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Management Of The Revitalization Of Vocational School (SMK) Revitalization As An Effort To Improve The Quality And Competitiveness Of Graduates (Study at SMKN 3 Pamekasan)

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ABSTRAK

Kebijakan Revitalisasi Sekolah Menengah Kejuruan (SMK) merupakan Instruksi Presiden (Inpres) Nomor 9 Tahun 2016 tentang "Revitalisasi Sekolah Menengah Kejuruan dalam Rangka Peningkatan Mutu dan Daya Saing Sumber Daya Manusia Indonesia". Pemerintah telah berupaya keras untuk mencapai mutu pendidikan, namun dalam hal ini manajemen strategis diperlukan dalam mengubah tatanan pembangunan di Indonesia. Penelitian ini menggunakan jenis penelitian deskriptif dengan pendekatan kualitatif yang berlokasi di Kabupaten Pamekasan, sedangkan lokasi penelitiannya di SMKN 3 Pamekasan. Sumber data yang digunakan adalah sumber data primer dan sekunder. Teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Sedangkan instrumen penelitian adalah peneliti sendiri, dan beberapa alat pendukung lainnya. Hasil penelitian menunjukkan bahwa manajemen strategi revitalisasi SMK dalam meningkatkan mutu dan daya saing lulusan di SMKN 3 Pamekasan meliputi 3 proses, yaitu: 1). Perencanaan strategis yang diawali dengan perumusan visi, misi, dan tujuan telah melibatkan seluruh unsur sekolah, mulai dari kepala sekolah, wakil presiden kurikulum, wakil presiden kesiswaan, wakil presiden hubungan masyarakat, wakil presiden manajemen mutu, kepala program departemen, dan komite sekolah dengan menganalisis lingkungan sekolah menggunakan analisis SWOT berdasarkan laporan mutu. 2). Implementasi strategi meliputi penetapan kebijakan sekolah dan kemudian pemberian motivasi dan arahan dari kepala sekolah berupa penghargaan bagi pendidik yang melaksanakan tugasnya dengan baik. Begitu pula dengan alokasi sumber daya manusia yang terdiri dari guru yang produktif, normatif, dan adaptif sesuai dengan kompetensi masing-masing di bidangnya. Implementasi strategis ini tentunya perlu didukung oleh budaya sekolah, di SMKN 3 Pamekasan telah memiliki budaya yang mendukung tercapainya tujuan sekolah, yaitu profesionalisme, disiplin, dan tanggung jawab. 3) Evaluasi strategi dalam peningkatan mutu dan daya saing lulusan di SMKN 3 Pamekasan meliputi beberapa kegiatan, yaitu pemantauan semua hasil kegiatan dari perencanaan dan penerapan strategi, pengukuran kinerja individu, dan pengambilan langkah perbaikan.

Kata Kunci: Manajemen Strategis, Revitalisasi, Pendidikan Kejuruan, dan Kualitas Lulusan.

ABSTRACT

The Vocational High School Revitalization Policy (SMK) is a Presidential Instruction (Inpres) Number 9 of 2016 concerning "Vocational High School Revitalization in the Context of Improving the Quality and Competitiveness of Indonesian Human Resources". The government has made many efforts to achieve the quality of education, but in this case strategic management is needed in changing the order of development in Indonesia. This study uses a descriptive type of research with a qualitative approach located in Pamekasan Regency, while the site is at SMKN 3 Pamekasan. The data sources used are primary and secondary data sources. Data collection techniques through observation, interviews and documentation. While the research instrument is the researcher himself, and several other supporting tools. The results showed that the management of the vocational revitalization strategy in improving the quality and competitiveness of graduates at SMKN 3 Pamekasan included 3 processes, namely: 1). Strategic planning starting from the formulation of the vision, mission and goals has involved all elements of the school starting from the principal, vice chairman of the curriculum, vice chairman of student affairs, vice chairman of public relations, vice chairman of quality management, head of departmental programs and school committees by analyzing the school environment using a SWOT analysis based on quality report. 2). The implementation of the strategy includes the determination of school policies and then the motivation and direction from the principal in the form of rewards for educators who carry out their duties well. Likewise, the allocation of human resources consisting of productive, normative and adaptive teachers is in accordance with their respective competencies in their fields. This strategic implementation certainly needs to be supported by school culture, at SMKN 3 Pamekasan already has a culture that supports the achievement of school goals, namely professionalism, discipline and responsibility. 3) Evaluation

of strategies in improving the quality and competitiveness of graduates at SMKN 3 Pamekasan includes several activities, namely monitoring all the results of activities from planning and implementing strategies, measuring individual performance, and taking corrective steps.

Keywords: Strategic Management, Revitalization, Vocational Education, and Quality of Graduates.

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INTRODUCTION

Indonesia will face the Golden Indonesia era in 2045, where this period is a very rare situation and does not occur continuously. In 2045, Indonesia wants to get a demographic bonus, namely 70% of Indonesia's population is in productive age (15-64 years) on the other hand, the remaining 30% is unproductive population (under 14 years old and above 65 years old) in the 2010-2045 period (BKKBN) 2017). In taking advantage of this, Indonesia can increase its competitiveness because it is very important to ensure that people of productive age are knowledgeable and highly innovative.Referring to the Central Statistics Agency in the second quarter of 2018, the Indonesian economy grew 5.27%. Amount Such a large workforce is a challenge for world economic competition, if human resources are not properly prepared, then Indonesia will be left behind. It is estimated that 5 million skilled workers are needed every year, meaning that in the next 15 years around 75 million workers with 21st century skills are needed. To become a developed country, with the strength of skilled human resources, the strategy is to strengthen vocational education. Quality Human Energy Resources (HR) in Indonesia can be tried through the development of quality learning services in vocational high schools that are in line with the needs of today's growth.

Law No. 20 of 2003 concerning the National Learning System mandates that Vocational High Schools (Vocational High Schools (SMK)) are learning institutions that aim to produce graduates who have the skills to tackle a particular job. Along with the development of the business world and industry in Indonesia, the demand for skilled workers who graduated from Vocational High Schools (Vocational High Schools (SMK)) continues to increase. Indonesia currently has several problems in the field of education, especially at the SMK level. The following is a picture of the percentage of the open unemployment rate;



Figure 1. Open Unemployment Rate (TPT) by Highest Education Graduated (percent), February 2018-February 2020

Sumber : BPS Ketenagakerjaan Februari 2020

From the data above, it can be concluded (8.49 percent), while the lowest TPT is at the elementary education level and below (2.64 percent). Meanwhile, in the previous year, TPT in all levels of education decreased by 0.01 to 0.51 percentage points. This illustrates that vocational education has not been able to guarantee employment due to several factors. Not only is the unemployment rate high, which is dominated by Vocational High School (SMK) graduates, another problem with Vocational High School (SMK) learning is that there are fewer productive teachers compared to normative-adaptive teachers. For Hadam (2017: 21) productive teachers are teachers who have competency certificates that match the recommended abilities, for example teachers who teach welding are required to have certificates that report their competence in the welding field. Most of the Vocational High School (SMK) teachers come from the normative and adaptive subject group teachers. Normative teachers and adaptive teachers are teachers who teach civics, mathematics, languages, and others that are not relevant to the vocational program. More details are presented in the following figure.



Figure 2. Comparison of Productive and Normative-Adaptive Teachers of Vocational Schools in Indonesia

Sumber : Hadam, Sampun (2017: 22)

Based on Figure 3 above, productive teachers only reached 22 percent. Meanwhile, normative-adaptive teachers were higher, reaching 78 percent. So it can be seen that the comparison of the numbers here is very far apart, and it can be said that in Indonesia there are still a lot of productive teachers in the field of SMK. So that this becomes an obstacle for the government in education in order to produce quality and competitive SMK graduates. Vocational development efforts require priority programs as a strengthening of Vocational High Schools in providing quality human resources, therefore the government issued an initiative by launching a Vocational High School Revitalization Policy (SMK) with several programs in it. The revitalization of education can be interpreted as an effort to provide vitality, growth and development power to the world of education which is now experiencing setbacks and even failures in preparing the younger generation as future leaders of the nation who have integrity and noble character. This Vocational Revitalization Policy is in the form of 6 Presidential Instructions (Inpres) Number 9 of 2016 concerning "Vocational Revitalization in the Context of Improving the Quality and Competitiveness of Indonesian Human Resources".

Departing from the assumption that the problems that occur in vocational high schools are caused by failure of the education system and management, it is necessary to have an in-depth study of school management in the implementation of revitalization policies in Vocational High Schools (SMK). In the development of learning, various efforts are needed to achieve the goals and quality of good learning. Many efforts have been made to achieve the quality of learning, but in this case careful planning and appropriate strategies are needed in designing learning that can change the order of development in Indonesia. Increasing the quality and quality of learning is not something trivial because it is related to technical issues, planning, or the efficiency and effectiveness of the school system (Mulyasa, 2013: 21). To get a quality school, it takes Strategic Management for Educational Management or strategic management for learning, which has principles including planning (formulating) strategy, implementing strategy, evaluating (evaluating) strategy is like one of the methods that can be tried in experiencing the demands and needs and willingness of citizens to learn. In achieving the goals of learning institutions, equipment that functions as an accelerator and dynamator is needed so that goals can be achieved efficiently and effectively (Akdon: 2006: 2). In line with this strategy is believed to be a tool to achieve goals. In its development, the concept of strategy faced significant growth. The use of strategies in this learning must match the relevance of needs.

SMKN 3 Pamekasan has four objectives, one of which is to produce competent and certified graduates who are able to produce. In line with the government's goal of producing quality and competitive graduates in accordance with the points contained in the vocational revitalization policy. With the background of the problems above, the purpose of this study is to determine the management of revitalization strategies in the development of Vocational High Schools at SMKN 3 Pamekasan.

Management Strategy

Management in a broad sense is planning, organizing, directing, and controlling organizational resources to achieve goals effectively and efficiently (Daryanto and Farid, 2013:1). Another definition of management is the science and art of managing the process of utilizing human resources and other sources effectively and efficiently to achieve a certain goal. (Mustari, 2014:1). Meanwhile, according to Supriyono, "Strategy is a unified, comprehensive and integrated corporate or organizational plan that is needed." Furthermore, Pearch and Robinson, stated "strategy is a large and future manager's plan to interact with the competitive environment to achieve company goals. (Amirullah, 2015:4).

Meanwhile, management strategy is managerial decisions and actions resulting from the formulation and implementation of plans with the aim of achieving competitive advantage. This definition includes terminology, strategic management can be defined as the process of planning, directing, organizing and controlling various school strategic decisions and actions with the aim of achieving competitive advantage (Solihin, 2012:64).

Planning Strategy

Strategy formulation is a long-term effective development for management through environmental analysis. It also contains the mission, vision and goals of the school, developing strategies and policy direction (Wheelen and Hunger, 2012:65).

Implementation Strategy

Strategy implementation is a process by which strategies and policies are directed into action through programs, budgets, and procedures. This process requires changes in culture, structure, and management systems throughout the organization or school (Wheelen and Hunger, 2012:69).

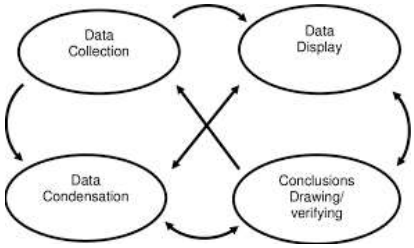
4. Evaluation Strategy

The control and evaluation stages carry out supervision in order to encourage the implementation of the activities that have been carried out. Three basic activities for strategy (Atmaji, 2013:90-92).

METHOD

This type of research is qualitative. with a descriptive approach. This approach was chosen because this research aims to describe the strategic management of vocational revitalization to improve the quality of graduates (Study at SMKN 3 Pamekasan). Therefore, this research was realized to describe a phenomena that occur today by revealing the facts that occur in the field. Based on this description, the focus in this research is: Strategic Planning, Strategic Implementation, and Strategic Evaluation Sources of data from this study consisted of two sources, namely: Primary Source, The following informants were interviewed by the researcher, namely: Principal, Deputy Head of Sector and Deputy Head of Curriculum, Deputy Head of Student Affairs, Deputy Head of Sarpras and Chair of the Special Job Exchange and Public Relations Staff. While the secondary sources in this study, researchers used documentation, school profiles, school documentation, and notes about anything related to the management of vocational revitalization strategies as an effort to improve the quality of graduates.

Therefore, the data collection methods used for this research are divided into 3, namely: 1. Observation, 2. Interview, and 3. Documentation. The research instrument in this research is the researcher in conducting the main instrument, on the contrary the supporting instruments are: 1. Interview guide, 2. Field notes, 3. Recorder, and 4. Writing equipment, such as auxiliary equipment in recording meaningful matters in the field. The flow of interactive data analysis activities includes: 1. Data Collection, 2. Data Condensation, 3. Data Presentation, and 4. Drawing Conclusions or Verification. In this research, testing of the validity of the information used includes: Credibility and Triangulation.



Interactive Model Analysis

Sumber: Miles, Huberman dan Saldana (2014:14)

RESULTS AND DISCUSSION

Result

1. Strategic Planning

Strategic planning in improving the quality of graduates at SMKN 3 Pamekasan contains the entire process of activities related to the formulation of vision, mission, and goals, analysis of internal and external factors, short, medium and long term planning, as well as formulation of superior strategies in improving quality and competitiveness of graduates at SMK 3 Pamekasan. Strategic planning must be carried out because it aims to make all activities carried out run effectively and efficiently so that they are in accordance with the predetermined plan. The strategic planning process includes four program activities that are used as institutions to improve the quality of education, especially the quality and competitiveness of graduates. The four program activities are:

a. Development of vision, mission and goals

Based on all the statements of the informants, it can be concluded that the development of the vision, mission and goals at SMKN 3 Pamekasan involves all elements of the school starting from the principal, the head of the curriculum, the vice head of student affairs, the deputy head of infrastructure, the deputy head of public relations, the deputy head of quality management, and the school committee as well as the head of the department program. . In formulating the vision, mission and goals at SMKN 3 Pamekasan, it is based on the quality report card that must be filled out by all school components, from students, teachers, and homeroom teachers in the form of statements that refer to 8 national education standards.

b. Short, medium and long term plans

In improving the quality of graduates who have competitiveness at SMKN 3 Pamekasan, schools carry out strategic plans by making short, medium, and long term plans. The formulation of the short, medium and long term at SMKN 3 Pamekasan is by evaluating the implementation of last year's program by looking at the quality report cards of each waka. From the statement of the informants, it can be concluded that short, medium and long term planning is done by evaluating the implementation of last year's program by looking at the quality report cards of each waka. The

short-term plan is made for a period of one year as stated in the School Budget Activity Plan (RKAS) which is divided into 2, RAKS sourced from BOS and BPOP. While the long-term plan is made within a period of 4 years and this departs from the one-year RKAS. The School Activity Budget Plan also departs from the programs that have been made by each waka.

The short and long term plans at SMKN 3 Pamekasan lead to 8 national education standards, which include several areas of revitalization consisting of the curriculum, teachers and education personnel, and infrastructure. While at SMKN 3 Pamekasan in the area of revitalization of cooperation with DUDI, certification and accreditation are not included in the short and long term plans. However, basically all the points in the 8 national standards in the short and long term plans can support improving the quality and competitiveness of graduates if implemented with good management.

c. Strategy Determination

From the statement above, it can be concluded that the superior strategy at SMKN 3 Pameakasan in improving the quality of graduates is the formation of student study groups based on the location of residence in several regional points. In addition, SMKN 3 Pamekasan also strengthens partners by conducting MOUs to several DUDI. There is also an internship program that must be carried out by class XI students to several DUDI for approximately 5/6 months according to their majors and soon SMKN 3 Pamekasan will become a Regional Business Service Agency (BLUD). This is a superior strategy to produce competitive graduates according to competence.

2. Strategy Implementation

The implementation of the strategy in improving the quality and competitiveness of graduates at SMKN 3 Pamekasan is an implementation of planning. Therefore, the implementation of the strategy must be in accordance with the established plan. The implementation of the strategy is the key to success in order to achieve quality and competitive graduates.

a. Determine school policy

The policies implemented at SMKN 3 Pamekasan are in accordance with the steps for revitalizing SMK, namely, the existence of links and matches with industry through curriculum alignment. Thus, schools can explore the competencies needed by the job market in the future so that they can reduce the number of unemployed SMK graduates. In addition, the obligation to implement an internship program carried out by class XI helps students practice their skills more deeply in the workplace directly which can later help achieve the goal of revitalizing vocational schools in realizing link and match schools with the business and industrial world.

b. Motivating Educators and Education Personnel

In the world of education, educators (teachers) are the spearhead in the implementation of education. The success of the learning process is largely determined by the ability of educators to manage classes and deliver learning materials. Therefore, in the education system, if it is not supported by reliable educators, it will affect the output of graduates. In improving the professionalism and competence of educators and education staff, the principal has given motivation, direction and orders to educators and education staff.

In the process of motivation, direction and orders to educators and education staff at SMKN 3 Pamekasan can produce professional and superior educators and education personnel. From this, the head of the school seems to give rewards (gifts) to superior educators and education staff in the form of certificates and souvenirs, by giving rewards (gifts) educators and education staff can carry out their duties better. In addition to providing rewards for superior educators and education personnel, the principal provides punishment (punishment) for educators and education staff who have not carried out their duties properly. Punishment (punishment) given is in the form of a warning or reprimand which is carried out in two events, namely directly including direct reprimand with the party with the problem, and in general, that is carried out at the meeting. The punishment is carried out so that educators and education staff can improve and carry out their duties properly.

c. Allocating Human Resources

From the statement of the informants, it can be concluded that the allocation of human resources is divided into three groups of teachers, namely normative teachers, adaptive teachers and productive teachers. All human resources are in accordance with the competencies possessed in each field of the department. Meanwhile, the allocation of facilities and infrastructure refers to the fulfillment of 8 standards which are a priority scale. All labs in each department receive distribution of facilities and infrastructure assistance from the government, but the obstacle is that the equipment assistance provided does not meet the needs of the school. So schools need to buy their own equipment needs in each lab. The allocation of human resources at SMKN 3 Pamekasan which is in accordance with the expertise of teachers illustrates that the revitalization of human resources has been carried out. Teachers who are professional in their fields can improve the quality and competitiveness of graduates.

d. Developing School Culture

There are three cultures at SMKN 3 Pamekasan, the first is professionalism, the second is discipline and the third is responsibility. Such professionalism can reflect competence and expertise by doing work according to the competence of their position and doing their work regularly, while discipline is built for character building by setting a good example for their subordinates, and the responsibilities of each employee and teacher are in accordance with the commitment to the task.

which are given. In developing this culture, it can help carry out the revitalization steps at SMKN 3 Pamekasan as an effort to improve the quality and competitiveness of graduates.

3. Strategic Evaluation

If there are deficiencies, the evaluation will provide a note of improvements that must be carried out at a later stage. The evaluations carried out by SMKN 3 Pamekasan are:

a. Monitor all the results of strategy creation and implementation

Monitoring and evaluation at SMKN 3 Pamekasan is an obligation that must be carried out with the aim of achieving the quality of graduates who are competitive

From the statement above, it can be concluded that SMKN 3 Pamekasan monitors the results of planning and implementing strategies by evaluating at the beginning of each new school year by each waka and head of the study program. The principal holds regular meetings every Monday to provide direction and guidance to all school stakeholders. In implementing the strategy there are times when the principal monitors without violating the existing structure, besides that the principal also supervises every activity at SMKN 3 Pamekasan. The obstacle in monitoring is the limited time which sometimes clashes with the teaching schedule. This illustrates that SMKN 3 Pamekasan tries to monitor every activity which includes the implementation of revitalization measures such as revitalizing infrastructure, human resources, and link and match with industry.

b. Measuring individual and school performance

The SMKN 3 Pamekasan School in measuring teacher performance conducts a Teacher Performance Assessment (PKG) which is included with physical evidence, in addition to doing supervision during the learning process and learning outcomes. Then the school also conducted a School Self-Evaluation (EDS) by all levels. However, in planning and implementing strategies at SMKN 3 Pamekasan, a problem arises, namely the lack of motivation from the school environment. This performance measurement is intended so that the problems that occur can be resolved so that the revitalization of SMK can run in accordance with the revitalization area that has been determined.

c. Take corrective measures

SMKN 3 Pemekasan provides solutions to the problems encountered, in the case of teacher competency mismatches that occur, the principal cooperates with the government to implement a dual expertise program, thus teachers will have 2 skills. In addition, in improving teacher performance, the school's solution is to include workshops and activate MGMP. While the obstacles faced by the waka student, the solution is to conduct coaching related to the interests and talents of students. This illustrates that SMKN 3 Pamekasan is revitalizing through increasing human resources both from its students and education staff. The improvement of every problem

that exists at SMKN 3 Pamekasan helps solve problems from all sides with the aim of improving the quality and competitiveness of graduates as outputs of the school.

Discussion

1. Strategic Planning

Planning in an educational institution has a very important role. Through careful planning, schools will be able to produce appropriate strategies as an effort to achieve the goals that have been set. The essence of planning as a strategic management process is decision making by sorting and selecting activities to be carried out so that efforts to achieve goals take place effectively and efficiently. (Nawawi, 2005:53) The strategic planning process in improving the quality and competitiveness of graduates at SMKN 3 Pamekasan includes all activities, namely:

a. Development of vision, mission and goals

The process of formulating the vision, mission and goals that have been prepared at SMKN 3 Pamekasan involves all elements of the school starting from the principal, waka for curriculum, waka for student affairs, waka for infrastructure, waka for public relations, waka for quality management, and the school committee and head of the departmental program. In formulating the vision, mission and goals at SMKN 3 Pamekasan, it is based on the quality report card that must be filled out by all school components, from students, teachers, and homeroom teachers in the form of statements that refer to 8 national education standards. In this quality report card, the weaknesses and strengths at SMKN 3 Pamekasan will be known. The vision that has been prepared will be developed in the mission statement according to the situation and conditions as well as the expected goals. This is based on the theory according to Sagala (2007:135) that the formulation of the vision, mission and goals is carried out first with environmental management, namely what are the basic needs of the environment for education that can be provided by schools. To fulfill the vision and mission in detail, specific objectives are formulated. After the specific objectives are clear, an achievement strategy is drawn up through a number of strategic activity programs.

A good vision is expected to encourage enthusiasm and commitment to prepare for a better future. Therefore, every educational institution must have a clear and measured vision and mission (Mulyasana, 2011: 195-196). SMKN 3 Pamekasan after the vision and mission are set, both are translated into achievable goals. According to Sallis (2012: 206) these goals must be realistic and achievable. One of the goals to be achieved is "Producing competent and certified graduates who are able to produce". The vision of SMKN 3 Pamekasan is to fulfill development needs in the global era and one of its missions is to improve the quality of human resources, which leads to the policy of revitalizing Human Resources. The goal is that SMKN 3 Pamekasan also produces graduates who are competent and certified and able to produce, so a professional certification test is needed to support the implementation of revitalization steps.

b. Short, medium and long term plans

According to Sedarmayanti (2014: 151) short term planning is planning the results to be achieved in a period of one year or less. While medium-term planning is planning on the results to be achieved in a period of two years or less. Long-term planning represents the expected results of implementing a particular strategy usually in the range of three to five years. At SMKN 3 Pamekasan only short and long term planning in improving the quality and competitiveness of graduates. Short and long term planning is carried out by evaluating the implementation of last year's program by looking at the quality report cards of each waka. The short-term plan is made for a period of one year as stated in the School Budget Activity Plan (RKAS) which is divided into 2, RAKS sourced from BOS and BPOP. While the long-term plan is made within a period of 4 years and this departs from the one-year RKAS. The School Activity Budget Plan also departs from the programs that have been made by each waka. In the analysis of the researchers, short and long term planning is carried out by evaluating the implementation of last year's program by looking at the quality report cards of each school component. The short and long term plans at SMKN 3 Pamekasan lead to 8 national education standards, which include several areas of revitalization consisting of the curriculum, teachers and education personnel, and infrastructure. While at SMKN 3 Pamekasan in the area of revitalization of cooperation with DUDI, certification and accreditation are not included in the short and long term plans. However, basically all the points in the 8 national standards in the short and long term plans can support improving the quality and competitiveness of graduates if implemented with strategic management.

c. SWOT Analysis

According to Edward Sallis (2012:221) states that the SWOT analysis can be divided into two elements, namely internal analysis that concentrates on the institution itself, and external analysis which includes strengths and weaknesses, as well as analysis of external factors, namely opportunities and threats. Based on this theory, SMKN 3 Pamekasan has conducted a SWOT analysis in improving the quality and competitiveness of graduates. SWOT analysis is prepared by identifying, observing, and analyzing the internal and external environment carefully and in detail for the success of the vision and mission to be achieved. The strength of SMKN 3 Pamekasan is the number of facilities it has, then many human resources are educated S2 and become Regional Business Service Entities. While the weakness is that there are still teachers with D3 education and the lack of absorption of graduates into the business world in accordance with competence. Opportunities owned by SMKN 3 Pamekasan are the many interests of the community who want to send their children to school, government support in education, strategic school locations, and cooperative relationships with Dudi.

While the threats are parental support, the existence of similar educational institutions that are also superior, the lack of business and industry that can accommodate school graduates and also the flow of globalization that can affect students. In that case, SMKN 3 Pamekasan conducts strategic planning through a SWOT analysis that contains strengths, weaknesses, opportunities and threats. According to Sagala (2007: 140) the way to overcome weaknesses and threats is to use strengths to minimize existing weaknesses and SMKN 3 Pamekasan will continue to try and improve the school's strengths as optimally as possible so that existing weaknesses can be overcome. Likewise with Overcoming threats, namely by using opportunities to minimize threats and schools will continue to try and use school opportunities as optimally as possible so that existing threats can be overcome. After that, preparation and guidance as well as planning from related parties.

The strengths and opportunities possessed by SMKN 3 Pamekasan have fulfilled the steps for revitalizing SMK, namely the infrastructure that has been fulfilled and has been working in collaboration with the business world and industry in order to improve the quality and competitiveness of graduates. Thus, it is hoped that the success of this vocational revitalization can also increase the productivity of Indonesian workers and can reduce the problem of unemployment of productive age. SMKN 3 Pamekasan needs to implement concrete steps for the realization of superior human resources in every field.

d. Strategic Determination

According to Sagala (2007:137) Strategy is a big plan that is increasing, efficient, and productive in order to streamline the achievement of goals. Meanwhile, according to Sagala (2007:137) school strategy explains the methods and approaches used to achieve its strategic goals. Based on this theory, in accordance with the superior strategy at SMKN 3 Pamekasan in improving the quality of graduates, one of which is the formation of student study groups based on the location of residence in several regional points. In addition, SMKN 3 Pamekasan also strengthens partners by conducting MOUs to several DUDI. There is also an internship program that must be carried out by class XI students to several DUDI for approximately 5/6 months according to their majors and soon SMKN 3 Pamekasan will become a Regional Business Service Agency (BLUD). This is a superior strategy to produce competitive graduates according to competence.This strategy is expected to create a generation of productive age population who are ready to work with skill competencies in accordance with the revitalization objectives to keep paying attention to the needs of the labor market. By implementing a strategy to strengthen cooperation with DUDI and implementing an internship program, it can improve the quality and competitiveness of graduates. In addition, the revitalization area in collaboration with Dudi can help schools adapt to changes in the global world.

2. Strategic Implementation

The implementation of strategic management in improving the quality and competitiveness of graduates at SMKN 3 Pamekasan is the implementation of the planning stage. The strategy implementation activities in improving the quality of graduates at SMKN 3 Pamekasan are:

a. Determine school policy

According to Mulyasana (2011: 200) states that policies are rules, rules, or values that must be carried out by schools. Policies are in the form of rules that have been set by the government or the school itself. In its implementation, policies must be carried out in accordance with established rules. From the results of the researcher's analysis, the school policy at SMKN 3 Pamekasan in improving the quality and competitiveness of graduates is the existence of the Field Work Practice (PKL) program in the Industrial World for class XI for 10 months in accordance with the competencies in each department. Then from the student field there is a program that collaborates with the BK section in the form of soft skills training for students in the hope of training good attitudes and attitudes so that later when they are working the attitude displayed by students is in accordance with the expectations of the world of work. This is in line with the results of observations that have been carried out by researchers, namely SMKN 3 Pamekasan carrying out these policies well.

The policies implemented at SMKN 3 Pamekasan are in accordance with the steps for revitalizing SMK, namely, the existence of links and matches with industry through curriculum alignment. Thus, schools can explore the competencies needed by the job market in the future so that they can reduce the number of unemployed SMK graduates. In addition, the obligation to implement an internship program carried out by class XI helps students practice their skills more deeply in the workplace directly which can later help achieve the goal of revitalizing vocational schools in realizing link and match schools with the business and industrial world.

b. Motivate employees

In the process of motivation, direction and orders to educators and education staff at SMKN 3 Pamekasan can produce professional and superior educators and education personnel. From this, the principal gives rewards (gifts) to superior educators and education staff in the form of certificates and souvenirs, by giving rewards (gifts) then educators and education staff can carry out their duties better. In addition to providing rewards for superior educators and education personnel, the principal provides punishment (punishment) for educators and education staff who have not carried out their duties properly. Punishment (punishment) given is in the form of a warning or reprimand which is carried out in two events, namely directly including direct reprimand with the party with the problem, and in general, that is carried out at the meeting. The punishment is carried out so that educators and education staff can improve and carry out their duties properly.

From the data obtained, the researcher's analysis, namely the motivation process is carried out so that employees are enthusiastic and carry out their duties better. It fits with the theory of Hubeis and Najib (2014: 28) which states that strategy implementation is an access process that requires support from all staff and employees. The motivation process is needed so that employees fully support the strategies that will be and are being carried out by the school. In addition, SMKN 3 Pamekasan conducts In House Training at the beginning of each new school year. This is a step to revitalize human resources in improving the performance of teachers and education personnel. The existence of IHT with the theme of training on making online learning videos also helps teachers in using video tutorial media as an effort to carry out revitalization steps so that the learning process continues to run effectively.

c. Allocating HR

In creating an effective learning process, it is necessary to allocate human resources in accordance with their respective fields. This is done because to improve the quality and competitiveness of graduates. From the results of the researcher's analysis that the allocation of human resources, especially educators at SMKN 3 Pameaksan, is divided into three groups of teachers, namely normative teachers, adaptive teachers and productive teachers. All human resources are in accordance with the competencies possessed in each field of the department. This is in line with the theory of Gomes, Cordosa (2003:117) which is to achieve good quality graduates, it is necessary to allocate human resources in accordance with their respective fields. The allocation of human resources is adjusted to the competence of each teacher. This revitalization has been carried out in accordance with the steps to revitalize human resources in SMK.

Meanwhile, the allocation of facilities and infrastructure refers to the fulfillment of 8 standards which become a priority scale. All labs in each department receive distribution of facilities and infrastructure assistance from the government, but the obstacle is that the equipment assistance provided does not meet the needs of the school. So schools need to buy their own equipment needs in each lab. This is in accordance with the revitalization step in fulfilling infrastructure facilities in SMK.

d. Develop a supportive culture strategy

According to Sagala (2008:111-113) school culture is something that is built from the result of a meeting between the values adopted by the principal as a leader with the values held by teachers and employees. The results of the researcher's analysis of the culture at SMKN 3 Pamekasan there are three, the first is professionalism, the second is discipline and the third is responsibility. Such professionalism can reflect competence and expertise by doing work according to the competence of the position and doing his work regularly, while the discipline that is built for character building by setting a good example to their subordinates, and the responsibilities of each employee and

teacher are in accordance with the commitment to the assigned task. In developing this culture, it can help carry out revitalization steps at SMKN 3 Pamekasan as an effort to improve the quality and competitiveness of graduates.

3. Strategic Evaluation

To find out the success of the program implementation, the manager must conduct an evaluation. The evaluation process is the last stage of a series of strategic management processes. Evaluation of strategies to improve the quality and competitiveness of graduates at SMKN 3 Pamekasan is carried out in stages. In the view of the researcher, the process of evaluating strategic management in improving the quality and competitiveness of graduates at SMKN 3 Pamekasan is divided into three stages, namely:

a. Monitor all the results of strategy creation and implementation

Strategy evaluation is a process that is shown to ensure whether the strategic actions taken by the school are in accordance with the strategy formulation that has been made or determined (Hubeis and Najib, 2014: 28). Based on this theory, in this evaluation the principal of SMKN 3 Pamekasan carried out continuous supervision of all school programs. Researchers consider that supervision is carried out by the principal by monitoring the progress of each activity. It aims to find out whether the activities carried out are in accordance with the predetermined plan or not. In monitoring the results of planning and implementing strategies by conducting evaluations at the beginning of each new school year by each waka and head of the study program. Based on the results of the researcher's observations, the principal holds regular meetings every Monday to provide direction and guidance to all school stakeholders. In implementing the strategy, there are times when the principal monitors without violating the existing structure, besides that the principal also supervises every activity at SMKN 3 Pamekasan. The obstacle in monitoring is the limited time which sometimes clashes with the teaching schedule. This illustrates that SMKN 3 Pamekasan tries to monitor every activity which includes the implementation of revitalization steps such as revitalizing infrastructure, human resources, and link and match with industry.

b. Measuring individual and school performance

According to David and Wheelen (2003:391) The measurements used to assess performance depend on how the organizational unit will be assessed and how the goals will be achieved. Based on this theory, the researcher considers that the activity aims to find out how high the success is the activities that have been carried out are based on strategic planning, so that if problems occur, they can be immediately addressed. Measuring individual performance includes activities measuring the level of success carried out by individual people, for example, teachers, students and school committees. Meanwhile, measuring school performance includes infrastructure, learning processes, activity programs, and others. At SMKN 3 Pamekasan, in measuring teacher performance, the Teacher Performance Assessment (PKG) is included with physical evidence, besides that,

supervision is carried out during the learning process and learning outcomes. Then the school also conducted a School Self-Evaluation (EDS) by all levels. However, in planning and implementing strategies at SMKN 3 Pamekasan, a problem arises, namely the lack of motivation from the school environment. This performance measurement is intended so that the problems that occur can be resolved so that the revitalization of SMK can run in accordance with the revitalization area that has been determined.

c. Take corrective measures

This activity is carried out by taking various corrective actions to ensure that the performance carried out is in accordance with the predetermined plan ((Hubeis and Najib, 2014:129). In the case of teachers, the principal cooperates with the government to implement a dual skill program, thus teachers will have 2 skills. In addition, in improving teacher performance, the school's solution is to include workshops and activate MGMP. Meanwhile, the obstacles faced by student representatives in handling students' abilities The various solutions that are carried out are coaching related to the interests and talents of students. The researcher considers that every activity must have shortcomings, therefore improvements are needed in each activity to overcome these deficiencies to fit the predetermined plan. This illustrates that SMKN 3 Pamekasan is revitalizing through increasing human resources both from its students and educators. The existence of corrective steps for every problem that exists in SMKN 3 Pamekasan can help solve problems from all sides with the aim of improving the quality and competitiveness of graduates as the output of the school.

CONCLUSION

1. The formulation of the vision, mission and goals as well as the making of short and long term plans at SMKN 3 Pamekasan involve all elements of the school starting from the principal, curriculum deputy, deputy head of student affairs, deputy head of public relations, deputy head of quality management, head of department programs and school committees with analyzing the school environment using a SWOT analysis based on the results of the quality report card. Where this strategic planning is carried out once a year at the beginning of the new school year. One of the strategic plans to improve the quality and competitiveness of graduates at SMKN 3 Pamekasan is to strengthen competent and certified DUDI partners. This leads to steps to revitalize human resources and the prescribed Professional Certification Test.
2. The strategic implementation carried out at SMKN 3 Pamekasan in improving the quality and competitiveness of graduates includes the determination of school policies such as the existence of field work practices (PKL) at DUDI and there is a soft skills training program to train good attitudes and attitudes for students. Then the alignment of the curriculum with dudi and the motivation and

direction of the principal in the form of rewards for educators who carry out their duties well. Likewise, the allocation of human resources consisting of productive, normative and adaptive teachers is in accordance with their respective competencies in their fields. This strategic implementation certainly needs to be supported by school culture, at SMKN 3 Pamekasan already has a culture that supports the achievement of school goals, namely professionalism, discipline and responsibility. In this implementation, it has been illustrated that SMKN 3 Pamekasan has led to revitalization such as link and match through curriculum alignment with dudi.

3. Evaluation of strategies in improving the quality and competitiveness of graduates at SMKN 3 Pamekasan includes several activities, namely monitoring all the results of activities from planning and implementing strategies, measuring individual performance, and taking corrective steps. The principal monitors the progress of each activity by supervising each activity and holding regular meetings every Monday and evaluating every year. At SMKN 3 Pamekasan, in measuring teacher performance, the Teacher Performance Assessment (PKG) is accompanied by physical evidence, in addition to supervising the learning process and learning outcomes. Then the school also conducted a School Self-Evaluation (EDS) by all levels. In improving the quality and competitiveness of graduates at SMKN 3, improvements are made by improving teacher performance by participating in workshops and activating MGMP. In order to carry out revitalization steps, SMKN 3 Pamekasan requires an evaluation of strategies to improve the quality and competitiveness of graduates. The revitalization carried out at SMKN 3 has been evaluated for strategies to achieve vocational education goals.

The most important factor in the management of the revitalization strategy at SMKN 3 Pamekasan is the availability of adequate facilities and infrastructure such as the needs in each lab that have been fulfilled. In addition, in terms of human resources, especially educators in schools, it is in accordance with their competencies and there is cooperation with DUDI by conducting an MOU. This supports the revitalization of SMK as an effort to improve the quality of graduates who are competitive. Based on the findings of this study, the revitalization of strategic management at SMKN 3 Pamekasan will have a positive impact if the planning, implementation and evaluation of strategies have been carried out effectively and efficiently.

There are some limitations in this study which can be considered in doing further research. This study only focuses on strategic management including strategic planning, strategy implementation and strategy evaluation. Some suggestions for future research are the follow-up of revitalization strategy management in vocational high schools. Future studies can also evaluate the revitalization policies of vocational high schools that have been running so far.

Based on these conclusions, as for the constructive suggestions that can be given by the author on the results of strategic management research in the context of the vocational revitalization policy as an effort to improve the quality and competitiveness of graduates as follows:

1. In the strategic planning process, schools should think carefully by adjusting the current school conditions. Then the principal and all levels of the organizational structure are able to contribute to implementing revitalization strategic management in improving the quality and competitiveness of graduates at SMKN 3 Pameksan.
2. The strategic implementation is expected to be able to adjust to the predetermined plan. The principal must coordinate well with related parties during the implementation of strategic revitalization.
3. The strategic evaluation process in improving the quality and competitiveness of graduates is expected to be able to carry out optimally and in a structured manner by taking into account the problems that arise with the revitalization steps that have been determined so that further improvements can be made immediately.
4. The head of the branch of the Pamekasan district education office collaborates with universities to give learning assignments to teachers who still do not have an undergraduate qualification in order to improve teacher performance.
5. The school set up a system such as the alumni tracking study that could track graduates by sending them a tracer form that was filled out online.
6. The school holds a job fair every year so that it can add information about job vacancies to graduate students.

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