SWOT ANALYSIS OF MANUFACTURING UNIT PRODUCTION PERFORMANCE IN SMK NEGRI 7 SURABAYA INCREASING THE QUALITY OF GRADUATES

Rintis Yona

rintisjona62@gmail.com

Faculty of Social and Political Sciences, University of 17 Agustus 1945 Surabaya

ABSTRACT

The importance of public policy on Vocational High Schools (*SMK*) as a means of improving the quality of human resources which is the focus of development in entering the era of globalization. However, the current public policy implementation by the government tends to be more centralized both in the process of determining policy and its operation so as to have the effect of limited space for participation and also a decline in regional creativity. The impact is that many of the *SMK*, *SMA* and *MA* graduates have not been able to compete in the business world and in the Industrial world especially the *SMK* that dominates Surabaya's open unemployment rate of 11.74 percent, from the data indicating that there is a poor relationship between education and employment. The public policy model implemented in *SMK*s in Surabaya including *SMK N 7 Surabaya* is still centralized at the central of government. The impact of these policies is the implementation of policies that seem slow and not on target. The relationship between schools and business actors also does not work well if it is based on not absorbing graduates of *SMK N 7 Surabaya* in the fields of work around the school environment. This research intends to examine more deeply the public policy of the management of production units in *SMK*s and the models that can improve the management of *SMK* industrial units, where later than reporting these *SMK* production units becomes clear, it is hoped that the performance of these production units will also increase. The public policy evaluation model which is used as the basis for this research theory is to compare the results obtained with the objectives or targets of public policy determined to assess how far a public policy can produce results. Based on the research that has been done, a conclusion can be drawn that *SMK N 7 Surabaya* is in an unfavourable condition in using its internal strengths to overcome internal weaknesses. The public policy model in the management of the production unit of *SMK 7 N Surabaya* as a whole is in the good category with average scores, an average of 77.33%.

Keywords: *Policy*, *Vocational School*, *unemployment*, *graduates absorption*

A. PRELIMINARY

Vocational High School (SMK) public policy is very important as a means of improving the quality of human resources which is the focus of development in entering the era of globalization. The basic foundation of SMK public policy is Law No. 20 of 2003 concerning the Education System Article 11 Paragraphs 1 and 2 which emphasizes that the Government and Regional Governments must provide services and facilities as well as ensure the quality of education for every citizen without discrimination and Article 15 of Law No. 20 of 2003 concerning the National Education System which

explains that vocational education is secondary education that prepares students primarily to work in certain fields.

The Central Statistics Agency of East Java Province noted that the level of open unemployment in Surabaya tends to increase from 2012 which reached 5.27%, in 2013 it reached 5.32%, in 2014 it reached 5.82% and in 2015 it reached 7.01%. One factor affecting the unemployment rate in East Java is that many high schools, vocational, MA or Islamic boarding school graduates are not ready to work. Even from the data, the number of SMK graduates dominates the number of TPT up to 11.74 percent.

The public policy model implemented in SMKs in Surabaya including SMK N 7 Surabaya is still centralized at the center of government. The impact of these policies is the implementation of policies that seem slow and not on target. Vocational schools in Surabaya will not be able to produce graduates who have competence if the machines used are always problematic, inaccurate, and never updated, while materials for practice are not available. Renewal of tools and machinery or other needs will be very long if you have to wait from the center. The relationship between schools and business actors also does not work well if it is based on not absorbing graduates of SMK N 7 Surabaya in the fields of work around the school environment.

Article 15 of Law No. 20 of 2003 concerning the National Education System explains that vocational education is secondary education which prepares students especially to work in certain fields. On this basis, the government issued policies relating to the improvement of skills to enter the workforce and the business world. One of the leading programs is establishing production units in vocational schools or commonly referred to as Vocational High Schools (SMK), to be managed professionally by school residents. This is reinforced by Government Regulation No. 29 of 1990 in article 29 paragraph 2 which reads that to prepare vocational students to become workers, in vocational schools a professional production unit can be established. Furthermore, Finch & Crunkilton (1993: 71) states that vocational education in vocational schools provides students with provisions to work to support their lives.

The purpose of establishing a production unit in a vocational school is basically to educate students to have special skills to be ready to use when they have to enter the workforce later. Besides, it is also hoped that students can have an entrepreneurial spirit so that they not only become workers but also can create jobs. The Directorate of Vocational Secondary Education (1997: 2) defines that the production unit in a school is a process of doing business activities at school, is business-oriented (profit-oriented) with school community actors, optimizing school resources and the environment, in various forms of business units by abilities that are professionally managed. Based on these definitions, it can be interpreted that the SMK production unit is a business activity by optimizing school resources to produce a product, either in the form of goods or services, intending to make a profit, besides the main objective is to educate students to become skilled and have spirit Entrepreneur.

The government program in the form of a vocational production unit has actually been running since 1997 and continues to this day. There are several problems with this program, namely not running reporting on the results of the industrial unit program. SMK 7 Surabaya has never reported on the progress or development of its production unit activities to the government, which in this case is the Office of Education. This is because the operational activities of the production units in vocational schools so far

have only been used to finance routine activities and school activities without clear reporting. Eventhough so far the government has continued to spend money to support the activities of this production unit. This can then be a problem faced by the government in evaluating the policy of vocational production units. Furthermore, this is also a fact that needs to be studied further to be able to also reveal the successes of the production units that have been running in vocational schools. This then becomes the beginning of the process of evaluating the production unit policy, in which the production unit program is actually a program that has been launched by the government since 1990.

This research takes place in the city of Surabaya. Surabaya is the capital and metropolitan city in East Java. In this province, there are many vocational schools with various fields of expertise. Examples of the implementation of production units in vocational schools in the city of Surabaya include the production unit of SMK 7 Surabaya with one area of expertise that is automatic, so the students are directed to master automotive. Evaluation of this SMK production unit policy is indeed not easy, but with hard work and support from various parties as well as transparency between the recipients of the SMK production unit policy with the SMK production unit policymaker, it will be ensured that the evaluation process will run smoothly and the SMK production unit will more advanced and will be able to produce something even more useful both for students, teachers, schools, and the government itself.

Based on the description above, there are theoretical gaps and empirical gaps that underlie this research. The theoretical gap of the research problem is that the production unit is a school business or educational institution that is related or not related to the education and training program, in an effort to optimize resources that provide greater positive value to support the implementation of school programs or educational institutions (Depdikbud, 1992: 2). The positive value referred to in this case is a positive value for the world of education, especially in vocational high school students. This is in line with Government Regulation of the Republic of Indonesia No 17 of 2010 concerning Management and Implementation of Education article 76 which states the purpose of vocational secondary education is to equip students with scientific and technological abilities and vocational skills of the professions in accordance with community needs. Furthermore, a similar statement stated by Clarke & Winch (2007) states that vocational education is an effort to develop a social workforce, maintenance, acceleration and improving the quality of certain workers in the context of increasing community productivity. Based on the Management Guidelines for the Implementation of the Production Unit (2007), the holding of the Production Unit of Vocational Schools and MAK has several objectives, 6 (six) of which are to provide opportunities for students and teachers to work on market-oriented practices in the school environment; Cultivating and developing the entrepreneurial spirit of teachers and students in vocational high schools; Assist funding for maintenance, addition of facilities and other educational operational costs; Train to take risks with careful calculation, increase creativity and innovation among students, teachers, and school management, and the School Production Unit as an internship for students of practical work.

According to Prof. Dr. Benny Suprapto in the book "Whole School Development Guidelines" stated, "the production unit at a vocational school is an activity that functions to produce goods and services by utilizing all the resources in the school and

its environment". Production units are also meant by the Directorate of Vocational Secondary Education (1997) as stated that production units in schools are business activities carried out in schools, are business oriented (profit-oriented) with principals of school residents, optimizing school resources and the environment, in various forms of business units following abilities that are professionally managed. The theories above illustrate the real difference between the unit of production in a school whether limited to achieving the goal of positive value education or must always be profit-oriented.

This study would like to examine more deeply the public policies on the management of production units in SMKs and the models that can improve the management of SMK industrial units, where in addition to reporting on these SMK production units, it is expected that the performance of these production units will also increase, for example in business unit management business sector, which is expected to work professionally in the sense of carrying out the right fields of work in the production unit will be achieved by students optimally achieved, such as using cash registers, displaying products, providing services to consumers, recording inventory of merchandise, making financial reports such as balance sheets, profit, and capital changes, and finally enjoying the results of his efforts in managing the business (learning by doing). The public policy evaluation model that is the basis of this research theory is a process to assess the extent to which public policy can produce results, namely by comparing the results obtained with the objectives or targets of public policies determined. (Widodo, 2008) Based on the background above and the results of the initial study conducted, a problem was found, namely how to evaluate the public policy on the management of vocational production units in improving the quality of graduates.

B. LITERATURE REVIEW
a. Performance

Performance according to the Big Indonesian Dictionary is something that is achieved or demonstrated performance. Performance is essentially an achievement achieved by a person or organization in carrying out their duties or work, following the standards and criteria set for the job (Alwi, 2007). The production unit at SMK N 7 Surabaya needs to be assessed for its performance. This assessment is carried out so that the management knows the deficiencies that need to be corrected and the progress that has been achieved. If deficiencies have been corrected and skills development has been increased, the success of the implementation of the production unit will also be better. Evaluation of performance appraisal is important to maintain and improve the effectiveness and efficiency of the performance of management in the production unit and to increase the success of the work program that is carried out.

Theoretically, there are three groups of variables that affect work behavior and performance, namely individual variables, organizational variables, and psychological variables. The three groups of variables affect the workgroup which ultimately affects the performance of personnel. Behavior relating to performance is related to work tasks that must be completed to achieve the goals of a position or task. (Gibson, 2002).

Individual variable groups consist of variables of abilities and skills, personal background and demographics. Ability and skills variables are the main factors

affecting work behavior and individual performance. While demographic variables have an indirect effect. Psychological variable groups consist of variables of perception, attitude, personality, learning, and motivation. This variable is heavily influenced by family, social level, previous work experience, and demographic variables. Organizational variable groups consist of resources, leadership, reward, structure and job design variables (Gibson, 2002)

b. Governance

Governance cannot be separated from the basic principles of good governance, namely transparency, participation, and accountability as key elements. The term good governance is not yet standard, but there have been many definitions that try to dissect the meaning of good governance. However, there is no denying that good governance has been considered as an important element to guarantee national prosperity. By increasing accountability, reliability, and policymaking, which is expected in government organizations, corporations (the private sector), even in civil society organizations. Meanwhile, according to Thomas R Dye, 1978: 17 in Achluddin Ibnu Rochim (DIA Journal Vol 15, No. 2, 2017), Implication of the Government Transmigration Program in the East Java Province in the Transmigrane Ownership of Electronics in U.P.T. Tanjung Buka District, Bulungan Province of North Kalimantan, states that public policy is defined as "whatever government chooses to do or not to do" (any choice of action or does not want to be carried out by the government.

In other side the Canadian International Development Agency defines that good governance is reflected when the power of the organization (or government) is carried out effectively, fairly (equitable), honest, transparent, and accountable. (http://www.mongabay.co.id/tata-management-principles-management-good-goods/).

Kaen in Bodroastuti (2009) states that corporate governance involves the issue of who (who) should control the course of corporate activities and why (why) must be controlled of the course of the corporation. In terms of semantics, governance language means governance and good governance means good governance. On one hand, the term good governance can be interpreted differently, while the other hand can be interpreted as the performance of an institution, for example, the performance of government, companies or social organizations. If this term is referred to in the original English word: governing, then the meaning is to direct or control, therefore good governance can be interpreted as an action to direct, control, or influence public problems. Therefore the realm of good governance is not limited to the state or government bureaucracy, but also the realm of civil society presented by non-governmental organizations and the private sector. In short, the demand for good governance is not only directed at the state or government administrators but also at the community outside the government bureaucratic structure (Pasaribu, 2013).

The UN Development Program (UNDP, 1997) states that the characteristics or principles that must be adhered to and developed in Good Governance include: 1. Participation; Every person or community member, male or female, has the same voting rights in the decision-making process, both directly and through representative institutions, following their respective interests and aspirations; 2. Rule of Law (rule of law); The legal and statutory framework must be fair, enforced and fully complied with, in particular, the rule of law concerning human rights; 3. Transparency (transparency); Transparency must be built within the framework of freedom of information flow; 4.

Responsiveness; Each institution and its process must be directed towards efforts to serve various stakeholders; 5. Consensus-oriented (consensus orientation); Good governance will act as an intermediary for different interests to achieve consensus or the best opportunity for the interests of each party, and if possible can also be applied to various policies and procedures to be determined by the government; 6. Fairness (equity); Good governance will provide both men and women opportunities in their efforts to improve and maintain their quality of life; 7. Effective and efficient (effectivity and efficiency); Every activity and the institutional process is directed to produce something that is truly following the needs through the use of various available resources as well as possible; 8. Accountability; Decision-makers in public, private, and civil society sector organizations have accountability (accountability) to the public (general public), as well as to the stakeholders (stakeholders); 9. Strategic Vision (strategic holders); Leaders and communities have a broad and long-term perspective on good governance and human development, along with the perceived need for such development.

c. Production Unit

According to the Directorate of Vocational Secondary Education (1997), a production unit in a school is a process of doing business activities at school, being business-oriented (profit-oriented) with school residents, optimizing school resources and the environment, in various forms of business units following professionally managed abilities. The Directorate of Vocational Development (2007) said that the production unit is a means of learning and entrepreneurship for students and teachers and provides support for school operational costs. The learning facility in question is a place of learning for teachers and students to improve their knowledge, skills and work attitude formation because in the production unit activities there is a direct learning process in dealing with real work problems.

Furthermore, Sartono (2006), defines a production unit as a business activity process carried out by schools, in a sustainable, business manner with school community actors, optimizing school resources and the environment, in various forms of business units (both products and businesses) that are managed professionally. The production unit is also an incorporated-entrepreneur business or an entrepreneurial container in an organization that requires special authority from the school leadership to the manager to democratically carry out their duties and responsibilities.

According to the Ministry of National Education (2001), the objectives of the Indonesian vocational production unit are as follows: 1. Increasing the implementation of intra and extra-curricular practice activities; 2. Improving the quality of education so that graduates of Vocational High School are truly skilled and suitable workforce in the business world, according to their respective fields or Expertise Programs; 3. Improving the welfare of all school residents; 4. Improving services for Indonesian vocational students; 5. Help ease the service and operations in schools; 6. Assist funding for maintenance, additional facilities, and education costs; 7. Increase the spirit of togetherness; 8. To develop an independent and confident attitude in the implementation of practical activities; 9. Supporting the implementation and achievement of whole school education; 10. Provide opportunities for students and teachers to do practical market-oriented work; 11. As a place of internship for students who do not get a training venue; 12. Establish better relations with the business world/industry or other

communities for the opening of facilities for the public; 13. Increase teacher and student creativity; 14. Foster productive professional attitudes of students and teachers; 15. Train to not be dependent on others; 16. Organizing students' intra, and extra-curricular activities; 17. Improve the quality of graduates in various aspects, especially in terms of knowledge and skills.

According to the Ministry of Education and Culture (1997), the benefits of SMK production units are as follows: 1. Economic Benefits: a. Increase school income towards a more independent direction; b. Adding operational funding sources for practical education in schools; c. It can increase the number of teaching and learning facilities in schools; d. Increase income for teachers and employees; e. Creating jobs for school members; 2. Educational benefits: a. Can improve the knowledge of students teachers and employees; b. Can improve the skills of students, teachers, and employees; c. It can improve the organizational ability of school residents in the business sector; d. Train discipline and initiative; e. Increase student learning intensity; f. It can follow the development of science and technology.

Dikdasmen (2005) states that the function of SMK is: 1) as a regional training center / BLK; 2) as a testing center; 3) as a teaching factory; 4) as an outlet for placement of graduates and workforce; 5) as a business center and franchise development for the community. One of the efforts to achieve multi-function SMK is to establish a production unit that functions as follows: 1. Become a training center, because in it there are activities to deepen the ability of skills; 2. As an industry, because it will produce products or services that consumers need; 3. Providers of skilled labor, because they produce graduates who have the knowledge, skills and work attitudes needed by industry; 4. Place the selection of workers regularly every year to facilitate the industry in choosing workers according to the specifications and needs of the industry without having to incur the cost of promotion of job vacancies; 5. Become a center of workforce information for the wider community, especially alumni and other vocational schools in the nearest area.

C. METHOD

The evaluation research procedure in this study uses a qualitative approach, to explore and understand the meaning of some individuals or groups of people, which are ascribed to social or humanitarian problems. This qualitative research process involves important efforts, such as asking questions and procedures, collecting specific data from participants, analyzing data inductively from specific themes to general themes, and interpreting the meaning of data. The final report for this research has a flexible structure or framework. Anyone involved in this form of research must apply an inductive style research perspective, focus on individual meanings, and translate the complexity of an issue.

The aims of qualitative research, in general, include information about the main phenomena explored in the study, study participants, and research locations. The purpose of qualitative research can also state the chosen research design (Creswell, 2010: 167). The type of design used in this qualitative research is a case study. Stake in Creswell (2010: 20) states that case studies are research strategies in which researchers carefully investigate a program, event, activity, process, or group of individuals. Cases are limited by time and activity, and researchers gather complete information using

various data collection procedures based on a predetermined time. In this study, researchers wanted to conduct a management evaluation study of vocational production units in improving the quality of graduates. Data collection methods used in this study are: 1) Observation; Nasution (1988) states that observation is the basis of all science. Scientists can only work based on data, namely facts about the world of reality obtained through observation. Data is collected and together with the help of various very sophisticated devices (electron protons) and very far (space objects) can be observed. Marshall (1995) states that "through observation, researchers learn about the behavior and meaning attached to that behavior". Through observation, researchers learn about behavior, and the meaning of behavior (Sugiyono, 2011). In this study, researchers conducted direct observations of research objects to determine the activity of research objects, as well as knowing important events that support the research objectives. 2) Interview; Esterberg (2002) defines the interview as follows "a meeting of two people to exchange information and ideas through questions and responses, resulting in communication and shared instructions about the meaning of a particular topic". An interview is a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be constructed in a particular topic (Sugiyono, 2011). Sutrisno Hadi (1986) states that the assumptions that need to be held by researchers in using the interview method and also the questionnaire (questionnaire) are as follows: a) That the subject (respondent) is the person who knows best about himself; b) That what is stated by the subject to the researcher is true and can be trusted; c) That the subject's interpretation of the questions asked by the researcher is the same as what is intended by the researcher (Sugiyono, 2011). In this study, researchers conducted interviews with informants to find out matters relating to the topic of the problem raised to support the research objectives. 3) Documentary; According to Kartini Kartono in Bungin (2011), the documentary method is a method used to track historical data. Meanwhile, according to Sugiyono (2011), documents are records of events that have already passed. Documents can be in the form of writings, drawings or one's monumental work. Study documents are a complement to the use of observation and interview methods in qualitative research. In terms of documents, Bogdan states: "In the most traditional qualitative research, personal phrase documents are widely used to refer to the first-person narrative produced by an individual who describes his actions, experiences, and beliefs". The results of observational studies and interviews will be more credible/reliable if supported by the history of personal life in childhood, at school, at work, in the community, and autobiography. However, it should be noted that not all documents have high credibility (Sugiyono, 2011). In this study, researchers studied documents through reference books, scientific journals, articles, vocational documents, and other publication materials that support this research.

D. EXPLANATION
a. Production Unit SMK 7 Surabaya

Vocational high schools in Surabaya each school runs a production unit. At SMKN 7 as a research target, SMKN 7 Surabaya with one area of expertise that is automated, so the students are directed to master automotive. At this school, the school has implemented a teaching factory, which is a development of the Production Unit. In this teaching factory, students do practical work at companies that partner with schools.

For example, the students at SMKN 7 have students doing practical work at the Bantana Speed Car Workshop. The purpose of this practical work is to introduce students to the real industry. Also, the advantage of partner companies is that they do not have to bother looking for HR for their companies, but can ask for recommendations from partner schools. As for the school, the school can directly channel students who have graduated and had the competence to the world of work.

b. SWOT Analysis Public Policy Governance of Vocational School Production Units in Surabaya

SWOT analysis is used to look at all the possible changes in the future of a business field through a systematic, introspective and introspective approach, both positive and negative. The urgency of a SWOT analysis is any means and actions that must be taken where the decision-making process must contain and have the principle of developing strengths, minimizing weaknesses, capturing opportunities and eliminating threats. This analysis can be obtained from the results of the ongoing business environment analysis. The SWOT analysis in this study is evaluating the results of the implementation of the policies applied to the Surabaya 7th SMK industrial unit with the following explanation. 1) Strength (strength); The first analysis is the strength (strength) which can be identified as a goal to find out what are the strengths of the production unit of SMK Negeri 7 Surabaya to be able to continue and maintain business continuity. By knowing the strength (strength) owned, the production unit of SMK Negeri 7 Surabaya will be able to maintain and even increase its strength as capital to be able to continue to compete with other competitors. 2) Weakness (weakness); The second analysis is an analysis by identifying weaknesses that aim to find out the weaknesses that still exist, and by knowing these weaknesses, the production unit of SMK Negeri 7 Surabaya can try to improve the existing weaknesses to become even better. Weaknesses that are not identified or are too late will harm the business unit itself. The sooner to know the weaknesses, the production unit of SMK Negeri 7 Surabaya can immediately find a solution to be able to fix these weaknesses. 3) Opportunities; The third analysis in this SWOT analysis is by knowing the opportunities, both current opportunities and future opportunities, the production unit of SMK Negeri 7 Surabaya can prepare itself to be able to achieve these opportunities. Strategies can be prepared earlier and better planned so that the opportunities that have been identified can be realized. There are many ways to be able to realize opportunities and maintain business continuity of school production units, which of course will always experience many threats. 4) Threat (threat); The fourth or final analysis of the SWOT analysis is a threat that is something that can be identified as a business threat so that the business unit will always find a solution so that the production unit of SMK Negeri 7 Surabaya can minimize the threat.

Based on the research that has been done, the research results that have been obtained namely the identification of SWOT analysis from the production unit of SMK Negeri 7 Surabaya as follows. 1) Strength (Strength); a) The production unit of SMK Negeri 7 Surabaya has an A accredited expertise program; b) The area of land that reaches around 18,000 m2 becomes capital to continue to carry out development efforts; c) Strategic location which is located on Jalan Pawiyatan No. 2 Bubutan Village, Surabaya City. The location of SMK Negeri 7 Surabaya is close to education and shopping centers and wholesale centers; d) Infrastructure of SMK Negeri 7 Surabaya is

very good; e) Government and community support is very good. 2) Weakness; The production unit of SMK Negeri 7 Surabaya still faces difficulties concerning promotion; a) The product of the production unit of SMK Negeri 7 Surabaya is not widely known by the public; b) Human resources Production unit of SMK Negeri 7 Surabaya is still inadequate; c) Reporting on the program of production units at SMK Negeri 7 Surabaya is still unclear. 3) Opportunity; a) The production unit of SMK Negeri 7 Surabaya is located in the middle of the city, in the center of the Surabaya people's economic cycle; b) The number of industries recorded is quite large in the list of active industrial relations in assisting students in industrial work practices; c) Community support for schools; d) The regional government with a policy of supporting SMKs is quite consistent. 4) Threat; a) Started to mushroom private Schools of the same type in the area around the environment of SMK Negeri 7 Surabaya; b) There are quite a lot of circulating products from companies and MSEs in Surabaya; c) Online input system for new student admissions; d) A lot of SMP graduates and spread to other schools.

The strategic aspects outlined above can be formulated internal and external strategic factors by measuring the weight of each strategic factor. The results of the study are described in the table which explains that for the weight of each factor, each factor is filled with a scale from 1.0 (most important) to 0.0 (not the most) based on the influence of these factors on the strategic position of the production unit where all the weights the amount must not exceed the total score of 1.00). Meanwhile, to calculate the rating (in column 4) for each factor as a determinant of contributions or obstacles by giving a scale ranging from 1 to 5 based on the influence of these factors on the condition of the relevant production unit. Positive variables (all variables included in the strength category) are given a value from +1 to + 5 (very good). Whereas the variable which is negative if the weakness of the unit of production is very large, the value is 1, whereas if the weakness of the small production unit is the value of 5. The assessment with this positive number is treated as a deduction when determining the quadrant of the research object. For internal factors, data processing is carried out with the results of the study as described in the following table:

Internal Factor Strategy Analysis

No	Internal Factor	quality	Rating Value	Weighted Value
1	(*Strength*) The production unit of SMK Negeri 7 Surabaya has an accredited expertise program A	0,30	3	0,9
2	The area of land that reaches around 18,000 m2 becomes the capital to continue to make development efforts	0,10	2	0,2
3	The strategic location is located on Jalan Pawiyatan No. 2 Bubutan Village, Surabaya City. The location of SMK Negeri 7 Surabaya is close to the education and shopping center and wholesale center	0,25	4	1

No	Internal Factor	quality	Rating Value	Weighted Value
4	The infrastructure of SMK Negeri 7 Surabaya is very good	0,2	2	0,4
5	Government and community support is very good	0,15	3	0,45
	--------------Total-------------	1	4	4
	(*Weakness*)			
6	The production unit of SMK Negeri 7 Surabaya still faces difficulties in relation to promotion	0,20	3	0,6
7	The product of the production unit of SMK Negeri 7 Surabaya is not widely known by the public	0,15	3	0,45
8	Lack of socialization to the community	0,20	2	0,4
9	Human resources in the production unit of SMK Negeri 7 Surabaya are still inadequate	0,15	5	0,75
10	Reporting on the program of production units at SMK Negeri 7 Surabaya is still unclear	0,3	5	1,5
	------------Total-----------	1	3,65	3,65
	Weighted Value Difference			-0,70

Based on the table, the weighted value for the strength of the production unit of SMK Negeri 7 Surabaya is 2.95 and the weighted value of the weakness (weakness). The production unit of SMK Negeri 7 Surabaya is 3.65 so that the difference in the weighted value obtained is -0.70 on the left side of the quadrant. As for the analysis of external factors, it can be seen in the following table:

External Factor Strategy Analysis

No	External Factor	quality	Rating Value	Weighted Value
1	**(*Opportunity*)** The production unit of SMK Negeri 7 Surabaya is located in the center of the city, in the center of the Surabaya people's economic cycle	0,35	5	1,75
2	The number of industries recorded is quite large in the list of industrial	0,20	4	0,8

No	External Factor	quality	Rating Value	Weighted Value
3	relations that are active in helping students practice industrial work Community support for schools	0,20	3	0,6
4	Local governments with a policy of supporting SMKs are quite consistent	0,25	4	1
	----------Total--------	1		4,10
5	(*Threat*) Began to mushroom a kind of private school in the area around the environment of SMK 7 Surabaya	0,3	4	1,2
6	Companies and UMK products are circulating quite a lot in Surabaya	0,4	5	2
7	An online input system for new student admissions	0,1	2	0,2
8	A lot of junior high school graduates and spread to other schools	0,2	2	0,4
	-------Total-------	1		3,8
Weighted Value Difference				0,3

External analysis in giving is the same as internal analysis where the weights of each of these factors are weighted with a scale of values from 1.0 (most important) to 0.0 (not important). These factors are likely to have an impact on strategic factors.

Rating calculation (in column 4) is also the same as determining the rating value on internal factors, where each factor as a determinant of contributions or obstacles by giving a scale ranging from 1 to 5 based on the influence of these factors on the condition of the company concerned. Positive variables (all variables included in the strength category) are given a value from +1 to + 5 (very good). Whereas the variable which is negative if the weakness of the company is very large, the value is 1, whereas if the weakness of the small company the value is 5. Rating with this positive number is treated as a deduction when determining the company's quadrant.

Based on the table above, the weighted value for Opportunities for the production unit of SMK Negeri 7 Surabaya is 4.10 and the weighted value for threats. The production unit of SMK Negeri 7 Surabaya is 3.8 with a difference in the weighted

value of 0.3 or more in the quadrant. So for the analysis of internal and external factors, it can be seen in the SWOT Analysis diagram based on the research results obtained that the weighted value of opportunities is greater than business threats and at the same time the weighted value of strengths is smaller than product weaknesses, the production unit of SMK Negeri 7 Surabaya is located in quadrant II, it means the management of the production unit of SMK Negeri 7 Surabaya is still not healthy. The strategy that must be applied in this condition is to support the business stabilization policy.

(2) STABILIZATION	Business opportunities	(1) GROWTH
Product Weakness		Product Strength
	SMK N 7 SBY	
(3) SURVIVAL	Business Threats	(4) DIVERSIFICATION
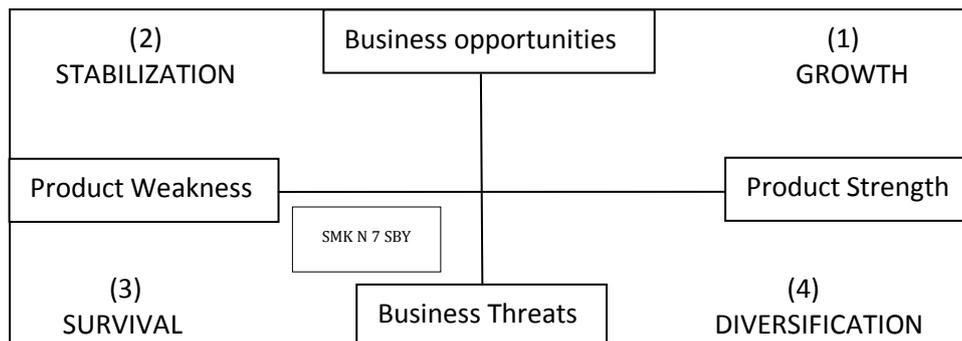
The production unit of SMK Negeri 7 Surabaya is in an unfavorable condition in using its internal strengths to overcome internal weaknesses. Whereas utilizing external opportunities is good enough to avoid external threats. The strategy that can be used by the production unit of SMK Negeri 7 Surabaya is to penetrate the market and improve product quality, namely by optimizing promotions in marketing the production unit of SMK Negeri 7 Surabaya, which is expected to attract the interest of the public, both entrepreneurs and the public, to be able to buy from the unit the production of SMK Negeri 7 Surabaya. For service improvement strategies, it can be done by utilizing cooperation with cooperatives and institutional agencies and surrounding companies to be able to improve the quality of their human resources.

E. CONCLUSION

Based on the description of the research report described above, the researcher can draw important conclusions, that the analysis of the governance performance of the production unit of SMK Negeri 7 Surabaya is in poor condition in using its internal strengths to overcome internal weaknesses, whereas in utilizing external opportunities it is good enough to avoid external threats so that it is included in quadrant II in the SWOT analysis which is still not healthy with the strategy that must be applied in this condition is to support the business stabilization policy.

Suggestions that researchers can convey in connection with the production unit of SMK NEGERI 7 Surabaya is that the production unit of SMK NEGERI 7 Surabaya should improve internal weaknesses by taking advantage of opportunities from the outside environment namely by penetrating the market and improving product quality, optimizing promotion in marketing so that it is attracting the interest of the public at large both entrepreneurs and the public to be able to buy and take advantage of cooperation with cooperatives and agencies and surrounding companies to be able to improve the quality of its HR.

REFERENCES

Achluddin Ibnu Rochim (2017) Implikasi Program Transmigrasi Pemerintah Daerah Provinsi Jawa Timur dalam Kepemilikan Transmigran atas Barang Elektronika di UPT. Tanjung Buka Kabupaten Bulungan Provinsi Kalimantan Utara, *DIA Journal, Vol. 15, No. 2, 2017.*

Alwi, Hasan, (2007) *Kamus Besar Bahasa Indonesia*, Balai *Pustaka,* Jakarta.

Badan Pusat Statistik Provinsi Jawa Timur.

Bodroastuti, Tri. (2009) *Pengaruh Struktur Corporate Governance terhadap Financial Distress*, Jurnal Riset Akuntansi, Manajemen, Ekonomi, Vol. 1, Nomor 1.

Clarke, L and Winch. C., (2007) *Vocational Education International Approach*, *Development and System*, Routledge, New York.

Creswell, John W., (2010) *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed, Penerjemah: Achmad Fawaid, Pustaka Pejalar. Yogyakarta.*

Departemen Pendidikan dan Kebudayaan, (1997) *Kewiraan Buku Induk Pendidikan Kewiraan*, Lembaga Ketahanan Nasional, Jakarta.

_____, (2001) *Kebijaksanaan Bidang Pendidikan Dasar*, Direktorat Jenderal pendidikan Dasar dan Menengah, Jakarta.

Depdikbud, (1992) *SK Dirjen Dikdasmen tentang Pembinaan Kegiatan Kesiswaan*, Depdikbud, Jakarta.

_____, (1997) *Kamus Besar Bahasa Indonesia*, Balai Pustaka, Jakarta.

Direktorat Pembinaan SMK, (2007) *Panduan Pelaksanaan Bantuan Pengembangan Unit Produksi*, Depdiknas, Jakarta.

Direktorat Pendidikan Menengah Kejuruan, (1997) *Administrasi Pendidikan Sistem Ganda,* Dirjen Dikdasmen Depdikbud, Jakarta.

Finch, C.R dan Crunkilton, J.R. (1993) *Curriculum Development In Vocational And Technical Education*, Allyn and Bacon, Boston.

Gibson, James, L., (2000) *Organisasi, Perilaku, Struktur dan Proses*, Edisi ke-5, Cetakan ke-3, Erlangga, Jakarta.

http://www.mongabay.co.id/tata-kelola-prinsip-tata-kelola-yang-baik/

Isaac, Stephen, dan Michael, William B., 1984, *Handbook in Research and Evaluation,* Edits Publishers, San Diego, California.

Pasaribu, Rowland B. F., (2013) *Tata Kelola Pemerintahan*, Universitas Gunadarma.

Peraturan Pemerintah Republik Indonesia No 17 Tahun 2010 Tentang Pengelolaan dan Penyelenggaraan Pendidikan.

Sugiyono, (2011) *Metode Penelitian Kombinasi (Mixed Methods)*, CV. Alfabeta, Bandung.

Widodo, Joko, (2008) *Analisis Kebijakan Publik*, Bayumedia, Jakarta.