

ABSTRAK

Penelitian ini bertujuan menganalisis bentuk dan proses pelaksanaan program *Upskilling-Reskilling* guru produktif di SMKN 7 Lhokseumawe, peningkatan kompetensi setelah mengikuti program, serta faktor pendukung dan penghambat pelaksanaannya. Penelitian menggunakan metode deskriptif dengan pendekatan kualitatif yang didukung data angket. Penelitian dilaksanakan di SMKN 7 Lhokseumawe pada Maret–Juni 2026. Sumber data meliputi kepala sekolah, wakil kepala sekolah bidang kurikulum, dan guru produktif. Data dikumpulkan melalui angket, wawancara, observasi, dan dokumentasi dengan triangulasi metode. Data angket dianalisis secara deskriptif menggunakan skala Likert empat poin, sedangkan data digunakan untuk memperkuat interpretasi hasil penelitian. Hasil penelitian menunjukkan bahwa pelaksanaan program *Upskilling-Reskilling* berada pada kategori sangat baik. *Upskilling* meliputi pelatihan, workshop, magang industri, dan sertifikasi kompetensi yang memberikan dampak positif terhadap penguasaan teknologi. *Reskilling* meliputi pelatihan lintas kompetensi, magang bidang keahlian baru, pendampingan, evaluasi. Faktor pendukung meliputi kepemimpinan dan kebijakan sekolah, pendanaan, dan kemitraan DUDI, sedangkan hambatan utama adalah beban mengajar dan keterbatasan waktu guru.

Kata Kunci: *kompetensi, guru produktif, Upskilling, Reskilling,*

ABSTRACT

This study aims to analyze the form and implementation process of the Upskilling-Reskilling program for vocational subject teachers at SMKN 7 Lhokseumawe, the resulting improvement in competence, and the factors supporting or hindering its implementation. The study employs a descriptive method with a qualitative approach, supplemented by questionnaire data. It was conducted at SMKN 7 Lhokseumawe from March to June 2026. Data sources included the school principal, the vice-principal for curriculum affairs, and vocational subject teachers. Data were collected through questionnaires, interviews, observations, and documentation, utilizing method triangulation. Questionnaire data were analyzed descriptively using a four-point Likert scale, while the data served to reinforce the interpretation of the research findings. The results indicate that the implementation of the Upskilling-Reskilling program falls into the "very good" category. Upskilling activities—comprising training, workshops, industry internships, and competency certification—positively impacted technological proficiency. Reskilling activities included cross-competency training, internships in new areas of expertise, mentoring, and evaluation. Supporting factors included school leadership and policies, funding, and partnerships with the Business and Industrial World (DUDI), whereas the primary obstacles were teaching workloads and teachers' time constraints.

Keywords: competence, vocational subject teacher, Upskilling, Reskilling