

The Principal's Roles in Revitalizing Vocational High School

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Submission date: 09-Jun-2023 11:07AM (UTC+0700)

Submission ID: 2112232840

File name: 55913967_1.pdf (321.59K)

Word count: 2483

Character count: 14139

The Principal's Roles in Revitalizing Vocational High School

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Abstract—The purpose of this study was to analyze the role of school principal in implementing the revitalization of Vocational High Schools. This study uses a qualitative approach with a case study method. Key informants are determined purposely, namely the head of the Vocational School in the fields of business and management expertise, and technical expertise. Data collection techniques used were in-depth interviews and Focus Group Discussion. Data were analyzed qualitatively with the Miles and Huberman models. The results of the study show that to carry out the revitalization of the Principal Vocational High School plays a very important role and must have managerial competence, academic supervision, and entrepreneurship so that it can produce superior human resources. The effectiveness of revitalization depends on the leadership behavior of a school principal.

Keywords—revitalization; vocational schools; principal; human resources

I. INTRODUCTION

Human Resources (HR) who are not yet qualified and lack skilled skills to enter the business world and industry or the world of work are a current problem in Indonesia. Included vocational high school graduates who contribute the largest number in the open unemployment rate. The open unemployment rate is seen in terms of education in February 2017, for Vocational High Schools (VHS) the highest among other education levels, namely 9.27 percent. The next open unemployment rate is in Senior High Schools (SMA) of 7.03 percent. The facts in the field of high school or vocational high school graduates and even higher education institutions prefer formal jobs, namely to becoming civil servants rather than working in non-formal or entrepreneurial areas. Entrepreneurship is not yet an option for young people.

In the era of globalization that is competitive in various fields of life, it seems that vocational education is very important, given the increasing demand for human resources in the labor market for the middle workforce. There are not many SMK graduates absorbed in the business world and the industrial world because the required competencies have not been fulfilled. This is evident from the unemployment rate of SMK reaching 9.27 percent [1].

Seeing the development from year to year the competencies of vocational school graduates are not in accordance with the

world of work and industry, in 2016 the Government issued a regulation namely Inpres No. 9 of 2016. Presidential Instruction No. 9 of 2016 concerning the revitalization of Vocational High Schools to improve the quality of graduates to suit the needs of the business world and the industrial world. The challenge for the school is whether all principals are able to carry out these instructions? The reality in the field is that there are still vocational schools whose leadership qualities have not been able to carry out this. Especially now that we are faced with very rapid changes due to technological advances. There are four points in the Inpres, namely curriculum revitalization, educators & education staff, cooperation with industry, and graduates. This challenge must be answered by the Vocational School, especially the principal as the person in charge. How the principal will play a role, if there is still the position of headmaster held by the teacher who is not in accordance with the competence of the vocational school. There are still those who have a non-vocational education background.

Human resources are assets for organizations both private and government organizations. Vocational graduates are assets for the business and the industrial if they have good human capital. This means that it has good quality. Who is responsible for giving the capital to graduates? None other than the teachers and the role of the principal.

Margarita in Olotelo the experience of Asian countries like China, India, Japan, and Taiwan that have invested copiously in their human capital [2]. Human capital is the resource that an individual can mobilize in the actualization of a particular task. The results of Margarita's research emphasize that the importance of the government creates a system where individuals can move between vocational education and the general education system. Specifically, the orientation about vocational education students as inferior and of little social standing in the social led to the neglect of vocational and technical education in few decades ago but the recent spike in unemployment and slow growth experienced in many parts of the world revive the debates about vocational education as a way forward. Evans & Edwin in Khurniawan et al. suggest that vocational education is part of an education system that prepares individuals for a job or work group [3].

The problem in this research is formulated how the role of the principal in revitalizing Vocational High Schools to

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5) prove the quality and competitiveness of human resources? The purpose of this study was to analyze the role of school principals in implementing the revitalization of Vocational High Schools.

“Vocational High School is secondary education that prepares students primarily to work in certain fields. Vocational education has the general goal of increasing the faith and piety of students to the Almighty God and developing the potential of participants educated to have noble character, noble knowledge and insight into nationalism; and has a specific goal, namely to prepare students with knowledge, competence, technology and art to become productive human beings, as well as work independently, fill job vacancies in the business world and industry as middle-level workforce in accordance with competence. Productive human beings, as well as work independently, fill job vacancies in the business world and industry as middle-level workforce in accordance with competence” [4].

Human capital is classified as an intangible asset whose work power provides a very large value for achieving organizational goals. Human capital is the basis for the creation of competitive advantage [5]. There is an acknowledgment that human capital has a positive significant relationship toward organizational performance [6]. For a sustainable development, human capital must be developed and the vehicle for fulfilling this is the educational system. Human capital can be formed through formal education in schools and experience gained as long as these students are in school and outside of school.

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The construct model of the role of the head of the Vocational School has two dimensions, namely the dimensions of leadership and managerial dimensions. Leadership has 5 indicators, namely (a) personal skills, (b) relational skills, (c) professional skills, (d) organizational skills, and (e) entrepreneurial skills. Managerial has 4 indicators, namely (a) planning, (b) organizing, (c) mobilizing, and (d) controlling; and (2) The real condition of the role of the principal is almost in accordance with his ideal conditions, indicated by the mean real conditions which are slightly lower than the mean ideal conditions [7].

II. METHOD

This study uses a case study method, the key informants in this study were determined purposively from SMK Negeri 1 and SMK Negeri 2 Manado. 1 person from the North Sulawesi Provincial Education Office. Whereas the source of the data in this study is the principal. Data collection was carried out with in-depth interviews and Focus Group Discussion (FGD). In-depth interviews occur directly with informants. The interview used was to use an open system which meant the subjects knew that they were being interviewed and understood the purpose of the interview. 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 Huberman through stages: data reduction, data presentation, conclusion drawing and verification.

III. RESULTS AND DISCUSSION

A. Results

In accordance with the VHS revitalization indicators referred to in Presidential Instruction No. 9 of 2016 that there are four elements that must be revitalized. What is the role of the principal in carrying out the revitalization of the four elements? The results of the interview concluded that the principal in carrying out revitalization must have competence. The competence of principals plays an important role in carrying out deep revitalization: as managerial, academic supervision, entrepreneur

Managerial competence. The principal must function as a manager at the school. Its function is to manage the school so that it can compete and have qualified graduates in accordance with competencies in the fields of business and management as well as engineering. Efforts to achieve this, the school principal revitalized aspects of the curriculum, teaching staff and education, infrastructure, financing, relations with the business and the industrial, and can provide certificates of competency testing to graduates.

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Revitalizing the curriculum includes its content tailored to the needs of the business world and the industrial world. Efforts have been made to involve the industry and the business community in compiling the curriculum. The result is that schools and industries conduct industrial school learning as the technical and vocational schools in business and management are called business schools. One special class was formed and learning activities were conducted alternately a month in school and a month in the company or industry during the semester. Likewise with educators involved from companies and industries. They came to teach at school.

The second element in the revitalization process of the principal plans and implements empowerment for productive teachers to improve their abilities according to their professional competencies. The efforts of school principals to improve the quality of educators, the educators are alternately included in the teacher's internship. Productive teachers are given the opportunity to attend internships outside the school both in the industry and included in training organized by the government. Other programs for empowering educators for relatively young teachers are required to attend masters education according to their respective fields of science. In addition to the aforementioned programs there is also in house training conducted by schools. To education staff given the empowerment of the field of general administration and financial administration to support activities in the learning process.

The third element in the revitalization process is cooperation with outside parties. School efforts in this field have been collaborated with the business sector and the industrial. Collaboration is intended for the purpose of implementing student internships and instructors to teach in schools. The school has implemented this by giving business and industry the opportunity to become educators in productive subjects and teachers taking internships in companies and industries. In addition to the technical vocational school there is an industrial school whose name is in accordance with the

name of the company or industry. For example for technical vocational schools there is one industrial class of Astra, Honda. The learning process is different from the general class

The fourth revitalization is the revitalization of graduates, the aim is to provide graduates with legality regarding their competence. A graduate who already has competency certification will be quickly accepted into the company or industry both at the local, national and even overseas levels. School efforts to realize this program by providing competency examinations for students. This certification is carried out by the school and its legality is issued by the National Standards Agency (BSN). With competency test programs recognized by the business and industry, the graduates can be guaranteed quality. Thus it will reduce unemployment of VHS graduates.

Revitalization can be realized if the principal has managerial competence, academic supervision competence, and entrepreneurial competence. In addition, principals must have effective leadership behavior and become leaders who are able to produce new leaders. The function of principals as managers in revitalizing vocational schools includes curriculum planning, empowerment of educators and education staff, school infrastructure, financing.

B. Discussion

Vocational Revitalization has not been able to implement all schools, because not all Vocational Schools have human resources capable of making it happen. But this must be done to answer the needs of the business and industry. Kuchinke examines education for work, he states a question for educators: how to prepare young people for work. This question is critical in the context of the nation's focus on increasing graduation requirements, developing accountability systems for learning outcomes, and implementing high-stakes testing [8]. This is in line with the current efforts of the Indonesian government to improve the quality of SMK graduates so that they can contribute to the business world and the industrial world.

Oguejiofor and Ezeabasili in Olotelo buttressed existing thoughts on the role of vocational education in building a nation and ensuring sustainable development [9]. Besides poverty reduction and empowering the youths for gainful employment, vocational education provide technological knowledge which is considered essential to the transformation

of an economy from dependent to self-reliance, and from developing country to a developed country.

The competency of principals is very influential in realizing the quality of graduates that can be accepted by the business world and the industrial. Marlow and Minehira in Kotirde Isa Yugud viewed that school principals must possess a wide array of competencies in order to lead schools effectively towards the accomplishment of educational goals, which has led to changing expectations of what leaders need to know and must be able to do [10].

IV. CONCLUSION

The role of principals in Vocational High School Revitalization is very important, therefore managerial competence, academic supervision, and entrepreneurship are important to be realized in managing schools. The effectiveness of revitalization depends on the leadership behavior of a school principal.

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