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SWOT Analysis in Quality Improvement Graduate Competency Standards in Elementary School

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Abstract

The purpose of this research to describe the implementation of the Graduate Competency Standards (SKL), the SWOT analysis of the SKL implementation, and to propose an action plan. action plans in different elementary schools. This study applied a qualitative descriptive approach and data triangulation model to include orientation, exploration and investigation phases. The 123 study participants were school principals, classroom teachers, subject teachers, education staff, school committees, and parents. Most of the quality indicators have been implemented and developed in primary schools, according to the results. Students are unfamiliar with writing and do not participate in school curriculum committees, both unconsolidated indicators of quality. The school's vision and aim are already aligned with the SKL, and all teachers hold at least an S1 certificate. Teacher IT skills are still insufficient, and some teachers lack formal educational degrees, which are problems. In terms of possibilities, the school, school committee, teachers, and student parents have created a close bond, with most school programs Obtaining full parental support. Meanwhile, external competition, particularly from private schools that do not yet have an alumni forum, poses a challenge. The bulk of the SKL quality indicators has been implemented and developed in elementary schools, according to the study's results. Internal (strengths and weaknesses) and external (opportunities and threats) factors, as well as an action plan, are unique to each institution (action plan). In certain primary schools, SKL offers a variety of activities, schedules, and objectives.

Keywords: Indicators of Quality; SWOT Analysis; Graduate Competency Standards; Action Plan

Abstract

Penelitian ini bertujuan untuk mendeskripsikan penerapan Standar Kompetensi Lulusan (SKL), menganalisis kekuatan, kelemahan, peluang, dan ancaman (SWOT) penerapan SKL, serta mendeskripsikan action plan (rencana tindakan) di beberapa sekolah dasar. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan model triangulasi, meliputi tahapan orientasi, eksplorasi, dan survei. Partisipan penelitian berjumlah 123 orang yang terdiri dari kepala sekolah, guru kelas, guru mata pelajaran, tenaga kependidikan, komite sekolah, dan orang tua siswa. Hasil penelitian menunjukkan bahwa sebagian besar indikator mutu SKL sudah diterapkan dan dikembangkan di sekolah dasar. Adapun indikator mutu yang belum dilaksanakan adalah siswa belum terbiasa membuat karya tulis dan siswa belum terlibat dalam kepanitiaan program sekolah. Kekuatan penerapan SKL, yaitu visi dan misi sekolah sudah mencerminkan SKL dan semua guru sudah berkualifikasi minimal S1. Kelemahannya, kemampuan IT di kalangan guru masih rendah dan beberapa guru belum memiliki kualifikasi pendidikan yang linier. Untuk peluang telah terjalin kemitraan yang baik antara pihak sekolah, komite sekolah, guru, dan orang tua siswa, serta sebagian besar program sekolah mendapat dukungan penuh dari orang tua siswa. Sedangkan ancaman yang dihadapi adalah persaingan dengan lembaga eksternal, yaitu sekolah swasta serta belum memiliki wadah bagi para alumni. Berdasarkan hasil penelitian dapat disimpulkan bahwa sebagian besar indikator mutu SKL sudah diterapkan dan sudah dikembangkan di sekolah dasar, umumnya setiap sekolah memiliki faktor internal (kekuatan dan kelemahan) dan faktor eksternal (peluang dan ancaman) yang berbeda, serta action plan (rencana tindakan) penerapan SKL di beberapa sekolah dasar mempunyai kegiatan, jadwal, dan sasaran kegiatan yang berbeda pula.

Kata Kunci: Indikator Mutu; SWOT; Standar Kompetensi Lulusan; Rencana Tindakan

INTRODUCTION

National Education Standards are the minimum criteria regarding the education system in Indonesia. National Education Standards aim to ensure the quality of national education in the context of educating the nation's life and shaping the character and civilization of a dignified nation. Efforts to improve the quality of education are related to how the output is produced in the Graduate Competency Standards.

In Article 1 of Government Regulation Number 13 of 2015 it is stated that the Graduate Competency Standards contain criteria regarding the ability of graduates in the dimensions of attitudes, knowledge, and skills. In its application, the Graduate Competency Standards contain several quality indicators, quality sub-indicators, and descriptions that can measure the level of achievement.

To find out the achievement and conformity between the Competency Standards of Graduates and graduates and the curriculum used in the education unit, it is necessary to have regular and continuous monitoring and evaluation. The implementation of monitoring and evaluation can be done through a SWOT analysis. This is in accordance with research (Sujoko, 2017) that the principle of improving educational outcomes is carried out by taking into account the priority needs, participation, representation, and reality can use the results of the SWOT analysis.

The form of monitoring and evaluation of Graduate Competency Standards is the existence of an instrument of observation and SWOT analysis in an educational institution. The instrument for observing the implementation of Graduate Competency Standards consists of quality indicators and sub-indicators in the dimensions of attitudes, knowledge, and skills. While the SWOT analysis includes *Strength* (strength), *Weakness* (weakness), *Opportunity* (opportunity), *Threat* (threat) in each education unit.

The implementation of monitoring and evaluation of Graduate Competency Standards is carried out by analyzing internal and external factors of an educational institution, that exist to implement the strategy through the identification of internal and external factors. Internal factors serve to explain strengths and weaknesses. While external factors function to explain opportunities and threats.

Based on the description above, the formulation of the problem in this study is as follows: (1) How is the application of Graduate Competency Standards in several elementary schools? (2) What are the strengths, weaknesses, opportunities, and threats in implementing the Graduate Competency Standards in several elementary schools? (3) What is the *action plan* for developing Graduate Competency Standards in several elementary schools?

The purpose of this study are as follows: (1) Describe the application of Graduate Competency Standards in several elementary schools. (2) Analyzing the strengths, weaknesses, opportunities, and threats in the application of Graduate Competency Standards in several elementary schools. (3) Describe *the action plan* (action plan) development of Graduate Competency Standards in several elementary schools.

RESEARCH METHODS

This study uses a qualitative descriptive approach with a data triangulation model. The steps of data collection include the stages of orientation, exploration, and survey. The orientation stage is the initial observation activities related to the implementation, monitoring, and evaluation of Graduate Competency Standards in elementary schools. The exploration stage is the data collection process that focuses on the research objectives. This stage includes: (1) interviews with school principals and senior teachers as informants, (2) conducting observations on strengths, weaknesses, opportunities, and threats (SWOT analysis) related to Graduate Competency Standards, and (3) conducting a documentation study of the program the school has implemented and documents the results of the student's graduate abilities. Furthermore, the survey stage is the stage carried out by researchers to prepare an *action plan* related to the results of the SWOT analysis. This survey

was conducted using *a google form* containing 18 closed statements.

This research was conducted in three elementary schools, namely SDN 5 Gunung Pereng (Tasikmalaya City), SDN Unara (Tasikmalaya Regency), and SDN 1 Sindangkasih (Ciamis Regency) with 123 participants, consisting of the principal, class teacher, eye teacher lessons, education staff, school committees, and parents.

RESULTS AND DISCUSSION

The achievement of Graduate Competency Standards is related to the quality of graduates produced. The higher the quality of graduates produced by an educational institution, the higher the achievement of Graduate Competency Standards at that institution. Based on this, it can be said that the quality of graduates is the *output* of education. This is related to the achievement of graduate competency standards and improving the quality of education. Improving the quality of Graduate Competency Standards in this study was carried out through three stages, namely the orientation, exploration, and survey stages. The results of each stage are as follows.

Orientation Stage

At this stage the researchers made observations on the application of Graduate Competency Standards in Elementary Schools. Observation activities are carried out through the stages of analyzing the results of the achievement of quality indicators, monitoring, and evaluating the application of quality indicators to the Graduate Competency Standards. This is in line with the research results of Dewi, Marsidin, Sabandi, (2020) that in order to determine the achievement of Graduate Competency Standards, monitoring and evaluation of the application of quality indicators must be carried out systematically and periodically. The achievement of the application of quality indicators in the Graduate Competency Standards is presented in Tables 1, 2, and 3.

Table 1. Achievement of Implementation of Quality Indicators SKL Attitude Dimension

Indicator	Level	Information
1	4	Already applied
2	4	Already applied
3	4	Already applied
4	3	Under development
5	3	Under development
6	3	Under development
7	3	Under development
8	4	Already applied
9	1	There isn't any yet
10	4	Already applied
Amount	33	
Percentage	**83%**	**(Well)**

Based on Table 1, information is obtained that the achievement of the quality indicators of Graduate Competency Standards on the attitude dimension is good. Of the 10 indicators, there is 1 indicator whose achievement is still low, namely indicator 9. The results of data analysis on indicator 9 show that most students do not have true lifelong learning behaviors. Students are not used to making written works, and are not used to visiting the library.

Table 2. Achievement of Implementation of Quality Indicators SKL Knowledge dimension

Indicator	Level	Information
1	4	Already applied
2	4	Already applied
3	4	Already applied
4	3	Under development
5	3	Under development
Amount	18	
Percentage	**90%**	**(Very good)**

Based on Table 2, information is obtained that the achievement of the quality indicators of Graduate Competency Standards on the knowledge dimension is very good. All quality indicators on the knowledge dimension have been implemented, but have not run optimally. Therefore, the application of quality indicators on the knowledge dimension should be further developed in order to obtain better results.

Table 3. Achievement of Implementation of Quality Indicators SKL Skill Dimension

Indicator	Level	Information
1	4	Already applied
2	3	Under development
3	4	Already applied
4	1	There isn't any yet
5	3	Under development
6	2	Already available
7	4	Already applied
Amount	21	
Percentage	**75%**	**(Well)**

Based on Table 3, information is obtained that the achievement of the quality indicators of Graduate Competency Standards on the skill dimension is good. Of the 7 indicators, there are 2 indicators whose achievement is still low, namely indicator 4 and indicator 6. The results of data analysis on indicator 4 show that most students do not have the skills to think and act independently. Students have not been given the opportunity to be involved in committees and the preparation of school programs. As for indicator 6, it shows that most students have not dared to express their opinions, convey creative ideas, and convey their writing ideas.

To overcome this, school efforts are needed to provide opportunities for students to be involved in committees and in the preparation of school programs. In addition, schools can organize writing programs to hone students' skills in processing language, compiling words, and writing them in written form. The teacher also acts as a motivator so that students dare to express their opinions, convey creative ideas, and convey their writing ideas.

Exploration Stage

At this stage the researchers conducted interviews with principals and senior teachers about the strengths, weaknesses, opportunities, and threats in the application of Graduate Competency Standards in Elementary Schools. The results of the interview were corroborated by the results of the researcher's observations while on duty at the research site. The results of the analysis are related to the study of documentation of the learning program, competition activities that have been carried out, achievement documents, and documents on the results of student graduates who are accepted to continue to the intended school.

The results of data analysis at the exploration stage were shown by SWOT analysis in the three elementary schools that were used as research locations. Based on the results of interviews, observations, and documentation studies of the strengths, weaknesses, opportunities, and threats in the Graduate Competency Standards, it is presented in the form of the following SWOT analysis.

1. SWOT analysis at SDN 5 Gunungpereng

a. Strength
- The purpose of graduate competency standards has been reflected in the school's vision and mission.
- Most of the educators and education staff have S1.
- School facilities and infrastructure are quite good according to minimum standards.
- The strategic location of the school is in the City of Tasikmalaya.
- Competence graduate students can continue to the school that is intended.

b. Weaknesses
- The school management system is not optimal.
- The principal's leadership is not firm and lacks authority.
- Few teachers are already certified educators.
- Some teachers do not have linear educational qualifications.
- Lack of communication between each educator and *stakeholders.*
- The ability to use technology is still lacking among teachers.
- Does not have a special forum or group for alumni.
- There is still a shortage of classrooms.

c. Opportunity (*Opportunity*)
- Good relationship between the school and parents or guardians of students.
- Fairly good partnership with alumni.
- Improving teacher competence through *workshops,* webinars, or training.

d. Threat (*Threat*)

- Competition with external Educational Institutions, such as private schools.
- Increased *stakeholder commitment.*
- Many schools already have groups or forums for alumni.
- Improving the quality of education that has been achieved.

2. SWOT Analysis at SDN Unara

a. Strength
- The teaching and educational staff is sufficient.
- School infrastructure is already quite complete.
- The average score of school exam results is in accordance with the KKM.
- Stakeholders support the school's vision and mission.

b. Weaknesses
- Some teachers do not have an educator certificate.
- Utilization of infrastructure facilities has not been optimally used.
- Lack of number of classrooms.
- Student learning motivation is still low.

c. Opportunity (*Opportunity*)
- Collaborate with *stakeholders* to improve the quality of education.
- Participate in academic and non-academic activities.
- The value of knowledge can be achieved maximally because of adequate carrying capacity.
- School programs can be achieved well because of the support from various parties.

d. Threat (*Threat*)
- The rate of continuing school to the junior high school level is very low.
- There are still many students who are not fluent in reading.
- Competition with private schools.
- Lack of discipline towards school time.

3. SWOT analysis at SDN 1 Sindangkasih

a. Strength
- The purpose of graduate competency standards has been reflected in the school's vision and mission.
- Most of the educators and education staff have S1 and certified educators.

- School facilities and infrastructure are good according to minimum standards.
- Strategic school location.
- Competence graduate students can continue to the school that is intended.
- Pilot model school.

b. Weaknesses
- There is still a shortage of classrooms.
- There is still a shortage of teachers.
- School management systems that sometimes still overlap.
- The principal's leadership is less assertive
- Some teachers do not have linear educator qualifications.
- Lack of communication between educators and *stakeholders.*
- IT skills are still lacking among senior teachers.

c. Opportunity (*Opportunity*)
- Community needs are in accordance with the school's vision and mission.
- Receiving the recognition of model schools to attract students' interest.
- Partnership with parents/guardians of students.
- Partnership with alumni.
- Teacher competency improvement.

d. Threat (*Threat*)
- There is a zoning system that reduces the number of students.
- Competition with external educational institutions, such as private schools.
- Increased *stakeholder commitment.*
- Changes in globalization that require teachers to be technology literate.
- The school community has not yet one vision.
- Maintaining the quality of education that has been achieved.

Based on the results of the SWOT analysis conducted at several elementary schools at the same time, namely SDN 5 Gunungpereng, SDN Unara, and SDN 1 Sindangkasih, information was obtained that each school had different SWOT analysis results.This makes the SWOT analysis descriptive and subjective, because everyone generally has a different analysis of the strengths, weaknesses, opportunities, and threats that exist.

In addition, there are similarities in the results of the SWOT analysis of the three elementary schools, which have weaknesses in the aspects of facilities and infrastructure. This is indicated by the lack of classrooms. Whereas the availability of facilities and infrastructure is important for improving Graduate Competency Standards. This is in accordance with Rahman (2022) which explains that the way that can be done to improve Graduate Competency Standards is by preparing and providing good facilities and infrastructure for students, so that students can learn effectively, comfortably, and efficiently. safe. Based on this, it is necessary to make efforts on the part of educational institutions and policy makers on the availability of facilities and infrastructure so that the quality of education graduates increases.

Meanwhile, through the SWOT analysis, it is hoped that the planning and implementation of the Graduate Competency Standards will take place optimally, so that the quality of education will increase and produce better graduates than before. This is supported by previous research by Garnika, Rohiyatun, Najwa (2021) who have used the implementation of SWOT analysis to improve the quality of education at SDN 7 Mataram.

Survey Stage

The next stage is that researchers conduct a survey about the achievement of the application of Graduate Competency Standards. In addition, at this stage the researcher analyzes the action plan (*action plan*) related to the results of the SWOT analysis. *Action plan* is an action plan or strategic plan as a problem solving solution from the results of a SWOT analysis to improve the quality of education. This is in line with the results of research by Garnika, Rohiyatun, Najwa (2021) which informs that a strategic plan is a plan designed and implemented in order to improve the quality of an educational institution to reduce weaknesses and challenges and increase the advantages and opportunities of the educational institution. .

This survey was conducted using *a google form* containing 18 closed statements with five answer choices, namely strongly agree, agree, neutral, disagree, and strongly disagree. The survey results from the three primary schools are presented in Figure 1 and Figure 2.

Based on Figure 1, information is obtained that the participants of this study came from school principals, classroom teachers, subject teachers, teaching staff, school committees, and parents of students. Most of the participants came from parents, namely 68% (84 people) and class teachers 19.7% (24 people), while the lowest participants came from educators and school principals.
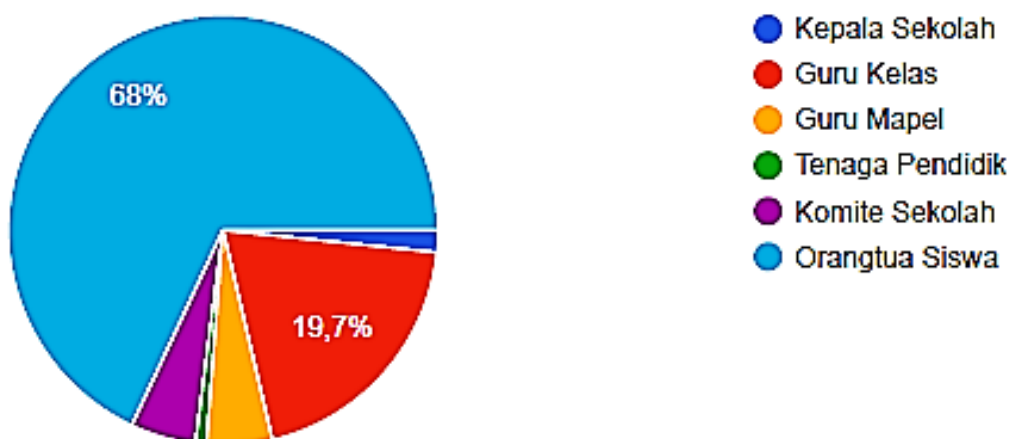

Figure 1. Research Participant Position

Based on Figure 2, information is obtained that the majority of participants came from SDN Unara as many as 41.8% (52 people), while participants from SDN 5 Gunungpereng and SDN 1 Sindangkasih had participants that were not much different, namely 29.5% (36

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people). and 28.7% (35 people). Furthermore, the results of the *action plan survey* regarding

the achievement of Graduate Competency Standards are presented in table 4.
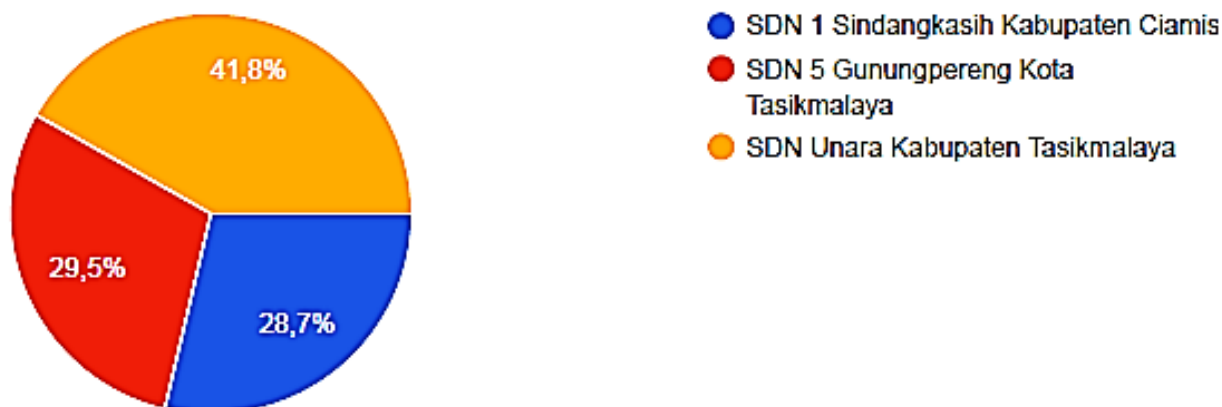

● SDN 1 Sindangkasih Kabupaten Ciamis
● SDN 5 Gunungpereng Kota Tasikmalaya
● SDN Unara Kabupaten Tasikmalaya

Figure 2. School name

Table 4. *Action Plan* Survey Results Achievement of SKL (%)

Aspect	SS	S	N	TS	STS
Literacy movement program	25	73	2	-	-
Teacher competency improvement	29	70	1	-	-
Development of students' interests and talents	33	63	4	-	-
Preparation of school management	25	73	2	-	-
Preparation of student admission strategy	35	64	1	-	-
Tracer study (alumni)	26	70	4	-	-
Teacher recruitment	27	53	20	-	-
Student involvement in committee programs	15	70	5	-	-
Awards for outstanding students	31	67	2	-	-
Provision of libraries and classrooms	6	67	21	6	-

Based on Table 4, information is obtained that according to the results of the action plan

survey *on the* achievement of Graduate Competency Standards, most of the participants answered agree and strongly agree

with the proposed *action plan.* Meanwhile, no participants strongly disagreed, and a small number of participants answered neutrally and disagreed with the proposed *action plan* .

According to Asrivi (2017) The National Education Standards are the minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia. Triwiyono (2013) *The action plan* survey instrument consists of 18 questions which are grouped into 10 aspects of the activity plan for the development of Graduate Competency Standards. The 10 aspects include the literacy movement program, the teacher competency improvement program, the program for developing student interests and talents aims to develop *life skills* and *life career,* the school management preparation program, the program for developing a student admissions strategy, the *tracer study program,* the teacher recruitment program, provide opportunities for students to be involved in school committee programs, Give awards to outstanding students in order, Propose the procurement of libraries and classrooms.

Action plans are always adjusted to the needs, situations and environmental conditions being analyzed. The *action plan* for the development of Graduate Competency Standards is adjusted to the achievement of quality indicators and the results of the SWOT analysis by taking into account the objectives, time and objectives of the activities. Sugiarti (2019) say in general, this effectiveness evaluation assesses the output, impact, and outcome of SIM implementation. It includes an evaluation of system quality, information quality, service quality, user satisfaction, and net benefits

The following is an *action plan* for developing Graduate Competency Standards in several schools that are used as research sites.

1. *Action Plan* for Development of Graduate Competency Standards at SDN 5 Gunungpereng
    a. Activity plan
        1) *Tracer studies.*
        2) Procurement of libraries and classrooms.
        3) School Program Preparation.
    b. Destination
        1) Adding school infrastructure.
        2) Knowing the distribution of alumni, alumni satisfaction levels, and evaluation materials for schools.
        3) Knowledge of planning and organizing school programs.
    c. Description of activities
        1) Gathering alumni into a group, fostering good communication with alumni, and holding activities or collaborations to maintain kinship ties and attract public interest.
        2) Submitting DAK to the Education Office.
        3) Inviting all school components to participate in the process of preparing school programs so that they are right on target.
    d. Time
        1) Every year.
        2) The end of the year and the beginning of the year.
        3) Every beginning of the learning year and monthly meetings.
    e. Target
        1) Alumni students, principals, teachers, and school committees.
        2) Department of Education in the local area.
        3) Principals, teachers, school committees, and school supervisors.

2. *Action Plan* for Development of Graduate Competency Standards at SDN Unara
    a. Activity plan
        1) Improving teacher competence .
        2) Development of student interests and talents.
    b. Destination

1) Improve teacher competence in the learning process.
2) Improve students' skill skills.

c. Description of activities
1) Science and technology training, *workshops,* and webinars.
2) Organize extracurricular activities
.

d. Time
1) Routine at least once a week.
2) Routine at least once a week.

e. Target
1) Teachers, principals, and education staff.
2) Teacher and student.

3. *Action Plan* for Development of Graduate Competency Standards at SDN 1 Sindangkasih

a. Activity plan
1) Teacher recruitment .
2) Preparation of student admission strategies.
3) School Literacy Movement Program.
4) Student committee program.
5) Awards for outstanding students.

b. Destination
1) Completing the shortage of teachers in schools.
2) Introducing the vision, mission, and excellence of the school.
3) Familiarize students with reading, writing, and creating.
4) Students have insight and experience in leading and carrying out assignments.
5) Motivate students to continuously improve their achievements.

c. Description of activities
1) Conducting selection of class teacher admissions.
2) Empowering the role of teachers, alumni, and school committees.
3) Empower reading, writing, and creative activities to add insight and produce quality written works.
4) Students become committees in school programs.
5) Give appreciation and prizes and to students who excel

d. Time

1) First semester.
2) Parents meeting.
3) At the beginning of each school year.
4) School annual event.
5) Every Monday ceremony.

e. Target
1) Principals and teachers.
2) Students and teachers.
3) Principals, school committees, teachers, parents, and alumni.
4) Principals, teachers, students, and school supervisors.
5) Student.

Based on the survey results, it can be said that the *action plans* for developing Graduate Competency Standards in several elementary schools generally have different activities, schedules, and targets. According to Garnika (2021) The new education management paradigm gives schools or stakeholders broad authority in planning, organizing, implementing, supervising, and controlling education in schools. Citraningsih et al., (2022) In this SWOT analysis, there are two factors that greatly affect the progress of education, namely the dominant factor and the inhibiting factor. According to Susilawati (2017) Which includes the dominant factors (strengths and opportunities) and inhibiting factors (weaknesses and challenges)This is because the problems, needs, and targets for developing SKL in each school are different. The *action plan* aims to make a solution plan for the strengths, weaknesses, opportunities, and threats that exist in each school. With the *action plan,* it is hoped that various problems faced by schools can be found as alternative strategic solutions to solve the problem.

CONCLUSION

Based on the results of the study, it can be concluded that most of the quality indicators of Graduate Competency Standards have been implemented and have been developed in elementary schools. Implementation of the quality of Graduate Competency Standards can

be seen from the achievement of the results of the application of quality indicators on the dimensions of attitudes, knowledge, and skills. Several indicators that have not been implemented can be implemented based on the development of an *action plan*. The SWOT analysis aims to explain the strengths, weaknesses, opportunities, and threats faced by schools in implementing the Graduate Competency Standards program.

Generally, each school has different internal factors (strengths and weaknesses) and external factors (opportunities and threats), as well as an action plan or *action plan* aimed at finding alternative strategic solutions to problem solving in the application of Graduate Competency Standards in schools. The *action plan* contains an activity plan, objectives, description of activities, schedule, and goals for the parties involved in the activity plan. Each school generally has different activity plans, schedules, and activity targets.

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