

The Implementation of Vocational High School Management Strategy

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The Implementation of Vocational High School Management Strategy

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Abstract—The purpose of this study is to analyze the strategy of implementing vocational education management to produce graduates who are truly ready to enter the real world of work. The research method uses case studies by setting key informants purposively, namely principals, productive teachers, and students in State Vocational High Schools. Data was collected through in-depth interviews and focus group discussions. Data analysis used a qualitative approach with interactive models in the perspective of Miles and Huberman. The results of the study show that the strategy for implementing vocational school management starts from curriculum planning in partnership with industry, implementing industry-based learning, and evaluating all components in accordance with eight standards to measure school success. The effectiveness of leadership The principal is the main key in implementing the strategy.

Keywords—strategy; implementation; vocational school; principal

I. INTRODUCTION

Answering the challenge Government Regulation No. 41 of 2015 concerning the Development of Industrial Resources, then Vocational Schools must adapt to the demands of the workforce today. Thus industry-based VHS graduates will receive certificates from Professional Certification Institutions stating that VHS graduates have competencies that have been certified. One of the educational challenges listed in the 2015-2019 Ministry of Education and Culture Strategic Plan is to increase the quantity and quality of vocational / vocational education to meet local and national needs that are able to compete globally. From BPS year 2018, the problems faced by vocational high school graduates are not entirely competent in accordance with current industry needs. Therefore, open unemployment in North Sulawesi is dominated by VHS graduates as much as 6.09 percent. Graduates' competencies in accordance with industrial needs cannot be provided by schools. One way is to get closer to the industry by collaborating between industry and school [1], thus reducing the gap between the ability of graduates with industrial needs.

Many factors influence the low quality of VHS graduates. These factors include the ability to develop and implement curricula in the learning process, inadequate facilities and infrastructure, inadequate management of education, management of education that lacks emphasis on learning objectives, low operational funding for education, evaluation

systems that have not objective and low quality of education and education personnel [2]. The factors that influence the above can be managed effectively to get maximum results. As the results of Suroto's research say Industry and schools are partners in planning industry standard classes in vocational schools [3].

The principal is a manager in the school whose role is to manage the school in order to produce quality graduates. A variety of roles must be played by a principal, who must have managerial skills, academic supervision, and also have an entrepreneurial spirit. On the other hand, government policy in determining a school principal sometimes does not consider the competencies possessed by prospective school principals. There are still principals who are not from vocational schools, so he does not understand the breath from vocational schools. As a result the school did not develop as expected by the government. In addition to the principal factor aspects of the curriculum, and the teacher is a factor that supports the success of vocational education management.

The purpose of this paper is to analyze the strategy of implementing vocational education management to produce graduates who are ready to enter the real world of work.

II. METHOD

This study uses a case study method, key informants were determined purposively from State Vocational High School 2 and State Vocational High Schools 1, as well as the North Sulawesi Provincial Education Office.

Data collection is done by, observation, in-depth interviews, and Focus Group Discussion (FGD). Observation techniques, researchers come directly to the school to observe the situation and collect data. In-depth interviews occur directly with informants. The FGD technique was conducted to collect untapped data from the results of in-depth interviews. The implementation of this technique is in the form of discussion groups between researchers and informants who are considered to understand the research problems. Data were analyzed by interactive model in the perspective of Miles and Huberman [4], through stages: data reduction, data presentation, conclusion drawing and verification.

III. RESULT AND DISCUSSION

The strategies applied by technical and vocational business /management vocational education include curriculum planning, the implementation of Teaching Factory, Industrial Schools, guest teachers from industry, teacher internships, and Job Training.

- The curriculum applied in addition to following the 2013 curriculum, also added a joint curriculum between industry and the school. Especially productive subjects teaching materials are arranged together, so that they fit the needs of the industry.
- Implementation of Teaching Factory. This learning done to bring students into thinking and acting like in the industrial world and business world. Students are led to learn while practicing as if they were working in the industrial world.
- Industrial Class. The strategy is carried out by selecting 1 class of students approximately 15 people. This special class curriculum is structured together with industry or business with the school. This class is different from the other classes, because the implementation of learning is divided for example 19 month in the industry and 1 month in school. The purpose of this industrial class is to educate students ready for work, after graduation
- Guest Teacher from the industry. This strategy is carried out to provide knowledge to students like working in the industry. Industrial guest teachers are conducted specifically for productive subjects chosen by the school.
- Teacher internship. This is done to improve the ability of teachers to transfer subject matter to students. Teacher internships can be conducted on government programs and there are also programs carried out by schools. This means that if the teacher's government program for internships is limited. Teachers who do not receive programs from the government are financed by the school. Teacher internships must be carried out to balance technological progress in the industry with teacher knowledge.
- Field practice. This strategy is carried out to improve students' skills in carrying out work in accordance with the needs of industry or the business world. The field work curriculum is jointly arranged by industry with schools. The results of field work practices can improve students' competencies according to their respective fields of expertise.

Strategies to produce graduates qualified, the school implements School Based Management and implements ISO 9001: 2015. Quality management refers to eight national education standards, namely Competency Standards for Graduates, Content Standards, Process Standards, Education Standards and education personnel, infrastructure Standards, Management Standards, Financing Standards and Assessment Standards. These eight standards will provide a guarantee of producing qualified graduates.

Ezekwesili in Augustine Edeoga Ejili observed that the citizens of a nation must be appropriately and adequately skilled before they can fight unemployment and poverty [5]. Vocational and technical education is part of national development strategies due to the impact on human resources development, productivity and economic growth which reduce the unemployment by making the citizens to be self reliant and having employable skills. The results of Isnania Lestari's research about Industrial Internship, productive learning outcomes and family support to influence the work readiness of vocational students [6].

IV. CONCLUSION

The role of the principal in setting the strategy is very important, because the principal will control the implementation of the strategies that have. Principals who have the ability to lead can implement all the strategies that have been set. The principal must have managerial competence, academic supervision, and entrepreneurship and effective leadership.

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