
**Quality Development Management Of Educators In Improving Professional Competence
(Descriptive Analytical Study At Smk Pelayaran Malahayati, Jakarta And SMK
Pelayaran Buana Bahari Cirebon)**

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Abstract

This research is based on the reality of the low competence of educators or teachers who teach in shipping secondary schools, especially those with a background in maritime education. Various problems such as the lack of understanding of the concept of competency standards and basic competencies, the structure and mindset of Science, the use of technology in the learning process, as well as understanding related to the Standard of Training Certification and Watchkeeping for Seafarers (STCW 78) Amendment 2010 and the low ability to develop professionalism as educators. The purpose of the study was to analyze the management of educator development in improving professional competence. Specifically, it aims to describe the results of the analysis of planning, organizing, implementing, evaluating, supporting factors, obstacles, solutions and impacts in improving professional competence. This research uses qualitative approach with Case Study Method. Data collection techniques through interviews, observation and documentation studies. This research is based on the theory of quality while operational research is the theory of improvement (development) through teacher development. The results of this study are (1) planning carried out refers to the vision, mission and objectives. (2) the organization of coaching is highly dependent on school leaders and some policies are the authority of the foundation (3) the implementation of coaching is done by including in education/training, workshops, seminars, and skills training, attitudes and personality in accordance with the six values of life. (4) evaluation of coaching conducted by the institution internally. (5) supporting factors some teachers qualified academic S2, or qualified nautical expert/Teknika minimum level III, the availability of practical facilities in the form of simulators and workshops. (6) obstacles include not including coaching in the school's strategic plan, low interest in becoming educators, reluctance to attend training, (7) the impact of coaching is an increase in professional competence, pedagogic, social and personality in line with national standards of education and in line with the six values of life. (8) the solution of teaching transport beyond salary and honorarium, scholarship, discipline supervision of educators as a result of coaching there is an increase in the percentage of graduation of participants in the seafarers ' expertise exam which means that there is also an increase in the quality of graduates. Conclusion quality management development of educators managed to improve the professional competence of educators or teachers in SMK Pelayaran.

Keywords: Quality Management, Coaching, Education Personnel, Competence, Professional

INTRODUCTION

Etymologically, learning management consists of two words, namely management and learning. Management comes from the verb "to manage" which means to organize. Learning or "instruction" which means "teaching". Learning is essentially a process of interaction between children with children, children with learning resources, and children with educators.

According to the term (terminology) understanding of management by Goerge R. Terry, is a typical process that consists of the actions of planning, organizing, mobilizing and controlling to determine and achieve goals through the use of Human Resources (HR) and other resources.

According to Silk (1999), "management is the coordination of all resources through the processes of planning, organizing, directing, and controlling in order to achieve stated

objectives. This means that management is the Coordination of all resources through the processes of planning, organizing, leadership and supervision in order to.

From some of the above understanding can be concluded that quality management is an effort to manage learning that includes planning, organizing, implementing, and evaluating learning and supervision in order to achieve learning goals effectively and efficiently.

Maritime education institutions in Indonesia face multi-dimensional challenges due to rapid changes in various fields of life, such as technology, human resources and legislation related to maritime change along with the need to overcome the complexity of a problem. Maritime education institutions are required to continue to adapt and adjust the quality assurance curriculum, organization, facilities and infrastructure practices and human resources teachers in order to produce graduates in accordance with the needs and requirements in the world of work. Whether or not the bad or not achieved learning objectives or more specifically the competence of learners, very much depends on the implemented.

The quality of learning is one of the important elements in educating so that students are able to optimize all their potential. The sailing Vocational High School has its own peculiarities. This is because institutional governance is regulated by the Ministry of Education and culture while the competency standards of graduates follow the criteria set by the Ministry of Transportation as a technical advisor for maritime affairs and also as IMO Representatives in Indonesia. Every graduate of a maritime education institution must not only comply with the graduation criteria as mentioned in the regulation of the Minister of Education and culture of the Republic of Indonesia number 4 of 2018 concerning assessment of learning outcomes by Education Units and assessment of learning outcomes, but they must also meet the graduate requirements set by the International Maritime Organization (IMO) in the Standard of Training, Certification and Watchkeeping for Seafarers 1978 (STCW) and its amendments if they want to work as commercial ship crews. The requirement for maritime education and training institutions to implement a quality standard system is mentioned in STCW in "Section A-I/8". Based on this, marine education institutions are required to implement a "Quality Standard System". Nationally, the requirement to implement a quality system for maritime education and training institutions is stipulated in the Minister of Transportation regulation number PM 70 of 2013 concerning education and Training, Certification and the Seafarers ' Guard service in the seventh part of Article 12 paragraph (1) and (2) and the fifth part of Article 8 paragraph 10 and 11.

Educators or teachers in SMK Pelayaran consist of normative, adaptive and professional teachers. Professional educators / teachers are teachers recruited from people with a maritime education background. This is done because normative and adaptive teachers do not or do not yet have the ability to provide subjects with maritime themes. Observations show that at the time of admission of educational personnel with a background in maritime education has not become a major issue. This can be confirmed as reflected in the "pattern of productive Teacher Development Policy based on Presidential Instruction No. 9 of 2016", Directorate of vocational Development, Directorate General of Dikdasmen, Ministry of Education and culture. As a further result, SMK Pelayaran then recruited its own marine field educators from sailors who were not at sea as honorary personnel to teach Marine field subjects. There are several reasons why seafarers want to be recruited as honorary productive teachers in the field of Shipping at SMK Pelayaran including no longer want/do not want to work at sea, fill the void while waiting for a call from the shipping company to return to crew the ship, follow education and or training, trying to find new challenges, family reasons (usually female sailors), and so forth. But on the other hand, there is no denying the low interest of sailors in becoming teachers.

According to Kurniawan (2018) the ideal model of productive teachers of SMK Palayaran is those who (1) are able to understand and explain STCW 1978 Amandement 2010, (2) are able to create an effective learning environment, (3) are able to use learning methods effectively, (4) are able to use Learning media appropriately, (5) are able to make learning plans, (6) are able to evaluate the teaching and learning process, (7) are able to create teaching programs.

Various teacher competency development techniques continue to be carried out both through the empowerment of subject teacher deliberations (MGMP), In House Training (IHT), classroom action research, lesson study, further education, comparative studies both domestically and abroad, education and training and teacher competency tests, but have not had a significant impact on improving the quality of learning, especially in maritime education institutions/vocational shipping in Indonesia.

Phenomena or issues related to Marine Science Educators include : (1) Do not know the structure, concepts and mindset (2) have not mastered, Competency Standards, basic competencies and learning objectives of the lessons learned, (3) have not been able to develop learning materials creatively (4) have not been able to act reflectively to develop professionalism in a sustainable manner and (5) have not been able to utilize information and Communication Technology in the learning process and self-development.

In order to overcome these problems, it is necessary to change the paradigm of teachers and school managers, integration between educators/teachers and school managers in terms of teacher/teacher competency improvement programs which in turn can improve the quality of learning in all subjects in schools, especially marine subjects.

RESEARCH METHODS

This study uses descriptive methods, to describe the process of coaching educators in improving the professional competence of Teachers of vocational shipping in Jakarta and Cirebon in improving the quality of graduates of vocational shipping in accordance with national standards, tough and creative so as to provide a real contribution in building society and the state.

This study was conducted by examining the case to provide a deeper understanding or the process of generalization and implementation of the system of coaching educators in improving professional competence to improve the quality of learning, as the case studied and explored through the collection and analysis of relevant data and support. This study focuses on aspects of quality management development of educators who describe the school's efforts to improve the professional competence of teachers from planning, organizing, implementation, evaluation and evaluation to be carried out at SMK Pelayaran Malahayati Jakarta and SMK Pelayaran Buana Bahari Cirebon.

Prosedur research conducted with the stages of preparation (orientation), the implementation phase (exploration) and the final stage (member check) such as re-checking to respondents about the data collected. The activities at each stage of the research are as follows :

1. Preparatory stage (orientation)

In this preparatory phase (orientation) to obtain a clearer and more complete picture and activities at this preparatory stage are carried out through several steps, namely:

- a. Plan the steps to be taken in the implementation of research.
- b. Determining the right research subject
- c. Apply for a research permit to the principal of SMK Pelayaran Malahayati Jakarta and

SMK Pelayaran Buana Bahari Cirebon accompanied by a research permit from the Postgraduate Program of the University of Islam Nusantara (UNINUS).

- d. Conduct field orientation activities either through observation, interviews or documentation studies.

2. Stages Of Implementation

At the stage of implementation (exploration) is the stage of research activities that are focused on the process of collecting data related to the development of educators in improving professional competence after obtaining permission from the principal of Malahayati Jakarta shipping and vocational shipping Buana Bahari Cirebon as the subject of research. In collecting data and information, the implementation of this stage of research was carried out using observation techniques, interviews and doctoral studies, and was carried out in mid-June 2022 until the end of June 2022 and at the beginning of July 2022 researchers have gone into the field to conduct observations and research which begins with interview activities.

3. Final Stage (Member Check)

At the final stage (member check) the correctness of the data or information that has been collected and the results of the study to be reliable, it is necessary to check the members with the aim of validating the results of the study. The next stage the researcher confirmed the results of the interview with the resource person is the principal, and each interview is completed, the researcher together with the waiter or the respondent to draw conclusions.

RESULTS AND DISCUSSION

Planning Development Of Educators

Related to the quality of maritime education and Training, Minister of Transportation regulation number PM. 70 of 2013 in the fifth part of Education and testing Article 8 paragraph (10) states that the implementation of maritime training must meet the quality standards system of Indonesian maritime which refers to the national standard of Education and International Convention STCW 1978 and its amendments.

Based on the results of the study, researchers argue that the policy of development of educators is still not running in accordance with the demands of existing policies.

Planning in the development activities of educators in general based on the results of the study are :

1. Development planning should be tailored to the vision, mission and objectives with considering the internal potential of the school
2. Each school develops an annual plan in general, and does not specifically include the competence of teachers. Competence development of educators depends on incidental activities such as seminars, training and so forth
3. The four competencies of teachers as in the legislation still need further development.

Forms of coaching in improving professional competence in the form of continuing education to a higher level or following training that supports the quality of learning such as training using IT as a medium of learning, but in practice it is not carried out intensively and continuously

Conclusion of the planning here the principal has not included a plan for the recruitment of educators with a seafaring background in the school's Strategic Plan and to make the school's Annual Plan. So that even though the planning has been adjusted to the vision, mission

and goals, the analysis of the needs of educators regarding the number of needed, academic qualifications and qualifications in the field of maritime expertise, the way or method of recruitment and the calculation of the estimated amount of costs needed for coaching cannot be said to be accurate.

Organizing The Development Of Educators

Based on the description of the results of the study terungkap that Vice Principal, Vice Principal, personnel and teachers are involved by the principal in the quality management development of educators as implementers of activities. Organizing as one of the responsibilities of the school manager (in this case the principal), is one way in quality management coaching educators to carry out activities that have been planned by designing the organizational structure, set the division of Labor, designate who performs, grouping tasks, how tasks are done, who is responsible for what and to whom these responsibilities are reported so that coaching goals can be achieved optimally. The head of SMK Buana Bahari Cirebon said that with a clear organization, every appointed employee is expected to know and understand, carry out their duties, responsibilities and authorities in the overall quality development activities of educators. In order for the organization to succeed, all school staff including the principal are gathered in one place in order to realize a unified way of acting in an effort to help provide services for the needs of quality management and further there should be certainty of mechanisms or work procedures so that there is no confusion of information.

It can be concluded that in organizing the development of educators, principals lead the activities directly, select and appoint human resources needed for activities, utilize the resources of facilities and infrastructure available and cooperate with external parties such as shipping companies, government maritime education institutions, and other parties that organize trainings, seminars, workshops and so forth. But there is no special team appointed to plan, organize, implement and evaluate the success of the development of educators. This makes the organization of the development of educators is very dependent on school leaders and self-development of employees/staff/teachers/educators to be weak. Also some policies are the authority of the foundation so that it requires more intense coordination.

Implementation Of Educator Development

The implementation of quality development of educators in SMK Pelayaran Malahayati and SMK Pelayaran Buana Bahari Cirebon starts from the recruitment process, familiarization and education/training. Considering that both schools are private schools, the recruitment process for educators can be carried out immediately once the need is identified. Various ways can be done to get prospective teachers without having to involve long-winded bureaucracy. Generally, given the difficulty of recruiting seafarers to become educators with a maritime education background, the school only considers the requirements for the level of maritime expertise certificate they have.

SMK Pelayaran as a maritime education institution is also required to use a simulator as a means of student practice in achieving their competence. Part eleventh use of simulators Article 16 regulation of the Minister of Transportation number PM.70 of 2013 concerning education and Training, Certification and the Seafarers ' Guard service which in Paragraph (1) states that the implementation of maritime education and training whose competence achievement methods are using simulators and/or laboratories that have received approval. It is also regulated in the regulation of the head of Human Resource Development Agency no. Pk.16 / Bpsdmp-2017 concerning standardization guidelines for the implementation of simulators for Marine Education and training which in Article 23 states that since the enactment of the head of this agency regulation, Marine Education and training institutions that

do not yet have simulator approval within 2 (two) years must submit a simulator approval submission process.

Education and training are provided to increase knowledge and if necessary and known weaknesses or shortcomings of the educators. SMK Buana Bahari sent several teachers to improve their academic qualifications to the S1 level and sent some of their educators to attend tot 6.09 or TOT 6.10 training as a mandatory requirement for educational institutions that conduct maritime education.

The implementation process is the implementation of strategies and policies into action by organizing the human resources involved in it. Implementation of educator quality development that is incidental can be in the form of seminars, workshops and trainings that have not been implemented on an ongoing basis has not been able to support the development of professional competence of educators.

It can be concluded that the management of the implementation of the development of educators is carried out based on the established planning. However, some decisions are still the authority of the foundation with regard to financing that can hinder the implementation of coaching activities such as financing the realization of the appointment as educators, financing training, financing the MOU with shipping companies or government agencies and financing the implementation of the MOU and the socialization of the program.

Evaluation Of Educator Development

Principals at both research sites evaluated the process and results of quality development. Evaluation is one of the principal functions in addition to the controlling function. Related to the role of principals in evaluating Raka Joni (1975) in Imron (1995) defines the evaluation as follows :

"A process by which we consider a good or symptom by considering certain standards; the standards which contain the notion of good-not good, adequate-inadequate, qualified-unqualified; in other words we use value judgment".

Based on the description of the research results, SMK Pelayaran Buana Bahari Cirebon in evaluating using the assessment form and divided into 14 competency criteria where each competency has its own description. Each competency has a different number of maximum scores. The way to calculate is the number of competency scores divided by the maximum competency score multiplied by 100.

Table 1.

Teacher competency assessment of SMK Buana Bahari Cirebon

Competence	Description	Number Of Indicators	Maximum Value Of Competence
1	Get To Know The Characteristics Of Learners	6	12
2	Mastering learning theories and learning principles	6	12
3	Curriculum Development	4	8
4	Educational learning activities	11	22
5	Understand and develop potential	7	14
6	Communication with learners	6	12

7	Assessment and Evaluation	5	10
8	Act in accordance with national religious, legal, social and cultural norms	5	10
9	Demonstrate a mature and exemplary personality	5	10
10	Work ethic, responsibility and accountable	8	16
11	Be inclusive, objective and non-discriminatory	3	6
12	Communication with fellow teachers, education personnel, parents of students, and the community	3	6
13	Mastery of the material concept structure and scientific mindset that supports the subjects taught	3	6
14	Developing professionalism through reflective action	6	12

Obtained total competency score 1 = 10

Percentage of competency 1 = $(10/12) \times 100 = 83\%$

The value of competence 1 = 4

Supporting Factors Of Educator Quality Development

Supporting factors in fostering the quality of educators in SMK Pelayaran Malahayati Jakarta and SMK Pelayaran Buana Bahari Cirebon is that all educators have met the academic qualification requirements as required by Law No. 14 of 2005 on teachers and lecturers where the teacher's academic qualification is Bachelor (S1) or D-IV. Specifically, teachers with a maritime education background can be said to all already have a certificate of IMO Model Course TOT 6.09, IMO Model Course TOT 6.10 and IMO Model Course 7.10 as a condition of teaching at maritime education and training institutions. In the field of infrastructure, both schools have land and buildings and representative classrooms as a place of learning, sports facilities and places of worship, increasing the number of cooperation with shipping companies as a place for student internships and the possibility of graduate recruitment by companies where students intern, increasing the acquisition of aid funds from local governments as well as both schools, lathing and various other skills in the field of ship machinery also as a means of practice to improve students ' knowledge and skills before they carry out marine practice programs. Learning by using simulators is considered to further improve students ' knowledge and skills and accelerate the process of adapting students to various equipment on board when they carry out future practices. Another supporting factor is that both shipping vocational schools have achieved "A" accreditation from the National Accreditation Board of schools/madrasahs and "Approval" certificate from the Ministry of Transportation as a maritime education and training institution.

It can be concluded that the supporting factors in the development of educators some educators have met the requirements of the competence of the maritime sector but in terms of academic qualifications but there are still those who do not meet. Likewise, the fulfillment of facilities and infrastructure practices. In accordance with theological values, supporting factors are karuania or guidance of Allah SWT.

Factors Inhibiting The Development Of Educators

In general, the factors inhibiting the development of the quality of educators in both Vocational shipping is the low motivation of people with seafaring backgrounds to be recruited into educators, low government attention related to the recruitment of educators with a

maritime education background, reluctance to attend training, salary or honorarium is considered low, the average age of prospective teachers, coaching resources, lack of knowledge, the lack of knowledge and skills to use information technology devices, especially software, there is no certainty of the implementation schedule of TOT training from the Ministry of Transportation, there is no ongoing training program.

The low motivation to become educators from people with seafaring backgrounds to become educators or teachers is due to the reason for attending school on the voyage is to become a sailor or work at sea and not intended to be a teacher. So that those who are willing to become educators or teachers are more caused by the reason that they cannot sail anymore for health reasons, family reasons or are elderly so that they are no longer accepted to sail or work on board.

The lack of knowledge and skills in using information technology devices, especially software, is an obstacle for educators or teachers in the marine sector as new recruits. Meanwhile, the development of current learning methods requires or uses technological devices. Obstacles in the field of infrastructure are the high cost of various required practical equipment, especially simulators and workshop equipment, and the operational costs of these equipment.

It can be concluded that the obstacles to the development of educators are low interest in becoming educators, reluctance to attend training for several reasons, already have a job elsewhere, the high cost of operating practice facilities, the high cost of electricity and skilled personnel who prepare and operate the equipment practice and the high financing of mandatory training. However, the Qur'an teaches us to be optimistic that behind these obstacles are stored conveniences if we continue to actively try to overcome these obstacles.

Impact Of Educator Quality Development

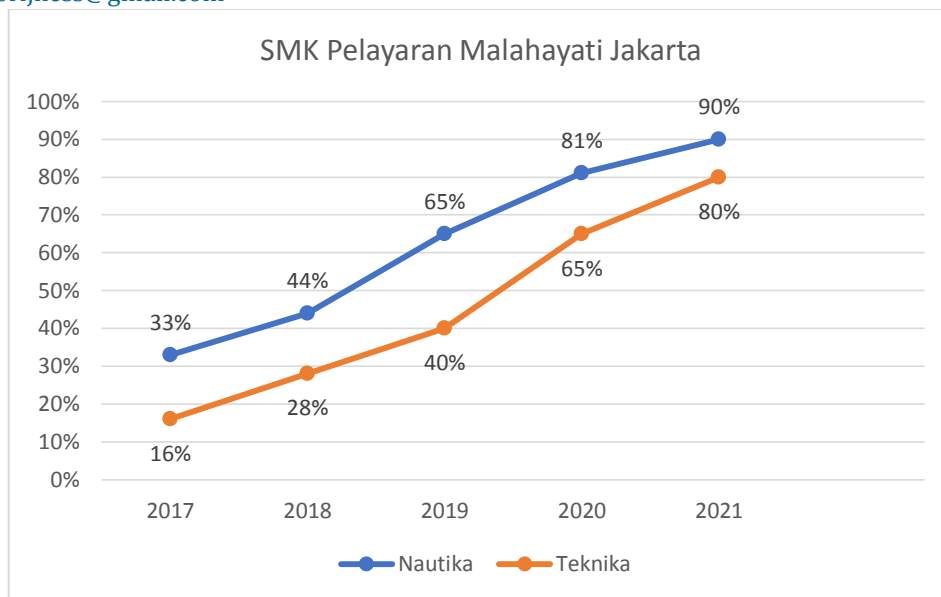
Based on the description of the results of the study can be seen that the impact of quality coaching educators is on increasing the insight, knowledge and skills of educators. Although both SMK Pelayaran use different ways to determine the impact of quality coaching educators but it can be said that the two SMK Pelayaran equally want to know the impact of coaching that they have done. The impact can actually be seen from the increasing number of students passing the Seafarer Skill Test level IV as a requirement to work on board in their respective functions.

The impact of educator quality development is to increase the insight, knowledge and skills of educators and also the understanding of materials, concepts, structures and scientific mindset, mastery of competency standards, basic competencies in the field mastered and able to utilize information and communication technology and self-development. Also the understanding of STCW 78 Amendment 2010 also increased from the previous one.

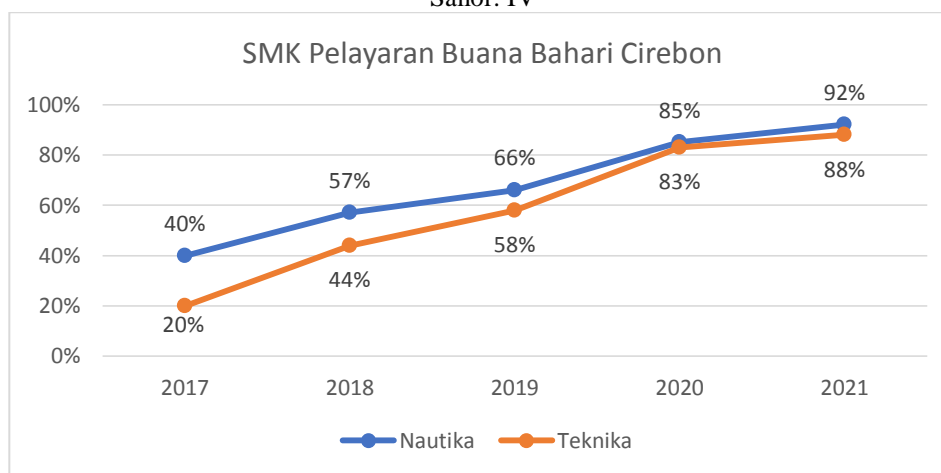
The discipline of educators also increased along with confidence as a result of following the trainings that have been followed.

The indirect impact can be seen from the increasing number of students passing the Seafarers ' expertise exam Level IV as a requirement to work on board the ship in their respective functions. For 2021, graduation in UKP reached 92% compared to the previous year of 85%. Cumulatively in the last five years graduation reached an average of 68% per year or an average increase of 5.2% each year.

Based on student graduation data that has been presented in the previous table can be illustrated in the following graph :



Graphic 1. Data On The Direct Passing Of Students In The Examination For The Specialty Of A Kindergarten Sailor. IV



Graphic 2. Data On The Direct Passing Of Students In The Examination For The Specialty Of A Kindergarten Sailor. IV

When looking at the data in the graph above, it can be said that the quality management program of Educator Development shows a positive impact on the quality of graduates. However, there are things to note that given that there are two kinds of exams, namely pre-prala exams and post-prala exams, the data does not represent both types of exams but the overall exam presentation. The Data also did not include whether those who passed were the first participants who actually took the exam or included the number of those who had previously taken the exam or repeated it. Next, the data only describes the data of examinees accumulatively without sorting out the academic year of student graduation.

It can be concluded based on the description of the research results and the description above, in the development of educators have an impact on more responsibly follow the learning schedule, have been able to prepare a plan for the implementation of learning, better understand the methods and strategies of learning, diligent worship and the ability to find

sources of information using a computer to develop insight and knowledge, better understand basic competencies and competency standards. However, the data presented only describes the data of examinees accumulatively without sorting out the academic year of student graduation.

Quality Development Solutions Educators

From the description of the research results, the quality development solution for educators in improving professional competence at SMK Pelayaran Malahayati Jakarta and SMK Pelayaran Buana Bahari Cirebon has been trying to do the best possible coaching in accordance with the resources available at each school. Educators are the main component in education because education will not succeed or there is no teaching and learning process without an educator. On this basis, improving the quality of Education always starts from improving the quality of professional educators or teachers who are characterized by academic competence, pedagogical competence, personality competence, and social competence.

To become a professional educator at a maritime education institution, in addition to having the competence as mentioned above, one must also have the competence to teach the subjects in the maritime field which is marked by the possession of tot 6.09 and TOT 6.10 certificates.

Referring to Law No. 14 of 2005 on teachers and lecturers mentioned : “qualified teachers are teachers who master the subject matter with proficient, expert and deep; able to convey it in learning activities effectively and fun; have a noble personality and able to transmit it to students and have the ability to communicate with students, fellow teachers, principals, Guardians of students and society in general”.

The criteria for qualified teachers as stipulated in the law is a reference in determining whether a teacher is considered professional and qualified that is when the four competencies are owned. But it can be said that these criteria are minimal criteria that can be added again by having motivation and work ethic.

Work as an educator is a multi-dimensional job. The teacher is not only in charge of fostering creativity (intellectual), but also the sense of power (emotional) and karsa (skills), not only fostering the physical aspect, the five senses and the mind, but also the soul and spirituality. Not only fostering intellectual, mathematical, language intelligence, but also spatial, kinesthetic, ethical, social, inter and intra-personal intelligence. also not only in charge mentrasmisikan teachings, values, knowledge, attitudes and skills, but should be tasked with exploring the potential of learners

Various efforts can be made to improve the quality of educators such as through certification programs, teaching profession education, training, and so forth. However, these efforts still cannot be done effectively, especially for educators who have a seafaring background. Quality improvement still needs to be formulated. It needs to be given a paradigm of how the learning process is done, various training or refresher to support teaching skills needs to be done. The involvement of government agencies both at the district and provincial levels or ministries as technical advisers needs to be done.

To increase the motivation of school principals to meet regularly, at least twice a semester at the beginning of the start of learning and at the end of the semester. Conducting urun rembug (discussion), to find out the perceptions and proposals of the teachers against the obstacles in the learning process, curriculum, lesson plans and so forth. Motivation other ways given transport costs every day teachers come to school and teach, attend workshops,

upgrading and others in order to increase knowledge or insight organized by the Department of Education or the agency for the development of human resources transportation for those who teach the subjects of the maritime field such as training TOT 6.09, TOT 6.10 or TOT 3.12. In addition, qualified educators or teachers are also given the opportunity to participate in teacher competency certification.

Another solution is to create a conducive work culture where one of them is by supervising the discipline of educators in their duties by not tolerating mistakes made by teachers such as late coming to class, not following the ceremony, not wearing the prescribed uniform or not wearing the uniform correctly, late entering class, ending learning faster and so on. Alternately assigning teachers as duty officers with the task of overseeing all activities in the school, recording activities and events that occurred during the day and reporting to the principal. To motivate educators given teaching transport every time the teacher comes to teach, also motivation in the form of grief money for educators who are being hit by a disaster/misfortune, help provide scholarships or discounts on education costs for educators who send their sons and daughters in SMK Buana Bahari Cirebon. Another solution is to provide an opportunity to attend education to continue to a higher level with scholarships for educators, following training TOT 6.09, TOT 6.10 or TOT 3.12 for educators who teach the subjects of the maritime field or subjects tested in the Seafarers ' expertise exam.

CONCLUSION

- a. Management development of educators in improving professional competence in the shipping school has been implemented in accordance with the principles/theories of management and refers to the vision, mission and goals of each school. Viewed from the aspect of the value system, Planning, Organization, implementation and evaluation are in accordance with the value system. However, it still faces several obstacles such as not including coaching in the school's strategic plan, organizing that does not involve other components in the school, implementation that still has to wait for the approval of the foundation, and evaluation that is not comprehensive.
- b. The principal has not included the recruitment of seafaring educators in the school's Strategic Plan or made the school's Annual Plan. So that even though the planning has been adjusted to the vision, mission and goals, the analysis of the needs of educators regarding the number of needed, academic qualifications and qualifications in the field of maritime expertise, the way or method of recruitment and the calculation of the estimated amount of costs needed for coaching cannot be said to be accurate.
- c. In organizing the development of educators, principals lead the activities directly, selecting and appointing human resources needed for activities, utilizing the resources of facilities and infrastructure available and cooperating with external parties such as shipping companies, government maritime education institutions, and other parties that organize trainings, seminars, workshops and so forth. But there is no special team appointed to plan, organize, implement and evaluate the success of the development of educators. This makes the organization of the development of educators is very dependent on school leaders and self-development of employees/staff/teachers/educators to be weak. Also some policies are the authority of the foundation so that it requires more intense coordination.

- d. Management of the implementation of Educator Development is carried out based on predetermined planning. However, some decisions are still the authority of the foundation with regard to financing that can hinder the implementation of coaching activities such as financing the realization of the appointment as educators, financing training, financing the MOU with shipping companies or government agencies and financing the implementation of the MOU and the socialization of the program.
- e. The evaluation has not been carried out holistically. In the evaluation of coaching, so far only done to educators/teachers only. Evaluation does not include evaluation of the implementation of coaching and evaluation of student success.
- f. Supporting factors some educators have met the requirements of competence in the field of maritime but in terms of academic qualifications but there are still those who do not meet. Likewise, the fulfillment of facilities and infrastructure practices. This will have implications for the decline in assessment at the time of reaccreditation both institutional and reaccreditation of study programs and also on the "approval assessment" from the Ministry of Transportation.
- g. Obstacles to the development of educators are low interest in becoming educators, unwillingness to attend training for several reasons, already have a job elsewhere, the high cost of operating practice facilities, the high cost of electricity and skilled workers who prepare and operate the equipment practice and the high financing of mandatory training.
- h. The impact of coaching educators are more responsible to follow the learning schedule, have been able to prepare a plan for the implementation of learning, better understand the methods and strategies of learning, diligent worship and the ability to find sources of information using a computer to develop insight and knowledge, better understand the basic competencies and competency standards
- i. Development solutions educators include the provision of teaching transport beyond the salary and honorarium, scholarships, discipline supervision of educators, assigning duty officers oversee activities. However, the provision of scholarships either partially or completely to follow education to a higher level can not be given

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- Peraturan Kepala Badan Pengembangan Sumber Daya Manusia Perhubungan Nomor PK. 07/BPSDMP-2016 Tentang Kurikulum Program Pendidikan Dan Pelatihan Pembentukan Dan Peningkatan Kompetensi Di Bidang Pelayaran
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