STRATEGIC PLANNING OF SCHOOL LEADERSHIP IN EDUCATOR DEVELOPMENT IN EAST KUTAI REGENCY, EAST BORNEO

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January 29, 2024

Abstract

The importance of developing a quality education system needs to be emphasized more because various indicators show that existing education has not been able to produce resources by community developments and development needs. Strategic planning is a guide for educational institutions in achieving the vision and involves various actors, including educators, in determining the future front of the school. Without such measurable and directed planning, goals will not be achieved effectively and efficiently. Planning is intended to ensure that the goals set can be achieved with a high degree of certainty and low risk.

This study aims to: describe the strategic planning of school leadership in the development of educators at SMKN 2 North Sangatta. The method used in this study is a case study with a qualitative approach, and data analysis uses descriptive techniques through Analysis Interactive Mells and Huberman’s model, which consists of data collection, data reduction, data presentation, and conclusions. This research resulted in strategic planning for school leadership in the development of educators at SMKN 2 North Sangatta in the form of a) Compilation of an industrial and learning curriculum; b) Partnership, and c) development of educator competencies.

Keywords: Educator Competency, Strategic Planning, School Leadership, Development
INTRODUCTION

The low quality of human resources is a fundamental problem that can hinder the achievement of the vision and mission of the education unit, so what needs to be done is to improve the quality of human resources, both from an intellectual, spiritual, creative, moral, and responsible aspect. Mulyasa (2015) explains that the quality of human resources needs to be improved, and pursued gradually and continuously through good quality education in formal, informal, and non-formal education, starting from basic education to higher education. In other words, the importance of developing a quality education system needs to be emphasized more, because various indicators show that the existing education has not been able to produce resources for societal development and development needs.

In connection with this, Sardiman (2005) suggests that teachers are one of the important components that play a role in efforts to form potential human resources in the field of education. Therefore, teachers must play an active role and place their position as competent personnel, by the demands of a growing society. In this case, the teacher is not merely a teacher, but also an educator of values as well as a mentor who provides direction and guides students in learning.

The quality of the teacher will affect the success of students in learning, which will lead to an increase in the quality of education. For this reason, teachers are required to be more competent in carrying out their duties. The teacher’s duties according to the Law of the Republic of Indonesia Number 14 of 2005 article 20 Concerning Teachers and Lecturers are to plan to learn, carry out quality learning processes, and assess and evaluate learning outcomes. The main tasks of the teacher which are manifested in teaching and learning activities as well as the duties of the teacher in the institution are a form of teacher competence. If the competence of teachers increases, then it affects the increase in the quality of the output. Therefore, it needs support from various school parties to improve teacher competence.

Educators, who are the most important component in an educational unit, namely as executors of the teaching and learning process, are currently faced with the reality of enormous demands not only on mastering skills in making lesson plans, syllabi, modules, models, and learning methods but more on mastering technology-based competencies. Educators are required to have the expertise, and the ability to adapt to new technologies and global challenges. It becomes an indicator of the quality of an education unit that has a high selling value if the school’s human resources in an education unit are recognized by the community.

To help overcome the problems faced by schools related to educators the role of strategic planning is a benchmark in increasing competitiveness in the global world arena. Strategic planning is the sense of a set of decisions in terms of the most effective and efficient utilization of resource assets. In this context, educational institutions can adapt to changes in external environmental conditions, be at the forefront of winning the competition, and more successfully train individuals and experts in their fields by incorporating quality processes into strategic planning implemented in certain educational units.

Government policies regarding the importance of educational strategic planning for the preparation of the vision and mission of education, are in line with the statement of one of the UNESCO (2021), as follows:

“Strategic planning guides educational development by giving a common vision and shared priorities. Educational planning is both visionary and pragmatic, engaging a wide range of actors in defining education’s future and mobilizing resources to reach its goals. For policy-makers, planning offers the path to implement education reform and system transformation; realize equal opportunities for children and youth; provide quality education for all.”

Strategic planning is a guideline for educational institutions in achieving the vision and involves various actors in determining the future of education, without such measurable and directed planning, objectives will not be achieved effectively and efficiently. The principal as a leader has an active role and is always influential in all matters relating to the needs of staff, teachers, and students at school. Principal leadership is a very important component because the principal plays a role in running the school management system, directing the components of input, process, and output education at school. The principal is responsible
for the successful implementation of education by carrying out school administrative work with all of its substance.

Educational institutions that excel in the competition are institutions that have a perceived quality in the eyes of consumers. Therefore educational institutions must improve quality continuously (Anwar, 2018). This condition requires the role of school leaders in taking the right steps to be able to compete to maintain existence. The very rapid development of education also has an impact on quite intense competition both in programs, completeness of facilities and infrastructure as well as school human resources in the form of educators, because all of these components are a necessity to be able to increase the value of accreditation which is one of the most important selling points for an educational institution during existing competition, especially in East Kutai Regency. With these efforts, of course, it will become a force in maintaining the existence of educational units during existing competition.

In this research, SMKN 2 North Sangatta, East Kutai Regency was the chosen location as the research object. When viewed from the internal aspect, SMKN 2 North Sangatta is a school that implements an operational curriculum that is developed according to the context and needs of students, teachers, and the world of work, by opening up four areas of expertise, namely manufacturing technology, and engineering, has one expertise program, namely automotive engineering. The field of expertise in energy and mining has one program of expertise namely mining geology engineering, the field of expertise in agribusiness and agrotechnology has one program of expertise namely fishery agribusiness, the field of maritime expertise has three programs namely one fishing vessel nautical, two commercial vessel engineering, three ship nautical trade. To be able to fulfill the implementation of the program in each department, the school leadership cooperates with the world of work which is actualized in the preparation of the curriculum.

The formulation of the curriculum together with the world of work is carried out in a collaborative, meaningful, in-depth manner, and pays attention to the latest technological developments. All areas of expertise and programs of expertise in each field are supported by human resources in the form of educators and educational staff who are very influential in the preparation of the curriculum because it is undeniable that the diversity of scientific mastery possessed by educators, the number of students representing interests, and the public trust the programs offered by SMKN 2 North Sangatta also influence the development of operational curricula and school programs. There are 70 educators and educational staff (55 educators and 15 educational staff), and most of them have educational backgrounds that meet the minimum service standards required.

The results of observations found that so far, school leaders through strategic planning have tried to develop the competence of educators and education staff through various strategies, both local and national. This is considering that as a school that realizes the need to make improvements and changes and improvements in all aspects of education, the development of the competence of educators and education staff is one of the priorities of school leaders to be developed for the better so that learning activities become more qualified and qualified. The goal is to gain trust and maintain it from the community, government, and companies or institutions that have collaborated (WK. SMKN 2, 2021).

Based on this background, the researcher is interested in digging deeper through research with the formulation of the title "School leadership strategic planning in developing educator competence at SMKN 2 North Sangatta, East Kutai Regency.". This research uses the case study method which aims to reveal the strategic planning of school leadership in the development of educators at SMKN 2 North Sangatta. While the approach in this study uses a qualitative approach. This approach produces findings obtained from data collected using in-depth interviews, focused observation, and documentation techniques. While data analysis uses Mills and Huberman’s theory, with the stages of data collection, data reduction, data presentation, and conclusions.
RESEARCH RESULTS AND DISCUSSION

Strategic planning for school leadership in the development of educators at SMKN 2 North Sangatta

Industry-Based Curriculum Development

Based on the researcher’s interviews with several informants about strategic planning for school leadership in the development of educators at SMKN 2 North Sangatta, it can be described as follows: Interview with the Principal of SMKN 2 North Sangatta, he explained: School strategic planning carried out at SMKN 2 North Sangatta, briefly conveyed by the vice principal of the curriculum section, by stating:

"To develop schools, school leaders in preparing strategic plans involve all educators and educational staff as well as stakeholders related to the needs of each department, because schools always try to synchronize the curriculum with existing demands so it is expected that SMKN 2 graduates will be scientifically able to adapt to the demands that are according to their area of expertise. The strategic planning of SMKN 2 North Sangatta is outlined in a SWOT Analysis which refers to the vision and mission of the school which includes various components and is outlined in terms of the Component Road Map designed in Road Map in the framework of developing schools at North Sangatta Vocational High School 2 in 5 years including through the preparation of a learning curriculum with industry.” (CHW/WK/17/2022).

The results of the researcher’s interview with the vice principal of SMKN 2 provide information that, "Efforts to improve school human resources in the form of educators continue to be carried out by implementing various programs that lead to increasing the competence of educators because they must continue to be able to adapt to developments to be able to compete with surrounding schools. Efforts made so far include apprenticeships, this is carried out by collaborating with various agencies both within the East Kutai region and outside the region, especially for expertise subjects. All teaching staff has equal opportunities in efforts to develop competence but implementation is carried out in stages.” (CHW/ARIY/17/12/2021).

Researchers also explored information through interviews with one of the educators from the Department of Heavy Equipment, giving reinforcement by stating, "That is maintaining the trust of the government and society as a school as a Center of Excellence for the development of teaching and learning processes, it must adapt to the demands of society and advances in science and technology by always trying to update skills or knowledge in various fields which are currently more skill-oriented in using technology as a learning tool. This is done either independently or through school recommendations. He added that school leaders also provide full support for school development activities as evidenced by efforts to socialize confirmed training from various WA groups.” (CHW/ LY/17/12/2021).

In general, the development of educators at SMKN 2 North Sangatta has been included in the Restra documentation by improving the quality of human resources, which includes: a) Industry-based curriculum development, b) Partnerships, and c) Developing the competence of teaching staff. Based on the data the researchers obtained, it was explained that the preparation and development of the School Operational Curriculum or Educational Unit Level at SMKN 2 North Sangatta is an implementable curriculum developed by schools and industry that aims to implement a dual curriculum system in vocational education. The implementation of implementing an implementable curriculum involves schools and industry to produce graduates who are by the needs of the industry. Alignment of implementation curriculum with specific and relevant industries, reviewing educator competencies in subjects to produce syllabi, lesson plans, and materials.

The implementation of the implementation curriculum is carried out through the stages, namely Preparation for the preparation of the implementation curriculum begins with the implementation of a joint agreement between the school and industry and then proceeds with preparing the curriculum by the school, namely the KTSP and curriculum from the industry which will later be collaborated. The implementation of the implementation curriculum is scheduled by the curriculum sector and involves school principals, committees, vice principals for curriculum, study program heads/expertise program heads, and industry.
of preparation involves determining DKK (basic vocational competence), determining each DKK (basic vocational competence) using pure KTSP, mixed, and pure industrial curriculum, the ratio of practice sets, equipment (if permitted) and materials from industry will also be taught. Factors supporting the preparation of an implementable curriculum include stakeholders (school committee and DU/DI parties) playing an active role, machines/equipment (learning resources) that have been standardized from the industry, as well as students who already have initial abilities and skills beforehand.

Furthermore, evaluation of the implementation curriculum is carried out once a year in the school’s annual work program and discusses facilities and infrastructure, teachers (educators), supporting books, and students. Implementation of curriculum evaluation is carried out by inviting school committees, school principals, deputy heads of curriculum, heads of expertise programs, and industry parties and the results will be fulfilled the following year. The stages of compiling the curriculum can be illustrated in the following diagram:

**Diagram 1** Stages of Curriculum Development

From the results of interviews with school principals, vice principals in the field of curriculum, educators, and documentation and observations at North Sangatta 2 Vocational High School as described above, regarding the strategic planning of school leadership in the development of educators at North Sangatta 2 Vocational High School, researchers can conclude several findings, namely compiling the curriculum by collaborating with industry which is termed a dual education system.

The researchers explained that in the development of curriculum and learning at SMKN 2 North Sangatta both internally and externally, the school leadership at SMKN 2 North Sangatta had formulated strategic planning by compiling curriculum, IQF, and collaboration with industry through industry-based curriculum development. So that in the learning process known as the industrial class.

Industrial class learning in question is the teaching and learning process organized by the school which is carried out in the classroom that has been provided by the school to provide an understanding of the material to students which will then be practiced, such as the introduction of tools on motorbikes and others. This learning is carried out by bringing in teaching staff from the industry to the demands of the needs of the departments at SMKN 2 North Sangatta.

School development by collaborating in the field of the curriculum with industry is a superior value that belongs to SMKN 2 North Sangatta. Because the curriculum is a guideline for implementing learning for all components of education by the vision and mission that has been set at the SMKN 2 North Sangatta Education unit. This is in line with the research results of Fajri (2019), stating that curriculum development is a comprehensive process related to national policy in the field of education, by the vision, mission, and national education development strategy.

There are four stages in curriculum development according to its level, namely curriculum development at the macro (national) level, institutional (school) level, subject level (field of study), and the learning level in the classroom. The curriculum development process in general consists of planning, implementation, and evaluation. Azis (2018) adds Curriculum development is a process that plans and produces a better tool based on research results on curricula that are not applicable, to provide better conditions for teaching and learning activities.

Suryaman (2020) reinforces that there are strong implications for improving the quality of learning if the curriculum can be designed optimally. One aspect that is important to innovate is the curriculum. This is based on the assumption that the curriculum is one of the main strategic components of the education system. This assumption provides the basis that the curriculum does not only contain goals to be achieved, but also provides an understanding of the learning experience for students. That is, in the perspective of learning, the curriculum is a strong basis for driving learning components in an integrated and meaningful way in producing graduates who are superior and empowered globally.

Achruh (2019) anexplained in his research, Curriculum is an educational program provided by educational
institutions (schools) for students. Based on the education program, students carry out various learning activities, thereby encouraging their development and growth through predetermined educational goals.

A good curriculum is a continuous curriculum, the curriculum is designed in such a way that no gap separates the level of basic education from the next level of education. The main components of the curriculum include goal components, content/material components, media components (facilities and infrastructure), strategy components, and teaching-learning process components. Aprilia (2020) also in his research entitled Organization and Curriculum Development Design states that curriculum organization is a form of learning material that will be delivered to students.

Furthermore, the learning process carried out at SMKN 2 North Sangatta in particular, and at other schools in general is thoroughly oriented towards IT-based learning, so that it influences curriculum modeling and other strategic efforts developed by schools to be able to adapt to the demands of the world of work. Learning, which is currently more about the use of technology, must of course be adapted to the mastery of various applications available for both educators and education staff.

The results of the research are in line with the efforts made by SMKN 2 North Sangatta namely Sumantri (2019) in a study entitled Curriculum Development in Indonesia Facing the 21st Century Competency Demands emphasizing the scope of the curriculum which has a global perspective is a curriculum that also contains global insights, not only national or local.

The curriculum must be able to bring students to think globally in the sense that students can express as much information as possible and this information can be used as a display that directs them to become productive citizens and become human beings who have social concern for others around them, able to work together, interdependence harmoniously.

**Partnership**

Based on the researcher’s interviews with several informants about strategic planning for school leadership in the development of educators at SMKN 2 North Sangatta, it can be described as follows: Interview with the Principal of SMKN 2 North Sangatta, he explained:

“School quality development is also carried out by establishing cooperation or partnerships with other agencies by the needs of the department program. The partnership that was built covers quite a lot of companies located around East Kutai. Like heavy equipment engineering, the school cooperates with the KPC company which is the largest company in East Kutai and others. Strategic planning for the development of educators is also carried out by providing opportunities for educators to take part in education in stages, by prioritizing the needs of each department.” (CHW Kepsek/16/2022).

Interviews with teaching staff at SMKN 2 North Sangatta regarding the strategic planning of the leadership of SMKN 2 North Sangatta are described as follows:

“Strategic planning is a process carried out by each school leader in compiling various programs in achieving the school’s vision and mission, in this case, the school involves all components of education and several agencies related to the needs of each department. For example, the heavy equipment department collaborates with companies, the fisheries department collaborates with the Jakarta Fisheries College, and others. Another involvement can be seen from the participation of several stakeholders in the preparation of the learning curriculum at SMKN 2, especially those related to the world of work.” (CHW/ARIY/17/12/2021).

Furthermore, the document data that supports the leadership strategic planning of SMKN 2 North Sangatta that the researchers obtained through observation at the research location was in the form of strategic development planning for SMKN 2 North Sangatta in the next 5 years. The term used is road map. The road map for the development of SMK Negeri 2 North Sangatta was made and designed by the results of an analysis of school potential that has been approved and authorized to be implemented in educational units.

The term partnership can be interpreted as an effort to cooperate with several agencies to develop agencies or institutions. In essence, partnerships are known as cooperation or cooperation with various parties, both
individually and in groups. A partnership is a relationship and collaboration where each partner has different expertise to work together as a group or team. The American Heritage Dictionary in Rukmana (2006), Partnership is defined as: “a relationship between individuals or group that is characterized by cooperation and responsibility, as for the achievement of a specified goal.”

In this case, the partnership contains several meanings: a) Cooperation, namely the degree of effort of one party to fulfill the wishes of the other party, b) Firmness, namely the degree of effort of one party to fulfill its desires, c) Collaboration, namely a situation where each party wants to fully fulfill the interests of all parties, d) Compromise is a situation where each party is willing to sacrifice something so that there is a sharing of burdens and benefits. The elaboration of strategic planning by involving the world of work can be realized through partnerships.

The partnership MOU between North Sangatta 2 Vocational School and the World of Work is based on the motivation to build and enhance cooperation which is felt as an absolute necessity for the development of vocational schools, especially North Sangatta 2 Vocational High School. MOU negotiations are a strategic step for Vocational Schools to establish formal cooperation with the World of Work and also make it easy for Vocational Schools to realize all of their programs. For all parties to benefit significantly and sustainably, SMKN 2 North Sangatta formulated the scope of partnership development for the development of SMKN 2 as a Center of Excellence including guest teachers and apprentices. Internships or industrial work practices begin with curriculum synchronization with the world of work and the implementation of street vendors. Joint preparation of street vendors’ implementation and evaluation programs for at least one semester.

Forms of cooperation between the world of education and the world of industry in developing the concept of education can be initiated by aligning and developing sustainable communication on the conditions and developments of the industry and the needs of industrial competencies so that they can be adapted to educational programs in vocational high schools (SMK), so that students receive the provisions enough and adequate to be able to compete in the world of work. In addition to the above, the form of cooperation carried out by SMKN 2 is implementing industrial work practice programs for students in the business world and the industrial world. In this way, the business world can get workers according to specifications and needs.

Partnership or Collaboration is important to do because it is fully realized that the results of school education are the collective results of related elements or stakeholders. Forms of cooperation in the implementation of school programs are adjusted to the conditions and needs of schools and also related parties who are partners. The cooperative relationship between the school and the world of work (Dudika) at SMKN 2 North Sangatta shows that cooperation is carried out with large and well-known companies according to the needs of the school. Such as collaboration in the implementation and evaluation of street vendors at SMKN 2 North Sangatta is not carried out internally but involves or collaborates with companies, so that the results of street vendors are as expected, especially adjustments to the demands of the world of work.

Based on the explanation regarding the essence of the partnership at North Sangatta 2 Vocational High School, in addition to building partnerships with industry in the North Sangatta environment and outside the region, they also build partnerships with stakeholders, in this case, the government as the provider of policy and control over the teaching and learning process carried out at State Vocational High School 2 Sangatta North, the community and students are at the same time an educational component that determines the progress and success of achieving the school’s vision and mission. So the partnership model that was built at SMKN 2 North Sangatta in general can be described by researchers as follows:

**Diagram 2 Partnership Model of SMK N 2 North Sangatta**

The basic principles in establishing this partnership include: mutual benefit, mutual trust, and mutual give and take for the partners. For vocational education, cooperation that is built with the world of the industry will provide many advantages, including in developing human resources. The development of resources referred to here is for example through the use of facilities, mentoring, or as a consultant and through training activities. SMK requires cooperation with the world of business and industry. This is because
Vocational Schools are vocational education institutions that are held to prepare students to enter the workforce and develop professional attitudes in certain fields. The form of cooperation between the world of education and the world of the industry can be developed through the utilization and empowerment of all the potential resources around the school. Schools and the world of business or industry can enter into a kind of agreement in terms of employment absorption from the resources provided by the vocational school concerned.

The benefits of this form of the partnership will benefit the business world, schools, and students. Because using a partnership as mentioned, all parties will have a wider opportunity to build a process that will minimize the occurrence of discrepancies between graduate profiles, school curricula, and the qualifications required by the world of work.

Here are some research results that show the importance of partnerships, especially in SMK. Lestari and Pardimin (2019) with the title School Partnership Management with the Business and Industry World to Increase the Competence of Vocational High School Graduates. The results showed: (1) school partnership management with the business world and the industrial world at SMK Negeri 1 Panjatan majoring in Clinical Pharmacy; (2) Forms of partnerships in the form of curriculum adjustments with DUDI, apprenticeships, vocational competency testers, community service, employment by DUDI and industrial visits; (3) Factors supporting the partnership in the form of shared vision and mission, mutually beneficial interests of the school and DUDI, the ability and support of the school committee, the availability of facilities and infrastructure; (4) The inhibiting factors for partnerships are differences in school orientation and DUDI, less number of productive teachers, limited time and funding sources, far distance to schools, the minimum number of DUDI, and DUDI capacity. (5) Ways to overcome obstacles by establishing communication, seeking sources of funds, expanding partnership networks, and rolling out internships for apprentice students.

Winarti et al (2021) in a study entitled Integrative Study of the Urgency of School Partnerships in Maintaining the Survival of Islamic Education Institutions, shows that partnerships can be interpreted as a collaboration that is deliberately designed through arrangements between different parties, working together to solve common problems. This understanding leads to the terms of the partnership, namely the existence of cooperation and reciprocal relationships that mutually benefit one another. In this case, Educational Institutions need to identify two groups of stakeholders in developing partnerships, stakeholder internal and external. Not only limited to the meaning of the concept and the determination of the stakeholder groups involved in school partnership. This study also reveals the benefits to be achieved by educational institutions when implementing partnerships. At least, there are three reasons for the importance of developing partnerships in Islamic educational institutions with their stakeholders: (1) sustainability; (2) good governance; and (3) quality improvement.

From the results of research related to partnerships in education, researchers can conclude that one of the efforts to improve the quality or quality of vocational education graduates is the establishment of policies link and match, where the school, especially Vocational High School Education, makes it possible to cooperate with the Business World and the Industrial World (DUDI) in fostering and developing the potential of students in the field. The synergistic relationship between schools and DUDI is a very helpful condition in efforts to create truly effective processes for students. The contribution of the industrial world to the skills of students at SMKN 2 North Sangattaca can be seen from several skill activities such as making shredded catfish.
The provision of applicable skills is supplied that are closely related to the needs of the community. If school institutions and DUDI provide skills training according to the needs of the community, of course, school graduates can be absorbed optimally by DUDI. Conditions like these are expected from the process of education and learning in vocational schools.

**Educator competence improvement**

The learning process in SMK requires students to have three domains of competence, namely cognitive, affective, and psychomotor. Vocational High Schools are required to be able to create Human Resources (HR) that can adapt to advances in science and technology. In the learning process at Vocational High Schools, the main task of educators is to create a workforce that is ready to use and equip students with knowledge and skills that are by the competence of their respective expertise programs.

Vocational High School graduates play a role in meeting the needs of the world of work as a middle-level workforce, besides being required to master competencies according to their fields, educators must also be able to carry out self-development as an effort to remain able to compete at present and in the future according to the demands of the times. Educators at SMK equip their graduates with cognitive abilities (knowledge) and psychomotor abilities or skills (skills).

The next domain is adaptive, the goal is to equip graduates with adaptive abilities, namely the ability to make adjustments and self-development by existing technological and industrial developments.

The adaptive competencies provided are in the form of basic knowledge material in the field of technology according to their respective fields. The education process in Vocational Schools is learning to provide human resources that are internationally competitive because international challenges dominate in the years to come. For this reason, efforts or strategies, and policies need to be made in anticipation of the improvement and development of the educational process.

The industrial world as a user of graduates from vocational education or other professional education always sees and pays great attention to human resource competence. All workers in the industrial world on an international scale require mastery of competency bases and high-performance skills (Nugroho, 2016).

Improving the quality and competence of human resources at SMKN 2 North Sangatta can be described, improving the quality of human resources begins with the development of an industrial curriculum, increasing the competence of educators by participating in various self-development training through training, workshops, seminars, apprenticeships, and mock studies as well as visits to IDUKA and compiling guest teacher.
programs from IDUKA that are relevant in the implementation of learning. Related to the development of educator competence which is a mandatory demand in facing competition in various sectors must be based on the high awareness of each individual. Extrinsic motivation becomes an inseparable need with intrinsic motivation to build awareness in facing competition by carrying out various self-developments to maintain and improve the quality of learning. Based on the results of the researchers’ observations, it can be described as the form of developing the competence of educators at SMKN 2 North Sangatta as follows:

Table 1. Educator competency development at SMKN 2 North Sangatta

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target</th>
<th>Number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial curriculum development</td>
<td>Collaborate with various agencies (partnerships)</td>
<td>Educators at SMKN 2 North Sangatta 55 people</td>
</tr>
<tr>
<td>Increasing teacher competence through training</td>
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Based on the table above, the efforts of school leaders in dealing with competitiveness, by prioritizing the development of educators through the application of an industrial curriculum, establishing collaboration with various agencies, and renewing the competence of educators through various pieces of training.

The results of research by Mas (2008) with the title of teacher professionalism in improving the quality of learning. The results of this study indicate that the professional competence of teachers in creating quality learning is largely determined by the overall success of education which must be supported by personal, pedagogical, and social competence. These competencies must be developed in a continuous learning process.

The results are in line with Myori et al (2019) in a study entitled Improving Teacher Competence in Mastery of Information and Communication Technology through Training in Development of Based Learning Media Android, shows the conclusion of the research results that teachers are expected to be able to improve competence, one of which is the mastery of Information and Communication Technology (ICT). This is necessary to support interesting, effective, and efficient learning activities. Therefore, it is necessary to hold an activity or training to increase teachers’ knowledge and skills about ICT. The training provided is expected to be applied by teachers in the use of information technology media to increase effectiveness and efficiency in teaching and learning activities.

Regarding the teacher’s role in creating creative learning, Mulyasa (2019) categorizes the teacher’s role into several parts, including as a model or role model. The teacher is a model or role model for students and all those who regard him as a teacher. There is a strong tendency to assume that this role is not easy to challenge. Being a role model is the nature of learning activities and when a teacher does not want to accept or use it constructively, it has reduced the effectiveness of learning.

The development of educator competencies through training in designing learning by utilizing information technology is a priority, especially since SMKN 2 North Sangatta has received recognition from the government and the community as a school of excellence, this is the biggest motivation to always make improvements through the development of school management in a more advanced direction. One of the efforts made by SMKN 2 North Sangatta is the arrangement of IT-based management information techniques which are generally very influential in providing easy and pleasant educational services. It has become a general acknowledgment in the world of education that educational services from the level of educational units to the central level make IT services a practical and economical medium. The choice of applications that are constantly changing and being updated is a challenge for the education community to always update IT competencies to support the achievement of educational goals.

Educators and educational staff as actors in the teaching and learning process are expected to be able to carry out the learning process by mastering various methods so that they can create a pleasant learning atmosphere by selecting IT media according to the characteristics of students. This is in line with the results
of research by Inayah et al (2021) with the title development Digital School System In Facing Era Society 5.0 At the Kuala Lumpur Indonesian School (SIKL).

The results of the study show that the development of technology will affect the education sector. The use of technology will create a fun and easy education. In addition, technological developments can also make it easier to system management schools. Strengthening governance in the use of technology at SMKN 2 North Sangatta is also continuously being improved.

Based on this explanation, the researcher can conclude that, in the end, all efforts made by schools in improving the quality of educators require the role of the government as a decision-maker to encourage improvements in teacher quality which will have an impact on improving the quality of human resources. The implementation of teacher professional development should be carried out by both schools and organizations such as the MGMP association. Referring to the results of the research states that the best education providers are teachers. Thus the teacher should indeed play an active role in professional development activities. This is closely related to what knowledge and skills are needed by teachers to improve the quality of learning carried out in educational units.

CONCLUSION

Based on the explanation of the results of the research above, it can be concluded that strategic planning for school leadership in the development of educators at SMKN 2 North Sangatta is carried out by a) preparation and development of the School Operational Curriculum or Educational Unit Level at SMKN 2 North Sangatta which is an implementable curriculum prepared by schools and industry which aims to implement a dual curriculum system in vocational education b) Establish partnerships with various agencies and companies which are implemented in the form of teaching, KKL assessments and apprenticeships, c) development of educator competence which is carried out through activities a) Industry-based learning, b) development of head competency school; c) competency development for vice principals; d) training for educators, including in the form of making online learning media.

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