. Parents, community students need quality schools	<b>W-O Strategic</b> 1. Increase teacher professionalism 2. Conducive climate of
	<b>S-O Strategic</b> 1. Increase the average UN score acquisition 2. Increase graduates	

2. School Committee Support 3. There is a scholarship program 4. There is assistance from the government in the form of School Operational Assistance (BOS) 5. There are government regulations that pay attention to schools	accepted into Higher Education 3. Increase graduates accepted in the Business World and the Industrial World to become experts 4. Maintaining the results of UN graduation 5. Optimizing facilities and infrastructure 6. Provide support to students who are competent	the school environment 3. Improve student and teacher discipline 4. Improve student recruitment systems 5. Strive for institutional cooperation 6. Asking for help from the government
<b>Threat (T)</b> 1. There is no participation from parents of students 2. Negative culture of the external environment 3. The rapid development of ICT, far behind 4. The existence of similar schools, public and private in the same environment	<b>S-T Strategic</b> 1. Establish cooperation with scholarship institutions 2. Empowering the role of community relations in serving the community 3. Establish cooperation with institutions that handle the competencies of young people 4. Improve school superior programs and school performance 5. Improving the ability of teachers in mastering ICT	<b>W-T Strategic</b> 1. Increasing the role of public relations, promoting school achievement 2. Optimal student selection recruitment 3. Increase participation with the government 4. Submitting financial assistance from the government 5. Optimization of the internship program

Source: Processed data results

## 2. Strategic Plan

Based on the results of interviews and documentation studies in the last five years that the Vision and Mission of the two vocational schools in the city of Bandung. (Sutarman., Et. Al., 2020) Does not change, because it is still relevant to the needs and conditions of the school and future demands. Realistic school leadership with organizational culture. Because the vision and mission is still actual and relevant. Both vocational schools become superior schools, both in their service and graduates. Likewise, in every program the pre-eminent Private Vocational

School in the City of Bandung. Activities carried out involve stakeholders inviting active participation in every activity carried out by the school.

Preparation of the plan for professionalism of productive subject teachers as outlined in the strategic plan which shows that the two vocational schools have made a strategic plan. (David, F.R. 2015). Namely in the form of strategic formulations. Revised strategic plans that are carried out in a rational and relevant manner so that the professional teacher can be realized in the school.

Expertise competence as the main characteristic of vocational superiority will

become an advantage of each school, both in the field of technology, business management, agriculture, music, and marine. The aim is to make the subject teacher productive. (Rosyadi, Y.I., Pardjono., 2015). Expertise competencies are expected to improve the quality of learning and Preparation of Professional Competency teacher plans for productive subjects as outlined in the strategic plan. (Pidarta, Made. 2014). That the two vocational schools have compiled a strategic formulation. However, there are still revisions to the strategic plan that is considered irrational and other principles, if carried out the plan will not be useful to be realized. Revision of the strategic plan is the right step to do.

### 3. Strategic Program

Strategic programs to realize teacher professional competence include: (Prastowo., Andi., 2014).

- a. Teacher competence as a teacher acceptance tool. The type of competency needs to be determined as a condition in order to become a Teacher Performance Assessment (PKG). (Sugiyono., 2016). Conducted every year while the process is carried out throughout the year as a teacher's performance as a condition for the criteria for admission of prospective teachers, there must be guidelines for administrators in choosing the teachers needed by the school. The criterion is that every teacher candidate who meets the teacher admission requirements is expected to succeed in carrying out his duties as a teacher in school.
- b. Teacher competence is important in the context of teacher development. Determine the type of teacher competence needed and is done at the beginning of the semester, then on the basis of that measure can be observed and determined, the teacher who has full competence and adequate competence. (Sukmadinata., Nana, S., 2015) Information about this is needed in developing teacher competencies.
- c. Teacher competencies in the framework of preparing teacher education curricula

must be prepared on the basis of the competencies required by each teacher. The objectives of the education program, delivery system, evaluation. (Gratitude, F., 2011). In 2 semesters the time span of evaluating should be planned to be relevant to the demands of teacher competence. Thus the teacher is expected to be able to carry out their duties and responsibilities.

- d. Teacher competence is important to do with student learning outcomes activities. (Tobari, M.K. ., Nova, A., 2018). Teaching and learning processes and student learning outcomes in schools, structural patterns and curriculum content, are largely determined by the professional competence of teachers who teach and guide students. Professional teachers are better able to create a learning environment that is conducive, fun, and able to manage their classes so that student learning is optimal.

Concrete program of vocational teacher professionalism competence, which is a weekly meeting held after the Monday morning ceremony. held at least twice a semester, but if there are important things that must be discussed, the meeting is held. (Tatang, S., 2015). Discuss school policies, important information, improve knowledge, training, question and answer and contribute suggestions. Teacher professional competency program that includes the development of pedagogical competencies, attending workshops, seminars, technical guidance, courses, Professional Certification. Everything is done to improve teacher professional competence.

Based on the findings in the field the professionalism competency program of vocational school productive teacher teachers in the city of Bandung. (Sagala, Syaiful., 2017). Implemented through the Subject Teachers' Conference (MGMP), industrial company internships, advanced studies, Teacher Working Groups (KKG), as a forum for professional activities for teachers. The implementation of the



program and its intensity in the two schools differ depending on the policy of the principal.

The program of cooperation between the two SMKs with the business world and the industrial world is very high. Every year the school adds additional cooperation with the business world and other industries. (Praise., 2018). Technology-based vocational schools easily collaborate intensely with the Motorcycle Industry, Automotive Industry and other industries close to the school area. Vocational Schools collaborate with Bandung Polytechnic, Manufacturing Polytechnic and other tertiary institutions.

The running of the program conducted by both vocational schools in the city of Bandung. (Susanto, Ahmad., 2016). As a professional competency of productive subject teachers which shows that the two Vocational Schools, based schools have implemented a strategic program, which is in the form of strategic planning that will and is being implemented. Nevertheless the policy and program still need to be criticized and evaluated to what extent the effectiveness is in accordance with the vision and mission of the two schools.

#### 4. Implementation of Strategic

Implementation of professionalism of private vocational school teachers in the city of Bandung. (Farah, D.A., 2018). generally carrying out In house training, Technical Guidance, Subject Teachers' Deliberations (MGMP), Teacher Working Groups (KKG), internship teachers, guest teachers, industry visits and professional certification of teacher competency which is carried out in stages.

The implementation procedure is making matriculation giving the opportunity to take part in various exercises, giving equal opportunities to the teacher. (David, F.R., 2014). The mechanism for appointing participants who were submitted to the competency department, which was assigned in rotation according to their needs. Schedule of productive subject teacher training activities as planned. However, there have been changes, both from schools and partnership institutions. The program has received support from the school in the form of a budget in realizing the

professionalism of school teachers. This support is the responsibility of all programs that have been formulated and agreed upon together. The budget is given in stages which have been arranged properly.

Objective conditions in both schools in Bandung City Vocational School. Funding is allocated for operational costs, such as the purchase of stationery supplies, salaries and honorary teachers, while for professionalism the percentage is very small. (Hadi, Sumarno., 2016). The costs for developing teacher professionalism, such as training, internships, inviting guest teachers, etc. Very small. The development of teacher professionalism is a priority for school quality. Yet for the success of various school programs, including curriculum development, school revitalization, and cultural development.

Professional teachers will be able to manage learning to achieve goals. (Maflukha., Atmim., 2018). With limited facilities and student abilities. Professional teachers will carry out all their tasks with expertise and master learning material as teacher professional competence consisting of: (1). The desire to always display the ideal behavior. (2). Improve and maintain the image of the profession. (3). Develop professionalism of knowledge and skills (4). Improving the quality and ideals of the profession. (5). Have pride in the teaching profession.

Strategic implementation of both vocational schools in Bandung. (Margono, S., 2007). Developing the ability of teachers and education personnel to improve the professionalism and performance of teachers and education personnel. Vocational schools have improved education services and management of schools with excellent service. Able to realize quality graduates who are superior, competitive, absorbed by the world of work, accepted at tertiary institutions. Everything is determined by the quality of the teacher and the quality of the learning system.

Strategic fulfillment of subject teachers, namely (1). Analyzing the needs of productive subject teachers in both schools (2). Appoint honorary teachers to permanent teachers (3). Encourage productive subject teachers who take the initiative to do a mapping analysis of expert teacher needs (4). Plan teacher rotations according

to their area of expertise. (Piso, E.M., and Nagyová, A., 2014). Requirements for participating in this dual skills program, vocational teachers in Bandung.

Constraints in the implementation of vocational teacher professionalism competencies in Bandung. Namely: (1). Solid teaching time, (2). Skill training is still lacking (3). Insufficient funding (4). Mismatch of training material with expertise competency (5). Training motivation decreases. Obstacles regarding the budget in fulfilling the development of vocational school teacher productive subjects in the city of Bandung. (Kunandar., 2014). The limitations of the school budget for honorary schools are also limited, the lack of competent productive subject teachers. Other obstacles in developing professionalism of productive subject teachers are as follows: (1) The education office has not been able to facilitate training for productive subject teachers in accordance with the competency needs of vocational schools (2) The training carried out by the education office is only in the administration, syllabus and problem solving, not yet in the practice of expertise. (3) Difficulty in managing time due to tight school teaching hours.

The culture of six value systems, education, industrial relations, has become a vocational school program. (Sanusi, A., 2015: 35). Familiarization is in line with the six value systems of life, namely:

- a. Theological value which means God is God Almighty. All students consisting of classes X, XI and XII, who share the belief in the concepts of faith, Islam, ihsan. Logic Value
- b. Logic Value is thinking, understanding, and remembering is the mind, understanding, understanding, warning. As a teacher's professional competence has this value to be the basis for action, action. Allah in the Koran says a lot so we think with reason in understanding nature.
- c. Physical value, physics means to maximize physical function in living this life. Developing teacher pedagogical competence as a creation of God is very

useful, will function mainly in science and technology.

- d. Ethical values have the meaning of respect, trustworthiness, fairness related to morality, ethical values as the social competence of teachers. (Franat., Putria, H., 2017). As an educated person
- e. Aesthetic values include harmony, attractiveness, sweetness, beauty, love. God created Nature, It is very beneficial to be in harmony and beauty, in order. Vocational teacher personal competence. (Fathurrohman., Muhammad., Sulistyorini., 2014). Having aesthetic value, harmony with others and nature around mutual love, harmony, beauty as a human nature given by God
- f. Teleological values related to benefits, effective, productive and accountable efficiency in every side of life. (Abdul, H.A., Budi, P., Wawan, T., 2017). Summarized in the teacher competition that pays attention to the benefits and benefits for the benefit of humans with their environment.

The role of vocational school alumni of both schools in Bandung is very large. (Anonymous., 2013). Voluntarily coming to school on Saturdays or certain events to guide and direct students as their juniors to cultivate good morals. Vocational students perform Dhuha prayers and congregational prayers, and study religious knowledge from their alumni. The contribution of alumni in the cultural habituation of the six value systems in the two schools is attractive, harmonious, harmonious as a proud alma mater.

The development of vocational schools has become a center of learning activities, which is a routine activity. (Asaf, Nabeel., 2015). With regard to educational activities with various programs, such as character education that have an impact on social morals, nobleness of values, local wisdom in accordance with local cultural needs. The concept as an identity for the advancement of the younger generation. Students have high intelligence, IQ and ESQ, emotional and spiritual integration.

Based on the results of the application of cultural and industrial values, vocational schools

in Bandung. (Mulyasa, E., 2016: 14). The school seeks to apply cultural values such as:

- a. To socialize the importance of the education of cultural values and industrial culture appropriately on various occasions
- b. Creating a conducive environment, a relationship between the elements in the school so that it can be harmoniously established
- c. Developing facilities as a source of learning to function a place of worship, providing literacy books
- d. Discipline the students in an orderly manner, replacement in class hours, punctuality in teaching, attendance of teachers and students, enforcement of rules and school rules
- e. Brought about teachers who were instructed and imitated by the example shown in the school environment
- f. Involving all school members in developing six educational value systems.

## 5. Strategic Evaluation

Evaluation is one part of the realization of the implementation of activities that must be done well. Evaluation is very important to measure the success of a program of activities that have been implemented and will be implemented so that it runs well and correctly. (Arikunto, S., 2014). The results of the teacher's professionalism competency performance that has been implemented will be seen from the determined achievements such as: access to education on the Pure Participation Rate (APM). Percentage of students of age related to their level of education from a population of the same age. Is an indicator of the absorption capacity of school-age population at every level of education (Maseleno et al., 2019).

Crude Participation Rate (GER) is the ratio of the number of students who are attending school at the education level to the population of the age group associated with a certain level of education. Improving the quality of teachers and education personnel. (Harsono., 2016). The evaluation is in the process of activities in both

vocational schools. Achievement of graduation and National Examination Results (UN) and the results of supervision of the quality of teaching and learning, student thinking, student achievement and teacher achievement. Recapitulation of teacher attendance is done at the end of every month by the picket coordinator. Employment absorption is done at the end of the school year, while supervision is done at the end of the semester.

Teacher professionalism competency evaluation is carried out at the end of the year such as: attendance, the results of the achievement of the National Examination (UN), accepted in tertiary institutions, accepted for work, entrepreneurship, and others. (Askundari, Tiwi., 2017). Even so these achievements do not lie in class XII teachers, but all class X and XI teachers also influence it. The evaluation time for teacher professional competence at school is done at the end of the year. Namely in the odd semester term, which is evaluated as supervision and field observations and student responses about the teacher's teaching abilities.

Evaluation of the results of teacher performance in the form of an analysis of urgent needs possessed by the teacher. It needs to be followed up immediately with technical guidance, training, internships, expertise competency certification, and other competencies. (Megananda, C., 2018). An evaluation system for the development of professionalism of productive subjects in schools that is commonly done by analyzing the results of observations and responses of students, and peer assessments. Bring in guest teachers as a program from the World of Business and Industrial World (DUDI). Collaboration of teaching productive subjects of teachers in both vocational schools. Past learning recognition programs, which are programs to acknowledge past learning and experiences. Programs for teachers who have long teaching experience but do not yet have a Bachelor's level academic qualification.

The fulfillment of vocational school productive subject teachers is very important in building the quality of education. (Komalasari, K .. 2013). Education program policies will be in vain without taking into account the presence of



sufficient number and quality of teachers in vocational schools in conducting productive professionalism teacher competency, namely: (1). Central government policy; (2). Local government policy both independently and in collaboration with the Business World and the Industrial World (DUDI) (3). The school policy concerned, both independently and in collaboration with the Business World and the Industrial World (DUDI) and other training institutions.

Based on the field in vocational schools in the city of Bandung, the implementation of teacher professional competency in the form of independent learning such as reading literature, conducting independent training by utilizing school facilities such as libraries, laboratories and internet applications (1). Group work in the same field through the Subject Teachers' Conference (MGMP) and Working Groups (KKG) is a teacher's need (2). Continuing higher education. (Marsigit., 2013). The animation is still low, linearity education is not appropriate. S2 education reaches 15% in both vocational schools. Giving scholarships to outstanding teachers in order to continue the Strata 2 level can change the composition of professionalism. This is because of the large costs, the time for regular lectures to clash with teaching hours, the small value of awards from school, career ranks and structural uncertainty. The provision of certification allowances for teachers has not all been implemented. The strategy program has not been successful, because the Subject Teachers' Consultation (MGMP) and the Working Group (KKG) are still focused on administration and knowledge.

The validation of the results of teacher performance through evidence of fingerprint absenteeism targeting employee work and monitoring of school supervisors, the performance evaluation of school principals, which was conducted during the study, showed that the two SMKs in Bandung had implemented a strategy program in both SMK schools. (Majid, A., 2014). The importance of developing teacher professionalism. Through revamping the more functional teacher education and training system to ensure the quality of professionalism of teachers and other education personnel. relevant to

teaching material. In terms of the number of teacher professional competency programs implemented, the results have not been significant. That both Vocational Schools have implemented a strategic program, which is monitoring the feedback to immediately reform.

Based on this analysis, that the application of strategic evaluation in both vocational schools is needed, for the professional competence of productive subject teachers. Mulyasa, E., 2014. That the analysis of the internal and external environment of the school, formulation and strategic planning, strategic programs, strategic implementation, and strategic evaluation have been carried out carefully, consistently and comprehensively. This shows that the two Vocational Schools in Bandung have implemented in accordance with the vision and mission of the school.

## 6. Strategic Results

The results of competency professionalism of subject teachers implemented by both vocational schools in Bandung. (Mulyasa, E., 2014). Successfully carried out after a strategic evaluation that the implementation of a strategic program in 2019, produced a number of important achievements. The result is the achievement of the number of Teachers and Education Personnel (GTK) who have participated in training such as: (a). outreach, training, dissemination, workshops, seminars, and courses have provided reinforcement of profound teacher professional competence. The general program is: socialization, stimulus, further training that has been carried out by the two vocational schools.

The achievement is in line with expectations. Because at both vocational schools, continued commitment to developing a strategic program in accordance with the professional competence of subject teachers in vocational schools in Bandung. (Sutrisno, B., Suranto., 2015). This change has positive implications for both schools, the Business World and the Industrial World (DUDI) as graduates of vocational school graduates, has helped superior workforce, and increased regional income. The development of the Business World and the Industrial World (DUDI) is very rapid. Then it is

necessary to align the curriculum, establish partnership with the World Business and Industrial World (DUDI).

#### IV. CONCLUSION AND IMPLICATION

##### 1. Conclusions

Internal environment analysis has been carried out, namely the strengths and weaknesses of the external environment, namely opportunities and challenges. Although the analysis has not been deep and comprehensive and there are still discrepancies.

- a. Planning at both vocational schools in Bandung. has formulated the professionalism of teachers in productive subjects, and the process has involved stakeholders, but has not been optimal in its benefits, and is still focused on the interests of accreditation, assessment of teacher professionalism.
- b. The implementation of the two vocational schools in Bandung City has carried out the professionalism of productive subjects in stages. consistently, vocational schools make Standard Operational Procedures, and submit funding support, their use must be effective and need to be studied more deeply.
- c. Evaluation of the two Vocational Schools in Bandung has been carried out by Vocational Schools in Bandung. The assessment of the professionalism of productive subject teachers is still less than optimal because consistency and objectivity are inconsistent.

##### 2. Implications

Based on these conclusions, the impact on several implications that are considered relevant to this research such as:

- a. Analysis of internal and external environment impacts on the preparation of strategic plans. Involves participation in helping the depth of internal and external environmental analysis. The results of the analysis of the strategic environment that has positive implications for the teacher's

professionalism, commitment and performance.

- b. Planning in the professionalism of productive subjects teachers formulated in the analysis of internal and external environments. Positive implications for the benefits and success of vocational schools in realizing the vision, mission in both schools.
- c. Implementation of professionalism of productive subject teachers. As a form of operational implementation and use of budget allocations. Effective, transparent and accountable management. Positive implications for learning and the quality of graduates required by the business world and the industrial world.
- d. Evaluation of the professionalism of productive subject teachers in both vocational schools. As a final step in measuring the success of important, measurable, objective things that must be followed up and be consistent.

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