

Research Article

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Principal Leadership Strategy in Improving the Quality of Graduates Relevant to the Tourism Industry in Vocational High Schools (SMK)

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Abstract: This research aims to describe the Principal's Leadership Strategy in Improving the Quality of Graduates Relevant to the Tourism Industry in Vocational Schools. This research was conducted using field research and used a descriptive-qualitative approach. Data collection techniques, observation, interviews, questionnaires, and documentation. Meanwhile, data analysis involves data collection, data reduction, data presentation, and drawing conclusions. Data validity checks use credibility, transferability, dependability, and confirmability tests as data validity checks. The results of the research show that the leadership strategy of vocational school principals in improving the quality of graduates relevant to the tourism industry is by (1) Increasing Competent Teacher Resources by appointing teachers whose academic qualifications are in accordance with the tourism department, facilitating tourism teachers to take competency training, improving performance tourism teachers in carrying out their main duties, increasing teacher welfare, and carrying out supervision of tourism teachers. (2). Implementation of learning carried out in vocational schools, namely adapting the school curriculum to the needs of DUDI "Link and Match" teaching materials consisting of tourism theory and practice, implementing tourism learning based on digital technology, providing adequate learning facilities in accordance with industry standards.

Keywords: leadership strategy, quality of graduates, tourism industry

Introduction

A leader is someone who leads an organization, company, institution or group. Leaders have a very important role in an organizational structure. Leaders are the glue in an organization. According to Fahmi (2016), Leadership is a science that comprehensively examines how to direct, influence and supervise other people to carry out tasks according to planned orders. The principal is a leader in an educational institution who is directly related to the implementation of educational programs in schools. As a policy maker in a school, the principal must function in his role optimally and be able to lead the school wisely and directedly, and towards achieving maximum goals, in order to improve the quality and quality of education (Juliantoro, 2017).

The school principal has high authority and influence to improve the quality of education. Weak leadership will be complex in developing a quality culture so that it faces various cultural challenges in schools. For example, improving the quality of school services, extracurricular services and school governance services; improving the quality of educational resources; improving the quality of teachers and staff, and improving the quality of educational facilities/infrastructure (Dessalegn, Bekalu, & Frew, 2016). The quality of education in a school cannot be separated from the role of a school principal as a leader in the school. In this regard, the role of a school principal influences the success of a school in carrying out strategies to achieve a goal. According to Asrin et al (2022) Quality schools are led by school principals who have a strong commitment to quality. Karindasari

in Suhardan (2010) explains that school strategy is a set of actions taken to achieve school goals.

Schools that are in great demand by Indonesian people today are vocational schools, as vocational education units provide opportunities in the world of work earlier and are more needed. The leadership role of the school principal is a determinant of progress and success in managing vocational schools, therefore good educational leadership is needed so that this institution is not abandoned. The implementation of learning in vocational schools needs to be designed with a design that combines demand with the graduates produced by vocational schools (Sunarto and Supriadi, 2019). In line with the HR improvement program, National Education, especially vocational education, is important in providing a contribution in preparing skilled and highly competitive human resources. Vocational education aims to produce competent human resources from vocational school graduates who are ready to enter the industrial world and have the ability to create their own jobs.

The Directorate General of Primary and Secondary Education Management, stated that efforts to accept vocational school graduates in the world of work or industry can be done by: (a) strengthening adaptive abilities which include applied mathematics and applied science abilities, (b) strengthening entrepreneurial skills, (c) strengthening the ability to use national and international languages, (d) strengthening basic ICT skills, (e) implementing a teaching factory (PSMK Directorate, 2010). The current concept of link and match between the world of education and industry is ideal if there is a reciprocal relationship between the supplier of labor, namely vocational school, and the user, namely the world of work. With this reciprocal relationship, Vocational Schools can easily develop a curriculum according to the needs of the world of work. Of course, this cannot be separated from the creativity and intelligence of Vocational School managers under the command of a principal,

which is a determining factor in the success or failure of the quality of graduates in getting jobs in their respective fields.

Vocational High Schools (SMK) are required to form students who have good soft skills and hard skills, improving the quality of the learning process, especially in the practical field. According to Hamidah (2018), students in the meaning of regulations are members of society who are trying to develop their own potential through the learning process available in certain paths, levels and types of education. The competencies that students gain when learning theory can be put into practice. In order for graduates to have the readiness and ability to work, they need to be equipped with broad insight, skills according to competence, understanding in thinking, and good personality as an agent driving internal change (Fajriah et al. 2017). By having quality graduates, it can certainly reduce the unemployment rate (Perdana, 2018). Graduates who are competent and qualified and have competitiveness are supported by other competencies and skills such as work culture, ability to respond to realities in industry, adaptive to developments and changes in society (Sutjipto, 2019).

Based on initial observations, several Vocational Schools with a tourism core have 2 areas of expertise, namely Tourism and Creative Economy Skills with 5 Skills Programs, namely: Culinary skills program, Tourism Services Business Skills, Hospitality Skills, Beauty, Fashion, Vision developed towards the Center Digital-based Tourism Vocational Education and Training to create superior and competitive human resources in the global era with the mission of providing core tourism education and training in accordance with the demands of the global era. By utilizing technology to realize the availability of superior and competitive human resources. The vision and mission describe that Vocational Schools are a place to produce superior and competitive human resources in the era of

globalization. The implementation of learning activities in vocational schools is supported by adequate facilities & infrastructure, thereby creating a production/service-based learning atmosphere that refers to standards or procedures applicable in industry and is carried out in an atmosphere similar to that which occurs in industry (Teaching factories) such as in the industrial world.

Researchers found that the graduation percentage rate within a period of 3 years is good, that is, every year the school can graduate 100% of its students. Based on data from several vocational schools, 75% of alumni have been accepted to work in the industrial and business world and have also been accepted into higher education. and there are also those who open their own businesses, but the most important thing is not just the number of graduates.

However, the quality of graduates produced by Vocational Schools are widely absorbed in industry. Of course, this achievement cannot be separated from the leadership efforts of a school principal as a leader who is responsible for improving the quality of graduates who are relevant, especially to the tourism industry in vocational schools. Therefore, we need to know the effective strategies implemented by vocational schools in improving the quality of their graduates so that they can achieve qualified and competent graduates in the tourism industry.

Literature Review

Leadership Strategy

The principal's strategy is an effort to improve teacher performance in the learning process, the principal functions and serves as an educator, manager, administrator, supervisor, leadership and motivator (Emaslim). This is in accordance with the opinion of Murniati (2008) "that the role of the principal is as (1) educator (2) supervisor (3) leader (4) manager (5) administrator (6) innovator (7) motivator. In

Fitrah's (2017) opinion, the leadership of the school principal is one of the educational leaders.

Quality of Graduates

Quality is a set of norms or values that are manifested in school behavior, activities and symbols to achieve school achievement through continuous quality improvement (García-Garnica, 2018). Of relevance in the educational context, the concept of absolute quality is elitist because only a few educational institutions will be able to offer the highest quality to students and only a few students will be able to pay for it (Rofiq 2012). Quality is a set of norms or values that are manifested in school behavior, activities and symbols to achieve school achievement through sustainable quality.

Tourism industry

The definition of the Tourism Industry is "Tourism enterprises are all business entities which, by combining various means of production, provide goods and services of a special tourist nature". What is meant by the tourism industry is all business activities consisting of various activities producing goods and services needed by tourists. The tourism industry is all business activities in the form of goods and services intended for tourists. W. Hunziker (Yoeti, 1994).

Method

The research method uses a type of qualitative research with a case study method which is a scientific activity that is planned, structured, systematic and has certain objectives, both practical and theoretical. Creswell (2007) stated several characteristics of a case study, namely: determining suitability for the research problem; identifying cases for a study; the case is a system bound by time and place; case studies use various sources of information in collecting data to provide a detailed picture; and using a case study approach.

The procedure carried out is that the research results will be compiled in a research report containing a description of the problem, research objectives, methodology, findings, interpretations, and conclusions. The report will provide a comprehensive overview of the Principal's Leadership strategy in improving the quality of graduates relevant to the world of tourism industry in Vocational Schools.

Basrowi & Suwandi (2008) state data analysis as a process that formally details efforts to find themes and formulate hypotheses as suggested by the data and as an effort to provide assistance on themes and hypotheses. In this research, the data technique used is qualitative data analysis, namely the process of systematically searching and compiling data obtained from interviews, field notes and other materials so that it can be easily analyzed understood and the findings can be informed to others (Sugiyono, 2016).

The data obtained by researchers while in the field was then analyzed by applying the steps: Data collection, data reduction, data presentation, conclusions and data verification. According to Moleong (2010) triangulation is a data validity checking technique that utilizes something else: Credibility, Transferability, Dependability and Confirmability.

Results and Discussion

Principal Leadership Strategy in Increasing Competent Teacher Resources

In connection with the Principal's Leadership Strategy in increasing Competent Teacher Resources in Vocational Schools, from the results of interviews, questionnaires and observations carried out, the result was that as a leader, the principal was able to implement strategies well and appropriately in increasing competent teacher resources.

- a. Appoint teachers whose academic qualifications correspond to the tourism department

In increasing the resources of competent teachers, a head must empower tourism teachers who have competency skills according to their department, for example, teachers in the hospitality department must have hotel education qualifications, as well as those in the department of beauty, culinary and tourism units. Based on the results of interviews and questionnaires conducted at vocational schools, one way to select productive teachers is through interviews with school principals, department heads and senior teachers. Apart from independent selection carried out by the school, the appointment of productive teachers is also recommended by the Department Education and Culture and the presence of productive teachers in Vocational Schools are reported every month to the Education Office.

The appointment of productive teachers is carried out by schools through independent selection and is also prioritized for alumni who have continued their education according to the skills they have, productive subjects have characteristics, namely that productive teachers must master hard skills and soft skills (Sudana, 2013), apart from self-registration, it is prioritized for alumni who have continued their education to return to serve at school, apart from that, productive teachers are also recommended by the Education Office.

- b. Facilitate tourism teachers to take competency training.

In increasing the competence of skills, the school principal really supports teachers to develop the skills they have, this is proven by the school principal giving recommendations to teachers majoring in tourism to carry out training or training either carried out independently or by the government, one of which is teachers implementing the Upskilling program where The

Upskilling Program is a program to improve teacher abilities. With upskilling, teachers can keep up with industry trends and improve their ability to carry out the tasks required in school.

c. Increasing the main duties and performance of tourism teachers

There are several strategies implemented by vocational school principals in improving the performance of tourism teachers in carrying out their main duties and tasks well, including ensuring teachers carry out tasks in the form of planning for students, carrying out teaching and learning activities, and preparing administration for teaching and learning activities both theoretical and practical, preparing lessons. practice, carry out practical KBM, help develop production units.

Teachers are fully responsible for their duties, such as developing theoretical and practical learning models, as well as innovating to create new products that will further develop students' talents and interests in learning. In Law Number 20 of 2003 concerning the National Education System, Article 39 paragraph states that education is professional staff tasked with planning and implementing the learning process, providing guidance and training as well as conducting community service research.

d. Improve well-being Teacher.

The next strategy for vocational school principals in increasing teacher resources is to improve the welfare of teachers in the school as much as possible. Based on the results of interviews at the school, it was found that this is one of the prominent differences in the era of leadership between the current principal and the previous principal, where giving Teacher welfare increases further.

e. Carry out supervision of Tourism teachers

Carrying out supervision is one of the strategies of vocational school principals in coaching teachers in order to improve the quality

of their teaching, so that they can improve the quality of student learning outcomes. In carrying out supervision which aims to measure the extent of the performance of tourism teachers in schools. carry out supervision of the class. The first step taken in carrying out supervision, namely the school principal forms a supervisory team according to their field of expertise, usually the supervisory team consists of senior teachers according to their respective departments. The supervisory team itself will be supervised by the school principal.

Principal Leadership Strategy in Implementing Learning in Vocational Schools

As a leader at school, of course the vocational school principal has prepared special strategies to be used in implementing learning at school, so as to be able to improve the quality of his graduates. Based on the results of research conducted through the interview and questionnaire stages, it was found that the strategies implemented included:

a. Adapting the curriculum in schools to the needs of DUDI "Link and Match

According to A Susanti (2022), the principal plays an active role in implementing the "Link and Match" curriculum strategy. In adapting the school curriculum to industry, namely by synchronizing, the school, industry and professional associations work together to synchronize the curriculum that will be used by students. Matches with industry, for example, include the implementation of Teacheng Factory and Field Work Practices, which are implemented for six months (6) with the hope that students will know the real industrial or work environment.

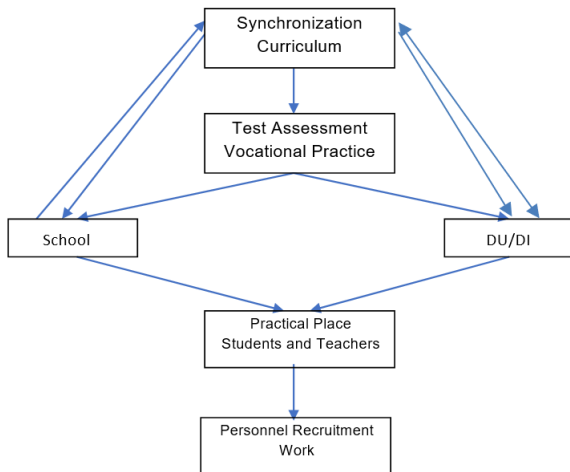


Figure 1. Scheme of the Relationship between Vocational Education and Industry

As a leader at school, of course the vocational school principal has prepared special strategies to be used in implementing learning at school, so as to improve the quality graduates. Adapting the curriculum in schools to the needs of DUDI "Link and Match" tourism is carried out, among other things, by synchronizing the existing curriculum in schools with industry, this aims to identify the competency needs of DUDI and develop a strategy model for developing curriculum based on DUDI needs, so that benefits can be obtained to develop the vocational school curriculum in accordance with DUDI's competency requirements.

b. Teaching materials consist of tourism theory and practice

In his role as an educator, the school principal certainly has the right strategy to increase professionalism in empowering teachers to carry out the learning process in a planned, well, smooth and productive manner so as to produce good quality learning. Teachers must be able to act as designers (as planners), implementors (as executors), and evaluators (as assessors) of learning activities. The teacher is the most dominant factor because in the hands of the teacher learning success can be achieved. (Marsheilla, 2021).

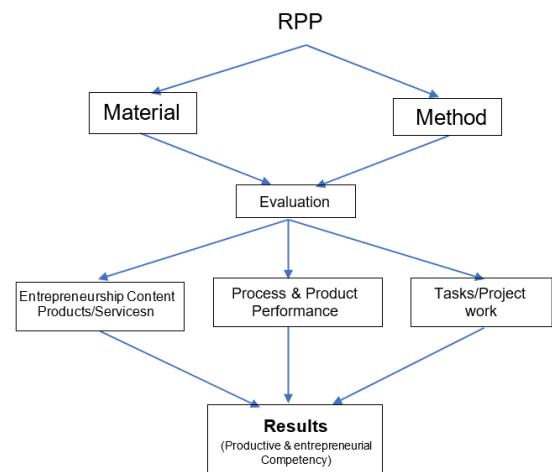


Figure 2. Vocational School Productive Learning Development Model Chart to shape the quality character of graduates

The learning process at SMK consists of 30 percent theoretical lessons and 70 percent practical lessons, where in a day you will usually receive theoretical lessons lasting between two and four hours and the rest are productive lessons until completion, where usually the results of their production that day will be immediately marketed well. for school residents and outside the school environment, for example in offices around the school and every day, alternately two (2) or three (3) students will picket at their respective production units such as in hotels, salons, restaurants, boutiques, or at counters. ticket.

c. Implementing digital technology-based tourism learning

According to the results of observations, interviews and questionnaire results, vocational schools have utilized appropriate technology in the learning process optimally in accordance with the demands of the globalization era. This can be seen from the learning process that has shifted to technology, for example tests or exams that use computers or cellphones. because previously using paper, then the availability of free internet, where all students were involved in learning activities. The use of information technology-based learning media will bring dynamic and

interactive learning situations that combine text, graphics, audio and video. Digital technology is very necessary in vocational schools to facilitate the learning process and as a medium to promote production results in the form of goods or services. Of course, this cannot be separated from one of the principal's strategies for improving the quality of learning.

d. Fulfillment of adequate learning facilities in accordance with industry standards

One of the strategies of vocational school principals in improving the quality of learning is that the learning facilities at vocational schools comply with industry standards, in the form of goods and service production unit buildings so that they can apply the Teaching Factory learning concept. All departments that can be a place of practice in the school consist of hotels for hospitality departments, ticket counters for tourism units, restaurants for culinary arts departments, boutiques for fashion departments, salons and barbershops for beauty departments, so that the teaching learning concept Factory can be implemented well and according to industry standards in schools.

According to the results of interviews with the school principal and head of department, the industrial standard facilities at the school are good and very suitable for practical learning activities that comply with industry standards because the principal provides as much as possible with all the tools and materials needed for practical learning, so that students can be creative. and innovate as much as possible for all departments so that they can produce quality products and services.

Conclusion

Based on the results of the research and discussion in the previous chapter, it can be concluded as follows:

1. The Principal's Leadership Strategy in increasing Competent Teacher Resources is

carried out by Vocational School Principals, namely by being able to manage teacher resources in the school well. This can be seen from Increasing teacher resources is carried out by determining the academic qualifications of tourism teachers according to their expertise. in order to achieve quality education, Facilitate tourism teachers to take part in competency training activities in the form of upskilling activities, which aim to improve the ability of vocational teachers in their field of expertise, improving the performance of tourism teachers in carrying out their main duties, improving teacher welfare which will have an impact on their performance and carrying out supervision to measure teacher performance.

2. The Principal's Leadership Strategy in Implementing Learning in Vocational Schools, namely adapting the school curriculum to the needs of DUDI "Link and Match" is intended to make it easier for students to enter the industrial world, teaching materials consist of tourism theory and practice which can improve student learning outcomes well, implementing tourism learning based on Digital Technology and the provision of adequate learning facilities in accordance with Industry standards.

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