



SWOT ANALYSIS IN TEACHER PLACEMENT IN IMPROVING THE QUALITY OF EDUCATION AT STATE SENIOR HIGH SCHOOL 4 MALANG

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Abstract

Education is an important pillar in building quality human resources. SWOT analysis is one of the TQM tools that has become a common method used in strategic planning in education, but remains effective in identifying and optimizing the potential of an institution. TQM in education emphasizes continuous improvement, satisfaction of all parties involved (students, teachers, parents, and the community), and the use of data and evaluation to improve the effectiveness of the education system. This study will discuss the SWOT analysis in teacher placement at SMA Negeri 4 Malang City which involves an in-depth analysis of educational needs in schools through mapping the competencies of teachers who are experienced in their respective fields to improve the quality of teaching. The research method used is a qualitative approach with data collection techniques through in-depth interviews. Based on the results of interviews using the SWOT Analysis technique with the Deputy Head of Curriculum at SMA Negeri 4 Malang City, the placement of teachers in the classroom is based on expertise, experience, and suitability with the characteristics of students, including the level of intelligence and learning motivation of students

Keywords: Swot Analysis; Teacher Placement; Quality of Education

1. Introduction

Education has a major role in shaping quality human resources. To ensure the implementation of good education, the Government of the Republic of Indonesia established Regulation No. 19/2005 on National Education Standards. This regulation is the basis for managing education at various levels, ranging from primary, secondary to higher education. Various aspects of education are regulated in this regulation, including content standards, learning processes, graduate competencies, qualifications of educators and education personnel, and educational facilities. The main purpose of this regulation is to ensure an equitable quality of education and provide guidelines for educational institutions in developing curricula and learning systems that are in line with the needs of society and the development of science.

In the midst of the challenges of globalization and increasingly fierce competition, improving the quality of education is a top priority for every educational institution (Saharani and Hidayat, 2023). One of the strategic steps currently being taken to improve the quality of education is the enactment of Law Number 14 of 2005 concerning Teachers and Lecturers and Government Regulation Number 19 of 2005 concerning National Education Standards. Law of the Republic of Indonesia No. 20/2003 on the National Education System Article 5 Paragraph 1 states that every citizen has the same right to obtain quality education. This regulation brings new hope in efforts to improve the quality of education in Indonesia. One of the important things regulated in this regulation is the government's commitment to improving the quality of teachers, especially at the primary and secondary education levels. This regulation not only regulates the rights and

obligations of teachers, but also sets criteria and requirements that must be met by educators. As professional educators, teachers are required to have certain competencies that include knowledge, skills and attitudes that must be mastered to carry out their duties properly. According to Yasin (2002), competence is a combination of knowledge, skills, and attitudes that need to be owned, understood, and mastered by teachers or lecturers in carrying out their duties professionally.

According to Sallis (2010), SWOT stands for Strengths, Weaknesses, Opportunities, and Threats, which in Indonesian means Strengths, Weaknesses, Opportunities, and Threats. SWOT analysis is one of the tools in the concept of Integrated Quality Management (TQM) that has been widely used in strategic planning in education (Wijaya et al., 2023). In the world of education, this analysis can be a guide for schools to develop strategies to improve the quality of learning by maximizing strengths and opportunities, while addressing existing challenges and weaknesses. Although it has become a common method, this analysis remains effective in recognizing and maximizing the potential of an institution. In education, the application of TQM focuses on continuous quality improvement, ensuring the satisfaction of all parties involved including students, teachers, parents, and the community as well as utilizing data and evaluation to improve the effectiveness of the learning system. Ismail (2018) asserts that the implementation of Total Quality Management (TQM) is needed in educational institutions as an effort to improve the quality of educational services. In Indonesia, improving the quality of education, especially at the senior high school (SMA) level, is still a challenge that requires special attention. As one of the leading schools, SMA Negeri 4 Malang City is committed to continuously improving the quality of its education through various strategies. One of the main strategies implemented is an effective teacher placement system. Teacher placement that is carried out by considering the competencies and needs of students can play a major role in increasing the effectiveness of the learning process, which in turn has a positive impact on student learning outcomes.

Research conducted by Amalia et al (2024) emphasizes that the selection of teachers in accordance with the competencies, needs of students, and characteristics of the learning environment plays an important role in achieving optimal learning objectives. Meanwhile, a research study by Natalia et al (2024) highlighted the importance of processes, techniques and evaluation in the placement and assignment of education personnel. They state that the application of appropriate strategies in placing and assigning teachers can have a major effect on improving the quality of learning in schools.

This research will discuss the SWOT analysis in teacher placement at SMA Negeri 4 Malang City, which involves an in-depth analysis of the educational needs of the school through mapping the competencies of experienced teachers in their respective fields to improve the quality of teaching. It can be concluded that SWOT analysis is a technique for analyzing situations and assessing a problem, project, or business idea by considering internal (strengths and weaknesses) and external (opportunities and threats) factors (Mugirotin et al., 2022). In order to improve the quality of education at SMA Negeri 4 Malang City, the strategy of increasing the effectiveness of teacher placement must be the main focus. With the right teacher placement, it is expected that the teaching and learning process can take place more effectively, which in turn will have a positive impact on the academic achievement of students.

2. Method

The research method used is a qualitative approach with data collection techniques through in-depth interviews. In his book Abdussamad (2021) defines qualitative research as a study that aims to understand human behavior, perceptions, or interactions as a whole. This method relies on non-numerical data (such as interviews or field notes) and emphasizes critical analysis of the

context of the research subject. According to Fadhallah (2021), an interview is a process of conversation between an interviewer and a source conducted with a specific purpose, following certain guidelines, and can take place directly or through communication media. The resource person of this research is the Deputy Head of Curriculum of SMA Negeri 4 Malang City, the researcher conducted an interview with the Deputy Head of Curriculum who is in charge of organizing the teacher placement process in the classroom. Through this interview, researchers collected information about the strengths, weaknesses, opportunities, and threats associated with the teacher placement strategy. The data obtained was then analyzed using the SWOT framework of Strengths, Weaknesses, Opportunities, and Threats. According to Sallis (2010), SWOT analysis for education quality is an evaluation method that identifies the internal strengths and weaknesses of educational institutions, as well as external opportunities and threats, in order to formulate strategies for improving the overall quality of learning.

The research was conducted at a senior high school, namely SMA Negeri 4 Malang City, which is located at Jl. Tugu No.1, Klojen, Kec. Klojen, Malang City, East Java 6511. This school is located in one complex with Malang Station which is known as Tugu High School. Research activities were carried out in March 2024.

3. Results and Discussion

Based on the results of interviews using the SWOT Analysis technique with the Deputy Head of Curriculum of SMA Negeri 4 Malang City, the placement of teachers in the classroom is based on expertise, experience, and compatibility with the characteristics of students, including the level of intelligence and learning motivation of students.

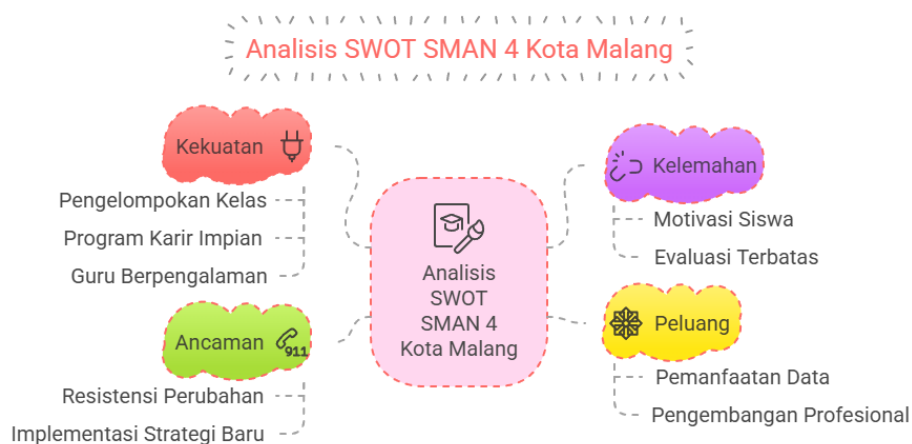


Figure 1: SWOT Analysis at SMA Negeri 4 Kota Malang

Source: Author's Document

3.1 Strengths

Strengths are positive internal factors that provide a competitive advantage for educational institutions in the face of competition, in the form of excess resources and efforts that are superior to competitors (Suriono, 2021). SMA Negeri 4 Malang City has several strengths that greatly support

the learning process at school. One of the main strengths is the excellent program "Dream Career Profession Class". According to Imron (2023) Special needs grouping is the division of learners according to their specific needs. Learners who are already in a particular group still have the opportunity to form a new group to learn specific skills according to their interests. The program is designed to help learners learn according to their interests and talents, so they can be more motivated and excited about learning. With specific class groupings, learners can get an education that is more relevant to their aspirations.

In addition, the placement of teachers who are experienced in their fields is also an important strength. According to Murtafiah (2022), in placing teachers, the main factors that must be considered include their mastery of scientific material and their natural ability and interest in teaching activities. Teachers who already have experience can provide better and more creative learning. They know how to teach effectively and can adjust teaching methods according to the needs of learners. This is very important, especially in creating a fun and interesting learning atmosphere. The clustering system in Grade 10 is also a fundamental strength. By taking into account learners' intelligence, the school can place them in appropriate groups. This allows teachers to use more effective teaching methods, as they can adjust how they teach based on learners' abilities and needs. Imron (2023) states that every learner, whether they receive different services or the same ones, is directed to develop optimally according to their abilities. Due to the innate differences in each learner, their level of development also varies, with some progressing faster, while others develop more slowly. Thus, learners who have higher abilities can be challenged accordingly, while learners who need more support can receive more intensive attention.

3.2 Weakness

Weakness is an internal factor that is negative and can reduce the assessment of a school (Suriono, 2021). This can be in the form of limited human resources, inadequate output quality, an image that has not been well built, an ineffective leadership system, and various other shortcomings. In his book, Nata (2012) explains weaknesses as all forms of deficiencies that exist in an educational institution, so that managers need to formulate strategic policies to overcome these weaknesses so that they can be turned into potential and not become obstacles in the future. Although SMA Negeri 4 Malang City has many strengths in the learning process, there are some weaknesses that need attention, especially in teacher placement. One of the main weaknesses is the challenges faced when placing new teachers. The interview and assessment process used to select new teachers is often not standardized. This means that there is no clear and consistent procedure for assessing a teacher's ability and suitability for the needs of the classroom. This can lead to uncertainty, where the placed teacher may not fully match the characteristics and needs of the learners in the class.

In addition, there are also learners who have low learning motivation. These learners require special attention and approaches to get them involved in the learning process. According to Musdalifah (2023) if the assigned teacher does not have the right skills or experience to handle low-motivated learners, then their learning process can be hampered. This can result in learners feeling neglected and losing interest in learning. Thus, these weaknesses indicate that it is important for schools to improve the teacher placement process. According to Suardipa and Primayana (2023), the implementation of learning evaluation is crucial to measure the level of success of a learning system implemented by educators. Without evaluation, it can be said that an educator does not progress in developing learning designs. By conducting better and standardized assessments, as well as giving special attention to learners in need, SMA Negeri 4 Malang City can improve learning effectiveness and ensure that all learners get a quality education.

3.3 Opportunities

Opportunities refer to potential external situations, both present and future, that schools can utilize for institutional development (Suriono, 2021). SMA Negeri 4 Malang City has various opportunities that can be utilized to improve the effectiveness of teacher placement. One key opportunity is the use of data from evaluations and feedback provided by learners and teachers. By collecting this information, schools can better understand the needs and expectations of learners and the effectiveness of teachers' teaching. This allows the school to make the necessary adjustments in teacher deployment, so that each class can get teaching that suits the learners' characteristics and needs.

In addition, conducting a SWOT analysis periodically is also a very useful step. According to Livianti et al (2024) By analyzing strengths, weaknesses, opportunities and threats on a regular basis, schools can identify changes that occur and adjust teacher placement strategies more appropriately. This helps schools to remain responsive to the dynamics in the classroom and educational environment. Another opportunity is to conduct professional development programs for teachers. According to Ulfatin and Triwiyanto (2022), the term development can be interpreted as an effort to improve all existing aspects to be better or broader than before. According to Law Number 14 of 2005 concerning Teachers and Lecturers, teacher coaching and development aims to improve professionalism, competence, and quality in carrying out their duties as educators. Coaching is carried out through education and training, career development, and providing appropriate welfare. Teacher development includes improving academic qualifications, certification, and ongoing training so that they are able to keep up with developments in science, technology, and the needs of students. With directed coaching and development, teachers are expected to provide quality learning and contribute to improving the quality of national education. By providing training and workshops, teachers can improve their skills and creativity in teaching. This program not only helps teachers to become better at teaching, but can also provide them with new and innovative ideas to create a more interesting learning atmosphere for students.

3.4 Threats

Threats are external factors that are negative, both in current conditions and potential in the future, which can have a major impact on the sustainability and development of educational institutions (Suriono, 2021). SMA Negeri 4 Malang City also faces several threats that can affect the effectiveness of teacher placement. According to Setiawati (2022), one of the main threats is changes in education policy. Changing policies can have a direct impact on the structure of the curriculum and the way classes are grouped. If schools cannot adapt quickly to these changes, then existing teacher placements may no longer match the new teaching needs. This can disrupt the teaching and learning process and reduce the quality of education provided to learners.

In addition, the challenge of keeping learners motivated is also a crucial threat. Especially for learners who are in low motivation groups, keeping them motivated to learn can be very difficult. If learners are not motivated, they tend to be inactive in learning, which can hinder their academic achievement. According to Ramadhani and Muhroji (2022), the role of the teacher is indispensable in the learning process to revive learners' learning motivation. One of them, teachers can choose appropriate learning methods, utilize technological developments, and understand the characteristics of each learner. If this problem is not handled properly, it will be difficult for schools to achieve the desired educational goals.

4. Conclusion

Based on the SWOT analysis that has been carried out, it can be concluded that SMA Negeri 4 Malang City has various advantages in the teacher placement system, such as the "Dream Career Profession Class" program which helps students learn according to their interests and the presence of experienced teachers in their fields. Class grouping that considers students' intelligence and learning motivation is also an effective strategy in creating a more optimal learning process. However, there are still some weaknesses that need to be improved, such as the lack of clear standards in the assessment process and the placement of new teachers, as well as the challenge of dealing with students who have low learning motivation.

To overcome these challenges, SMA Negeri 4 Malang City can take advantage of existing opportunities, such as conducting regular evaluations of the teacher placement system and conducting training and workshops to improve teaching quality. In addition, it is important for schools to continuously adapt to changes in education policy in order to maintain the quality of learning provided. With the right strategy, it is expected that the teacher placement process can be more effective and have a positive impact on the quality of education and the academic achievement of students.

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