

STRATEGIC MANAGEMENT IN TEACHER COMPETENCY DEVELOPMENT: A CASE STUDY

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Abstract:

The study aims to analyze the implementation of strategic management for teacher competency development in SMA Darul Ulum 2 Unggulan BPPT CIS ID 113 Jombang. This research utilizes a qualitative approach with a type of case study. Data collection techniques use in-depth interviews, participant observation, and documentation. The collected data are investigated by presenting, reducing, and drawing conclusions. The results show that the strategic implementation of teacher competence consists of three program development activities, budget development, and procedure development. Program development is prioritized to enhance teacher competence through workshops, training education, further study education, MGMP/Teachers Professional Development Forum, KKG/Teacher Working Group, inclusive activities, training, in-service training, formation of teaching support, face to face training, online training, comparative studies, charity action, regular vacation, as well as compensation and visits to orphans, the poor and nursing homes.

Keywords : *Strategic Management, Teacher Competency Development, Profesionalism, Training*

Abstrak:

Penelitian ini bertujuan untuk menemukan dan menganalisis implementasi manajemen strategik pengembangan kompetensi guru di SMA Darul Ulum 2 Unggulan BPPT CIS ID 113 Jombang. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Teknik pengumpulan data menggunakan wawancara mendalam, observasi partisipan, dan dokumentasi. Data yang terkumpul dianalisis dengan penyajian data, reduksi data, dan penarikan kesimpulan. Hasil penelitian menunjukkan implementasi strategik kompetensi guru terdiri dari rangkaian tiga kegiatan pengembangan program, pengembangan anggaran, dan pengembangan prosedur. Pengembangan program diprioritaskan untuk meningkatkan kompetensi guru melalui workshop, pendidikan pelatihan, pendidikan studi lanjut, MGMP, KKG, kegiatan inklusi, *training-training*, *inservice training*, pembentukan *teaching support*, *training face to face*, *training online*, studi banding, gerakan infak, anjagsana rutin, serta santunan dan kunjungan kepada anak yatim, orang miskin dan panti jompo.

Kata Kunci: *Manajemen Strategis; Pengembangan Kompetensi Guru, Profesionalisme, Pelatihan*

INTRODUCTION

Teachers have a crucial and strategic function in learning activities, and teachers must have competence (Saud, 2009; Rissanen et al., 2019). Teacher competencies enclose teachers as teachers (Keiler, 2018), mentors (Aspfors & Fransson, 2015), class administrators (Sudjana, 2005), curriculum developers, developing professions, and fostering relationships with the community (Saud, 2009).

The success of school institutions involves the role of adequate teachers. This indicates that the development of teacher competence is a commitment that must be clashed immediately (Yureva & Yureva, 2016). The necessity for teachers who have competence and qualifications is a priority scale in institutional development (Panggabean & Himawan, 2016). Teachers who have high competence will comfortably advance the comprehensive institution. Quality teacher competencies are very helpful in improving student achievement in Islamic school institutions (Noh et al., 2013; Ayu & Marzuki, 2017).

Teacher competence is determined by several factors: the leader (principal) (Wahyuddin, 2017). The principal is a vital element for the effectiveness of educational institutions (Sukandar, 2019). A good principal will be dynamic in preparing various kinds of educational programs. Increasing teacher competence (Mehdinezhad & Mansouri, 2016), starting from needs analysis, planning, development, performance evaluation, and work relations to remuneration, is essential for a school principal (Renata et al., 2018; Mustamin, 2012; Ismail et al., 2018).

The principal plays a role in preceding the school's sustainability through strategic management. Strategic management is an objective, rational, and systematic process involving the formulation, implementation, strategy, and evaluation phases (Latorre-Medina & Blanco-Encomienda, 2013; Amoli & Aghashahi, 2016). Strategic management is essential because it regulates the organization's performance in the long term and how to carry out and evaluate these actions to achieve organizational goals (Mainardes et al., 2014) and is the key to bettering the quality of education (Latorre-Medina & Blanco-Encomienda, 2013). In this case, strategic management is vital in regulating the development of teacher competence in schools (Ismail et al., 2018).

One of the fascinating schools to research is SMA (Senior High School) Darul Ulum 2 Unggulan BPPT CIS ID 113 Jombang. This school has progressed rapidly in terms of achievement. This school develops its curriculum by adapting three curricula at once, namely the Islamic boarding school curriculum, the national curriculum, and the Cambridge curriculum, which aims to produce a new generation who excel in IMTAQ, science and technology, and morals on a national and international scale.

Based on the above explanation, it is essential to conduct research and study the implementation of strategic management in developing teacher competencies. This study aimed to find and analyze the performance of strategic management in the development of teacher competencies in Darul Ulum 2 Superior High School BPPT CIS ID 113 Jombang.

RESEARCH METHODS

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RESULTS AND DISCUSSION

The results exhibit that the implementation of strategies in developing teacher competence at SMA Darul Ulum 2 Unggulan Jombang included three series of activities, i.e.; 1) program development; 2) budget development; and 3) development of procedures. As for more detail, a summary of in-depth interviews regarding program development results can be seen in Table 2;

Table 2: Results of In-depth Interviews Program Development Implementation

Subject	Result
S1	"... We always participate in our teachers in workshops, education, and training, seminars and other training, both those held by the agency and those organized by internal institutions. There are many development activities in Cambridge learning. Teachers are always accustomed to praying in congregation, donations, social gatherings, etc. In addition, teachers who have good achievement are allowed to undertake further studies."
S2	"... Teachers must be included in educational training activities, seminars, workshops, in-service training, MGMP with a structured schedule. In developing professional competence, the institution provides financial assistance for S2 and S3 for teachers who have good achievement and dedication."
S3	"In principle, to generate a teacher professionally, the teacher must be involved in various education training, workshops, seminars, and equivalent courses. Especially in implementing the Cambridge curriculum, teachers who teach this subject must upgrade and update themselves so as not to be embarrassed when in front of the class."
S4	"Social competence is almost similar to the competence of personality and akhlakul karimah, but the application of social competence is more about how the teacher relates to their social environment."
S5	"The progress of teacher social competence, by holding recitation, vacation, and regular meeting meetings which are discussed at basics meetings. Teachers are also always engaged in several development activities, such as curriculum 13 workshops, ISO 9001 training on education management. Teachers are allowed to undertake further studies at the S2 / S3 level, and also Cambridge curriculum training".
S6	"Incidentally, I was trusted to get a scholarship for further studies to S2, so I made the best use of it. In the practice of developing teacher competency, there are several development activities such as training, workshops, and workshops which must be followed on a national and international scale."

S7 "One of the strategies in enhancing teacher competence in this school is through an advanced study program for teachers, and one of the teachers who was given the opportunity was me."

Furthermore, based on the observation activities carried out, there are events related to the development of personality competencies, including how a leader always provides a good, straightforward and great manner during the communication that is very close to the fellow school community and is like in mutual respect.

Observations accomplished by the researcher related to teacher pedagogical competencies for curriculum implementation illustrate that developments in SMA Darul Ulum 2 Unggulan Jombang are very vigorous. Several agendas that have been scheduled in such a way as to compose this institution indeed preferable, especially in teacher competency development, have been very neatly adjusted. Teachers are genuinely independent and can be a reference for students. Therefore, teachers are afforded various education, training, and workshops (both sent outside the district or provincial education offices and seminars held by internal institutions).

Furthermore, program development implementation will not run well if there is no capital and financial support. In more detail, a summary of the results of in-depth interviews regarding the performance of budget development can be seen in Table 3;

Table 3: Implementation of Budget Development

Subject	Result
S1	"... The budget details are by the items needed and vary widely. The budget that we compile comes from legitimate sources, namely from the school committee, foundation funds, BOS funds, and other non-binding sources."
S2	"For financing, schools compile a design called RKAS, an activity plan, and school budget. The RKAS has designed the type of activity as well as how much budget is needed in each activity, as well as the source of budget funds obtained."
S3	"... Budget management related to the improvement and development of teacher competence, especially for increasing competence in the field of the Cambridge learning curriculum, it is essential for a teacher to have more abilities, so teachers must be trained frequently."
S4	"The budget development process at SMA Darul Ulum 2 Unggulan Jombang is carried out based on activities, specifically by determining the type of activity in each section and then determining the budget."
S5	"Budget development starts from finding sources of funds for the budget, managing the budget, and providing reports on the use of the budget."

The results of observations and documentation studies conducted by the researcher at the research location show that the budget development process carried out at SMA Darul Ulum 2 Unggulan Jombang is activity-based and performance-based, meaning that all budgets that are raised are always based on the type of activity of each section, and also from The implementation of these activities is based on process performance and performance results. This is confirmed through a documentary study conducted by the researcher that the agency budget planning is already in the strategic and long-term work plans (RJKP).

The willpower of budget allocations is desired to support all activities within one year as prepared in the form of an activity plan and school budget (RKAS) so that every move raised is at the same time based on its budgeting. The institution, in this case, SMA Darul Ulum 2 Unggulan BPPT Jombang, has progressed a budget and teacher competency development activities. The budget allocation for teacher competency development is not specifically in one part of the budget but is spread out in several features, i.e., in curriculum 1, curriculum 2, religious areas, and also in the public relations area, so the responsibility for budgeting and implementing competency enhancement teachers are in some of these sections.

The development of programs that have been allocated together with budget development must be carried out and by standardized procedures according to the standards used as references. As for more detail, a summary of the results of in-depth interviews regarding the implementation of the development procedure can be noticed in Table 4;

Table 4: Implementation of Procedure Development

Subject	Result
S1	"All school activities here must pay attention to operational procedures commonly referred to as SOPs as a reference frame for workouts, including teacher competency improvement activities. SOPs compiled at SMA Darul Ulum 2 Unggulan BPPT Jombang adopt ISO 9001 standard procedures."
S2	"In the case of the process of implementing teacher competency development, of course, also uses procedures that the school has set, because there are stages that must be taken, so anyone must comply with the applicable procedures. All activities developed must be by the applicable SOP."
S3	"For teacher competency development activities using procedures that the school has set, for example, teachers who will take part in face to face training activities to strengthen the Cambridge curriculum must follow the steps according to the SOP."
S4	"Standard operating procedures are terms of reference for activities that serve as guidelines for the implementation of activities. When a teacher participates in MGMP activities, workshop activities, or even TOT activities, the teacher must follow the implementation

procedure starting from permission. The introduction to reporting must be by standardized procedures.”

- S5 “It is imperative that the development of procedures in the form of SOPs be continuously improved both in quality and quantity. In terms of quality, the overall service must be better, if, in terms of quantity, the number of SOP-based service activities must be increased.”
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Observations made by the researcher indicate that the procedures utilized as the basis for implementing inclusion activities and applying the Cambridge curriculum in the form of exercise SOPs have indeed been made and implemented in every action at SMA Darul Ulum 2 Unggulan Jombang. When the researcher observes that one teacher will be sent to participate in development activities, the teacher must be willing to take care of everything related administratively to the needs of the action to be followed; the teacher must take care of SPPD, carry out activities and then have to make a report after completing the participation activities. This is reinforced by the documentation study conducted by studying and paying attention to existing documents in the form of SPPD reports and reports on the results of the implementation of the intended activities.

Exposure to data from interviews and observations as well as documentation studies as mentioned above can be illustrated that the procedures for implementing the teacher competency development program are structured in such a way as to become the basis for carrying out institutional activities to realize the ideals set out in the vision and mission of the institution. In terms of developing teacher competence, every action carried out must always refer to the SOP implemented in its implementation so that it will appear neatly organized because of the system in which some stages and steps regulate all activities to be carried out.

The strategic implementation of teacher competency development at SMA Darul Ulum 2 Unggulan BPPT CIS ID 113 Jombang is based on program development priorities, budget development, and implementation procedures. Strategy implementation is putting strategies and policies into action by developing programs, budgets, and operations (David, 2009). This process includes changing the organization's overall culture, structure, and or management system as a whole (Hunger & Wheelen, 2003). In terms of developing teacher competence, it must be implemented in such a way as to carry out the plans that have been prepared in the strategic planning for teacher competency development. To be advanced, teachers must have access to the outside. Namely, they must have intellectual, social, financial access, access to cooperation (Meiers, 2007).

Based on the data, teachers must have strong competencies in this school, particularly pedagogical, personal, professional, and social competencies. Besides, it also requires teachers to have moral and religious competence. The development of pedagogical competence is carried out through various activities such as workshops, where teachers are included in

workshops related to their duties as teachers, educational and training activities that can support the strengthening of the teacher learning process in the classroom, training, in-service training, MGMP activities, strengthening the Cambridge curriculum, the establishment of teaching support, comparative study activities both at home and abroad. Teacher pedagogical competencies are developed by always including teachers for workshops, education, and training activities in the mastery of learning tools such as curricula, learning planning tools, and evaluation tools that support the learning process. This is carried out in such a way and always refers to the realization of the vision and mission of the institution, namely becoming a superior and complete person so that teachers are expected to be more competent (Hervie & Winful, 2018).

The implementation of personality competency development in this school is carried out in various ways so that the teacher can be used as an example and role model for students, namely by habituating good behavior for teachers, coaching in teacher meeting forums, direct guidance from teachers who are already seniors to teachers who are still junior and young, through a particular routine recitation for teachers by foundation administrators and kyai. From these various activities, there are great hopes that become institutional goals, namely the realization of the vision and mission of the institution, because outstanding students can only be realized through teachers who have personalities. These teachers can be figured and pursued. Developing personality competencies is carried out in synergy and sustainable manner between older teachers and inferior teachers, creating a synergic communication between the two. Thus, teachers can be functioned as role models by students (Lunenberg et al., 2007).

The development of teacher professional competence is administered based on an institutional development strategy plan. The implementation of this strategic plan is accomplished by allowing attending further education to a higher level, such as to S2 (graduate program) and S3 (postgraduate program), attend education and training. Specifically for learning the Cambridge curriculum, teachers must take face-to-face training, online training, and Cambridge curriculum workshops at the national and international levels. The development of professional competence of teachers is done by strengthening themselves through several activities such as workshops, training, further studies at higher levels such as undergraduate, postgraduate, and even doctoral degrees either through scholarship or independent programs and other activities that can support competency development. The increasing professional competence of teachers and students' stories will also be increased (Kunter et al., 2013).

Teacher competency development is executed, referring to statutory regulations regarding the four competency standards being developed. These competencies are personal competence, academic competence, social competence, professional competence, and other competencies. The other competencies referred to are religious competence and morals because this institution, in enhancing teacher competence, is always guided by the vision and mission of the institution.

CONCLUSION

The conclusion of this study is the strategic implementation in developing teacher competence at SMA Darul Ulum 2 Unggulan BPPT CIS ID 113 Jombang; there are three elements, i.e., program development, budget development, and implementation procedures. Program development that is formed a priority to the development of teacher competencies and pedagogical competence and the excellence of applying the Cambridge curriculum, personality competence, social competence, professional competence, religious competence, and moral competencies. Teacher competency development activities are set sustainably in the form of workshops, training education, further study education, MGMP, KKG, inclusion activities, training, in-service training, formation of teaching support, face to face training, online training, and comparative studies, both in as well as abroad, as well as the donation actions by teachers and students, routine sojourn, compensation, and regular visits to orphans, the poor and nursing homes, to raise a sense of social care and social holiness. Budget implementation is performed based on the teacher competency development program according to ability, applied in a balanced manner for each activity so that the use of the budget must be by the stipulated allocation. Program implementation procedures are guided by the SOP (Standard Operating Procedures), which contains operational standards, policies, and steps that must be carried out based on the job description.

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