
Strategic Planning in Developing the Quality of Educators and Education Personnel

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Abstract

Educators and educational personnel as the key actors in education who have a direct effect on the education process must be able to provide the best performance so that the education process runs as expected. This brings about the importance of improving the quality of educators and educational personnel that is adjusted to the demands and progress of the times. Sadly, this has not yet been fully carried out by educational policy-makers. Improving the quality of educators and educational personnel is mostly done without a through comprehensive analysis. This study aimed to develop a strategic planning as an effort to improve the quality of educators and educational personnel based on an analysis of the internal and external conditions of the school. This research was a qualitative study conducted at a vocational high school in West Java. Participants were the school principal, vice-principals, and teachers. Data were collected through interviews and documents. Data were analysed by presenting data, reducing data and drawing conclusions. This study was conducted through FGDs and a SWOT analysis for determining positions and determining strategic issues. The results showed that the school's position was in quadrant I (with an aggressive strategy) which showed a potential position to develop. This study recommends that several steps can be used to improve the quality of educators and educational personnel.

Keywords

Educators and educational personnel quality, strategic planning, SWOT analysis

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Introduction

Education is an investment to prepare and to improve individual and organizational productivity and to support international growth and development (Nafukho, Hairston & Brooks, 2004). Improving the quality of education is a demand that is highly prioritized especially with the presence of global challenges (Widiawati, Lestari & Sutarsih, 2019). Students get hard skills and soft skills through education (Lavilles & Robles, 2017; Schleicher, 2015) that they need for future life. Besides, opportunities and environmental challenges marked by the increased competition require educational institutions to successfully position themselves to build sustainable competitive advantages (Schlebusch, & Mokhatle, 2016).

The implementation of organizational activities efficiently is one of the criteria that determines that education is implemented with a success (Muhyadi, 2013). School quality improvement requires strategic planning. Through strategic planning, schools can build high aspirations for them and focus intensely on implementing the plans. Strategic planning is an important effort and process in facilitating sustainable school development (Myende & Bhengu, 2015; Yaakob, Musa, Habibi & Othman, 2019) and to enable linking organizational goals and institutional activities (Wolf & Floyd, 2013) which then leads to the design of a strategic plan (Cheng, 2013). The strategic planning process offers an arrangement in which all issues affecting schools can be taken seriously. The low quality of education in Indonesia may be caused by many factors. These factors are interrelated with one another. These factors include policies, curriculum, educators and educational personnel, facilities and infrastructure, financing, management, and assessment systems (Ali, 2013). From these factors, one part of the education system that needs more attention is the quality of educators and educational personnel. Educators and educational personnel are one of the National Education Standards which requires a special attention from the government and the society (Nur, 2009).

The development and challenges of the times that are increasing more and more rapidly become a demand for every educator and educational personnel to be able to adjust education to the development of the times. Ideally, educators and educational personnel must be able to develop themselves both by studying independently and through training and workshops and increasing personal creativities to be able to make innovations in the world of education. However, the reality in the field shows that this hope is still far from being realized. This phenomenon shows that most educators and educational personnel are still not internally motivated to advance themselves and to continue learning. That is, the level of professionalism of educators and educational personnel is still low and not as expected. Besides, the dedication of educators and educational personnel will always be a question. Schools as an institution that has a role to improve the quality of both educators and educational personnel had not yet implemented the quality development of them based on the factual conditions of educators and educational personnel in schools. In other words, schools have not conducted a comprehensive analysis of the educators and educational

personnel based on internal and external factors. In this condition, it can be interpreted that schools have not done a strategic planning related to planning for the development and improvement of the quality of educators and educational personnel. Based on this condition, one important thing that needs to be done by schools so that the quality of educators and educational personnel can be improved following the real conditions in the field is to prepare a strategic plan carefully.

Facing this condition, the strategic planning becomes important to be implemented to improve the quality of educators and educational personnel. As explained by Tsiakkiros and Pashiardis (2002) the strategic planning is one of the concepts that is used for the success of an organization. The goal is that the quality of educators and educational personnel can be improved following the conditions, needs, and challenges of the times. Previous researchers have conducted several studies on the strategic planning. For example, a study was conducted by Lingam, Lingam, and Raghuwaiya (2014) which examined the effectiveness of the strategic planning as seen from the teachers' perceptions about the implementation of the strategic planning in their school. In addition, some other studies on the strategic planning are also widely carried out at universities (Akyel, KorkusuzPolat & Arslankay, 2012; Chen, 2018; Hu, Liu, Chen & Qin, 2018; Machado & Taylor, 2010; Ozdem, 2011; Srinivasa, Kumar & Aith, 2015). From several studies on the strategic planning conducted by these researchers, there has been no research that focuses on the implementation of the strategic planning to improve the quality of educators and educational personnel in a vocational school. Meanwhile, improving the quality of educators and educational personnel also requires the strategic planning so that it can be done in accordance with existing conditions and needs. Therefore, this study tried to examine the problems in improving the quality of educators and educational personnel by using the strategic planning. Information obtained from the results of this study can be used as a recommendation and a consideration for stakeholders to take certain steps in improving the quality of educators and educational personnel.

Based on this situation, the study aimed to develop the strategic planning as an effort to improve the quality of educators and educational personnel in a more planned and effective manner. To achieve this goal, two research questions guided this study: a) what is the condition of the school's internal environment in terms of its strengths and weaknesses related to educators and educational personnel?, b) what is the condition of the school's internal environment in terms of opportunities and challenges faced by the school related to educators and educational personnel ?; c) in what position are the conditions of educators and educational personnel as seen from the IFAS and EFAS matrix?, d) What are the strategic issues that can be implemented by the school to improve the quality of educators and educational personnel?

Literature Review

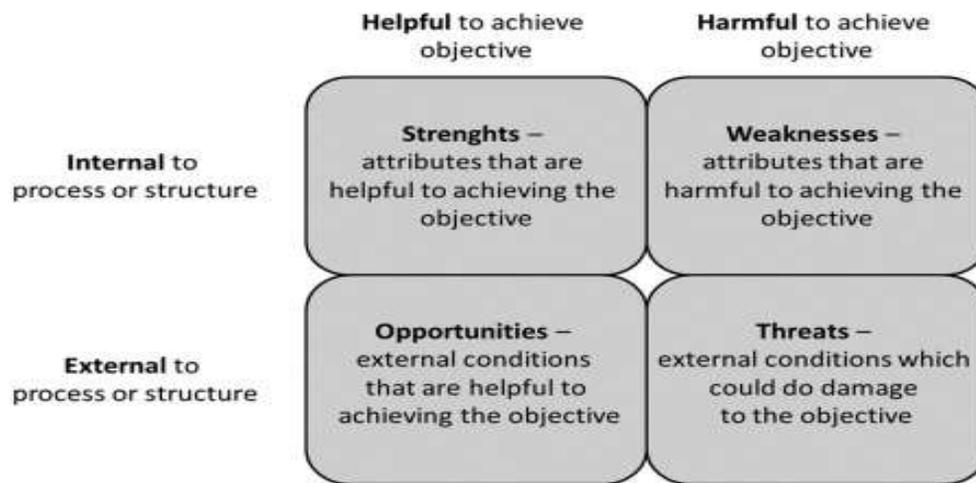
The higher competition demands, the higher attention of quality. Sharabi and Davidow (2010) state that one of the factors to achieve success is quality. Besides, quality is

important but difficult to observe (Hanushek & Rivkin, 2006). According to Crosby (1979, p.87), quality is defined as "conformance to standards and specifications", and Juran (1999, p. 235) defines quality as "fitness for use." The quality of educators and educational personnel is a matter that must be considered because it is one of the factors that determine the success of education. Therefore, the quality of educators and educational personnel must be improved through a careful planning.

The strategic planning is a vital activity to clarify the future direction of an organization. Therefore, it is important to develop a coherent basis for decision making and to set priorities in improving the organizational performance (Albon, Iqbal, & Pearson, 2016; Shah, 2013). The strategic planning can be considered as a process of identifying a company's business for today and the future, and identifying the direction of the action to pursue, given its opportunities, threats, strengths, and weaknesses (Dessler, 2004). In the strategic planning, long and short term goals are set. Schools must identify these goals so they can survive and compete. As the opinion expressed by Resvani and Branch (2011) that organizations are so complex that without detailed short-term to long-term planning, they cannot survive. In developing the education system, wherever schools are located, the part of planning is very important. The strategic planning - or any form of planning in education is important for developing schools and improving the quality of education in a sustainable manner (Lingam et al., 2014). In the strategic planning, analyses of internal and external environment are carried out. The external environment has an inextricable linkage with various variables that are available outside the school unit boundary. On the other hand, the internal environment is related to the organization, function, behavior, and effectiveness. All of these specific factors are within the school boundary (Ramadona, 2018).

In this study, the intended strategic planning was prepared using a SWOT analysis. This SWOT analysis is a very powerful and very successful technique that can be applied to individuals, groups, teams, and organizations (David, 1997). SWOT analysis is an effective and simple framework for analyzing the strengths, weaknesses, opportunities, and threats of an organization (project) that can be used to help overcome the effectiveness of the project planning and implementation and understand sources of the competitive advantage (Barney, 1995; Sabbaghi & Vaidyanathan, 2004). In addition, SWOT analysis can generally be used to help describe the strategic organizational situation and to identify the information needed and decisions which will be taken (Balamuralikrishna & Dugger, 1995). A scheme that illustrates the SWOT analysis can be seen in the following figure (Leiber, Stensaker, & Harvey, 2018).

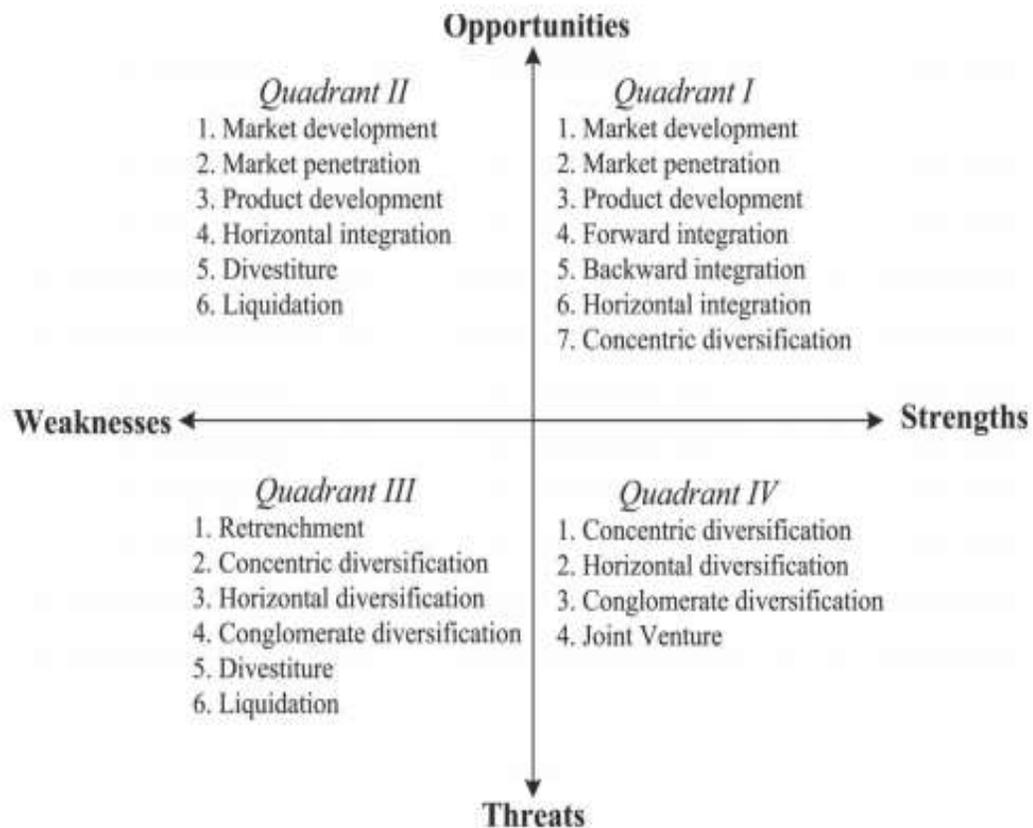
Figure 1. SWOT analysis and schematic representation



The environmental analysis carried out can provide information about the position of the organization. To develop it, it is necessary to use a quantitative approach in the SWOT analysis. As noted by Chien-Chang, Ching-Chu, and Liang (2003) that the quantitative approach in the SWOT analysis provides a reference for developing strategies in accordance with strategic development models, such as the Grand Strategy Matrix (GSM) model. In the GSM model, the position of an organization is placed in one of the four quadrants of the coordinate grid, according to its environmental position (Lee & Lin, 2008) as shown in Figure 2. Quadrant I is a very advantageous situation where an organization has internal strength and external optimal so that it can be utilized to benefit the organization. Quadrant II signifies that an organization possesses strength in facing great challenges. The recommended strategy is Strategy Diversification, meaning that the organization is in a stable condition but faces a number of severe challenges so it is estimated that the wheels of the organization will experience difficulties to keep turning if only relies on the previous strategy.

Therefore, organizations are advised to immediately multiply the variety of tactical strategies. Quadrant III indicates that the organization has weaknesses but it is very likely. Therefore, the recommended strategy is to change the strategy. Because the old strategy was feared difficult to be able to capture the opportunities that exist while improving the organizational performance. Meanwhile, quadrant IV indicates that the organization has weaknesses and faces large challenges. The recommended strategy is Defense Strategy, meaning that the internal conditions of the organization are in a dilemma choice. Therefore the organization is advised to use a survival strategy, controlling the internal performance so that it does not fall further. This strategy is maintained while continuing to improve.

Figure 2. Quantified SWOT analysis and the strategic matrix



To evaluate an organization and its competitors through SWOT Analysis, a strategy can be formulated which helps an organization to improve its performance (Chermack & Kasshanna, 2007) as shown in Tabel 1 below.

Tabel 1. Two-by-two matrix: SWOT analysis

	Strengths	Weakness
Opportunities	Achieve opportunities that greatly match the organization's strengths	Overcome weaknesses to attain opportunities
Threats	Use strengths to reduce the organization's vulnerability to threats	Present weaknesses to avoid making the organization more susceptible to threats

Based on the statement above, the application of SWOT analysis can be used to answer the research questions and achieve the research objectives.

Methodology

Research design, participants, and locale of the study

This research aimed to develop a strategic planning based on an analysis of the internal and external environment of the school to improve the quality of educators and educational personnel with 4 questions, namely 1) what is the condition of the school's internal environment (strengths and weaknesses) in the aspects of educators and educational personnel?; 2) what is the condition of the school's internal environment (opportunities and threats) in the aspects of educators and educational personnel ?; 3) in what position are the conditions of educators and educational personnel as seen from the IFAS and EFAS matrix? 4) What are the strategic issues that can be applied by the school to improve the quality of educators and educational personnel? To achieve the objectives of this study, the research approach used was a qualitative descriptive study with a case study method. The qualitative with a case study approach is an approach that describes the condition of the research subject at the time the research was conducted. Braun and Clarke (2013) describe that qualitative research involves an interpretative, naturalistic approach to the world. This means that qualitative research uses natural settings to infer a particular phenomenon. The use of this method starts from the main objective of the research, which is to describe and analyze data and information according to actual needs.

This study was conducted at a Vocational High School in Bandung which is an alliance school. The main participants were one principal, one vice principal, and one teacher. The selection of the school principal as the respondent is because the school principal is one of the parties responsible for developing the quality of educators and educational personnel in a school. The vice principal also has a role in assisting the principal in developing the quality of the teachers, and he/ she must also be aware of the condition of each educator and educational personnel in that school. Meanwhile, the teacher as the participant to be developed must also recognize his/ her own abilities.

Data collection and analysis

For getting the information needed in this study, appropriately in order to develop the quality of educators and educational personnel in the school, the researchers used interviews to gather relevant information from selected participants. To complete the data, the researchers also conducted a document analysis relating to the condition of educators and educational personnel in the school. Bassegy (1999) suggests that a case study generally consists of three methods for gathering research data, namely asking questions, observing events, and reading documents. Interviews were conducted with 3 participants; one principal, one vice principal and one teacher with different duration of time. The questions asked in the interviews were related to the real conditions of the teachers and educational personnel in the school. Meanwhile, the documents needed in this study were the profiles of

the teachers and educational personnel and the school strategic planning specifically related to improving the quality of educators and educational personnel.

The procedure of qualitative data analysis was carried out through three stages, namely (1) data reduction, (2) data presentation, and (3) drawing conclusions and data verification (Miles & Huberman, 1994). The procedures were detailed as follows. First, the researchers conducted data reduction. This step was done by selecting the data in accordance with the research questions that have been provided. Second, the compilation of a set of information was derived from the results of data reduction, because the data collected from the field were not always neatly arranged. The last one was drawing conclusions about the data and information collected. After the conclusion of the data was obtained, the researchers arranged them in a form of SWOT analysis so that the collected data could describe each strength, weakness, and opportunity and challenges in the school. Therefore, the data analysis using SWOT was also applied in this study to design strategies in improving the quality of educators and educational personnel. The SWOT analysis method is an environmental analysis method that integrates internal and external environmental (Lee & Lin, 2008). As explained by Kotler (1988) and Wheelen and Hunger (1995) that SWOT analysis is a tool commonly used to analyze internal and external environments to achieve a systematic approach and support for decision situations.

After that, the researchers compiled an IFAS and EFAS matrix to determine the SWOT quadrant position to determine the potential position of educators and educational personnel. For the purposes of compiling this matrix, weighting and scoring were carried out. In this step, the determination of weighting and scoring was carried out through a Focus Group Discussion with the experts and the research informants. Next, The steps done in making the IFAS and EFAS matrix were; 1) making a list of internal and external factors as the result of data collection, 2) doing the weighting with a comparison method so that the total weight was equal, 3) giving a rating or scoring of 1-4 between each factor where 1 means very weak, 2 means not so weak, 3 means enough and 4 means strong by referring to the conditions of the educator and educational personnel, 4) multiplying the weights by rating of each factor to determine the score, and 5) adding up all the scores to get a point score for the object being assessed. These weights and ratings are determined through discussions with research informants in group discussion forums. (The results of the IFAS and EFAS matrix can be seen in the research findings). After filling the data into the IFAS and EFAS matrix and assigning weights and ratings to each point, the next step was to calculate the total score obtained from the two matrices to determine the position of educators and educational personnel in the school. The IFAS and EFAS matrix that had been prepared can provide information about the X and Y axes. The IFAS matrix provided information about the X axis position while the EFAS matrix recognized the Y axis position (Further discussion is in the research findings). Each of the X and Y axis positions provides more information about the position and the potential of educators and educational personnel. Furthermore, based on the position that had been known, the strategic steps were determined to improve the quality of educators and educational personnel.

To check the trustworthiness of the data, the researchers followed five standards (objectivity, dependability, credibility, transferability, and application) that are usually used in qualitative studies to assess quality and legitimacy (trust and trustworthiness) (Lincoln & Guba, 1985; Miles et al., 2014). The trustworthiness of the data in this study was done by 1) by increasing the accuracy in the study by ensuring that the data were recorded and recorded properly, triangulating the data by checking the data obtained from several informants, for example by re-interviewing them using different techniques; 2) involving experts in the process of developing the strategic plan; and 3) conducting a Focus Group Discussion to reconfirm the results of research and strategies obtained.

Ethical considerations

In this study, the informants' identity and the location of the study were completely disguised as a form of research ethics. The informants in this study provided some information after obtaining permission from the school to provide information related to the research data needed. The information obtained from this study is only used for the purposes of this research.

Findings

Environmental analysis is an activity carried out intended to find a picture of conditions both about internal and external environments that affect the development of the quality of educators and educational personnel. Thus, this environmental analysis was carried out to examine various factors including strengths, weaknesses, opportunities, and threats from or towards the development of the quality of educators and educational personnel.

Internal environmental analysis

The school principal said that in relation to the internal environment of educators and education personnel,

“As an alliance school, the main strength for our school is that all teachers in this school already have undergraduate educational qualifications. In addition, all teachers have also taken the teacher competency test with the results showing that the teacher has four teacher competencies with good categories. If in percentage, it has reached 100%. Not only limited to teachers, our school also has a head of school administration staff that has a master's education background. With this, it is hoped that it can be strength for schools to carry out school administration better (W.H.In.1.)

The principal also explained further,

“School teachers are the main key to the quality of education in a school. Having teachers who on average have certified educators is also strength for this school. The

percentage of teachers at this school who have certified educators is as much as 56% (W.H.In.1)". This is also explained by the teacher that "The teachers at this school on average already have educator certificates. This is one of the strengths for schools to be able to improve the quality of education in this school." (W.T.In.1)

Furthermore, the interview with the vice principal is described as follows,

"Becoming an alliance school is not something easy; educators and education are the main factors. In this case, our school already has a principal with a master's educational background who is expected to be truly capable of managing the school well."(W.VH.In.1)

The results of interviews with principals, vice principals and teachers provide some information about the internal conditions of the environment of educators and educational personnel. From the information obtained, it can be concluded that there are a number of things that become the strength and weakness of educators and educational personnel. Research findings on the strengths that existed in the aspects of educators and educational personnel indicated that the school had the power that could be used as a basis for improving the quality of educators and educational personnel. From the results of interviews and study on documents, four school strengths were obtained in terms of educators and educational personnel. First, 100% of the teachers in the school had qualified for *S1* education and had fulfilled 4 teacher competencies in a "good" category. Both civil servant teachers and honorary teachers had met the educational qualifications as contained in the teacher competency standards. The educational background of the teachers was suitable for the fields and subjects being taught. These teachers were also graduates from accredited tertiary institutions. Associated with 4 teacher competencies namely pedagogic competence, personal competence, social competence, and professional competence, the teachers also had these 4 competencies and when categorized, they were classified as "good". This can be seen from the ability of teachers to carry out pedagogical learning, and the social abilities and personality of the teachers that were harmonious and communicative both with fellow teachers and with students. Second, 56% of teachers already had educator certificates so that most teachers already had educator certificates. When presented with a percentage, the percentage of teachers who had educator certificates was 56%. This was the strength for the school as an embodiment of the level of professionalism of teachers. Third, the school principal had a master's education qualification so that with this educational qualification the principal could manage the school effectively and efficiently. Fourth, the head of the school administration staff had an *S2* education qualification. The head of the school administration staff had met the standards of the school administration personnel and had even exceeded the standards set in the Ministry of Education and Culture on the standards of School Administration staff. This had become the strength for the school to manage its administration regularly with good governance. As a school, there are several weaknesses that the school has, as the results of the interviews with the principal are as follows,

“The main weakness faced by schools related to educators and education personnel is in the implementation of sustainable professional development. In this case, the number of teachers who are active in carrying out sustainable professional development, especially in scientific publications and innovative works, is only 8%. It is still categorized as very small.” (W.H.In.2)

Further interviews with the teacher obtained the following information,

“The weakness for us teachers in implementing learning is in the application of the 2013 curriculum, it is still not optimally implemented. As teachers, we still find it difficult to implement the 2013 curriculum.”(W.T.In.2)

This was also confirmed by the deputy principal,

“The weakness that often appears at this time is the implementation of the 2013 curriculum. In this case, less than 50% of the teachers are able to implement the 2013 curriculum.”(W.VH.In.2)

Next, interviews with school principals related to weaknesses in the aspect of school administrative personnel are described as follows,

“School administrative personnel are an important factor for smooth administration in schools. However, the weakness faced by our school is that the average education level of school administration personnel is high school equivalent. If a percentage, then 73.52% of the education level of school administration personnel is high school. Our hope is that school administrators can get a bachelor's degree.” (W.H.In.2)

Interviews with school principals, vice principals and teachers and completed with document studies on the weaknesses of the school in terms of educators and educational personnel provided some information that there were three weaknesses found in the aspect of educators and educational personnel. First, the number of active teachers in carrying out sustainable professional development especially in scientific publications and innovative works was only 8%. One of the tasks of a teacher as a professional teacher is to develop his or her professionalism sustainably both in terms of 1); personal development which includes: a) following functional training; and b) carrying out teacher collective activities, 2) scientific publications which include: a) making scientific publications on the results of research; and b) making book publications and 3) innovative works which include: a) discovering teaching and learning technology; b) finding/ creating art; c) creating/modifying learning tools; and d) following the development of the preparation of standards, guidelines, questions, and others. There were still very few active teachers in continuing professional development, especially in scientific publications and innovative works. Aside from being a tangible manifestation of the level of professionalism of teachers, the development of continuing professionalism was also needed by teachers to obtain credit points so that they could increase their rank. Following the list of rank/ grade of teachers, the average teachers were still in the category of *IVa*, so to move up to the category of *IVb*, the teachers must be active in making

scientific publications and innovative works. Second, the teachers who could implement the 2013 curriculum were less than 50%. The ability of the teachers to implement the curriculum is one of the keys to the success of learning. The ability of the teachers in implementing the 2013 curriculum in the school researched was still quite sufficient. The low ability of teachers in implementing the curriculum is certainly one of the factors inhibiting learning success. The last, the average level of education of administrative personnel was high school equivalent with a percentage of 73.52%. School administrative staff as listed in the school administrative personnel standard must have a minimum high school education qualification. In this case, by default the academic qualifications of the school administration staff; they had fulfilled the academic qualifications. However, for this competitive era, this academic qualification standard must be improved.

External environmental analysis

The interviews with the principal regarding the opportunities, the school has to be able to improve the quality of educators and education personnel is,

“An opportunity that we can make as a forum for improving the quality of educators is the existence of a policy from the government regarding the obligation for each teacher to be certified. The government as we know it has launched a teacher certification program to facilitate teachers to improve their quality through certification.” (W.H.Ex.1)

Furthermore, the interview with the vice principal explained,

“We can take the scholarship program from the government as an opportunity to improve the quality of educators and educational personnel so that they can carry out further education to a higher level to improve their quality,”(W.VH.Ex.1)

Regarding sustainable development, the principal explained,

“There are many opportunities that can be used to facilitate the development of his profession. Among them are the many workshops, seminars and workshops from the government, the Education Quality Assurance Agency (LPMP), universities and professional organizations for scientific development. This activity can be used as a forum for educators and education personnel to improve their quality.” (W.VH.Ex.1)

Then, the challenges or treat faced by schools such as interviews with the principal are,

“Times and technological advances are growing faster. The development of science and technology is increasingly sophisticated. This is a challenge for our school to always be able to adopt the developments and advancements of the times in order to remain competitive with other schools.” (W.H.Ex.2)

The interview with the deputy principal explained,

“The challenges we faced were quite a lot, including changes in government policies and regulations both at the district / city level and at the national level. Government policies and regulations are always changing, as an educational unit under the auspices of the government; of course we must be able to follow the policies and regulations of the government.”(W.VH.Ex.2)

Furthermore, the principal explained in the interview,

“Others challenges we faced were high competitiveness with other schools of the same type and high public expectations of educators and education staff as professionals who were always reliable in all respects.” (W.H.Ex.2)

Based on the results of external environmental analysis of the standards of educators and educational personnel obtained through interviews and studies of documents in school, several things can be formulated as opportunities and threats for the school related to educators and educational personnel. Interviews with school principals, deputy principals and teachers provide information that there are a number of points that become a school opportunity related to educators and educational personnel. Based on the results of the interviews and completed with document studies, it can be concluded that opportunities which could be utilized by the school to improve the quality of educators and educational personnel were a) government policy on teacher certification; b) the availability of educational scholarships to continue to higher education; and c) the number of workshops and seminars from the government, Educational Quality Assurance Institution (LPMP), higher education, and from professional organizations for scientific development. Meanwhile, the results of interviews and document studies also provide some information that threats which needed to be considered by the school were; a) the development of increasingly sophisticated science and technology; b) changes in government policies and regulations both at the district / city level and at the national level; c) high competitiveness with other schools; and d) the high public expectations on educators and educational personnel as the professional personnel who are always assumed reliable in all respects.

IFAS and EFAS matrix

The Internal Factor Analysis Strategy (IFAS) and External Factor Analysis Strategy (EFAS) matrix are a matrix that contains internal and external environmental analysis factors by giving a weighting, rating, and score (the result of the multiplication between weighting and rating) in each factor analysis. Based on the results of the analysis of the internal environment with an analysis of the strengths and weaknesses found in the school and FGD conducted with research informants related to the standards of educators and educational personnel, it can be formulated that the IFAS matrix was as follows.

Table 2. *Internal factor analysis strategy (IFAS)*

Internal Factor Analysis Strategy	Weight	Rank	Score
Strength			
100% of teachers have qualification of bachelor degree education and have fulfilled 4 teacher competencies in the "good" category.	0,16	4	0,64
56% of teachers already have educator certificates.	0,13	3,5	0,455
The school principal has a Master's Education qualification.	0,17	4	0,68
The Head of School Administration Staff has an S2 education qualification.	0,14	4	0,56
Total	0,6	15,5	2,335
Weaknesses			
The number of active teachers in carrying out sustainable professional development especially in scientific publications and innovative works is only 8%.	0,13	3	0,39
Teachers who are able to implement the 2013 curriculum are less than 50%	0,15	3	0,45
The average level of education of administrative staff is high school equivalent with a percentage of 73.52%.	0,12	2,5	0,3
Total	0,4	8,5	1,14
Total	1	24	3,475

Furthermore, based on the results of the analysis of the external environment with the analysis of opportunities and threats and the results of the discussion in a group discussion forum with research informants related to the standards of educators and educational personnel, it can be formulated that the EFAS matrix is was as follows.

Table 3. *External factor analysis strategy (EFAS)*

External Factor Analysis Strategy	weight	rank	Score
Opportunities			
Government policy on teacher certification	0,2	3,5	0,7
The availability of educational scholarships to continue to higher education	0,15	3,5	0,525
The number of workshops and seminars from the government, Educational Quality Assurance Institution (LPMP), Higher Education, and from professional organizations for scientific development.	0,21	3	0,63
Total	0,56	10	1,855
Threats			
The development of increasingly sophisticated science and technology	0,13	2	0,26
Changes in government policies and regulations both at the District / City level and at the National level	0,14	3	0,42
High competitiveness with other schools	0,08	2	0,16
The high public expectations of educators and educational personnel as professional personnel who are always reliable in all respects.	0,09	2	0,18
Total	0,44	4	1,02
Total	1	14	2,875

Source: Results of research analysis and FGD of Researchers, 2019

Based on the results of calculations on the IFAS and EFAS matrix above, in general, it can be concluded that:

1. Total strength score owned is 2.335
2. Total weakness score is 1.14
3. The total opportunities score that can be utilized is 1.855
4. The total score of threats that must be faced is 1.02

To be more concise, each IFAS and EFAS matrix total score can be seen in the following table.

Table 4. *Recapitulation of IFAS AND EFAS matrix calculations*

Factor analysis	Total score
strength	2,335
weaknesses	1,14
threats	1,855
Opportunities	1,02

Based on the recapitulation table calculation of IFAS and EFAS matrix obtained, it can be concluded that the school in terms of educators and educational personnel had greater strengths than weaknesses and had greater opportunities than threats. To be able to determine the strategic position of the school in terms of the standard aspects of educators and educational personnel in a diagram consisting of 4 quadrants, the X-axis and Y-axis were determined first. The X-axis consisted of internal environmental factors which were a reduction in the weighted score of strengths and weaknesses. (X-axis = Strength score weighting - Weakness score weighting), while the Y-axis consisted of external environmental factors which were a reduction in score weighting from opportunities and threats (Y-axis = opportunities score weighting - Threat score weighting). Based on the above explanation, it can be seen that:

1. X-axis Coordinate Point
2. X-axis = strength Score Weighting - Weakness Score Weighting = $2.335 - 1.14 = 1.195$
3. Y-axis Coordinate Point
4. Y-axis = opportunities weight score - Threat score weighting = $1.855 - 1.02 = 0.835$

Based on the results of the analysis above, it can be seen that the school was in quadrant I (Aggressive Strategy). This showed that the school was in a very good situation because there were forces that were utilized to seize profitable opportunities. With this position, seen from the standards of educators and educational personnel, the school was in a position to be

developed. For more details about the school's strategic position, it can be seen in the following chart.

Figure 3. *Strategic position of the school in the standard aspects of educators and educational personnel*



Based on the figure above, the strategy was determined to develop the quality of educators and educational personnel using a SWOT analysis. The SWOT analysis is a method used in determining potential strategies that can be developed on the basis of strengths, weaknesses, opportunities and threats. The SWOT matrix is basically a list of strengths, weaknesses, opportunities, threats, and a combination of strengths (S) and opportunities (O), strengths (S) and threats (T), weaknesses (W) and opportunities (O), weaknesses (O) W) and threats (T). In order to set goals more realistically and effectively, the SWOT matrix was also used. Besides, the SWOT analysis was also implemented to formulate strategies effectively. Thus, a core strategy would be obtained which in principle a strategy is to: a) utilize the strengths and opportunities that exist, b) overcome the existing threats, and c) fix existing weaknesses. Based on the SWOT analysis that had been done, a series of strategies that can be implemented can be seen in the following table.

Table 5. *Strategic issues based on SWOT analysis*

	STRENGTH(S)	WEAKNESSES(W)
SWOT	<p>100% of teachers had qualification of S1 education and had fulfilled 4 teacher competencies in the "good" category. 56% of teachers already had educator certificates.</p> <p>The school principal had a Master's Education qualification.</p> <p>The Head of School Administration Personnel had an S2 education qualification.</p>	<p>The number of active teachers in carrying out sustainable professional development especially in scientific publications and innovative works is only 8%.</p> <p>Teachers who are able to implement the 2013 curriculum are less than 50%</p> <p>The average level of education of administrative personnel is high school equivalent with a percentage of 73.52%.</p>
OPPORTUNITIES (O)	<p>STRATEGY SO</p> <p>Make use of government policies to include teachers in the teacher certification program</p> <p>Provide opportunities for educators to continue their education</p>	<p>STRATEGY WO</p> <p>Involving teachers in workshops and seminars to develop their abilities in implementing the 2013 curriculum</p> <p>Providing opportunities for educational personnel to continue their education</p> <p>Facilitating teachers through workshops and seminars to be able to carry out continuing professional development</p>
THREATS (T)	<p>STRATEGY ST</p> <p>Programming education and training for teachers and educational personnel to be able to follow developments in science and technology</p> <p>Strengthening the competencies of the school principal, teachers and other educational personnel so as to get high credibility from the community and be able to compete with other schools</p>	<p>STRATEGY WT</p> <p>Simplify educational career paths</p> <p>Implementing a school-level outstanding teacher program actively in continuing professional development and skilled in implementing the 2013 curriculum</p>

Based on the results of the identification of internal and external environmental factors contained in the SWOT analysis matrix above, a series of information was obtained that can be used to develop the quality of educators and educational personnel. Given that

the school is one of the reference schools for alliance schools, the school must be able to show a positive image and a high level of credibility in front of the society and other schools, especially alliance schools. After reviewing various conditions both internal and external environment, the following strategic issues were determined: a) implementing a continuous professional program (continuous professional development); b) providing opportunities for continuing education for teachers and educational personnel; c) Organizing school-level outstanding teacher programs; d) Facilitating teachers for teacher certification; e) Conducting seminars, workshops, and workshops for teachers and educational personnel; f) Conducting In House Training to strengthen the competence of teachers and educational personnel; and g) Conducting a self-assessment program.

Discussion

SWOT analysis is one of the useful tools to identify strengths, weaknesses, and opportunities and challenges (Tsiakkiros & Pashiardis, 2002). SWOT analysis is used to help initiate meaningful changes in a program and use data to improve the program (Orr, 2013). The essence of the successful implementation of a strategic plan is leadership, commitment, ownership, and accountability, trust in the plan, communication, progress monitoring, praise and recognition, and patience. To avoid failure, information must be collected from all stakeholders, roles and responsibilities must be clearly defined, expectations must be communicated, interests must be maintained in the process and progress and processes must be continuously monitored. In this case, the principal as leadership has an important role because the true principle as explained by Virgana (2018) must be competent in compiling a systematic school development plan as coordinating all school programs both vertically and horizontally. Based on the findings above, it can be seen that there were a number of points that became strengths and weaknesses as well as several points that became opportunities and challenges faced by the school to improve the quality of educators and educational personnel. As of the results of the analysis, a matrix was made that could describe the position of educators and educational personnel in the school. The results indicated that the school was in an aggressive strategy to develop. This position indicated that the condition of educators and educational personnel in the school was in a strong position and had the opportunity to develop.

Based on the strategic issues developed in this study, there are several steps that can be taken by policy makers to improve the quality of educators and educational personnel. Among them, the first is implementing a continuous professional program (continuous professional development). Continuous professional development is the development of competencies that teachers do according to the need gradually and continuously so that they can improve their professionalism. Second, providing opportunities for continuing education for teachers and educational personnel, and providing opportunities for continuing education to educators and educational personnel to develop teacher competencies and careers. The third is organizing school-level outstanding teacher programs. Teacher programs or outstanding educational personnel can be organized by the school in an effort

to improve their quality and performance. With this program, educators and educational personnel will compete to show the best performance so that they become qualified educators and educational personnel. The fourth is facilitating teachers for teacher certifications. Certification is one form that teachers have professionalism in their work as an educator. Schools as the party responsible for the performance of teachers and educational personnel must become facilitators and support their human resources to have competency certificates. The fifth is conducting seminars and workshops for teachers and educational personnel. Schools must facilitate and encourage the existing human resources to attend training, seminars and workshops to enhance their competence and abilities. The sixth is conducting In House Training to strengthen the competence of teachers and educational personnel. Implementation of in-house training can improve the competence of both educators and educational personnel because they get training directly at their place of work. The last is conducting a self-assessment program. Schools must encourage teachers and educational personnel to conduct self-assessments of their own performance. In addition, schools have to conduct a self-assessment program to be able to assess the performance of teachers and educational personnel regularly and continuously so that improvements can continue.

Strategic planning is considered as an effective way to implement a strategy in the past. Strategic planning is involved in the process of preparing a strategy, supporting implementation, and developing the strategy into a detailed strategic plan, which is part of the implementation of the strategy. Strategic planning also coordinates the process of developing strategic plans at the lower level of the hierarchy. Williams and Johnson (2013) suggest that all stakeholders affected by the strategic planning must be involved in the discussion and the plan must be made available to all interested parties before implementation. Strategic management and strategic planning in schools are not instantaneous, but can also be seen as an effort or process, and this management requires the strategic planning to become a comprehensive school daily performance (Chukwumah & Ezeugbor, 2015). Besides, the strategic planning sets actions and directions that can lead to development and growth in schools (Wanjala & Rarieya, 2014). Therefore, the results of the strategic planning that had been carried out to develop the quality of educators and educational personnel are expected to be the basis of planning for developing the quality of educators and educational personnel.

Conclusion and Recommendations/Implications

Educators and educational personnel are part of the education system which has an important role in the development of quality which must be done through the strategic planning. The analysis of the internal and external environment showed that the position of this Vocational High School in the City of Bandung was in quadrant 1 (Aggressive) which showed a potential position to develop. Strategic issues that can be applied by the school based on these findings are implementing ongoing professional programs, providing opportunities for continuing education, organizing high-achieving school-level teacher

programs, facilitating teachers for teacher certifications, conducting seminars, and workshops for teachers and educational personnel and In House Implementation Training to strengthen the competence of teachers and educational personnel, and conducting a self-assessment program.

Disclosure statement

There is no potential conflict of interest reported by the authors.

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