

SCHOOL LEADERSHIP STRATEGIC IN IMPROVING VOCATIONAL TEACHER PERFORMANCE

¹Muhammad Yudha Kusumawardana, ²Sutaryat Trisnamansyah,

³Sofyan Sauri, ⁴Hendi Suhendraya Muchtar

^{1,2,3,4}Nusantara Islamic University

Email: yudha.businee@gmail.com

Abstract: *Leadership strategies of principals have a lot to do with teachers, academic staff and students who have different characteristics, so principals must be able to guide and mobilize according to their potential. The aim is to obtain an empirical picture of the Planning, Implementation, Supporting and inhibiting factors and Evaluation of the Implementation of strategic management. Qualitative descriptive analytic method, with data collection using interview techniques, study documentation and observation. The results of this study with strategic steps in general have been implemented and can improve the performance of vocational teachers in Sukabumi Regency. Teacher performance is proven to support student achievement both academic and non-academic. Principal performance can still be improved through strategy development. The documentation of the two schools has designed a work program as a reference for the implementation of activities in improving the performance of school principals. Strategic implementation of school principals in improving teacher performance in both Vocational Schools which includes teacher performance coaching, teacher performance monitoring, education staff discipline discipline. Conclusion management strategy has been able to improve teacher performance in both vocational schools in Sukabumi Regency. Has been carried out to the maximum but has not been carried out as a whole in accordance with the provisions.*

Keywords: *School Leadership, Strategic, Teacher Performance*

A. INTRODUCTION

The dynamics of the development of the world of education recently marked by the birth of Law No. 14 of 2005 on Teachers and Lecturers, this Act was born with the consideration that national development in the field of education is an effort to educate the nation's life and improve the quality of Indonesian people who have faith, piety and noble character. and mastering science, technology and art in moving towards a developed, just, prosperous and civilized society based on Pancasila and the 1945 Constitution. (Sofyan Sauri 2010: 2). In addition, in order to guarantee the expansion and equitable access, quality improvement and relevance, as well as good governance and educational accountability that are able to face challenges in accordance with the changing demands of local, national and global life, it is necessary to empower and improve the quality of teachers and lecturers in a planned manner, directed and continuous.

The teacher is essentially a strategic component that has an important role in the process of building a nation. Even the presence of teachers is a condition of sine quanon conditional which cannot be replaced by any component in the life of the nation since long ago, especially in this contemporary era. The existence of a teacher for a nation is very important, especially for the survival of the nation in the midst of the passage of time with increasingly sophisticated science and technology and encourage changes in all spheres of life, including changes in values that form the foundation of the nation's character.

The hypothesis is that the more optimal the teacher carries out his function, the more guaranteed and maintained one's readiness and reliability as a human being who is relied on in nation building. In other words, the portrait and face of the nation's future will be reflected in the

self-portrait of the teachers of the present, and the dynamic progress of the nation's life is directly proportional to the image of the teachers in the midst of today's society. (Sofyan Sauri 2010: 5).

The description above explains that strategic management is management that is related to the effort to decide the issue of strategy, planning, and how the strategy can be implemented in an implementative form. From the description that an organization should be able to implement the concepts of strategic management in the education and learning environment. Because in essence strategic management aims for organizations to have high productivity so that organizational goals are achieved effectively.

Implementing strategies in management involves major efforts aimed at transforming strategic objectives into action, namely the implementation of school programs. However great a strategy is if it is not implemented properly, of course the strategy will not be meaningful in an educational organization environment. Therefore, the ability of school principals and other school personnel to implement a strategy in education management is very important in relation to the principal's skills as a leader and teacher as a professional who is responsible for the learning progress of students.

SWOT analysis is used by every component of the organization including educational organizations to facilitate the evaluation and achievement of organizational performance during a certain period. (Fattah., 2011: 54-55). SWOT analysis is an approach to see the strengths and weaknesses of opportunities and threats within the school. Thus, it can be understood that SWOT analysis is one of the stages in strategic management which is an environmental analysis approach. Next to analyze the development of the organizational environment. (Fattah., 2011: 67). The elements that can be used in the implementation of strategic management are: (a). Analysis of the external environment and (b).

Analysis of the organization's internal environment. Further explanation, the following can be explained by the authors in detail as follows:

1. Analysis of the external environment

Analysis of the external environment is knowledge about the atmosphere of the movement that occurs from outside the organization. These activities include the identification and evaluation of social, cultural, political, economic and technological aspects as well as trends that will be affected by the organization.

2. Internal environmental analysis

Internal environment analysis consists of determining the perception of all the strengths and weaknesses of the organization. An organization must take advantage of its strengths optimally and try to overcome its weaknesses in order to avoid losses both during the implementation of activities and in preparing activity budgets. In welcoming 21st century competition. The Directorate of Vocational Secondary Education has determined the main points of policy change in the administration of education in vocational schools in the following directions:

- a. A demand driven system that is guided by the needs of the job market.
- b. Education and training systems that provide competence in accordance with standard national standards.
- c. Education and training system with the principle of multi entry and multi exit.
- d. A system that expressly recognizes competence wherever and however it is obtained.

- e. Education and training system that refers to professional and vocational skills that are standard.
- f. Education and training for the formal and informal sectors.
- g. Integrate integrated education and training that are cognitive and based on science.
- h. Decentralized management system.

Institutions capable of self-management and self-financing with central government subsidies (Skills towards 2020, [http // www. Dtve. Org](http://www.Dtve.Org)). Sukabumi Regency which is one of the regencies that has the second largest area in Java. The Sukabumi Regency is a combination of mountainous, plantation and beach areas with Mount Halimun, Mount Salak and Mount Gede in the north and a stretch of beach in the south. This regency with thousands of cities in Palabuhanratu has 11 public SMKs and 113 private SMKs.

It is very ironic if with abundant natural resources where the Sukabumi and surrounding areas have potential in the fields of Fisheries, Agriculture, Tourism, Plantation but Sukabumi Regency is still on the list of 183 disadvantaged areas in the Ministry of Disadvantaged Regions in 2012. Being a challenge and at the same time an opportunity for local governments to develop human resources in preparing a qualified, skilled and independent workforce according to the needs of DU / DI. The choice for Sukabumi Regency is to provide the widest possible space for structuring the education sector, especially vocational education (SMK).

This happens because the human resources that have not been able to increase the potential that exists in Sukabumi Regency, the existence of SMKs that are predicted can be a driving force for these sectors, apparently it has not been able to be achieved. To get good quality from vocational human resources in Sukabumi the role of the teacher is very influential in the process, one of which is through its performance.

At the moment SMK in Sukabumi is facing quite complex problems. Among them related to the program to increase the number of SMKs is very drastic, while supervision of the quality of management is still felt to be weak. The means and infrastructure of learning are not balanced with management needs. The availability of expert teachers who have a teacher base is still very limited.

In realizing teacher performance that is in line with expectations, a professional school principal is needed. The principal as part of the school system occupies a strategic position in directing and supporting teacher activities in student learning. Mulyasa (2005: 98) says that "in the new paradigm of education management. In carrying out the education management function, principals have a lot to do with the performance of teachers, employees, administration and students who have different characteristics, for that the principal must be able to guide and mobilize according to the potential that is in place. (Kemendikbud., 2007: 4) explained that "the school management process includes four stages, namely planning, organizing, directing, and supervising.

The role of the principal must at least be able to function as an educator, manager, administrator, supervisor, leader, innovator, motivator. From the aforementioned number of problems the teacher's performance is an important factor in improving the quality of students, but the teacher's performance is much influenced by various factors, both from inside and outside the teacher. This research is an attempt to get a picture of how the performance of teachers and the factors that influence in order to improve the quality and quality of vocational high school teachers through the application of strategic management through the leadership of the principal

B. METHODE

Research using a qualitative approach has characteristics that distinguish qualitative research and other types of research. (Moleong., 1996: 4-8). This qualitative approach was chosen because of the symptoms, information and information from the research observations. The application of strategic management through the leadership of the principal to improve the performance of vocational high school teachers would be more appropriate when expressed in words. However, if there are data in the form of figures, they will still be processed to enrich the research results.

1. Research Subjects and Locations

- a. The research subjects in the research conducted were the principal and teachers of the Vocational Middle School at SMK 1 Cibadak and SMK Yasti Cisaat Sukabumi Regency.
- b. The location of this research was carried out at the Vocational Middle School at SMK 1 Cibadak and SMK Yasti Cisaat Sukabumi Regency. The location was chosen because the Vocational School had implemented strategic management and included advanced Vocational Schools in Sukabumi.

2. Data collection techniques (Sugiyono., 2011: 203)

- a. Observation is a complex process, a process composed of various biological and psychological processes.
- b. Interviews are means of re-checking or proving the information or information obtained previously. The interview technique used in qualitative research is in-depth interviews.
- c. Documentation study is the process of gathering a large number of facts and data stored in material in the form of documentation.

3. Data collection procedures

Data collected in this research is information in the form of words and documents. The information was extracted from three sources as follows:

- a. The event, namely Strategic Management in Improving the Performance of Vocational Middle School Teacher Teachers in SMK 1 Cibadak and SMK Yasti Cisaat Sukabumi Regency.
- b. Informants, namely school principals and teachers of Vocational Intermediate Schools in SMK 1 Cibadak and SMK Yasti Cisaat Sukabumi Regency.

C. RESULTS AND BUSINESSES

1. Results of research at SMK 1 Cibadak

- a. The results of the study at SMKN 1 Cibadak show that strategic planning is done by reviewing (evaluating) the vision, mission, goals, objectives, and strategies through a SWOT analysis that is focused on improving school performance based on current strengths, weaknesses, opportunities and challenges.
- b. The vision of SMKN 1 Cibadak has high relevance to contemporary aspects of SWOT. The vision and mission are aligned with strategic steps based on government policy. In line with the meaning of the vision and mission of the vocational guidance

directorate, namely the implementation of excellent vocational secondary education services to form vocational graduates who are entrepreneurial, intelligent, ready to work, competitive, and have national identity.

- c. The noble value of the vision is that SMKN 1 Cibadak as the provider of education and training in agriculture, is determined to produce the best graduates who have the skills to develop agricultural technology and informatics equivalent to graduates of other educational institutions of the same class in the world, and become a high school of expertise agriculture and informatics at the national scale. It has the meaning of excellence in global competition, and the ability to take advantage of opportunities and withstand the challenges ahead as outlined above.

2. Results of research at SMK Yasti

- a. The results of research at SMK Yasti were established in 1986 and began accepting students at the beginning of the 1986/1987 school year. Obtained an operational permit from the Ministry of Education and Culture on March 24, 1987 with license number: 212/502 / KEP / E / 87. Located in Yasti's education complex on Jl. Veteran No.66, Kelurahan Cisaat, Sukabumi Regency.
- b. His leadership began in 2011 through an appointment letter from YastiNo. 034 / Yasti / IV / 2011 has the status of a foundation teacher, and is the tenth headmaster of the Yasti Vocational School leadership relay. He is already prepared to continue the leadership of this educational institution.
- c. The number of students currently consists of tenth grade totaling 312 students (9 RB), eleventh grade totaling 260 students (9 RB), twelfth grade totaling 249 students (8 RB). The total number is 821 students (26 RB) Having learning facilities, namely buildings in an area of 3,000 M2, equipped with computer laboratories, office administration laboratories, marketing laboratories, fashion laboratories, computer laboratories, libraries, multipurpose buildings, sports fields, production units and mini market, jami mosque, and Islamic boarding school.

3. Strategic planning

Re-examine the meaning of strategy (KBBI) as the science and art of developing all resources to carry out certain policies, or as a careful plan regarding activities to achieve specific targets. Then the application of school strategic management is to run the main tips and tactics that are systematically designed in the effective application of management functions, which lead to the school's strategic objectives. This is understood by the two schools where the authors conducted the study. SMKN1 Cibadak with PK of agricultural product processing technology has a special advantage that the fields are developed in accordance with the characteristics of mapping the development of the Sukabumi area in the fields of fisheries, agriculture, plantations and tourism.

Technology is the main study in the education process, so that environmental factors and changes in science and technology are very influential on improving school performance. The implementation of strategic management through the steps of environmental analysis, planning, implementation, supervision and strategic assessment are effective steps in achieving optimal performance. Supported by the principles of ISO 9001 QMS which are very concerned about managing documents, records, procedures and audits both internal and external. Potential to

develop maximum services and successfully place graduates in DU / DI or continue studying at various universities with scholarship facilities.

Yasti Cisaat Vocational School developed with thick Islamic nuance. in accordance with the field of study business management expertise program. The formation of personality and role models is the power to build excellent performance. As a school developed by the oldest Islamic foundation in the district of Sukabumi, the application of strategic management is supported by human resources who have high militancy, with a strong loyalty to the idealism of the foundation. Militancy can be very supportive towards implementing the system, but there are also those that are retaining old habits, lacking sensitivity to new things that are developing. This situation is also felt in SMK. However, strategic management steps have been taken so that improvements in school performance can still be achieved, although it can still be maximally improved.

4. Implementation of the strategy

Based on research that has been carried out shows that the principal's leadership in carrying out their duties initially followed what had become the principal task of the principal. However, after a long time carrying out their duties the headmaster gives something new in every action and policy in leading the teachers, such as working together, setting an example, encouraging to motivate teachers, and positioning themselves as fathers / mothers, friends, friends and parents in carrying out their daily duties.

Leadership is translated into the terms of traits, personal behavior, influence on others, patterns, interactions, cooperative relations between roles, positions of one administrative position, and persuasive, and perceptions of others about the legitimacy of influence. Furthermore, the findings of this study are also in line with the theory put forward by (Deni, Koswara., 2008: 57). Stating that "leadership is a person is closely related to personality, and the principal's personality as a leader will be reflected in the qualities of honesty, confidence, responsibility, dare to take risks and decisions, big-hearted, stable emotions and role models. (Wahab., 2008: 89). Stating that behavior is a style of leadership in implementing leadership functions, which according to this theory is very influential and is very decisive in making the organization effective in achieving its goals.

Behavioral theory approach through leadership style in the realization of leadership functions, is a leadership strategy that has two orientations consisting of orientation to tasks and orientation to subordinates. Leadership behavior is a leadership style that focuses not on the characteristics of the leader but on the act of interaction with those around his work and on a group of subordinates. In addition, the development of teacher performance is also needed to progress the existing learning process. In order to carry out the education that occurs can be maximized and directed, to print the next generation who are competent and superior.

The principal's leadership here is needed to motivate the teachers to be more able to maximize the performance they have. In this case the principal also applied to lead the teachers and other school members so that their performance would be even better. Indirectly, the process of developing teacher performance will get better. But all of that is not enough to measure effective and efficient teacher performance, in this case it has been proven by the performance of teachers in SMK Sukabumi who already have competent principals, and also not all of the teacher's performance is led by discipline. The description of the research findings above, the authors argue for the next step in the field of leadership of the principal is as follows:

- a. set the example of the teacher,
- b. provide encouragement and motivation for teachers,
- b. position yourself as a father / mother, friends, and friends and parents in carrying out their daily duties.

Based on research that has been carried out shows that the efforts made in an effort to improve teacher performance in SMK Sukabumi Regency include:

- a. The work done through fostering discipline of teacher performance,
- b. give motivation and encouragement to the teacher,
- c. give awards to teachers who excel.

Seeing the efforts made by the principal in an effort to improve the performance of teachers in Sukabumi Vocational School can be formulated with several aspects that researchers have found in the research process during school. So that what the principal does can be formulated by looking at the situation and conditions that have occurred at school. Principal's Leadership in Efforts to Improve Teacher Performance in Vocational Schools in Sukabumi District. In this case in line with what has been stated by Mulyasa (2007: 118) explains coaching discipline, motivation and rewards (Reward) as follows:

- a. Fostering discipline, a leader must be able to foster discipline, especially self discipline. Leaders must be able to help employees to develop patterns and improve standards of behavior, and use the implementation of rules as a tool to enforce discipline.
- b. Motivation, success of an organization or institution is influenced by various factors, both factors that come from within and from the outside environment.
- c. Awards (Reward), awards are very important to improve the quality of teacher performance and to reduce activities that are less productive.

5. Supporting factors

Principal's strategic management level is divided into three categories, namely: a small portion is less effective, the majority is effective, and a small part is very effective. Principal's strategic management under conditions that are less effective in accordance with because basically the application of strategic management contains several risks, namely: 1) The time spent by managers in the strategic management process may have a negative influence on operational responsibilities; 2) If the strategists are not directly involved in their implementation, they can evade personal responsibility for decisions taken in the planning process; 3) Disappearance will occur from subordinates participating in the implementation of the strategy because their goals and expectations are not achieved; 4) Risks that must be overcome in implementing the strategic management above that makes the principal's strategic management less effective.

The weakness of educational institutions so that they are unable and unable to compete is due to lack of organizational organizing skills. The situation is related to the development of human resources, teachers and other education personnel, teaching and learning processes, supervision, curriculum, and management of infrastructure, all of which are based on the weakness of the resources that are the agents of management and the education process.

Indicators of less professional management, among others, can be seen from the lack of work discipline resulting in low productivity, weak orientation to student learning systems, weak quality control of educators. The principal's strategic management of the majority is effective and very effective, this is in accordance with several opinions that: according to Squires (1983) that,

the principal is one of the most important in the school, in leading and setting the school atmosphere. The school principal is the leader of the management of a school organization (Decree of the Minister of Public Order No. 0296; 1996).

As professionals, principals must possess and receive competency support as required as follows: personality competencies, managerial competencies, entrepreneurial competencies, supervisory competencies, and social competencies (Minister of National Education Regulation No. 13 of 2007) Strategic management of school principals, give support to support the class and function synchronize the various inputs or synergize all components in the interaction (process) of teaching and learning both between teachers, students and supporting facilities in the classroom and outside the classroom, both in curricular and extracurricular contexts, both within the scope of substance academic and non-academic in an atmosphere that supports the learning process.

The obstacle of school principals in the strategy of improving teacher performance in vocational schools in Sukabumi Regency is that the school principal does not involve efforts aimed at transforming strategic objectives into action, namely the implementation of school programs. Therefore, the ability of school principals and other school personnel to implement a strategy in school management is very important in relation to the principals' skills as leaders and teachers as professionals who are responsible for the learning progress of students.

The principal as a manager of education must understand his role well. In a modern organization each has its own levels. Where each of these levels also has their respective functions. The thing to remember is that manager positions are far more complex than employees if we want to put our capabilities and competencies in making decisions. Of course, every manager is required to understand the concept of management properly and perfectly, with the aim that the work being carried out by the manager can carry out systematically and measurably and with quality. (Danim 2011: 13). Stakeholders see administration as important when experiencing traffic jams for various matters. When all goes well, many people forget the essence and existence of school administration or governance.

Said that the real aim of supervision is to develop better teaching and learning situations. (Wahyudi. 2012: 99). With the teaching and learning situation here is a situation where there is a process of interaction between the teacher and students in an effort to achieve the specified learning goals. Efforts towards improving learning are aimed at achieving the ultimate goal of education, namely the formation of children who are independent, disciplined, and responsible in all respects.

Implementation is an important function in management, including strategic management. The implementation of strategic management must be in accordance with the plan previously determined in order to realize an effective approach in order to deal with the implementation of school-based management in an effort to improve the quality of education. The implementation of strategic management involves all elements, ranging from decision makers and implementers at technical levels such as teachers. Implementation of the activity actually answers completely the problems that develop, whether it is a procedural, substantive, distributive, regulatory or redistributive problem. The current problem when faced with implementing school-based management in an effort to improve the quality of education is whether the activities that are realized in strategic management can be carried out according to the agenda and the time spent can be achieved as efficiently as possible.

Effective implementation is always oriented to the plan so that the strategies chosen and implemented truly produce excellence and benefit students in the teaching and learning process. This means that the implementation of the strategy provides a positive contribution to the development of learning progress, and is believed to be able to improve the quality of education.

Based on the description above, it can be understood that the implementation of strategic management will always be faced with aspects of the plan, stakeholder commitment, and other supporting factors. One thing that is very important is how to realize the principle of effectiveness and efficiency of each agenda so that quality problems continue to provide further guarantees.

Supporting and inhibiting factors Implementation of strategic management through the leadership of school principals to improve the performance of vocational high school teachers in Sukabumi. The application of strategic management through the principal's leadership to improve the performance of vocational high school teachers in Sukabumi is supported by (1). Competent general subject teachers, (2). Involving all human resources, the field coordinator of the teachers and staff of the staff at the school, assisted by a special ISO team, where each division carries out its duties to provide satisfaction to the customer, and (3). Has a compact, smart and dynamic resource. But on the other hand there are also obstacles for principals in strategies to improve teacher performance, among others, not involving efforts aimed at transforming strategic objectives into action in the form of organizing school programs, so that the form of implementing educational programs is still lacking supervision.

The strategy has been chosen to be implemented as an activity planning package, so as much as possible must be accompanied by a pattern or system of supervision so that all means used to achieve these objectives can be implemented properly. The monitoring system to be established must naturally consider the involvement of all components by upholding the principles on target that are designed to ensure that the strategy can be effectively implemented..

6. Strategic Evaluation

Evaluation about Improving Teacher Evaluations, about teacher performance. Teacher performance evaluation is often designed to serve two purposes, namely: (1) to measure teacher competency and (2) to support professional development. Teacher performance evaluation systems should provide benefits as feedback to meet various needs in the classroom (classroom needs), and opportunities to develop new techniques in teaching, and get advice (counseling) from the principal or other teachers to make various changes in class.

To achieve this goal, an evaluator must first be able to develop specific procedures and set standards. Standard setting should be related to:

- a. Teaching skills
- b. Be as objective as possible
- c. Clear communication with the teacher before the evaluation is carried out
- d. Reviewed after completion of evaluation, and
- b. Associated with teacher professional development

Consider aspects of the diversity of teaching skills possessed by teachers. If evaluators use various sources of information about teacher performance, they can provide evaluations more accurately. Some procedures that can be used by evaluators include:

- a. Observe classroom activities (observe classroom activities). This is a common form for collecting data in evaluating teacher performance. The purpose of classroom observation is to obtain a representative picture of the teacher's performance in the classroom. However, to achieve this goal, the evaluator in determining the evaluation results is not enough with relatively little time or only one class. Therefore observations can be carried out formally and planned or informally and without prior notice so that valuable information can be obtained
- b. Review teaching plans and notes in class. The teaching plan can reflect the extent to which the teacher can understand the teaching objectives. Reviewing notes in class, such as test results and assignments are indicators of the extent to which teachers can link teaching planning, teaching processes and testing (evaluation).
- c. Expand the number of people involved in the evaluation. If the purpose of evaluation is to increase the growth of teacher performance, the evaluation activity should be able to involve various parties as evaluators, such as students, colleagues, and administrative staff. Even self-evaluation will provide a perspective on its performance. However, if for the sake of competency testing, generally the principal who acts as an evaluator is the principal or supervisor.

The teacher desires to improve his teaching usually very eager to understand how the views of other teachers and students towards him. Indeed, in the process of evaluating the views of those involved in daily life it cannot be ignored. Post-observation conferences can give teachers feedback about their strengths and weaknesses. In this case, some things that must be considered by the evaluator:

- a. Submission of feedback is done positively and wisely.
- b. Submitting ideas and encouraging changes to the teacher

Maintain the degree of formality in accordance with the need to achieve the objectives of evaluation (maintain a level of formality necessary to achieve the goals of the evaluation)

- a. Maintaining a balance between praise and criticism
- b. Give enough useful feedback and not excessive

Efforts to link teacher performance evaluations with professional development are indeed not an easy job, both for the principal, evaluator and especially the teacher himself. However, there are some simple answers that teacher performance evaluation can be used in:

- a. Work with teachers to set specific goals that can be achieved.
- b. Presenting constructive criticism and support fixing weaknesses and developing strengths.
- c. Inventory experienced teachers to be asked for help in improving the performance of less experienced teachers

The results of the strategy research conducted by the school principal in improving teacher performance showed that the evaluation of teacher performance in SMK Sukabumi was carried out in the form of meetings / face-to-face meetings with teachers at SMKN as well as through teacher recruitment. Meetings / face-to-face meetings were held with teachers, vice-principals, and all education staff at SMK 1 Cibadak used to convey improvements in teacher performance in the teaching and learning process which was adjusted to the vision and mission of the school.

A. CONCLUSIONS AND IMPLICATIONS

1. Conclusions

Based on the results of this study it can be concluded that strategy management can improve the performance of vocational teachers in Sukabumi Regency. Performed optimally but has not implemented the entire system in accordance with the provisions. Then school performance can still be improved through the development of strategic management as follows:

- a. Planning Implementation of strategic management through the leadership of principals to improve the performance of vocational high school teachers. This is done through the Strategic Plan and Operational Plan which contains the SWOT analysis strategy plan.
- b. Implementation of strategic management through the principal's leadership to improve the performance of vocational high school teachers. Teacher Performance Coaching is Performed, Teacher Performance Monitoring, Education Staff Discipline Fostering, Motivation, Award Appreciation.
- c. Supporting and inhibiting factors Implementation of strategic management through the leadership of the principal to improve the performance of vocational high school teachers. supported by (1). Competent general subject teachers, (2). Involve all human resources, coordinator in the field of teachers and education personnel
- d. Strategic evaluation through the principal's leadership to improve the performance of vocational high school teachers in Sukabumi Vocational Schools in conducting evaluations is carried out with continuous communication between the principal and the teacher working together to share information about the development of the principal's performance

2. Implications

- a. Planning Implementation of strategic management through the leadership of the principal to improve the performance of vocational high school teachers is processed through the SWOT matrix. Through SWOT, the next step for the school principal will be known.
- b. Implementation of Strategic Management in Sukabumi Vocational School is carried out consistently and controlled through the implementation of an ISO 9001: 2008 quality management system. The vision, mission, goals, objectives, strategies and policies are socialized, contained in the strategic plan document.
- c. The supporting factors for the principal's leadership to improve the performance of Sukabumi Vocational School teachers are supported by (1). Teacher competent general subjects, (2). Involve all human resources in the school with the assistance of a special team (3). Has a compact, smart and dynamic resource.
- d. Strategic evaluation through the leadership of the principal to improve the performance of vocational high school teachers in SMK Sukabumi Regency in conducting an evaluation with continuous communication between the principal and the teacher.

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