

Swot Analysis of Teacher's Professional Competency

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Abstract – This study aimed at describing SWOT analysis of teacher's professional competence in SD Negeri 06 Indralaya Selatan. This study used qualitative. Data were collected using questionnaire, requesting archives, and documentation. The results showed that from the SWOT analysis was the quality of teachers who were on average already certified; most of the teacher education was undergraduate and the teacher runs the task professionally. Weaknesses found many teachers have not mastered ICT. Opportunities found there is training to improve the ability of teachers and scholarships for teachers to continue their education. Threats found there is professional competency competition between teachers.

Keywords – SWOT Analysis, Professional Competency, Teacher.

I. INTRODUCTION

Education becomes the main means that need to be managed systematically and consistently based on various views of theory and practice that develop in life (Fitria et al, 2019; Kristiawan et al, 2019; Lian et al, 2018; Apriana et al, 2019). The educational process is inseparable from psychological factors, human physical, and environmental influences (Rusmaini, 2014; Andriani et al, 2018). Factors that affect the quality of education include education personnel, infrastructure and facilities, and costs (Irmayani et al, 2018). The qualified educational staff who is able to answer challenges quickly and responsibly plays more important role. Quality education really requires professional education personnel. Professional education personnel need development through education, training and teaching experience (Munirah, 2015; Renata et al, 2018; Salwa et al, 2019; Tobari et al, 2018; Khasanah et al, 2019).

In order to respond to the changing dynamics of the times, the educational institutions of schools are required to

take part in managing these changes, this can be done by preparing students to be able to face and actively participate in responding to change, so that they are not just spectators passive, but rather become a player and can arrange these changes for the better (Sarina et al, 2019; Wandasari et al, 2019). One of the new concepts introduced in educational institutions in order to respond to the changing times is the SWOT analysis, which is a state analysis that looks at it from four points of view, namely: Strength, weakness, opportunity and threats.

The key for educational institutions to survive in the midst of change is to understand their position, what is happening, and readiness to be part of a new world that is undergoing change. Changes in the education system that used to be centralistic are now becoming decentralized and the application of the School Based Management (SBM) model. Likewise the applicable curriculum and assessment system, such as the Competency Based Curriculum (CBC) and Class Based Assessment (CPC) are a great strength and

opportunity for schools to develop new strategies in facing modern advances.

The importance of teacher professional competence plays an important role in the advancement of education in Indonesia (Rindianto et al, 2020; Risdianto et al, 2020). But there are still some areas where the quality of education is still low, this is indicated by the professional competence of teachers who are not yet qualified. One of them is in Indralaya Selatan 06 Public Elementary School. This can be obtained from the results of interviews with several teachers at the school, that most of the teachers are still minimal who have expertise and skills, especially the development of instructional media such as the development of instructional media in the field of computers. The reason is due to the lack of teacher participation in training and education (education and training) both held in schools and outside the District Education Office (Observation, October 1, 2019).

Creativity and productivity in educational innovation requires the cooperation of all human resources. Therefore, human resources need to be empowered so that all people feel themselves as part of the process of change towards improving the quality of education. The value and flow of knowledge in the form of changes in intellectual capital and develop over time and human actions play an important role in the process (Baron & Armstrong, 2017: 189).

Education is an investment in the development of human resources, where the increase in skills and abilities is believed to be a supporting factor in human efforts to navigate a life full of uncertainty. In arranging education, a skill is needed, especially from the stakeholders, starting from the central, regional level to the level of the education unit, which is the school which is led by a school principal. The principal has a very important role in managing and managing education, while the teacher plays the role of transferring knowledge to students and organizing learning activities in schools effectively and efficiently. One of the new concepts introduced in educational institutions in the context of changing times is the SWOT analysis, which is a state analysis that sees from four points of view, namely: Strength, weakness, opportunity and threats (Hadi, 2013).

SWOT analysis is a situation analysis that sees from four points of view, strength analyzes the strengths existing basic resources, weaknesses analyzes the limitations of existing resources that can hinder the achievement of educational goals, opportunity analyzes the main situations that are beneficial for educational organizations, and threats analyzes the main situations that are not favorable for the educational situation (Rostika & Zulkarnain, 2016: 191-199). Law No. 14

of 2005 concerning Teachers and Lecturers Article 4 emphasizes that teachers as learning agents function to improve the quality of national education. To be able to carry out its functions properly, teachers are required to have certain conditions, one of which is competence. Therefore, absolute competence is owned by the teacher as an ability, skill in managing educational activities. Thus, teacher competence means possession of teacher knowledge in carrying out their duties and responsibilities as educators. This is in line with what is stated in Government Regulation Number 74 of 2008 concerning teachers, that competency is a set of knowledge, skills and behaviors that must be possessed, internalized, mastered, and actualized by teachers in carrying out professional tasks (Hamalik, 2010: 112).

Musfah (2011: 8) states that competency is a collection of knowledge, behavior, and skills that must be possessed by teachers to achieve learning and educational goals. Competency is obtained through education, training, and independent learning by utilizing learning resources. Based on the description above, it can be concluded that competency is a unified whole that illustrates the potential, knowledge, skills and attitudes assessed, related to a particular profession regarding parts that can be actualized and realized in the form of actions or performance to carry out certain profession. The professional teacher potential is a high demand on the capacity of school organizations to always learn and change. Learning and change are carried out through various activities of developing teacher professional potential, especially through education and training. There is positive evidence in the literature about the relationship between training, development and productivity (Mahmud, 2018).

Various forms of activities in improving the teaching profession were initiated by the government. Teachers as educators are professional staff tasked with planning and implementing the learning process, conducting research, conducting guidance and training, and conducting research and community service, especially for educators at tertiary institutions. Based on the sound of the above verse, a teacher is required to be a professional, not only in learning, but also conducts guidance, exercises, research and community service. Professional teachers must have skills, special competencies, love their work, maintain the teacher's code of ethics, and others.

Another problem that arises in SD Negeri 06 Indralaya Selatan is the lack of interested people to register at the school. This can be obtained from the information of new student admissions has decreased in the last two years, in

2017/2018 as many as 126 students while in 2018/2019 there were only 80 students enrolled. According to researchers the lack of school accreditation and low achievement

II. METHODS

This is qualitative research that is intended to explain the data that has been collected in words, writing, pictures and not numbers. Qualitative research is research that seeks to understand the phenomenon of what the research subject is, for example behavior, motivation, etc. Holistically and through the use of descriptions in the form of words and language in certain natural contexts and in the application of various natural ways. In educational research, qualitative research can be done to understand the various phases of the behavior of educators, learning and student learning. This study is an in-depth study of certain events, environments and situations that make it possible to express or understand them. The reason for using qualitative research is to facilitate the attention of us on the problems to be studied. With this method, we will be more creative in gathering data and information in the field because they can utilize reason in solving existing problems. In addition, it can develop research results that support the validity of the data obtained at the study site. Data were collected by observation, interview, and documentation.

Data analysis of the results of observations and interviews explained EFAS analysis 1) the calculation of the number of probability factors at Number 1 is obtained from a total of 10 respondents' answers; 2) the total EFAS is obtained from the total number of answers of 11 respondents from the opportunity and threat factors; 3) the weight calculation for the opportunity factor at Number 1 is obtained from the total answers of 10 respondents divided by the total EFAS. For Total Weight EFAS must be equal to 1.00; 4) calculation of the rating for the probability factor at Number 1 in can be from the total number of answers of 10 respondents divided by the number of respondents; 5) calculation of Weight x Branch for the opportunity factor in Number 1 obtained from the multiplication of weights and Rating; and 6) total sum Weights x Branches for the EFAS matrix can be obtained from the sum (BxR) on the factors of Opportunity and Threat.

This IFAS analysis needs to be carried out to get the results of the strengths and weaknesses 1) calculation of the amount for the strength factor at Number 1 is obtained from the total answers of 10 respondents; 2) the total EFAS is obtained from the total number of answers of 10 respondents from strength and weakness factors; 3) the weight calculation for the strength factor at Number 1 is obtained from the total

answers of 10 respondents divided by the total EFE calculation as follows a) calculation of rating for strength at Number 1 is obtained from the total number of answers of 10 respondents divided by the number of respondents; b) calculation of B x R strength at Number 1 can be obtained from the Weight and Rating multiplication; c) the total sum of B x R for the IFAS matrix can be obtained from the sum (BxR) of the strength and weakness factors.

Based on the results of the calculations that have been obtained, the researcher makes a SWOT analysis matrix.

III. RESULTS AND DISCUSSION

The following are the results of observations and interviews based on 4 SWOT factors at SD Negeri 06 Indralaya Selatan.

A. Strength

Based on the data source, it can be written in detail an analysis of the strengths in SD Negeri 06 Indralaya Selatan is as follows 1) the average quality of teacher competency is certified. There are 8 (eight) certified teachers; 2) teacher education is mostly S1. Based on the results of the data taken at the school there were 8 (eight) undergraduate strata, while there were 1 (one) D3 graduates, and 2 (two) SPG graduates; 3) good relations between teacher and teacher, teacher and students, and teacher and student guardians; 4) the teacher runs the task professionally. A teacher is obliged to perform tasks and responsibilities according to the stipulations based on the assignment decree in teaching at a school.

B. Weakneses

Weaknesses are as follow 1) there are teachers who teach not according to the material. There are still many teachers who teach not in accordance with the lesson plans that have been made in the learning program based on the results of teacher supervision; 2) many teachers have not mastered ICT. The low level of teachers in mastering ICTs is because they still use traditional media and learning methods not yet using IT media. This can be obtained from the results of interviews with several teachers at the school, that most of the teachers are still minimal who have expertise and skills, especially the development of instructional media such as the development of instructional media in the field of computers. The reason is due to the lack of teacher participation in training and education both held in schools and outside the District Education Office; 3) the teacher does not master the material. As a result of the supervision there were still some teachers who did not master the material and did not comply with the implementation of the RRP, which was made. Due to the lack of material acquisition due to factors in the level

of education and school facilities and infrastructure that do not support the use of IT in utilizing learning media in order to increase students' interests in terms of learning outcomes; 4) teachers do not use learning media. There are still many teachers who use traditional learning media due to the lack of school facilities and infrastructure in supporting teacher learning facility programs. the lack of teacher participation in training and education.

C. Opportunities

The opportunities as follows 1) more teacher's professional development activities, teacher's professional development activities in the form of certification, PPG, PKG and others. The school will send teachers to improve the quality of education; 2) the existence of training to improve teacher skills. Lots of training in modern times such as instructional media training, curriculum 2013, Lesson Plan, and IT both in the form of training determined by internal and external institutions in increasing teacher professionalism; 3) there are scholarships for teachers to continue their education. Many scholarship offers are offered by educational institutions, both from private and public, with strict and disciplined competition competency requirements; 4) schools have special criteria in the recruitment of professional teachers such as graduates of at least Primary School Undergraduate, have professional competence, pedagogical competence, personal competence, and social competence and have disciplines according to competent subject areas, and are able to master computers. Each school must have special criteria that are competent in the field of learning to improve teacher competence and the quality of school education. These criteria aim to get professional teaching staff and mastering the material and are able to comply with the rules set by school policy.

D. Threats

The threats are 1) risk of losing competent teachers due to retirement and transferring schools. Teacher loss due to retirement and moving due to very high competition in their field; 2) the existence of competition for professional competence among teachers such as pedagogical competence, personal competence, and social competence and technology in the field of computers or IT. Teacher professional competency competition aims to achieve the highest achievements and improve teacher performance to be more effective; 3) lack of support from the school for teacher programs in improving teacher professionalism. Due to the lack of infrastructure, the teacher becomes lazy to use IT-based learning media.

The results of the strategy are 1) making training effective using the learning activities information technology. The strategy to improve the ability of educators towards information technology as a learning medium is to provide training to improve teacher competency in making visualization of teaching materials according to subject matter, one of the strategies pursued by schools to improve the ability of educators in SD Negeri 06 Indralaya Selatan. In this training educators can imply the teaching and learning process; 2) making training or seminar activities effective in developing teacher professionalism; 3) improving teacher education qualifications to the Master Graduate level; 4) for competition: the principle is competing in goodness, happy with the existence of an equivalent school that is as good or more, because it will be able to learn from each other; 5) schools improve science and technology in schools for teachers so that teachers can improve professionalism competence (teachers must write, write, make books, modules, etc). The results of IFAS and EFAS are as follows.

Table 1. IFAS Strength

No	Teacher Variable	Score	weight	Score
1	The average quality of teacher competency is certified.	3	0,2	0,6
2	Teacher education is mostly Undergraduate	4	0,3	1,2
3	Good relations between teachers and teachers, teachers and students, and teachers and guardians of students.	3	0,2	0,6
4	The teacher runs the task professionally.	4	0,3	1,2
Total		14		3.6

Based on the results of the strength table it can be seen that the total score of 14 and the total value of 3.6 which can be concluded that strength is very influential on the

professional competence of teachers in teaching. Where the strength is that most of the teacher's education is

undergraduate and teachers carry out their duties professionally with a value of 1.2.

Table 2. IFAS Weakneses

No	Teacher Variable	Score	weight	Score
1	There are teachers who teach not according to the material.	3	0,2	0,6
2	Many teachers have not mastered ICT.	1	0,1	0,1
3	The teacher lacks mastery of the material.	3	0,2	0,6
4	Teachers do not use learning media.	4	0,3	1,2
Total		12		2,1

Based on the results of the weakness table can be seen the total score of 12 and the total value of 2.1. The results of the table show that there are still many teachers who have to improve their teaching professionalism. It can be concluded

that weakness is very influential on the professional competence of teachers in teaching. Where the weakness is the teacher is not using learning media with a value of 1.2.

Table 3. EFAS Opportunities

No	Teacher Variable	Score	weight	Score
1	More and more teacher profile development activities.	4	0,3	1,2
2	There is training to improve the ability of teachers.	3	0,2	0,6
3	There is a scholarship for teachers to continue their education.	1	0,1	0,1
4	Schools have special criteria in the recruitment of professional teachers.	4	0,3	1,2
Total		13		3,2

Based on the results of the opportunity table above, it can be seen the total score of 13 and the value of 3.2 which can be concluded that there are still many opportunities in elementary schools 06 South Indaralaya to improve teacher

professional competence in teaching. More activities are developing teacher profiles, and professional teaching staff with the same value of 1.2.

Table 4. EFAS Threats

No	Teacher Variable	Score	weight	Score
1	The risk of losing competent teachers due to retirement and transferring schools.	4	0,4	0,8
2	The existence of competition for professional competence between teachers.	3	0,3	0,9
3	Lack of support from schools for teacher programs in improving teacher professionalism.	3	0,3	0,9
Jumlah		10		2,6

Based on the results of the above threat table it can be seen the total score of 10 and value of 2.6. These results state that there are still many threats that must be reduced by utilizing the strength of the professional competence of

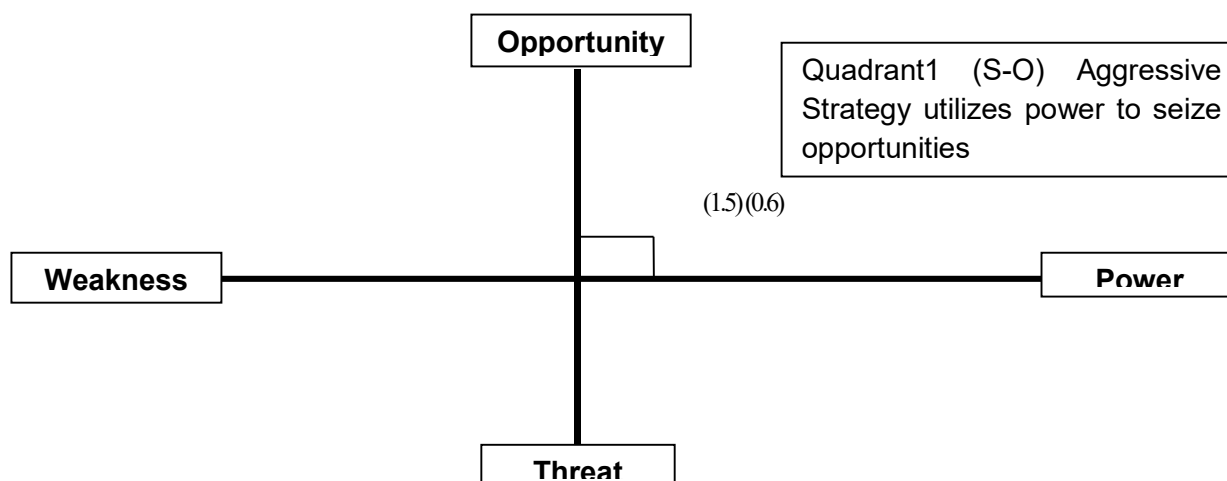
teachers in the elementary school of 06 South Indaralaya. The risk of losing competent teachers due to retirement and transferring schools with a value of 0.8

Table 5. Final Scores of IFAS and EFAS

IFAS		EFAS	
Category	Final score	Category	Final score
Strength (S)	3,6	Opportunities (O)	3,2
Weakneses (W)	2,1	Threats (T)	2,6
Total (S-W)	1,5	Total (O-T)	0,6

Based on the results of IFAS and EFAS analysis, the final score was 1.5, while the final score of EFAS was 0.6. These results indicate that the strategy is in the SO quadrant that supports an aggressive strategy using the strengths of

the school's internal environment to take full advantage of opportunities. The results of the SWOT analysis matrix of professional competence of teachers in these schools are illustrated below.



From the SWOT analysis above, teachers can apply various strategies to improve their professionalism or personal qualities. Individually, this is the pursuit and continuous learning of knowledge related to techniques or teaching and learning processes in general, for example, knowledge of Teaching and Learning Process or other sciences that can enhance professional work. Looking for a specialization in the field of science being taught. Perform independent activities that are consistent with your professional duties. Develop materials and methods that suit your teaching needs. Together they can be carried out in various forms of upgrading and workshops. Join the professional development program specifically, such as deed, certification, and others. In addition to the efforts of the teachers themselves, the government issued Law No. 20 of 2003 concerning the National Education System and Government Regulation No.19 of 2005 which served as the basis for developing educational units. For this reason, future education will try to refer to international standards. So that it can produce graduates who are able to compete in the future.

The results of the SWOT analysis research from aspects of input, process, and output to improve school quality indicate the position of SD Negeri 06 Indralaya Selatan supports the growth of school quality, so the strategic plan is made to capture opportunities from the school's external environment. The results of observations and interviews are based on 4 SWOT factors. SWOT analysis is one way to clarify the situation and evaluate problems, projects and concepts based on internal and external factors. SWOT analysis is part of the organizational strategic planning phase which includes the stages of data collection, analysis, and decision making. The data collection stage is carried out by analyzing the state of the organization internally and externally. Next, use all this information in your school's strategic formulation model. One problem solving model that can be used is the SWOT matrix model (Rochman, 2019).

SWOT analysis is one of the stages in strategic management is the environmental analysis approach. SWOT analysis provides organizational decision makers for informants who can prepare a basis for weighing decisions and actions. If decisions are made effectively at school, the

school can achieve its goals. Thus, the SWOT analysis is a method of analyzing the factors that influence an organization's internal and external factors (Hanan, 2018). Based on the data source, it can be written in a detailed analysis of the existing strengths in SD Negeri 06 Indralaya Selatan, as follows good quality teaching and learning with teachers who are on average certified. Every year the principal conducts supervision to evaluate the professional competence of teachers in teaching. The socialization between the school and the local residents was very good.

The strength of SD Negeri 06 Indralaya Selatan is the quality of teacher competencies that are on average certified. There are 8 (eight) certified teachers. Teacher education is mostly undergraduate. Based on the results of the data taken at the school there were 8 (eight) undergraduate strata, while there were 1 (one) D3 graduates, and 2 (two) SPG graduates. Good relations between teachers and teachers, teachers and students, and teachers and guardians of students. The teacher runs the task professionally. A teacher is obliged to carry out duties and responsibilities according to stipulations based on the assignment decree in teaching at a school.

Weakness in SD Negeri 06 Indralaya Selatan 1) there are teachers who teach not according to the material. There are still many teachers who teach not in accordance with the lesson plans that have been made in the learning program based on the results of teacher supervision. Many teachers have not mastered ICT. The low level of teachers in mastering ICTs is because they still use media and traditional learning methods not yet using IT media. The teacher lacks mastery of the material.

As a result of the supervision there were still some teachers who did not master the material and did not comply with the implementation of the Lesson Plane which was made. Due to the lack of mastery of the material due to factors in the level of education and school facilities and infrastructure that do not support the use of IT in utilizing learning media in order to increase the interest of students in terms of learning outcomes. Teachers do not use learning media. Many teachers have not mastered ICT. The low level of teachers in mastering ICTs is because they still use media and traditional learning methods not yet using IT media. This can be obtained from the results of interviews with several teachers at the school, that most of the teachers are still minimal who have expertise and skills, especially the development of instructional media such as the development of instructional media in the field of computers. The reason is due to the lack of teacher participation in training and

education both held in schools and outside the District Education Office.

In detail the opportunities are more professional teacher development activities. Teacher's professional development activities in the form of certification, PPG, PKG and others, the school will send teachers to improve the quality of education. There is training to improve the ability of teachers. Lots of training in modern times both in the form of training set by internal and external institutions in increasing teacher professionalism. There is a scholarship for teachers to continue their education. Many scholarship offers are offered by educational institutions, both from private and public, with strict and disciplined competition competency requirements. Schools have special criteria in the recruitment of professional teachers. Each school must have special criteria that are competent in the field of learning to improve teacher competence and the quality of school education. These criteria are aimed at getting professional teaching staff and mastering the material and being able to comply with the rules set by school policy.

The threat in SD Negeri 06 Indralaya Selatan is the risk of losing competent teachers due to retirement and transferring schools. The loss of a teacher due to retirement and moving due to competition is very competent in their field. The existence of competition for professional competence between teachers. Teacher's professional competency competition aims to achieve the highest achievements and improve teacher performance to be more effective. Lack of support from schools for teacher programs in improving teacher professionalism. Due to the lack of infrastructure, the teacher becomes lazy to use IT-based learning media.

Whereas based on the book Total Quality Management in Education this strategy must be developed in various ways so that the agency can maintain competitive advantage and maximize customer attractiveness (Saliis, 2010: 577). This is a consistent improvement to meet and try to meet the needs and expectations of the school. These principles have a basic goal to prevent mistakes and improve quality continuously (Anwar, 2015: 46). Fitria et al (2019) state the training process provides benefits for teachers, which can improve teacher understanding in classroom action research, foster motivation in developing CAR and implement CAR, and for schools can improve school performance through teacher professionalism. The results of this study can be used as input for school teachers' efforts to improve teacher competency.

If teachers love their profession and love their students, obstacles and difficulties will not force teachers to continue working. To love a profession, a teacher must reverse why he is a teacher. Improving the initial motivation to become a teacher, relieving pressure and exchanges is a clear vision and new mission that is reflected in high work ethics. Respect for work and professional love is the gateway for teachers to become professional and quality teachers. Teachers can improve services for students through teaching skills and increase their knowledge by continuing to learn. The best way to improve teacher professionalism is to innovate learning.

Kristiawan & Rahmat (2018) state that teachers must be equipped with knowledge and motivation towards themselves so that teachers can improve their services to students through their teaching skills and increased knowledge by continuing to guide learning. The efforts that can be done in order to increase teacher professionalism are by making learning innovations. Hasan (2012: 9) said that highly motivated teachers will have a more positive outlook and do their work as something fun, not a task they have to pay for. Highly motivated teachers will see school weaknesses as challenges. He will try his best to overcome his shortcomings. High motivation is a powerful motivator for teachers to do their work. He is not easily struggled and will follow his best work so as to increase work interest. Based on the above, it is possible to identify the work ethic indicators used in this study, which are: feeling happy and proud of their work, developing vision and mission, discipline, responsibility, consistency, consistency, innovation, and hard work.

IV. CONCLUSIONS

Based on the results of the study it can be concluded that in the SWOT Analysis of Professional Competence of Teachers at SD Negeri 06 Indralaya Selatan found strengths, weaknesses, opportunities, and threats. The strengths found were 1) the quality of the competency of teachers who were on average already certified; 2) most of the teacher education were undergraduate; 3) good relations between teachers and teachers, teachers and students, and teachers and guardians of students; 4) the teacher runs the task professionally. Weaknesses found are 1) there are teachers who teach not in accordance with the material; 2) many teachers have not mastered ICT yet; 3) the teacher does not master the material; 4) teachers do not use learning media. Opportunities found were 1) more teacher professional development activities; 2) there is training to improve the ability of teachers; 3) there are scholarships for teachers to

continue their education; 4) schools have special criteria in the recruitment of professional teachers. The threats found were 1) the risk of losing competent teachers due to retirement and transferring schools; 2) there is professional competency competition between teachers; 3) lack of support from the school for teacher programs in improving teacher professionalism. Strategic plans that can be carried out are 1) streamlining training using learning activities information technology; 2) streamlining training activities or seminars in developing teacher professionalism; 3) increasing the qualifications of teaching education to the Masters level; 4) for competition the principle is competing in goodness, happy with the existence of equal or better equal schools, because it will be able to learn from each other; 5) improve science and technology in schools for teachers.

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