



## **Strategy for Improving Work Readiness Vocational High School Graduate**

**Iis Holisoh<sup>1</sup>; Irfan Nabhani<sup>2</sup>; Hilmi Aulawi<sup>3</sup>**

<sup>1</sup> Universitas Garut

[iisholisoh974@gmail.com](mailto:iisholisoh974@gmail.com)

<sup>2</sup> Universitas Garut

[Irfan.nabhani@uniga.ac.id](mailto:Irfan.nabhani@uniga.ac.id)

<sup>3</sup> Institut Teknologi Garut

[hilmi\\_aulawi@itg.ac.id](mailto:hilmi_aulawi@itg.ac.id)

### **Abstrak**

Artikel ini bermaksud untuk mengkaji strategi yang sebaiknya dilakukan SMK Insan Mandiri Garut untuk meningkatkan lulusan yang siap kerja. Metode yang digunakan dalam penelitian ini adalah metode kualitatif, yaitu suatu pemeriksaan khusus yang sifatnya berbeda dan umumnya akan menggunakan pemeriksaan dari atas ke bawah. Dari hasil yang diketahui penelitian SMK Insan Mandiri Garut belum berhasil dalam pola pelaksanaannya. Berdasarkan hasil analisis SWOT, posisi SMK Insan Mandiri Garut berada pada kuadran 1. Artinya SMK Insan Mandiri Garut mempunyai peluang dan kekuatan sehingga peluang yang ada dapat dimanfaatkan sebaik-baiknya dengan mengoptimalkan kekuatan yang mereka miliki. Strategi yang sebaiknya diterapkan dalam kondisi ini adalah strategi yang berorientasi pada Pertumbuhan atau dikenal dengan strategi S-O yang meliputi: (a) Peningkatan mutu lulusan melalui berbagai prestasi akademik, sertifikasi kompetensi, inovasi pembelajaran, dan menjalin kemitraan dengan pihak yang lebih bonafid. dunia usaha; (b) Meningkatkan komitmen/loyalitas tenaga pendidik dan kependidikan dengan menjamin kesejahteraannya; (c) Menyelenggarakan model pendidikan dan pelatihan berbasis kompetensi dengan memanfaatkan perkembangan teknologi informasi dan komunikasi; dan (d) Meningkatkan kualitas dan kuantitas rekrutmen calon mahasiswa baru melalui kegiatan promosi.

**Kata Kunci:** Persiapan Kerja, Strategi, SWOT.

### **Abstract**

This article aims to examine the strategies that SMK Insan Mandiri Garut should implement to increase graduates who are ready to work. The method used in this research is a qualitative method, namely a special examination that is different in nature and generally uses a top-down examination. From the results it is known that the Insan Mandiri Garut Vocational School research has not been successful in its implementation pattern. Based on the results of the SWOT analysis, the position of Insan Mandiri Garut Vocational School is in quadrant 1. This means that Insan Mandiri Garut Vocational School has opportunities and strengths so that existing opportunities can be utilized as well as possible by optimizing the strengths they

have. The strategy that should be implemented in this condition is a growth-oriented strategy or known as the S-O strategy which includes: (a) Improving the quality of graduates through various academic achievements, competency certification, learning innovation, and establishing partnerships with more bona fide parties. business world; (b) Increasing the commitment/loyalty of teaching and education staff by ensuring their welfare; (c) Organizing a competency-based education and training model by utilizing developments in information and communication technology; and (d) Increasing the quality and quantity of prospective new student recruitment through promotional activities.

**Keywords:** Strategy, SWOT, Work Preparation.

## 1 Introduction

In the ongoing era of globalization and modernization, every association (both business and non-business associations) must always strive to be imaginative and creative to find various methodologies to survive and keep pace with business opponents. One of the efforts that can be made to achieve this is to increase human resources in the association (Adicahya, 2020).

Human Resource is the main resource that determines the progress and decline of a country. The abundant availability of fixed assets as well as the existence of capital and mechanical assets which are increasingly refined will not have a major effect if they are not supported by qualified human resources (Ajabar, 2020).

The world of education is the main source of providing competent human resources in the labor market. However, there is still a gap between the human resources needed in the world of work and the human resources produced by educational institutions. This fact is a threat to our country, especially when the door to globalization has been opened, there will be an invasion of foreign workers coming to this country. So if our human resources do not have the competencies required, we may be isolated in our own country, like the saying "be a guest in your own home". Therefore, to prevent this, human resources in our country need to improve their skills and competencies, not only to meet local standards but also to be able to meet global standards.

Vocational High School is one of the educational levels that is currently developing in Indonesia. This level of education is intended to prepare students or graduates who are ready to enter the world of work and can grow professional insights in their field. Vocational High School graduates are expected to be useful people who can fill and be ready to face job competition. The presence of Vocational High School is increasingly in demand by the community; especially individuals who are directly related to the world of work. On a note, Vocational High School graduates do have the ability as a (planned) workforce that has certain professional abilities according to their fields (Riany, 2020).

The main mission of the Vocational High School is to prepare graduates who have character, excel in innovation, can work well, and are skilled in their fields so that they can expand their assimilation in the world of work (Sutiono & Tarmana, 2021).

However, the current reality is that Vocational High School graduates are still the highest contributor to the Open Unemployment Rate (OUR) when compared to other educational OURs. Based on data obtained from the Central Statistics Agency, it is known that the number of

unemployed people in Indonesia as of February 2022 was 8,40 million people (5,83%) of the total working-age population of 208,54 million people. When compared to February 2021 which reached 8,75 million people (6,26%), this year's OUR has decreased by 350.000 people (0,43%) (Siswanto, 2022).

Table 1: Open Unemployment Rate by Education Level (Percent)

Education Level	Open Unemployment Rate by Education Level			
	2019	2020	2021	2022
D1/D2/D3	5.95	8.08	5.87	6.09
Vocational High School	10.36	13.55	11.13	10.38
Senior High School	7.87	9.86	9.09	8.35
Junior High School	4.72	6.46	6.45	5.61
Elementary School	2.39	3.61	3.61	3.09
College	5.64	7.35	5.98	6.17

Source: National Labor Force Survey (Sakernas)

The table above shows that from year to year, Vocational High Schools are the highest contributor to OUR among other levels, which this year is 10,38%. His position was followed by high school graduates with OUR 8,35%, then OUR university graduates of 6,17%, OUR diploma graduates at 6,09%, OUR TPT junior high school graduates at 5,61%, and the lowest OUR were elementary school graduates. namely as much as 3,09% (Badan Pusat Statistik, 2022).

Insan Mandiri Garut Vocational High School graduates are also very affected due to the lack of employment opportunities. Insan Mandiri Garut Vocational High School is a school that aims to produce graduates who can compete straightforwardly in the world of work. There are three majors available, namely Office Management Automation (OTKP), Pharmacy, and Motorcycle Business Engineering (TBSM). In addition, 1.056 graduated from 2013 to 2021 (Insan Mandiri Garut Vocational High School Profile, 2021).

Of the many Vocational High School graduates, there is a matter of concern, namely the large number of graduates who have not been able to be absorbed by the world of work due to various factors. The following is data on Vocational High School graduates in the last 5 years.

Table 2: Data on Insan Mandiri Vocational High School Graduates for 2017-2021

No	Year	Number Of Graduates	Continue			Not Yet Working
			Studying	Work	Businessman	
1	2017	112	4	66	8	34
2	2018	149	10	55	22	62
3	2019	161	15	70	50	26
4	2020	156	18	45	40	53
5	2021	122	20	50	30	22
<b>TOTAL</b>		<b>700</b>	<b>67</b>	<b>286</b>	<b>150</b>	<b>197</b>

Based on the information above it seems clear that out of a total of 700 graduates (2017-2021), 67 people who continue to lecture, 286 people work (on average in repair shops, hotels, health centers, shops, and factories), 150 people choose entrepreneurship (the average trade), and 197 people do not have a job. This shows that there are around 30% of graduates who do not have a job after they finish their studies at vocational high schools. Thus, given the basis of this problem,

research is needed to find out how the strategies implemented by Insan Mandiri Garut Vocational High School are to prepare graduates who are ready for work.

## **2 Literature Review**

### **2.1 Strategy**

According to George Steinner and John Minner, strategy is the guarantee of the mission or goals of the organization by considering external and internal forces to determine certain approaches to achieve goals, and ensure proper implementation, so that the basic goals of the organization can be achieved (Steinner & Minner, 2002).

### **2.2 Enhancement**

The increase comes from the word level which means layers or layers of something which then forms an arrangement. The level can also mean position, and class. Meanwhile, improvement means progress or overall improvement of work to expand the degree, level, quality, and quantity. Improvement also means adding abilities and skills so that they become better (Tim Pengembang Ilmu Pendidikan FIP-UPI, 2007).

### **2.3 Working readiness**

As stated by Makki et.al (2015) job readiness is characterized as the ability and mentality that can empower new graduates to contribute profitably in achieving the authoritative goals in which they work.

### **2.4 Vocational High School**

Vocational High School is a level of education that aims to prepare students to be competent in their fields, have character, master technology, communicate effectively, and improve their abilities in the world of work (Sutiono & Tarmana, 2021).

### **2.5 SWOT Analysis**

SWOT analysis is a way to portray a situation through investigative activities on different elements such as strengths and weaknesses an organization and opportunities and threats from the environment to plan organizational strategy (Istiqomah & Andriyanto, 2017).

### **2.6 Analytical Hierarchy Process (AHP)**

*Analytical Hierarchy Process (AHP)* is a decision-making model designed by Thomas L. Saaty in describing complex multi-criteria problems into a hierarchical order. The hierarchy is defined as a multi-level structure to represent a complex problem, where the highest level is the objective, the second level is the criteria, and the lowest level is the alternative. By utilizing the AHP model, the way to deal with the most common issues will be more organized and precise (Pribadi et al., 2020).

### 3 Research Methods

This research was conducted at Insan Mandiri Garut Vocational High School which is located at Kadongdong Street, Banjarwangi, Garut. The method used in this study is a qualitative method, which is a special examination of a different nature and will generally use a top-to-bottom examination. process and meaning—the focus of this qualitative research has a theoretical basis that serves as a guideline for determining the focus of research according to the facts in the field (Sadiyah, 2015). Furthermore, the data obtained were analyzed using SWOT analysis techniques and an Analytical Hierarchy Process.

### 4 Results and Discussion

#### Overview of Absorption of Insan Mandiri Garut Vocational High School Graduates in the World of Work

To get answers regarding the description of the absorption of Insan Mandiri Garut Vocational High School graduates in the world of work, the author uses primary data or in this case distributes questionnaires directly to alumni/graduates in the last 2 years, namely 2021 and 2022. Based on the results of the distribution of the questionnaires, data is obtained as follows:

Table 3: Absorption Rate of Insan Mandiri Garut VHS Graduates in the World of Work

Graduate Year	Study Program	Number of Graduates	Student Status				
			Working	Businessman	Studying	Doesn't work	Unrecorded
2020/2021	OTKP	70	33	2	9	20	6
	Pharmacy	10	8	1	-	1	-
	TBSM	41	12	-	-	4	25
2021/2022	OTKP	88	45	9	2	31	1
	Pharmacy	11	10	-	-	1	-
	TBSM	50	22	4	1	9	14
<b>TOTAL</b>		<b>270</b>	<b>130</b>	<b>16</b>	<b>12</b>	<b>66</b>	<b>46</b>

Based on the information above, it appears that the number of graduates of Insan Mandiri Garut Vocational High School in the last 2 years, namely 2021 and 2022, totaled 270 people, consisting of 158 men and 112 women.

The status of graduates/alumni is categorized into the status of "working, entrepreneur, college, not working, and unrecorded." The average number of graduates who work is 48,14% or 130 people, the number of alumni who are entrepreneurs is 5,90% or 16 people, alumni who continue to pursue higher education are 4,44% or 14 people, and those who have not worked are 24,44%, namely 66 people, apart from that some graduates were not recorded, namely 17,03% or 46 people.

Furthermore, the quality indicator of a Vocational High School is said to be successful if its implementation pattern meets the following standards:

- a. Graduates work according to their area of expertise

Based on the data obtained by the author, out of 130 alumni who work, there are 42,5% (55 people) of graduates work according to their field of expertise, while the remaining 57,5% (75 people) work not according to their area of expertise. If these standards are compared with the data above, it can be concluded that Insan Mandiri Garut Vocational High School has not met the first criteria/standards. This standard has not been met because there are still many graduates who work not following their field of expertise.

b. The deadline for getting a job is 1 year after graduation

This second standard has been met because the average alumni immediately get a job after they graduate. Even if the job is not following the area of expertise.

c. Absorption of graduates in the world of work in a period of 2 years at least 75%

This third standard has not been met. This is because the absorption of graduates of Insan Mandiri Garut Vocational High School in the world of work over the last 2 years has only reached 48,14%.

d. The number of graduates who can create jobs is at least 5%

This fourth standard has been met. Because the average number of Insan Mandiri Garut Vocational High School graduates who are entrepreneurs reaches 5,90%.

Thus, it can be concluded that Insan Mandiri Garut Vocational High School has not succeeded in its implementation pattern, because of the 4 standards that must be met, only 2 standards are met.

### **Strengths, Weaknesses, Opportunities, and Threats of Insan Mandiri Garut Vocational High School in Preparing Graduates who are Ready to Work**

To answer this problem, the authors conducted several stages of research as follows:

a. Collecting data by conducting a SWOT Analysis

The SWOT analysis data collection was carried out from January 2023 to March 2023. The first data collection technique carried out by the author was through observation. In this case, the authors conducted research directly on various internal and external factors owned by Insan Mandiri Garut Vocational High School.

In addition, the authors also conduct interviews, and FGDs with stakeholders. Based on the results of observations, interviews and FGDs, the following results were obtained:

1) Strengths

Strengths owned by Insan Mandiri Garut Vocational High School include:

- a) Democratic, participatory, transparent, and responsive school leadership to various educational innovations
- b) Commitment/loyalty of educators and educational staff is quite high
- c) The number of educators (teachers) is ideal
- d) The number of students is relatively large
- e) Learning methods used varied
- f) The location of the school is very strategic
- g) Very good school accreditation (A)

2) Weaknesses

Weaknesses in Insan Mandiri Garut Vocational High School include:

- a) The available infrastructure is inadequate
- b) Student motivation in learning is lacking
- c) Practical activities in schools are not maximized
- d) Less experienced teachers practice in the industry
- e) Cooperation with the business world has not been optimal
- f) Implementation of internship/street vendors not yet maximum

3) Opportunities

Opportunities owned by Insan Mandiri Garut Vocational High School include:

- a) There are government regulations regarding the national education system

- b) There is operational funding support from the government
  - c) The rapid development of information and communication technology
  - d) The number of prospective new students
  - e) Opportunity to open new majors
  - f) The number of the business world who become school partners
- 4) Threats  
 Threats faced by Insan Mandiri Garut Vocational High School include:
- a) The negative impact of global culture
  - b) Level of public trust
  - c) The existence of other similar educational institutions (competitors)
  - d) The increasing demands of graduates or the business world users on Vocational High School
- b. IFAS and EFAS assessment

Table 4: IFAS Matrix (Internal Factors)

No	Strengths	Weight	Rating	Score
1	Democratic, participatory, transparent, and responsive school leadership to various educational innovations	0.08	5	0.42
2	Commitment/loyalty of educators and educational staff is quite high	0.08	5	0.42
3	The number of educators (teachers) is ideal	0.08	5	0.42
4	The number of students is relatively large	0.06	4	0.27
5	Learning methods used varied	0.07	4	0.30
6	The location of the school is very strategic	0.07	4	0.28
7	Very good school accreditation (A)	0.07	4	0.29
<b>Total</b>		<b>0.53</b>	<b>31</b>	<b>2.38</b>
No	Weaknesses	Weight	Rating	Score
1	The available infrastructure is inadequate	0.08	5	0.44
2	Student motivation in learning is lacking	0.07	4	0.29
3	Practical activities in schools are not maximized	0.08	4	0.33
4	Teachers lack practical experience in the industry	0.06	3	0.19
5	Cooperation with the business world has not been optimal	0.07	4	0.30
7	The implementation of field work practice has not been maximized	0.08	5	0.43
<b>Total</b>		<b>0.47</b>	<b>25</b>	<b>1.98</b>
<b>Total SW</b>		<b>1.00</b>	<b>56</b>	<b>4.36</b>

Table 5: EFAS Matrix (External Factors)

No	Opportunities	Weight	Rating	Score
1	There are government regulations regarding the national education system	0.09	4	0.35
2	There is operational funding support from the government	0.11	4	0.43
3	The rapid development of information and communication technology	0.11	4	0.45
4	The number of prospective new students	0.09	4	0.37
5	Opportunity to open new majors	0.08	3	0.25

No	Opportunities	Weight	Rating	Score
6	The number of the business world who become school partners	0.10	4	0.41
<b>Total</b>		<b>0.58</b>	<b>23</b>	<b>2.24</b>
No	Threats	Weight	Rating	Score
1	The negative impact of global culture	0.12	5	0.61
2	Level of public trust	0.09	4	0.36
3	There are other similar educational institutions	0.09	4	0.38
4	The higher the demands users of graduates or the business world towards Vocational High School graduates	0.11	5	0.57
<b>Total</b>		<b>0.42</b>	<b>18</b>	<b>1.91</b>
<b>Total OT</b>		<b>1.00</b>	<b>41</b>	<b>4.15</b>

Based on the Matrix table Internal Factor Analysis Strategy (IFAS) above, the value of the strength factor score is 2,38, and the value of the weakness factor score is 1,98. Meanwhile, from the Matrix table External Factor Analysis Strategy (EFAS) obtained the value of the opportunity factor score is 2,24 and the value of the threat factor score is 1,91.

c. SWOT Quadrant Positioning

From the results of scoring all the cumulative factors in Tables 4 and 5 above, the following results are obtained:

Table 6: Total score recapitulation

Internal factors	External Factors
X = Strengths - Weaknesses	Y = Opportunities - Threats
X = 2,38 - 1,98	Y = 2,24 - 1,91
X = 0,40	Y = 0,33

The results of the analysis above show that the strength factor is greater than the weakness factor and the influence of the opportunity factor is greater than the threat factor. The SWOT coordinates are at point X = 0,40 and point Y = 0,33.

To see the position of Insan Mandiri Garut Vocational High School based on the results of the IFAS and EFAS factor assessment above, can be seen in the following SWOT diagram.



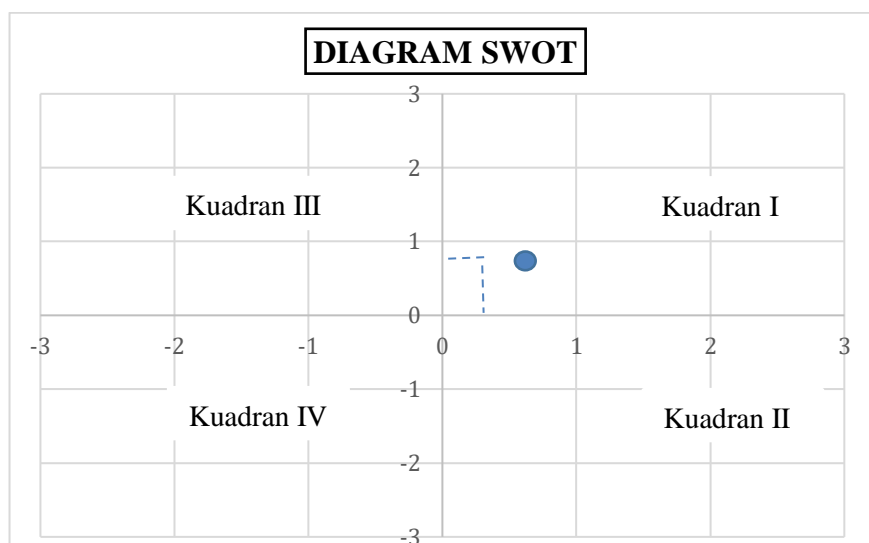


Figure 1: SWOT Diagram of Insan Mandiri Garut Vocational High School

Based on the Cartesian diagram of the SWOT analysis, it can be concluded that the factors owned by Insan Mandiri Garut Vocational High School fall into quadrant 1 (*Growth*). This situation is a good thing for Insan Mandiri Garut Vocational High School because it has opportunities and strengths so that it can take advantage of the best possible opportunities by using the strengths it has (S-O strategy).

Table 7: SWOT Strategy (SO-WO-ST-WT)

		Strengths	Weaknesses
		<b>INTERNAL FACTORS</b>	<ol style="list-style-type: none"> <li>1. Democratic, participatory, transparent, and responsive school leadership to various educational innovations</li> <li>2. Commitment/loyalty of educators and educational staff is quite high</li> <li>3. The number of educators (teachers) is ideal</li> <li>4. The number of students is relatively large</li> <li>5. Learning methods used varied</li> <li>6. The location of the school is very strategic</li> <li>7. Very good school accreditation (A)</li> </ol>
		Opportunities	W-O Strategies
		<ol style="list-style-type: none"> <li>1. There are government regulations regarding the national education system</li> <li>2. There is operational funding support from the government</li> <li>3. The rapid development of information and communication technology</li> <li>4. The number of prospective new students</li> <li>5. Opportunity to open new majors</li> <li>6. The number of the business world who become school partners</li> </ol>	<ol style="list-style-type: none"> <li>1. Improving the quality of graduates through various academic achievements, competency certification, learning innovations, and establishing partnerships with more bona fide business world (S1, S4: O1, O6)</li> <li>2. Increase commitment/loyalty of teaching and educational staff by guaranteeing their welfare (S2, S3: O2)</li> <li>3. Organizing a competency-based education and training model by utilizing the development of information and communication technology (S4, S5: O3)</li> </ol>
		S-O Strategies	W-O Strategies
		<ol style="list-style-type: none"> <li>1. Improving the quality of graduates through various academic achievements, competency certification, learning innovations, and establishing partnerships with more bona fide business world (S1, S4: O1, O6)</li> <li>2. Increase commitment/loyalty of teaching and educational staff by guaranteeing their welfare (S2, S3: O2)</li> <li>3. Organizing a competency-based education and training model by utilizing the development of information and communication technology (S4, S5: O3)</li> </ol>	<ol style="list-style-type: none"> <li>1. Improving the quality and quantity of infrastructure facilities (W1, W3: O1, O2)</li> <li>2. Increasing student motivation in learning through the provision of scholarships for outstanding students and holding competitions between classes/between schools, etc. (W2 : O2)</li> <li>3. Maximizing practical activities through efforts to implement dual system education programs and teaching factories (W3, W5: O3, O6)</li> <li>4. Improving the quality of human resources/educational staff (especially productive teachers) by involving them in various training activities and competency certification (W4: O1, O2)</li> <li>5. Increasing collaboration with the business world in optimizing the implementation of internships, synchronizing</li> </ol>

Constraints (Threats)	S-T Strategies	W-T Strategies
1. The negative impact of global culture 2. Level of public trust 3. The existence of other similar educational institutions (competitors) 4. The increasing demands of graduates or DU/DI users on SMK graduates	1. Build a positive image of the school in the eyes of the community (S1, S3, S4: T1, T2) 2. Improving school quality by striving to fulfill 8 national education standards (S3, S4, S5: T3) 3. Improving the quality of graduates by organizing education according to SKKNI (S7: T3, T4)	1. Tighten level discipline students by providing punishment for students who violate school rules, to make perpetrators and other students feel deterrent. This can maintain the image and good name of the school. (W2: T1, T2) 2. Improving students' understanding of character education and the implementation of akhlakul karimah in social, national, and state life (W2: T1) 3. Increasing the contribution of graduates to the problems faced by society, government, and agencies (W5, W6: T4)

**Priority Strategy carried out by Insan Mandiri Garut Vocational High School in Increasing Graduates who are Ready to Work**

In this study, there are 2 types of criteria, namely Strengths and Opportunities as well as 4 alternative SO strategies which will then be tested through a comparison matrix in pairs. As for the criteria evaluation of the flavor pairwise comparisons are as follows.

Table 8: Interest level

Intensity of Interest	Description
1	Both elements are equally important
3	One element is slightly more important than the other elements
5	One element is more important than the other elements
7	One element is absolutely important than the other elements
9	One element is absolutely more important than the other elements
2,4,6,8	The values between the two values of adjacent considerations
Converse	If activity i gets one point compared to activity j, then j has the opposite compared to i

Table 9: Random index

N	RI
2	0,00

N	RI
3	0,58
4	0,90
5	1,12
6	1,24
7	1,32
8	1,41
9	1,45
10	1,51

The pairwise comparison matrices of the 4 SO alternatives are explained in the following table.

Table 10: Pairwise Comparison Matrix Between SO Alternatives

	Graduate quality	Teachers Loyalty	Competency-based training	Candidate recruitment
Graduate quality	1	3	3	5
Teachers Loyalty	0,333333333	1	2	2
Competency-based training	0,333333333	0,5	1	3
Candidate recruitment	0,2	0,5	0,333333333	1
Total	<b>1,866666667</b>	<b>5</b>	<b>6,333333333</b>	<b>11</b>

After the pairwise comparison assessment of the S-O alternative has been completed, the next step is to normalize it to obtain vector weights/priorities and determine the eigenvalues, the data can be seen in the following table.

Table 11: EigenValue S-O alternative

	Graduate quality	Teachers Loyalty	Competency-based training	Candidate recruitment	Total	Vector Priority	Eigen Value
Graduate quality	0,54	0,60	0,47	0,45	2,06	0,52	0,96
Teachers Loyalty	0,18	0,20	0,32	0,18	0,88	0,22	1,10
Competency-based training	0,18	0,10	0,16	0,27	0,71	0,18	1,12
Candidate recruitment	0,11	0,10	0,05	0,09	0,35	0,09	0,96
Total	<b>1,00</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>4,15</b>
CI	0,90						
RI	0,048555669						
CR	0,053950744						

Based on the processing results of AHP in Table 10 above, it is clearly illustrated that the alternative priorities for the S-O strategy that get the highest score are Improving the quality of graduates through various academic achievements, competency certification, learning innovation, and establishing partnerships with more bona fide DU/DI with a score of 0,52. The second alternative is to increase the commitment/loyalty of teaching and educational staff by guaranteeing their welfare with a value of 0,22. The third alternative is to carry out a competency-based education and training model by utilizing the development of information and communication technology with a value of 0,18. And the fourth/last alternative is to increase the quality and quantity of recruitment of prospective new students through promotional activities with the lowest score of 0,09.

Besides that, the inconsistency value (CR) obtained from the results of this calculation shows a value of 0,05 and it implies that the responses given by respondents should be "consistent" because they do not exceed the largest inconsistency level of 0,10 or 10%.

Thus, strategies that should be prioritized to increase graduates who are ready to work at Insan Mandiri Garut Vocational High School based on the S-O criteria are recommended to prioritize alternatives compared to other alternatives.

## 5 Conclusion and Suggestion

Based on the results of the SWOT analysis, positioning Insan Mandiri Garut Vocational School is in quadrant 1. This means that Insan Mandiri Garut Vocational School has opportunities and strengths so that the opportunities that exist can be utilized as best as possible by optimizing the strengths they have. The strategy that should be implemented in this condition is a growth-oriented strategy or known as the S-O strategy which includes: (a) Improving the quality of graduates through various academic achievements, competency certification, learning innovations, and establishing partnerships with more bona fide business world; (b) Increasing the commitment/loyalty of teaching and educational staff by ensuring their welfare; (c) Organizing a competency-based education and training model by utilizing developments in information and communication technology; and (d) Improving the quality and quantity of recruitment of prospective new students through promotional activities. Furthermore, Based on the results of the AHP analysis, it can be determined that the priority strategy that should be carried out by Insan Mandiri Garut Vocational School is to improve the quality of graduates through various academic achievements, competency certification, learning innovations, and establishing partnerships with more bona fide business world.

## References

- Adicahya, Y. (2020). *Pengaruh Quality of Work Life dan Implementasi Etika Kerja Islam terhadap Komitmen Organisasi*.
- Ajabar. (2020). *Manajemen Sumber Daya Manusia*. Deepublish.
- Badan Pusat Statistik. (2022). *Pengangguran Terbuka Menurut Pendidikan Tertinggi yang Ditamatkan (Orang), 2021-2022*. Badan Pusat Statistik. <https://www.bps.go.id/indicator/6/674/1/-pengangguran-terbuka-menurut-pendidikan-tertinggi-yang-ditamatkan.html>
- Istiqomah, & Andriyanto, I. (2017). Analisis SWOT dalam Pengembangan Bisnis (Studi pada Sentra Jenang di Desa Wisata Kaliputu Kudus). *BISNIS : Jurnal Bisnis Dan Manajemen Islam*, 5(2).
- Pribadi, D., Saputra, R., Hudin, M. J., & Gunawan. (2020). *Sistem Pendukung Keputusan*. Graha Ilmu.
- Riany, R. (2020). Karakteristik dan Tuntutan Perkembangan Sekolah Menengah Kejuruan. *Jurnal Statement : Jurnal Media Informasi Sosial Dan Pendidikan*, 20. <https://doi.org/10.56745/js.v2i2.24>

- Sadiyah, D. (2015). *Metode Penelitian Dakwah: Pendekatan Kualitatif dan Kuantitatif*. Remaja Rosdakarya.
- Siswanto, D. (2022). <https://nasional.kontan.co.id/news/angka-pengangguran-turun-pada-februari-2022-tapi-belum-kembali-ke-level-pra-covid-19>. *Kontan.Co.Id*.  
<https://nasional.kontan.co.id/news/angka-pengangguran-turun-pada-februari-2022-tapi-belum-kembali-ke-level-pra-covid-19>
- Steinner, & Minner, J. (2002). *Manajemen Stratejik*. Erlangga.
- Sutiono, & Tarmana, D. (2021). Analisis Daya Serap Dunia Kerja Terhadap Alumni Smk Negeri 1 Tukak Sadai Tahun 2014—2020. *Jurnal Pendidikan Rokania Vol. 6 No. 1*, 121–132.
- Tim Pengembang Ilmu Pendidikan FIP-UPI. (2007). *Ilmu & Aplikasi Pendidikan*. PT Imperial Bhakti Utama.