

**STRATEGY MANAGEMENT DEVELOPMENT
INCREASING TEACHERS' PROFESSIONAL COMPETENCE**

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Abstract: Teacher professional competence is important in the implementation of education, school work productivity, learning effectiveness and the quality of graduates at every educational institution. However, the reality is that the demands of the development of science and technology, the limited conditions of schools, the condition of students and the weak supporting capacity, indirectly pose challenges to the management of school principals. This research focuses on examining the development of strategic management in an effort to increase teacher professional competence. Through a qualitative approach and technical support from case studies, this research resulted in the conclusion that: the development of strategic management carried out by school principals in improving teacher professional competence must pay attention to (1) strategic planning that focuses on teacher performance output efforts; (2) the strategy to increase teacher professional competence is carried out using a multi-strategy because of changes in teachers' conditions and needs are always changing; (3) Determining the main targets for increasing teacher professional competence, apart from the main elements of teacher professionalism, is also developed in accordance with conditions, situations, demands and needs as well as optimizing the achievement of learning objectives.

Keywords: Strategic Management; Teacher Professional Competency; Professionalism
Teacher

Abstrak: Kompetensi profesional guru penting dalam penyelenggaraan pendidikan, produktivitas kerja sekolah, efektifitas pembelajaran dan mutu lulusan pada setiap lembaga pendidikan. Namun kenyataannya tuntutan perkembangan ilmu pengetahuan dan teknologi, keterbatasan kondisi sekolah, kondisi siswa dan lemahnya daya dukung, secara tidak langsung memberikan tantangan terhadap manajemen kepala sekolah. Penelitian ini fokus mengkaji pengembangan manajemen strategis dalam upaya peningkatan kompetensi profesional guru. Melalui pendekatan kualitatif dan dukungan teknis studi kasus, penelitian ini menghasilkan kesimpulan bahwa: pengembangan manajemen strategis yang dilakukan kepala sekolah dalam meningkatkan kompetensi profesional guru harus memperhatikan (1) perencanaan strategis yang fokus pada upaya output kinerja guru. ; (2) strategi peningkatan kompetensi profesional guru dilakukan dengan multistrategi karena perubahan kondisi dan kebutuhan guru selalu berubah; (3) Penetapan sasaran utama peningkatan kompetensi profesional guru, selain dari unsur pokok profesionalisme guru, juga dikembangkan sesuai dengan kondisi, situasi, tuntutan dan kebutuhan serta mengoptimalkan pencapaian tujuan pembelajaran.

Kata Kunci: Manajemen Strategis; Kompetensi Profesional Guru; Profesionalisme Guru

INTRODUCTION

There are many elements related to the determination and standards of educational quality, but in essence the main thing related to educational quality will boil down to the quality of student learning outcomes or the quality of graduates in accordance with educational expectations and goals. That's why teacher performance in the learning process is the main thing that determines the quality of graduates. One of the important components in educational activities and the learning process is the educator or teacher. Even though technological advances have provided a variety of tools to increase the effectiveness of the learning process, including aspects of improving science and technology which are developing very rapidly, the position of the teacher cannot be completely replaced. In fact, teachers are increasingly required to follow developments and improve their role, competence and professionalism. This means that a professional teaching profession is an important variable for educational success.

Teacher competency is related to professionalism, namely a professional teacher is a competent (capable) teacher. Therefore, teacher professional competence can be interpreted as the ability and authority of teachers to carry out their teaching profession with high ability. The professionalism of a teacher is a must in realizing a knowledge-based school, namely an understanding of learning, curriculum and human development, including learning styles. According to Soedijarto (2003), teachers who have professional competence need to master, among other things, the following: (1) scientific disciplines as a source of learning materials; (2) open materials taught; (3) knowledge about student characteristics; (4) knowledge of educational philosophy and goals; (5) knowledge and mastery of teaching methods and models; (6) mastery of learning technology principles; (7) knowledge of assessment, and being able to plan, lead, in order to run the educational process smoothly; (8) basic skills in research such as classroom action research (SAR or classroom action research).

This is in accordance with Cut Fitriani, Murniati AR, Nasir Usman, (2017), based on the results of research on teachers' professional competence in managing learning. Concluding that: a professional teacher is a teacher who has the ability and is able to take responsibility for his performance, and has the motivation to develop strategies in accordance with demands, needs, obligations and efforts to achieve goals. This is in accordance with James M. Coper's statement in Sanjaya Wina. (2006: 142), says that "a professional is someone who has special knowledge and skills, can consider alternatives, and can choose among a number of potentially productive actions, the one that is most appropriate in a particular situation".

Based on the results of a research study by Sulastri, et al. (2020) regarding the professional competence of teachers in improving the quality of education, several gaps were found, including: (1) there are still teachers who teach outside their undergraduate disciplines or do not match their qualifications; (2) there are still fluctuations in motivation for self-development; (3) there are still teachers who give in to existing limitations; (4) there are still teachers who use conventional methods of learning through lectures and textbooks; (5) there are still teachers who pay attention to aspects of educational technology; (6) there are still teachers who do not pay enough attention to students' activities, interactions and responses in learning; (7) there are still teachers who do not pay enough attention to the leadership and authority of educators.

Professional competency for a teacher is the ability to master learning material broadly and in depth which allows guiding students to meet standards (Dudung, 2018; Hasan, 2018; Nurtanto, 2016). The teacher's task as an educator must be to carry out his duties and functions as a teacher with maximum or professional ability.

Apart from the above, there may still be many problems related to the low professionalism of teachers in carrying out their duties and authority. The main problem is that this must be the concern, challenge and authority of school principals in developing managerial quality in a better direction, so that educational goals can be achieved optimally. If this is considered a form of challenge, then the challenge comes from the teacher's internal personality and the weakness of the school management system.

As in the results of the study by Musnaeni, Sakwati, and Purnamawati (2022). About the importance of strategic management in improving the quality of education. Concluding that:

Schools that are not supported by good management processes can create irregular organizational rhythms that fail to achieve educational goals properly. Improving the quality of education will certainly have an impact on graduates from these schools. Through strategic management, future opportunities can be expanded and realized risks can be minimized. Strategic management can only be achieved if all parties with a direct interest in the school, such as school administrators, parents, lecturers and staff, are involved.

The explanation above shows that all elements of improving the quality of education, especially in the school environment, will also lead to the reliability and strength of the school management system itself. Including efforts to increase teacher professionalism competency which is shown to improve the quality of graduates, will also depend on the success of the quality of management implemented by the school principal. Strategic management is a system of implementing management on a management target object that prioritizes optimal strategies for achieving goals, or focuses on achieving goals optimally.

Ahmad NK and Syarief F (2020), in their research on management strategies for improving the quality of educational institutions. States that: the implementation of strategies to improve school quality is to describe and implement all strategies that have been formulated in the form of programmed and measurable activities. The final stage of implementation is evaluation of strategies for achieving goals and continuous improvement.

Based on the description above, to increase the professional competence of teachers in carrying out their duties, and by examining the elements of internal challenges for teachers, internal schools and the environment, as well as elements of external challenges for schools which are fully addressed for the purpose of improving the quality of graduates, should be pursued through a strategic management approach that systemic. integrated into all elements, based on normative, effective and productive strategies. That's why a study is needed about the processes, indicators of success and development of strategic management in improving teacher professional competence.

METHOD

The qualitative approach used in this research was developed by Sugiyono (2017), with the following steps: (1) focus on potential and problems; (2) data collection; (3) data reduction and analysis; (4) product design; (4) design validation; (5) design improvements. Meanwhile, data sources were obtained from primary and secondary sources. According to Sugiyono (2017: 63): in qualitative research data collection is usually carried out in natural settings, the data source is primary data, and data collection techniques mostly use participant observation, in-depth interviews.) and documentation.

Meanwhile, the data analysis stage consists of several steps, namely: data collection, data reduction, data display, and conclusion drawing (Maleong, 2018: 335). Meanwhile, the pattern of discussing research data is through induction, typology, conceptualization and interpretation. Validity or validity of data findings obtained in the field is carried out by: (a) extending the researcher's presence; (b) Deeper observations; and (c) Triangulation. The data sources in this research are all competent and related elements, which were taken by purposive sampling, in order to find optimal information about the expected target or data source.

RESULTS

Results

The study of the development of strategic management in increasing teacher professional competence in this case is studied in relation to 3 very important things, including: process, indicators of success and development of the application of strategic management in increasing teacher competence.

1. Process of Implementing Strategic Management in Increasing Teacher Professional Competency

Based on the studies in this research, the school principal and the entire team must understand the implementation of the strategic management system, including:

- a. Strategic management is a series of fundamental decisions and actions made by the school principal as top management and implemented by all school members in the framework of achieving school goals;
- b. Strategic management is formulated as the art and knowledge of managing all management elements so that they are optimally able to achieve goals;
- c. Strategic management is a series of strategic decisions and actions that are continuous and ongoing.

The three arguments above are sufficient to be seen as a basis for thinking about the importance of implementing strategic management in a school management system that focuses on achieving goals. The principal stated in this research study that explicitly the management process has several functions and that achieving a goal can be carried out efficiently and effectively requires a strategic management approach. Where in the management process there are main functions, namely: strategic planning, organizing strategy, leadership, supervision and evaluation as well as improvement and development which are integrated into all elements of management governance targets.

The process of implementing strategic management in improving teacher professional competence is described as follows:

a. Analysis, Identification and Strengthening of Instrumental Input

Identification and strengthening of instrumental input is the beginning of strengthening strategic management, namely analyzing and conditioning the modalities of the strategic management process that must be carried out including: (1) Analysis of the initial conditions of teachers' professional abilities and competencies; (2) analysis of aspects of the appropriateness of the quantity and professional quality of teachers; (3) analysis of the conditions of academic support capacity and suitability of teacher qualifications; (4) analysis of assessment results regarding the strength of dedication, loyalty, motivation, satisfaction, creativity, credibility and teacher work performance in learning; (5) analysis of the supporting capacity of work facilities, budget availability and development of existing personal abilities that teachers need in learning; (6) analysis of the internal and external environmental conditions of the school which directly influence teacher professional competence; and (7) analysis of the relationship between instrumental input on teacher professional conditions and environmental aspects of teacher input.

By considering the 7 identification elements above, school principals can determine further strategic planning.

b. Strategic Planning

Considerations in the strategic planning process include: (1) It must be based on facts and data that are clear and proven to be true, including the results of teacher competency assessments, performance assessments, and the quality of student learning outcomes; (2) Activity planning must be formulated jointly between the school principal and teachers; (3) based on school needs, or clear school programs, such as the Annual Work Plan (RKT), School Strategic Plan (RENSTRA) and School Activity and Budget Plan (RKAS); (4) based on the results of deliberations between the school principal and teachers; (5) pay attention to the resources available at the school; (6) directed in accordance with the elements of change or improvement, especially elements of teacher professional competence.

The main procedures or steps in strategic planning: (1) Establish a solid and productive planning TEAM; (2) Initiate and agree on a planning process for increasing teacher professional competence; (3) Identifying the school's vision, mission and goals; (4) Clarify the school's mission and work targets; (5) Assess the external environment, opportunities and threats; (6) Assess the internal environment, regarding the abilities, limitations and level of teacher professionalism; (7) strengths and weaknesses in teacher management and teacher ability data; (8) Identifying strategic issues facing schools regarding teacher conditions; (9) Formulate strategies to manage issues; and (10) Creating an effective school vision for the future.

Furthermore, strategic development in strategic planning technically includes: (1) formulating vision and mission; (2) identifying opportunities and threats outside the organization; (3)

identifying the organization's internal strengths and weaknesses; (4) setting long-term goals; (5) developing alternative strategies; and (6) selecting specific strategies for implementation.

Based on the analysis above, strategic planning generally includes three steps: strategy formulation, strategy implementation, and strategy evaluation, so that the process of increasing teacher professional competence can be carried out efficiently, effectively and productively and the goal can be achieved optimally, namely realizing an increase in teacher professional competence in the learning process. .

Strategic planning cannot be separated from the main target of each work project, as in this case it is related to improving teacher professionalism in learning, the main targets include: (1) Teachers, mastering the subject matter taught, including lesson structure, lesson concepts and scientific mindset of the material the; (2) Teachers, master competency standards (SK), basic competencies (KD), and learning objectives of the lessons being taught; (3) Teachers are able to develop subject matter creatively so that they can provide broader and deeper knowledge; (4) Teachers, able to act reflectively to develop their professionalism on an ongoing basis; (5) Teachers are able to utilize Information and Communication Technology (ICT) in the learning process and personal development.

c. Organizing Strategy

The organizing strategy in a strategic management system basically includes: (1) organizing a team of planners, implementers, supervisors and assessors; (2) organizing the implemented strategy system; (3) organizing target components (teacher professional competence); (4) organizing problems and challenges; (5) organizing stages of achieving targets and goals.

d. Implementation, Control and Multi-Strategic Development

In a strategic management system, managers are not only focused on one type of strategy, but managers are sensitive to obstacles, difficulties, challenges and threats, therefore managers in the strategic planning system have anticipated this beforehand and are clearly organized.

To implement multi-strategy control and development in the implementation of work programs in accordance with strategic planning formulations anticipated by effective risk management. So that the strategy change process can be carried out spontaneously by all team elements in each sector of the managerial team.

The relationship between strategic planning and the implementation, control and development of strategies where top managers must pay attention to the principles that: things that top managers must pay attention to in implementing strategic management include: (1) Management and strategic planning focuses more on identifying issues regarding low competence teacher professional; (2) Strategic management and planning places more emphasis on assessing the environment outside and inside the organization than long-term planning, because the need for teacher professional competence is an urgent need; (3) Managers and strategic planners are more likely than long-range planners to put together idealized school activities. Because plans are often guided by a vision of success, in their direction strategic plans often reflect qualitative change; (4) Management and strategic planning are more action oriented to develop teachers in increasing their professional competence; and (5) Strategic planning usually considers a range of possible futures and focuses on the implications of present decisions and actions in relation to that range.

e. Monitoring and Evaluation Strategy

As with the demands and differences between strategic management and other approaches, monitoring and evaluation in the strategic management approach system must be carried out on the initial target until the goal is achieved with the target object of the totality of the system.

Monitoring and evaluation in management as a systematic effort to establish implementation standards with planning objectives, design a feedback information system, compare reality with previously established standards, determine and measure deviations and take necessary corrective action to ensure that all human resources are used in the most effective and efficient way in achieving goals.

Monitoring and evaluation includes activities namely; (a) as a planned quality control to maintain, upgrade, organize and oppose changes in teacher professional competence, (b) carry

out behavioral changes to increase teacher professional competence, (c) develop adapted approaches for all elements of teacher professional competence, and (d) proposes several activities in school programs to increase teacher professional competence.

The benefits and indicators of the monitoring and evaluation process design in strategic management, especially for increasing teacher professional competence, include:

- (1) Evaluation of current educational performance results in terms of: (a) human resources, facilities, probability, namely conditions for increasing teacher professional competence, (b) vision, mission, goals and current educational policies, as well as conformity with professional competence needs Teacher;
- (2) Readiness of education strategic managers, namely the readiness of the education board, top managers and operational managers in building teacher professional competence;
- (3) Observation of the external environment (EFAS) in accordance with mutually agreed strategic factors in an effort to take advantage of opportunities or opportunities and threats to increase teacher professional competence;
- (4) Internal environmental observation (IFAS), to determine the internal factors that have been decided, namely strengths and weaknesses for increasing teacher professional competence;
- (5) Analyze strategic factors (SWOT) to: (a) pinpoint problems that exist and may be managed strategically, and (b) review and revise the vision, mission and long-term goals if necessary in the process increasing teacher professional competence;
- (6) Selecting alternative strategies, which one is the best based on the results of beneficial analysis in increasing teacher professional competence;
- (7) Implement strategic management in accordance with the chosen strategy by preparing activity programs, preparing budgets and work procedures at each level of activity so as to increase teacher professional competence;
- (8) Evaluate the strategies implemented using a feedback system at each stage of activity and control various activities to monitor if there are minimal deviations from the strategic plan to increase teacher professional competence.

f. Repair

Improvements to the entire system in strategic management are carried out to increase teacher professional competence simultaneously and spontaneously, where improvements to this system are based on the results of assessment analysis, including:

- (1) Assessment of program preparation consisting of the need for strategic program concepts, cost estimates, estimates of the personnel involved, feasibility of implementation and projections of new demands needed to increase teacher professional competence.
- (2) Possible follow-up or long-term goals which include program expansion, program revision and modification, termination of programs that are not feasible, estimates of positive impacts that are considered important, demands and supporting capacity that may arise in the process of increasing teacher professional competence.
- (3) Possible revision and modification of policy programs in the utilization of personnel due to external or stakeholder influences and have an impact on increasing teacher professional competence.
- (4) Program support from the community, government, political forces and professions to increase teacher professional competence.
- (5) Unforeseen obstacles. The possibility of a scientific and technological revolution, such as changes in educational goals and systems, philosophical and psychological views, socio-economics and other scientific methods, is needed in efforts to increase teacher professional competence.

g. Sustainable Development Strategy

In the process of increasing teacher professional competence, a continuous improvement process system or Continuous Improvement Process (CIP) is also implemented, which is a cycle of continuous and gradual improvement of products, services and processes. It is a structured approach to continuous improvement that organizations can use to identify, define, implement, measure, and analyze the effectiveness of change.

2. Indicators of the Success of Implementing Strategic Management in Improving Teacher Professional Competence

Based on the data study in this research, as in the process described above. The success indicators determined in the planning step are guidelines for each strategic management process action. In addition, indicators of success are based on the condition of optimizing the targets of the strategic management process carried out by the school principal, in this case, namely increasing the professional competence of teachers in implementing the management of the learning process, so that they are able to produce student learning outcomes which are realized in the form of achievement and quality of student graduates. The characteristics of a successful strategy are as follows: (1) consistent with the external and internal environment; (2) consistent with other strategies; (3) focus and unite all available resources; (4) focus on your strengths; (5) taking into account the risks that will be faced; (6) structured on the basis of success to be achieved; (7) supported by stakeholders.

The professional standard for this competency is the teacher's ability to master learning material broadly and in depth. Professional competence includes mastery of school curriculum material. Not only that, teachers must also master the scientific substance that covers the material as well as the scientific structure and methodology. The following are subcompetencies in professional competence:

- a. Able to master scientific substance related to the field of study, namely understanding school curriculum teaching materials, understanding scientific structures, concepts and methods related to teaching materials, and understanding conceptual relationships between related subjects as well as applying scientific concepts in everyday life.
- b. Able to master scientific structures and methods by mastering research steps and critical studies in order to deepen the material in the field of study.

In all educational activities both at school and outside school, teachers have a central and strategic position, therefore, teacher issues in terms of number, quality and welfare must receive priority. Both from the interests of all national education and functional duties, everyone demands that education be carried out professionally, meaning that it be carried out seriously and supported by professional performance. Professional teachers are teachers who have expertise, responsibility and a sense of community supported by strong professional ethics.

Professional teachers aim to master the substance of their work professionally, namely:

- a. Able to master the substance of the subject systematically, especially the subject matter that is specifically taught. Apart from that, he is also required to try to follow developments in the subject matter from time to time.
- b. Understand and be able to apply developmental psychology so that a teacher can choose subject matter based on the level of difficulty according to the developmental period of the students they teach.
- c. Choose the ability to develop educational programs that are specifically prepared according to the level of development of the students who will be taught.
- d. This educational program was developed in accordance with educational objectives by combining the choice of subject matter with the level of development of students.
- e. This expertise in developing lesson programs is what we can identify as a teacher's professional work that cannot be done by other professions.

3. Development of the Application of Strategic Management in Increasing Teacher Professional Competence

The development of the application of strategic management in increasing teacher professional competence was carried out by the school principal in this research, through 3 strategic development directions, including: (1) developing consistency in the strategic management process; (2) development of target objects for teacher professional competence; (3) productivity development. A continuous improvement process is a continuous, gradual cycle of improving products, services and processes. It is a structured approach to continuous improvement

that organizations can use to identify, define, implement, measure, and analyze the effectiveness of change.

The continuous improvement process allows schools to make an ongoing commitment to changes that improve efficiency, quality of products and services, as well as the quality targets of teacher professional competence. This continuous and repeated improvement goes hand in hand with the solution of obstacles, hopes and achieving the goals of teacher competency quality. The continuous improvement process is more than just efficiency. When fully implemented in schools, continuous improvement will give rise to a culture of innovation and ownership that provides a competitive advantage and drives sustainable growth and success for schools.

The strategic management development process strategy, especially in increasing teacher professional competence, is carried out through the PDCA strategy. Namely plan-do-check-act, which is a four-step strategy used to identify, test, and implement changes to improve a process. Originally based on the scientific method, PDCA is a continuous improvement framework that focuses on measuring and analyzing results to identify actions required for improvement efforts. The four steps are described as follows: (1) Plan - Identify problems or opportunities and determine the improvement process; (2) Do - Implement process changes and collect data to measure results; (3) Check - Analyze the data to determine whether the change is having a positive impact; and (4) Act - If the change is successful, standardize the change and implement it on a larger scale. If it doesn't work, make further changes and repeat the cycle.

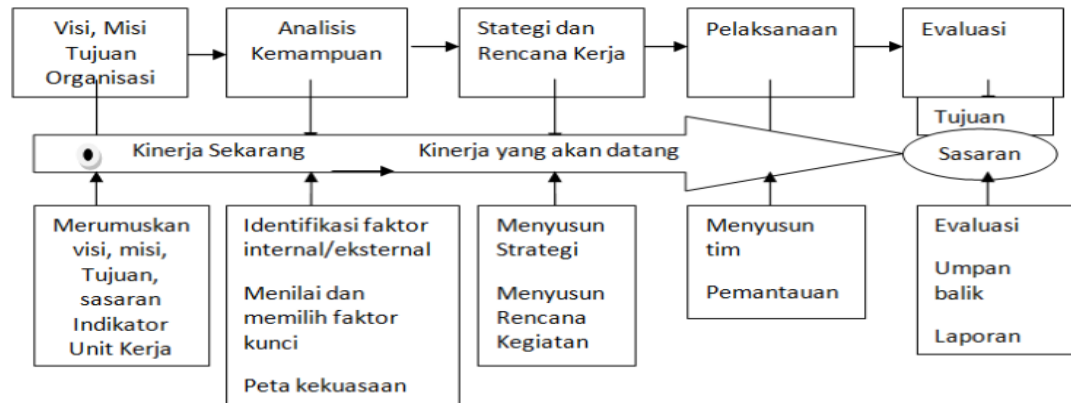
DISCUSSION

As the results of this research show, the implementation of strategic management by school principals is one of the things that is very urgent in improving teacher professional competence, because the unique basis of teacher performance problems has become a quality system challenge that must be considered by school principals.

Without denigrating the efforts of every educational practitioner in their struggle, the weakest fact in the management system is the strategic aspect. An overview of the meaning of strategy, including: (1) Chandler (1962): Strategy is a tool to achieve goals; (2) according to Learned, Christensen, Andrew, and Gruth (1965): Strategy is a tool to create competitive advantage; (3) according to Agyris (1985), Mintzberg (1979) Steniner and Miner (1977): Strategy is a response-continuous or adaptive-to external opportunities and threats as well as internal strengths and weaknesses that can affect the organization; (4) according to Porter (1985): Strategy is a very important tool for achieving competitive advantage; (5) according to Andrews (1980), Chafe (1985): Strategy is a motivational force for stakeholders; and (6) Hamel and Prahalad (1995): Strategy is an action that is incremental (always increasing) and continuous and carried out based on the perspective of what customers expect in the future.

The initial step of strategic management is strategic planning, namely, a series of long-term activities to facilitate the achievement of predetermined goals. Its function is as stated by Drucker (1980: 61, in Koswara, 2008: 16) that: The primary task of strategic management is the understanding the environment define organizational goals, identify options make and implement decisions and evaluate actual performance. Thus strategic planning aims to exploit the new and different opportunities, of tomorrow, in contrast to long orange planning which tries to optimize for tomorrow the trend of to day. According to the definition above, the function of strategic management is to understand the environment, determine organizational goals, identify strategic choices, make and implement decisions and evaluate to take advantage of various new and different opportunities that may occur in the future.

In determining indicators of success in increasing teacher professional competence, in the strategic management system, more emphasis is placed on the SWOT analysis process, where SWOT analysis in school administration can help allocate supporting resources such as budget, facilities and infrastructure, human resources, school facilities, environmental potential and so on. which is more effective. The SWOT analysis framework according to Widodo (2011:93) is as follows:



Source: Widodo (2011:93)

Figure 1. SWOT analysis

This SWOT analysis can be carried out to identify strategic management processes and analysis of strengthening teacher professional competence.

Regarding teacher professional competence, as in this research study, it is also in accordance with what Chandler (2001: 8) stated, stating several things that must be present in a professional person, namely: Prioritizing service rather than personal interests, having a high status, having special knowledge, have intellectual activities, have the right to obtain professional qualification standards, and have professional ethics determined by professional organizations.

Furthermore, according to Permadi (2001: 64) states that: Professional work, or professional positions, contain elements of service with special skills, and always require the existence of professional ethics in question, which are continuously maintained and developed. Professional ethics demands selflessness in serving the interests of clients, demonstrating professionalism according to standards, referring to the noble norms that exist in society, being oriented towards the interests of society as a whole, and solidarity among colleagues in the profession.

For this reason, it can be accepted rationally that efforts to increase teacher professional competence must be supported by strategic management, which focuses on the school's vision, mission, goals and targets. The vulnerability to change, obstacles, difficulties that occur in the field, especially those related to teacher performance and professionalism, requires strategic planning whose implementation is carried out in a straightforward and flexible manner, preparing various strategies, being susceptible to changes in strategy in order to achieve optimal conditions for professional teachers, which is defined as teachers. Professional is a teacher who carries out teaching duties with high ability (professional) as a source of life. Furthermore, in exercising their professional authority, teachers are required to have a diversity of skills (competencies). According to Moch. Idchi Anwar (2003:51) explains that: There are three aspects of teacher professional competence, namely: (1) cognitive competence; (2) Affective Competence; and (3) psychomotor competence. It is also different, as stated by Ahmad Nurdin Kholili. Syarief Fajaruddin (2020). States that strategic management in increasing teacher professionalism is more likely to build professionalism which is also determined by the strength of basic teaching skills (teaching skills) which are the most specific abilities or skills (most specific instructional behaviors) that must be possessed in order to carry out teaching tasks effectively, efficiently and professionally.

CONCLUSION

1. The process of implementing and developing strategic management in improving teacher professional competence is carried out through the following steps: (1) analysis, identification and strengthening of instrumental input; (2) organizing strategy; (3) multi-strategic implementation, control and development; (4) monitoring and evaluation strategy; (5) continuous improvement; (6) sustainable development strategy. All steps are focused on the process of increasing teacher professional competence, with the aim of: (a) Teachers mastering the subject matter being taught, including lesson structure, lesson concepts and scientific mindset of the material; (b) Teachers, master competency standards (SK), basic

- competencies (KD), and learning objectives of the lessons being taught; (c) Teachers are able to develop subject matter creatively so that they can provide broader and deeper knowledge; (d) Teachers, able to act reflectively to develop their professionalism on an ongoing basis; (e) Teachers are able to utilize Information and Communication Technology (ICT) in the learning process and personal development.
2. Indicators of the success of implementing strategic management in increasing teacher professional competence can be viewed from two aspects, namely:
 - a. The success of the process, namely: (1) Optimization of input instrumental conditions, environmental analysis, needs and challenges; (2) successful strategic planning that focuses on the vision, mission and goals of teacher professionalism; (3) rich in strategy and combining all available resources; (4) carrying out strategic implementation, control and development to optimize goal achievement; (5) calculate risks and be rich in strategies; (6) receive support from all elements.
 - b. The success of the goal, namely, the creation of teacher professional competence, is characterized by: Being able to master the scientific substance related to the field of study, namely understanding the school curriculum teaching material, understanding the structure, concepts and scientific methods related to the teaching material, and understanding the conceptual relationship between related subjects. as well as applying scientific concepts in everyday life, and being able to master scientific structures and methods by mastering research steps and critical studies in order to deepen the material in the field of study.
 3. The development pattern in implementing strategic management in improving teacher professional competence, is more focused on process development and development of control for optimizing goal achievement. Process development emphasizes the application of the PDCA system, while results development tends to use SWOT which focuses on analyzing the achievement of maximum results.

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