

Strategies to Increase Teacher Competency in Efforts to Generate Vocational School Graduates According to Standards of Business and Industry (DUDI)

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Abstract

Competition in the Business and Industrial World (DUDI) is a part of which influences human life today and in the future. Its development was built by one of the human efforts in the field of education. SMK as an educational activity that prepares graduates to be ready for work is a fundamental thing, where work readiness itself will have an impact on life. SWOT theory includes Strengths, Weaknesses, Challenges and Threats which are the empirical principles put forward. With a qualitative method through the principles of observation, interview and documentation. Research Questions Focus on: 1. Teacher's Competency Strengths in developing graduates according to DUDI standards? 2. Weaknesses of Teacher Competence in developing graduates according to DUDI standards? 3. Teacher Competency Challenges in developing graduates who comply with DUDI standards? and 4. Threats of Teacher Competence in developing graduates according to DUDI standards? Where the results of the research show that the complexity of the standards of the business world and industry is very broad, while the implementation of teacher competencies has not been developed for the development of readiness to balance and develop DUDI itself.

Keywords: *Strengths, Weaknesses, Challenges and Threats of Teacher Competence.*

INTRODUCTION

The current problem is how to build a balance between the world of education and the running business / industry. The basic scope which becomes the basis for the problem itself is built on the basis of the readiness and preparation of the world of education in building quality human resources. this form focuses on the implementation unit built by teachers who are supported by their competence. An important target that must be considered fundamentally is the part where the competence of the teacher has a strategic unit that will make each student active in developing their potential as set out in Law No. 20 of 2003. Teachers' readiness to see the standards of the business world industry itself is part of the strategy. increasing teacher competence itself is needed in building the readiness for achievement of reliable and quality graduates.

Built with a unit for determining basic educational principles, supported by an understanding of knowledge and knowledge, coupled with changes and rapid technological developments, it shows that the standard of development in the business world and industry continues to develop as well. On this basis, the basic scope of problem limitation research is built by looking at the SWOT principle (Strengths, Weaknesses, Challenges and Threats) as the focus of exploring the basis of the study. Formulated to develop a Strategy for Increasing Teacher Competence in an Effort to Produce Vocational School Graduates in Accordance with Business and Industrial World Standards (DUDI).

The purpose of the study is to find a picture related to the Strategy for Increasing Teacher Competence in an Effort to Produce Vocational School Graduates in Accordance with Business and Industrial World Standards (DUDI). The benefit which is the basis of the study is to provide input and treasury knowledge in the field of Strategy for Increasing Teacher Competence in an Effort to Produce Vocational School Graduates in Accordance with Business and Industrial World Standards (DUDI).

The assumptions themselves are built in this research where the development of science and technology has also built achievements where work limitations have increased. One thing that becomes the basis for understanding in this study is the factor in which artificial intelligence becomes a form of optimization in the business and industrial work environment that is being developed today. One thing that is the basis of human ability is his own potential and on the other hand competence is determined as part of the recognition of his ability in his environment. The basic control of the analysis of strengths, weaknesses, challenges and threats itself is a form in which medium and long-term thinking becomes part of the development of the education system in the SMK environment, where teachers are competently the spearhead of the success and success of their current and future implementation results.

METHOD

The qualitative research method in which research is part of a research instrument (Moleong, 2001), is built by collecting images related to phenomena to build Teacher Competency Improvement Strategies in an Effort to Produce Vocational School Graduates in Accordance with Business and Industrial World Standards (DUDI). Through observation, interviews and documentation. The research process was built on the basis of triangulation of data to form a broad description of the snowball principle. Locus at SMK 1 and SMK 3 Bandung, West Java Province.

RESULTS AND DISCUSSION

The basic understanding of theory is built on the thoughts of Pearce, John, and Richard B. Robinson, where the form of consideration put forward the form of SWOT

theory, basic thinking is to build an understanding where the considerations in building the direction of goals and achievements are built fundamentally (Pearce & Robinson, 2000). Step by part becomes a form of balance that will qualitatively be considered based on the most important factors in every human life in living his life. This thinking is clear where strength becomes a factor of development and improvement which will always be supported by weaknesses that will become a part of life and life to be anticipated and accommodated into positive changes. In strategic thinking, the challenge is a concrete form that must be based on knowledge, supported by science and built with the implementation of technology creation as the basis for developing human intelligence in building and supporting the ease of human life. threat is shown by the part where humans grow and develop, self-ability must be measured in a measured manner based on the main "life value system" (Sanusi, 2013), as a benchmark for building the concept of sustainable living.

Strategy Theory.

"Strategic as' the set of managerial decisions and actions that determine the long-term performance of a company" (Hunger & Wheelen, 2000. p.3). Seeing this understanding, each consequence of understanding strategic values itself is built and developed by understanding values broadly, fundamentally and deeply. Long-term achievements that will become part of the changes that are the goals of work implementation and work activities are built and concentrated with a balanced development of science and technology as the basis for developing knowledge in the work environment. Basic considerations in scientific understanding are key in any action implementation that will be built and carried out.

Teacher Competence.

Based on the Law on Teachers and Lecturers, the competence of teachers is standardized in the teacher and lecturer law (Depdiknas, 2005), which competently builds on pedagogical, professional, social and personal competence. One thing that is part of the value of this study process itself is the form where in theory competence is the basic ability which becomes the basic determination in mastering scientific discipline skills based on the needs and demands of the world of work and the performance it carries out. In terms of competence on basic understanding is described as follows:

1. Pedagogic competence, in its reasoning, this competence shows the form in which adult or adult thought builds itself and its environment in seeing phenomena and resolving problems in it through the knowledge they have based on the life value system that is the basis of their thinking.
2. Professional competence, based on its understanding, shows that professionalism is shown by the development of work responsibilities and measurable performance so that process objectives are achieved in accordance with the work objectives it carries out.
3. Social competence, according to its understanding, shows that building relationships

broadly means that humans as social creatures can fundamentally interact to build sustainable and sustainable relationships.

4. Personality competence, in an understanding, shows that each individual has individual values and potential to interact with other individuals in building values and life value systems (Sanusi, 2013).

Based on the results of carrying out observations, interviews and documentation of the form of educational activities in the SMK environment in developing Teacher Competency Improvement Strategies in an Effort to Produce Vocational Graduates in Accordance with Business World and Industrial World Standards (DUDI), through a focus on Strengths, Weaknesses, Challenges and Threats. In principle, it is built as described below.

1. The Strength of the Strategy for Increasing Teacher Competence in the Effort of Producing Vocational School Graduates in Accordance with the Standards of the Business and Industrial World (DUDI).

The world of education from observations shows a part where powerfully has a form in building and producing quality and reliable human resources in building life and life. The similarity of these forms is recognized from the results of interviews in the scope of projected research studies. The results of the interview revealed that the strength of the vocational school education framework unit itself is to create human resources who are ready to work. This apart from interviews and documentary observations is proven from several previous research results.

- a. Another strength, vocational schools create projected resources of skills and abilities in building specific work and performance principles. In this case, it is illustrated in a spectrum where the division of competencies resulting from the graduates and the scope of the division of basic professions in this field become the control of the optimization of basic educational programs so that the strength in terms of vocational values can be relied on and developed.
 - b. The strength of public trust, especially society, has determined its part where it is built that public confidence in vocational majors at the level of SMK will provide quick access to job acquisition for its graduates.
 - c. Another strength is the need for industry where the business world itself has built its confidence in giving job responsibilities to graduates in supporting business and industrial processes in their environment.
 - d. Strengths of the Implementation of Vocational School Education from the status of educational institutions, infrastructure, education and teaching staff, as well as industrial relations therein.
2. Weaknesses of Teacher Competency Improvement Strategies in an Effort to Produce Vocational School Graduates in Accordance with Business and Industrial World Standards (DUDI).

Strategies for Increasing Teacher Competence in an Effort to Produce Vocational School Graduates in Accordance with Business and Industrial World Standards (DUDI) are weakly indicated by:

- a. The development of teacher competence towards the development of the business world and industry is still not balanced with the development of knowledge and science.
 - b. Lack of policies for developing teacher competence in building professionalism as a whole and as a whole towards the form of work and graduate performance in a highly competitive manner.
 - c. Limited knowledge in the development of science and technology is felt where conventional learning is still a basic part of determining the learning system.
 - d. Strategies have not been interpreted as long and medium term efforts where reduced proof is a consequence of the education work unit implemented by teachers competently.
3. Challenges of Strategies for Increasing Teacher Competence in an Effort to Produce Vocational School Graduates in Accordance with Business and Industrial World Standards (DUDI).

Strategy Challenges for Increasing Teacher Competence in an Effort to Produce Vocational School Graduates in Accordance with the Standards of the Business World and the Industrial World (DUDI)

- a. The development and demands of the standards of the developing business and industry.
 - b. Competence Graduates based on the demands of the 21st century require complex competence in responding to challenges both locally, regionally, nationally and internationally.
 - c. The strategy built puts forward the value of a process where self-development with its potential must be built with an understanding of the form of ability or competence that is directed and structured in building quality graduates that are standardized for the business world and industry.
 - d. The challenge of balancing the baiak system in conventional, traditional, modern and digital systems is built in an integrated manner.
4. The Threat of Strategies for Increasing Teacher Competence in an Effort to Produce Vocational School Graduates in Accordance with Business and Industrial World Standards (DUDI).

Strategies for Increasing Teacher Competence in an Effort to Produce Vocational School Graduates in Accordance with Business and Industrial World Standards (DUDI). Secar threats in building bags:

- a. The policies of the business and industrial world themselves are fructuate. The stability of the industrial world in terms of global and regional competition affects the forms of violating existing job opportunities.
- b. Saiang power of students who cannot develop their potential becomes a competence to become a threat where work continuity and performance are limited and not sustainable.
- c. This threat has an impact on public recognition of SMK educational institutions where the quality of the graduates is not productive and creative.
- d. For the business world, meta cognitive skills are needed. The threat of vocational learning specifically shows the part where job readiness is not built into work readiness for the graduates.

The Strength of the Strategy for Increasing Teacher Competence in the Effort of Producing Vocational School Graduates in Accordance with Business and Industrial World Standards (DUDI).

The depiction of the value of embassies on the first principle which is the result of the research shows that the value of vocational vocational carried out becomes the basic control of understanding described in the results of the research above. Observations show that the development that is taking place between the world of education and business and industry itself has not shown a balanced direction. This basic strategy analysis shows that understanding the value of long-term thinking based on the value system of life (Sanusi, 2013) becomes the basis for which vocational learning is a reflection of the basis of value development that is convergently built. This understanding refers to the development of sub-fields of education programs that are implemented in every vocational education activity. The development itself is still not accommodating in line with the demands of the developing business world and industry with the achievement of graduates with comprehensive competency standards. Understanding the form of business and industrial work itself needs to be described and developed fundamentally for students so that a real picture can be built with an understanding and understanding of the graduates.

The power of public trust, in this case the community sees the competence itself globally and not specifically. This fundamentally has not become a fundamental implementation control which is disseminated to the general public so that in regulating the principles of education which will be part of the development of trust, it can be increased. The strategy for developing the accountability value of this strength must also be measured. The business standards that are built by the micro, meso and macro saklan should be the basic benchmarks.

The projection of the strength of industrial relations itself is not explained fundamentally, the representation of the achievement of graduates who get business opportunities and in the industrial world has not been fully described in terms of competitiveness, competence and potential.

Strengths related to the environment and the existence of an administrative juridical scope and status of schools must be part of the Strategy for Increasing Teacher Competence in an Effort to Produce Vocational School Graduates in Accordance with Business World and Industrial World Standards (DUDI). It takes a form of implementation of learning that answers today's real world challenges with high productivity, built in a democratic openness and is built on the development of high scientific understanding and is supported by directed policies..

Weaknesses of Strategies for Increasing Teacher Competence in an Effort to Produce Vocational School Graduates in Accordance with Business and Industrial World Standards (DUDI).

The openness of the system in the world of education based on the results of research shows that the development of the competence of teachers themselves in its application is not balanced. The fact that the vocational world accommodates all forms of education in an integrated manner. This form of understanding shows that formal learning is a discipline in the application of human resource development projected as a unit of education supported by non-formal skills as part of the realization of reliable skill application, as well as in-formal application in developing the potential and competence of students as a graduate. Teachers with competencies must develop all forms of competence in a fundamental, pedagogic, professional, social and personal way. Strategically, educational institutions to support their short, medium and long term programs must accommodate a system of development and acceleration that is balanced with changes in science and technology. In this consequence, every development and change that occurs in the vocational world for the standard development of processes, materials, facilities and human resources must be built systematically.

Development policies, dependence on information and not building communication networks are part of the barrier in itself, dependence on the understanding of research results that show policies in terms of increasing competence are still supported by process and program guidelines. Initiatives and innovations in a series of efforts to improve the quality of learning are still arranged based on a structured process. In a projection and orientation, open learning and building the convergence of knowledge into knowledge becomes rigid. Policies open up opportunities, but the awareness of the value in increasing the competence of teachers itself still needs to be developed as a unit program built on sustainable and sustainable scientific understanding.

The weakness of implementing learning itself is still a weakness. Conventional principles are still inherent, modern understanding is limited to user implementation and not building potential usability. Returning to the design of the Strategy for Increasing Teacher Competence in an Effort to Produce Vocational School Graduates in Accordance with the Standards of the Business and Industrial World (DUDI), the complexity in it must be accommodated as part of the principle, operationally a basic learning system is built, directed linear research becomes a projected form of implementation where formal, informal and non-formal education becomes integrated.

Strategies have not been developed as a form of long-term understanding, this shows that strategy is considered a form of implementation of instantaneous solutions, broad and deep thinking in understanding the strategy has not been formed so that the implementation is part of the embodiment of the learning process. In this case the learning mechanism itself in building a Strategy for Increasing Teacher Competence in an Effort to Produce Vocational School Graduates in Accordance with the Standards of the Business World and the Industrial World (DUDI) is implemented in a directed manner through the balance and development of DUDI which builds the competence of teachers by developing the basis of competence which is formed in one the productivity of the results of fundamental scientific thinking to become a policy reference that will be developed strategically in the form of a graduate quality process that is adjusted to DUDI standards.

Strategy Challenges for Increasing Teacher Competence in an Effort to Produce Vocational School Graduates in Accordance with Business and Industrial World Standards (DUDI).

The challenges of the 21st century itself have been answered by the understanding of Productive Dividu (Sanusi 1998), the development of productive individual values is the forerunner of the basic thinking of implementing Industry 4.0 supported by the implementation of Society 5.0 understanding. All of which prioritize individual productivity and the potential to build their competence in order to empower all existing resources to become the result of developing high creativity and productivity. Revealing the value of this understanding, the real challenge at this time is in accordance with the description of the Unesco ESDGs (UNESCO, 2015) to prioritize awareness of forms where sustainable life is a fundamental aspect of thinking. The development of potential values and existing resources will become a learning orientation in 2030 as outlined in the results of the Icheon Education 2030 conference (UNESCO, 2017).

The basic study of development which becomes a challenge in itself is to build the basis for the development of continuing education. Educational development becomes learning. This shows that the unit of the process of implementing education itself is built openly with learning as the achievement of a form of transformation of knowledge and science in order to develop technology and build a productive, hadal and quality generation.

The Threat of Strategies for Increasing Teacher Competence in an Effort to Produce Vocational School Graduates in Accordance with the Standards of the Business World and the Industrial World (DUDI).

The unbalanced development of the strengths, weaknesses and challenges described above shows a threat, where as the results of the study show that the unit of the process of developing a form of learning based on teacher competence in this case needs to be improved both traditionally, conventional, modern and digitally. The basic aspect related to basic threats is public trust, where information disclosure regarding the direction of education programs and public views must be harmonized. This shows that the competence that is built in the vocational learning system itself

is supported by the competence of teachers who continue to be improved, following developments and changes in the world of science, technology, business, industry and society. Another measure of competitiveness, to form this development requires a competency support pattern of teachers who are able to see the process of change that occurs, accurate and careful implementation in building the accuracy of the educational process that builds complex student potential and competence, cognitive meta understanding on the basis of Constructive Deductive is put forward so that Achieved productive individuals so that they can respond to threats that will be built with high quality values and are reliable in building intelligence, skills and sustainable life skills.

Important discussions that are part of the rationale for the results of the study of the Strategy for Increasing Teacher Competence in an Effort to Produce Vocational School Graduates in Accordance with World Business and Industrial Standards. These are:

1. It is necessary to increase the basic form of learning competence through the development process of open learning principles to the real conditions that develop both science, technology and broad and basic skills as a form of teacher as a driving force.
2. It is necessary to achieve standard quality of graduates from the tangible results of reliable and quality skill productivity as a tangible form of quality teachers.
3. It is necessary to open a learning system in a democratic manner so that knowledge and knowledge are built in improving teacher competence.
4. Policy coordination is needed to build a vocational education system as an institution for developing technological innovation through the carrying capacity of existing resources into productivity and creativity development as a form of inclusive school.
5. It is necessary to elaborate a continuous scientific understanding which is the basis for the development of a sustainable education and learning strategy.

Each of the steps above is part of the Strategy for Increasing Teacher Competence in an Effort to Produce Vocational School Graduates in Accordance with Business and Industrial World Standards (DUDI), are built and developed.

CONCLUSION

Strengths are developed into basic thinking to become part of a form that is built in long, medium and short term projections. Weaknesses as an evaluation material for improvement where the strategy of the Teacher Competency Improvement Strategy is balanced with the development of knowledge and science and technology. Challenges are tangible manifestations that must be accounted for in a measured, responsible and implementable manner. Threats can be tolerated by creating productive, creative and innovative human resources. Strategies for Increasing Teacher Competence in an Effort to Produce Vocational School Graduates in Accordance with World Business and Industrial Standards (DUDI) an inclusive school

environment, teachers as penggerak, quality teachers, democratic teachers, teachers who master Science and Technology who are careful and precise in developing principles Business and Industry Standards (DUDI)

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