

The Principal Leadership Model of Sambalia 1 Public Vocational School in Developing School Quality as a Vocational Center of Excellence

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ABSTRACT

The principal is an educational leader at the educational unit level who must have a strong leadership base. The role of the head is required to display the ability to foster cooperation with all personnel in an open climate that is a partnership, as well as increase the active participation of parents of students. On the implementation of quality improvement management, the principal must act more as a leader than a manager, as a leader, administrator, and supervisor. And must have good competence in academic, managerial, and professional fields. The principal is directly and indirectly responsible for the process of learning activities in the school. This study aims to find out how the principal's leadership is improving the quality of education as a vocational high school center of excellence in Sambelia, East Lombok district. This study used a descriptive qualitative approach with a case study research design. The data collection techniques used were non-participant open observation, semi-structured interviews, and documentation studies. techniques in data validity using credibility, transferability, dependability, and confirmability. The results of this study show the implementation of link and match at Sambalia 1 Vocational High School has been going quite well, even though it has not been implemented optimally, such as through applied research. However, other links and matches, such as curriculum development and so on, have been carried out well; this can be seen from the results of interviews with school principals and vice principals for the Sambalia 1 Vocational

High School. The preparation of the curriculum for the world of work and the industrial world has been going well and is carried out at the beginning of each learning year. And involve internal parties from the school as well as from the world of work and the industrial world who are competent in their fields. Teacher-factory-based learning is also a top priority for schools in the teaching and learning process at Vocational High School 1 Sambelia. This is not only due to government programs but also to preparing students who are ready to enter the world of work later.

Keywords: Leadership, School Quality, Vocational High School

INTRODUCTION

Education is the basic foundation for building a nation by creating citizens who are reliable, professional, and highly competitive. Education is also an effective way to build a nation's character and determine the journey and regeneration of a nation. Education has always been a hot topic for countries all over the world, and Indonesia is no exception (Timor, 2018). Mulyasa (2011: 4) In the context of regional autonomy and decentralization of education, the success or failure of education in schools is highly dependent on teachers, principals, and supervisors because these three figures are the keys that determine and drive the various other components and dimensions of the school. He added that

education in schools is not just a process related to knowledge but includes various matters related to physical, emotional, and financial aspects.

Leadership, according to Stephen P. Robbins in Said (2018) Leadership is the ability to influence a group towards achieving goals and can also be formulated as a process of influencing the activities of a person or group in efforts towards achieving goals in certain situations. Akhmad Said (2018) also explained that leadership is an inherent trait of a leader, namely the ability to direct, motivate, provide comfort, service, loyalty, respect, guide, direct, communicate, interact, build relationships, be a father figure, and be knowledgeable. The quality of education is largely determined by the success of the learning process in educational institutions. Schools as educational institutions need principals who are able to lead and manage schools professionally (Lumban Gaol, 2017).

Mulyasa (2011: 16), argues that the principal is an educational leader at the education unit level who must have a strong leadership base. Julaiha (2019) explained that the role of the head is required to display the ability to foster cooperation with all personnel in an open partnership climate as well as increase the active participation of parents of students. On the implementation of quality improvement management, the principal must act more as a leader than a manager, as a leader, administrator, and supervisor. And must have good competence in academic, managerial, and professional fields. The principal is directly and indirectly responsible for the process of learning activities in the school.

Leba dan Padmomartono quoted in Zahrok (2020) stated that the quality of education can be assessed through five aspects: output, service, human resources (teaching and educational staff), process aspects, and environmental aspects. Indirectly, quality in education can be known through three questions, namely: how are the resources in it, how is the learning process carried out,

and how are the graduates produced. School According to Sari (2013), the school principal's leadership style contributes to the quality of education.

The Center for Excellence Vocational High School is a SMK development program with certain expertise competencies in quality and performance improvement, which are strengthened through partnerships and alignment with industry, the business world, and the world of work, eventually becoming a reference SMK can function as a driving school and center for quality and performance improvement at other high schools. Pussat Excellence Vocational High School is a Vocational School that is able to produce graduates who are competent in certain skill competencies and are absorbed in the world of work and the world of industry. This is certainly a task that must be prioritized by schools. According to Sagala in Mutaqin dkk. (2016) Vocational education is a responsible vessel for creating competent human resources so that graduates can be easily absorbed in the industrial world. Vocational education, namely vocational education, is non-academic education that is oriented towards practice in carpentry, business, industry, agriculture, transportation, services, and so on.

Sambelia 1 State Vocational High School was initiated in 2009 under the name SMK PGRI Sambelia. At that time, SMK PGRI Sambelia began accepting new students in 2009, and officially SMK PGRI Sambelia grew into SMK Negeri 1 Sambelia on November 11, 2011 based on the Decree of the Head of the East Lombok Regency Youth and Sports Education Office number 421.1/3276-2/DIK. III/2011, with the initial competence of only Computer Network Engineering (TKJ), then in its journey added 6 more competency competencies, namely Multimedia (MM), Electrical Power Installation Engineering (TITL), Motorcycle Engineering and Business (TBSM), Travel Business (UPW), Hospitality, and Tataboga. In 2021, there will be a policy of limiting the Vocational High School Core to only

two Cores, namely the Tourism Core and the Energy and Mining Core, so that there will be a change in the competence of existing skills at Sambalia 1 Public Vocational School to become Electricity Engineering, Renewable Energy Engineering, Tourism Service Business, Hospitality, and Catering.

In 2021, Sambalia 1 Vocational School was selected to be one of the PK phase II SMKs in East Lombok along with Sikur 1 State Vocational School and Pujut 1 State Vocational School, according to the decision of the vocational director general of the Ministry of Education and Culture, number 29/D/DM/2021. Sambalia 1 State Vocational High School was chosen as a center of excellence in vocational high school, and the department of excellence in Sambalia 1 State Vocational High School is the electricity department. The Center for Excellence Vocational High School is a SMK development program with competence in certain expertise in quality and performance improvement, which is strengthened by partnerships and alignment with the business world, the industrial world, and the world of work. It eventually becomes a reference SMK that can function as a driving school and improvement center for the quality and performance of other SMKs (Ministry of Education and Culture, Pocket Book of SMK PK: 2).

The legal basis for SMK centers of excellence is Law No. 20 of 2003 concerning the education system in Indonesia, Presidential Instruction No. 9 of 2016 concerning revitalization of vocational high schools, Regulation of the Minister of Education and Culture No. 34 of 2018 concerning national standards of Vocational High School/MMadrasah Aliyah education Vocational, Minister of Education and Culture Regulation No. 22 of 2020 concerning the strategic plan of the ministry of education and culture for 2020-2024, and Minister of Education and Culture Regulation No. 17/M/2021.

LITERATURE REVIEW

Definition of Leadership

Syarifah (2022: 64) Leadership is a process carried out by company managers to direct and influence their subordinates in task-related activities so that these subordinates want to exert all their abilities, both individually and as a member of a team, to achieve the goals set. In line with that, a leader is someone who is able to influence others and is an example in an effort to achieve common goals (Husaini & Fitria, 2019). In addition to the above, leaders must also think about how their members can feel that their needs are met, whether they need work, motivation, recreation, health, clothing, food, shelter, or other needs that they deserve (Marlina 2013).

According to Syamsu and Novianty, there are several theories of leadership in organizations, namely: 1) Theory of nature: intelligence, initiative, openness and sense of humor, enthusiasm, honesty, sympathy, self-confidence, or PD. 2) Group Theory (social psychology scale): Exchanges between leaders and followers, sociological concepts, taking into account and helping followers, giving attention 3) Situational theory and contingency model: Leader relationship and function structure, degree of task and task structure, formal authority (contingency), accepted by followers, tasks and everything related to them are clearly defined, formal use of authority and power 4) Theory of paths and goals: Directive leadership, participative supportive leaders, achievement-oriented leaders

Leadership types and styles

Along with the times, scientific leadership began to develop along with the growth of scientific management, which is better known as the science of leading. Marlina (2013) describes several types of educational management leadership, including: 1) Autocratic Leadership 2) Laissez-faire leadership (Ignorance). 3) Democratic Leadership 4) Charismatic Leadership 5) Militaristic-type leadership 6) Democratic Leadership Style Furthermore. Mattayang (2019) reveals that effective and

efficient leadership will be realized if it is carried out based on the functions and objectives that have been set. He also describes the following leadership styles: 1) Democratic Leadership Style 2) Delegation Leadership Style 3) Bureaucratic Leadership Style 4) Laissez-faire leadership style 5) Authoritarian or authoritarian leadership style 6) Charismatic Leadership Style 7) Diplomatic Leadership Style 8) Moralistic Leadership Style 9) Administrative Leadership Style 10) Analytical leadership style 11) Entrepreneurial leadership style 12) Visionary Leadership Style 13) Situational Leadership Style 14) Militaristic Leadership

Husaini & Fitriana (2019) say that leaders must have the right components in management so as to produce an appropriate and wise performance, including the following: 1) Planning is the determination of activities to be carried out in the future. This activity is carried out to determine the action to take to achieve the desired result. 2) Organizing is the process of connecting people who are involved in a particular organization and integrating their duties and functions within the organization. Organizing in management is an effort to determine structure and roles by conceptualizing the activities needed to achieve goals, namely achieving agreed targets. Achievement. 3) Actuating means maintaining and advancing the organization through each person, both structurally and functionally, so that each of its activities is inseparable from efforts to achieve goals. 4) Controlling or Supervision is the process of monitoring activities to ensure that they are completed as planned and correcting any significant deviations. An effective control system ensures that activities are completed in ways that lead to the achievement of the organization's goals.

Principal Leadership

Hamzah & Faruq (2020) explain that the principal is a form of leadership that encourages all elements in the school (TU staff, teachers, students and other staff, the community, parents of students, and other

stakeholders) to be willing to work together, participate optimally in order to realize the vision without any coercion, and work together to build the future and lead to better changes. This is in line with what was expressed by Imansyah dkk (2020) The leadership of school principals who are role models for teachers and students will further improve the quality of school education so that it will match the school's vision and mission in realizing national education.

Quality Development

Development etymologically means the process, method, or act of developing (Arfiandy, 2021). Quality is the proper value for a particular service unit, both from a technical (science, skill, and medical or health technology) and interpersonal aspect (Andriani, 2017). Quality is something that is considered an important part, because quality basically shows the superiority of a product when compared to other products. This is in line with what was expressed by Sallis in his book entitled Total Quality Management In Education, he said "Quality has a variety of ambiguous and contradictory meanings". Quality has various ambiguous and contradictory meanings (Edward Sallis 2002: 12).

Sallis defines that "Quality can be defined as that which satisfies and exceeds customers' needs and wants", Quality can be defined as what satisfies and exceeds customer needs and desires (Edward Sallis 2002: 16). With the explanation above, it can be concluded that quality development is developing quality in order to satisfy customers with the output produced. Carrying out quality education is a responsibility as written in the National Education System Law Article 3 of 2003 whose contents are: National education has the function of building capabilities and shaping the character and progress of a nation that has dignity in educating the nation, has the aim of developing the abilities of students so that they become people who have noble, healthy, knowledgeable, independent, creative,

pious, democratic and responsible morals (Samiaji et al., 2021).

Tanjung dkk (2021) state that quality in the educational process involves various inputs such as; teaching materials (cognitive, affective, or psychomotor), methodology (varies according to the ability of the teacher), educational institution facilities and infrastructure, administrative support, various resources and efforts to create a fair and comfortable atmosphere for learning. The quality of schools will not develop properly if they are not supported by all elements of the school including teachers and principals in managing schools so that they meet the standards that have been set in a better direction.

Menurut Ahmad (2021) Basically, schools as educational institutions do not automatically excel on their own, but will go through various efforts to improve the quality of education. Principals and school principals must try to innovate so that schools develop better. Through the decentralization of education, the government hopes to increase community participation in improving the quality of education (Maisyanah, 2018).

From research conducted by Muslim dkk (2020) As an organization and an educational institution, schools must implement and achieve the targets set by the government. The aspects and standards that have been fulfilled include the following.

1. Standard Content

Content standards are standards that have been determined covering aspects of content in the curriculum that are applied in the teaching and learning process in schools. this is important considering that content standards can be a guide for educators in developing material that will be delivered to students.

2. Process Standards

Education that is carried out is a process that must be passed and carried out, given the existence of the curriculum in its application or application through a stage or what is called a process.

3. Graduate Competency Standards

The existence of predetermined competency standards for graduates from an educational institution is important. This is because the quality of graduates is a benchmark for an education from a school. Graduates with good competence tend to have good quality education, and vice versa.

4. Standards of Educators and Education Personnel

As an educator, teachers are expected to be able to provide good performance in the teaching and learning process, especially in the field of education. There are very rapid changes in this era of globalization, teachers are required to be able to adjust or be able to adapt to the current developments.

5. Facilities and Infrastructure Standards

Educational facilities and infrastructure include several things, including study rooms, libraries, laboratories, sports facilities, learning resources and other aspects including the use of the latest technology in achieving good learning outcomes.

6. Management Standards

The management standards set by the government are included in the education management National Education Standards (SNP) covering management aspects at the regional and central education unit levels. The existence of such management shows that the division of authority is expected to be a guide in fulfilling national education standards.

7. Financing Standard

Financing standards relate to the budget for compliance with the National Education Standards (SNP). In the current era, the financing standard is determined by the government, which is reported by the school on a regular basis. Even though the education budget set by the government is 20% of the State Budget (APBN)

8. Educational Assessment Standards

Educational assessment includes assessment of learning outcomes by educators, by educational units, by the government, and by graduates. Evaluation is an effort to improve quality. Evaluation by the teacher is more appropriate if it is carried out to help students learn, or by the school to explain correctly the achievement of student learning outcomes.

Center of Excellence Vocational High School

Center of Excellence Vocational High School (SMK PK) is a SMK development program with certain expertise competencies in quality and performance improvement, which is strengthened through partnerships and alignment with the business world, the industrial world, the world of work, which eventually becomes a reference SMK that can function as a driving school and other SMK quality and performance improvement centers (Kemendikbudristek, 2021).

1. The Legal Basis for the PK SMK Program
 - a. Law Number 20 of 2003 concerning the National Education System (UUSPN 20/2003).
 - b. Presidential Instruction Number 9 of 2016 concerning Revitalization of Vocational High Schools.
 - c. Regulation of the Minister of Education and Culture Number 34 of 2018 concerning National Standards for Vocational High School Education (SMK) / Vocational Madrasah Aliyah (MAK).
 - d. Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024.
 - e. Decree of the Minister of Education and Culture Number 17/M/2021 concerning the Center for Excellence Vocational High School Program.

Jollyta et al. (2021) stated that the educational quality standards for SMK PK

consist of PDCA (Plan, Do, Check, Action), 8 SNP (National Education Standards), 5 IPOOI Components (Input, Process, Output, Outcome, Impact), Link & Super Match 8+i, Balance Score Card, Director General Vocational Strategic Planning, and PK PK Leveling (Vocational High School Quality Assurance System, 2021). These seven quality standards are integrated in an application to produce 6 reports namely school quality report cards, quality report cards for achievement of 8 SNPs, implementation of link & match 8+i, contributions of SMKs to the Balance Score Card, contributions of SMKs to the Strategic Plan of the Director General of Vocational Studies, and SMK level. Each report has assessment indicators that must be fulfilled by the school, which in the end the results of the overall assessment will show the level of the school.

Implementation of Link and Match at SMK PK

The Minister of Education and Culture (Mendikbud), Nadiem Anwar Makarim, outlines his efforts in achieving the goal of Freedom Learning Episode 8: SMK Center of Excellence. By using the 8+i concept, he hopes that thorough and deep alignment between Vocational Schools and the world of work will not be limited to just signing the MoU. The schools selected in the Center of Excellence Vocational School program are expected to become references and provide incentives to encourage quality improvement and the performance of surrounding Vocational Schools.

Disas (2018) stated that Link and Match is a policy of the Ministry of Education and Culture of the Republic of Indonesia that was developed to increase the relevance of Vocational High Schools (SMK) to the needs of the world of work, the business world, and the industrial world in particular. He added that there are at least two approaches used to realize Link and Match, namely the social approach and the employment approach. The social approach is an approach that is based on the needs of the community, and this approach focuses

on educational goals and equal opportunities in obtaining education. Meanwhile, the employment approach is an approach that prioritizes the linkages between graduates of the education system and demands for labor in various development sectors, with the goal being that education is needed to help graduates obtain better job opportunities so that their standard of living can be improved.

Azman dkk (2020) revealed that Link and Match is one of the existing and developing policies of the Ministry of Education and Culture of the Republic of Indonesia to increase the relevance of SMK to the needs of the world of work, business, and industry in particular. However, it seems that there are more efforts by the Ministry of Education and Culture to increase the existence of SMKs in the field of participation that are needed and adapted to the potential and needs of the workforce in the regions. He also added that the link and match policy is considered to explore the competencies needed by the labor market in the future, which is expected to become an educational orientation paradigm that is no longer supply-minded but more demand-minded (market needs). The link and match policy is divided into two objectives, namely at the high school level and at the tertiary level. Especially at the secondary school level, the target of the government program (DEPDIKNAS) is to change the proportion of SMA students to SMK from 70:30 to 40:60. Meanwhile, at the tertiary level, it is hoped that the industry will provide special training and even work together to establish institutions according to the type of industry being developed.

Based on the results of research conducted by Fahmayani (2021) it was revealed that Link and Match 8+i as a partnership package at SMK PK with DUDIKA includes:

The curriculum is prepared together, including strengthening the aspects of soft skills and work character to complement the aspects of hard skills according to the needs of the world of work.

1. The curriculum is jointly prepared by the school and the world of work and industry. This is, of course, to make it easier for students to face the world of work and the industrial world (DUDIKA). With collaboration in compiling the curriculum, the school will know the developments in the needs of the world of work, which are increasingly varied, and thus schools can prepare students both in terms of soft skills and hard skills before plunging into the world of work and industry (DUDIKA).

2. Real project-based learning from the world of work (PBL) to ensure hard skills will be accompanied by strong soft skills and character.

Project-Based Learning (PBL) is a learning model or method that uses problems as a first step in gathering and integrating new knowledge based on experience in real-life activities. This is certainly very helpful for students in solving problems that will occur in the field later. With real project-based learning from the world of work and industry (DUDIKA), this will be very useful for students as simulation material. So that hard skills will be accompanied by soft skills, and the character of students will be able to quickly adapt to the work environment they will face.

3. Increasing the number and role of teachers and instructors from industry for a minimum of 50 hours per semester per study program.

Increasing the number and role of teachers will certainly be very helpful in every child's development, both in soft skills and hard skills. Because, basically, more assistance will get more results for students.

4. Internship or work practice in the industry or world of work for at least 1 semester.

Internships or hands-on practice in the world of work and industry are, of course, very helpful for students to get

to know the real world of work. Previously, students only studied material and practiced in the school environment. So after plunging directly into the real world of work, students will be guided more by circumstances. That way, the development of students' soft and hard skills will adapt more quickly to the work environment. And another positive impact is that students can immediately see the phenomena that are faced in the world of work, so it can become a provision to be actively involved in the world of work later.

5. Competency certification according to the standards and needs of the world of work for graduates and teachers
Competency certificates are charters or cards that contain evidence of written acknowledgment of mastery of work competencies in certain types of professions. The certificate is given by an authorized institution in the related field, such as a professional organization. Referring to the above understanding, competency certification is very important as proof of teacher professionalism. Thus, if teachers or graduates have competency certification according to the standards of the world of work and the industrial world, it will be easier for them to adapt to the work environment.

6. Teachers regularly get technology updates and training from the world of work.

With the regular technology updates that teachers get, it will certainly be easier for them to adapt to all the changes that exist. Of course, this is very useful, and thus teachers will be more professional in preparing graduates who are also ready to adapt to changes in the world of work and the industrial world.

7. Applied research supports teaching factories that originate from real cases or needs in industry or the community.
Applied Research is research aimed at finding a solution to a problem in society, industry, or government as a

continuation of basic research. This is done to support teaching factory learning, namely the production/service-based learning model in SMK that refers to standards and procedures that apply in the industry and is carried out in an atmosphere similar to what happens in the industry. This is certainly very beneficial for graduates later.

8. Commitment to uptake by the world of work

Center of Excellence Vocational High schools and the industrial world must make absorption commitments. There is a guarantee that SMK graduates will be absorbed into the industrial world. This is, of course, very important for schools. Thus, schools can focus on preparing the best graduates.

MATERIALS & METHODS

The approach used in this study is a descriptive qualitative approach with a case study design. Data and data sources in this study were obtained from interviews with informants and other data in the form of documentation, archives, and photographs that support the main data. Data collection techniques in this study used non-participant open observation, semi-structured interviews, and documentation studies. This qualitative data analysis technique was carried out interactively. Activities in data analysis in this study are data collection, data reduction, data presentation, and the conclusion.

RESULT and DISCUSSION

Principal leadership in developing school quality as a center of excellence vocational high school focuses on how the principal's leadership in implementing link and match is a priority for center of excellence vocational high schools. The implementation of the SMK Center of Excellence program is broadly summarized in the 8+i link and match concept. Through the 8+i link and match concept in the Center for Excellence Vocational High School program, it is hoped that the partnerships

that are built between schools and the world of work can be developed. So that the goal of maximizing the absorption of SMK graduates can be achieved. Therefore, the 8+i link and match concept is an important component in the implementation of the Center for Excellence Vocational High School program (Ahmanda et al., 2022).

The implementation of link and match at SMKN 1 Sambelia has been carried out quite well. We can see this with the implementation of curriculum development with DUDIKA. Curriculum development with Dudika is the first component in the Link and Match Vocational High School Center of Excellence. This is intended to improve soft skills and hard skills in students. Ahmanda et al (2022) revealed that in the Center of Excellence Vocational High School curriculum, educational units are required to integrate the Pancasila lesson profile into every learning process and school activity. There are six elements of the Pancasila student profile: faith and fear of God, global diversity, mutual cooperation, creativity, independence, and critical reasoning. The Center of Excellence Vocational High School curriculum also prioritizes the development of soft skills, hard skills, and work characteristics possessed by students.

The second component of link and match is project-based learning. This has also been implemented by SMKN 1 Sambelia in the teaching and learning process. This can be seen in some of the products produced by students at SMKN 1 Sambelia. (Ahmanda et al., 2022) One of the characteristics of the Center of Excellence Vocational High School Program is that learning is required to be carried out in the form of projects that are appropriate to the world of work. This is intended so that students are familiar with and know more about the job prospects of their respective expertise competencies in depth and thoroughness.

The third component of link and match is guest teachers from the industry. This has also been implemented by Sambelia 1 Public High School as a way of supporting

quality graduates. Ahmanda et al. (2022), which is in line with the job prospects of each skill competency. Where the guest teacher is tasked with delivering material to students related to the world of work, so that students will get a broad and real picture, especially if the person delivering the material is directly brought in from the world of work. The fourth component of link and match is fieldwork practice. This has also been carried out by SMK 1 Sambelia, where apprenticeship students majoring in electricity, which are centers of excellence, are carried out at PT Reksadana Industri Lombok Timur. Street vendors must be attended by every student in the realm of vocational education, which requires training or work practice in each field of expertise by involving the world of work in order to improve work readiness.

The fifth component of the link and match center of excellence in vocational high schools is competency certificates. This competency certificate is owned by a teacher who has done an internship at DUDIKA. Ahmanda et al. (2022) This competency certification is carried out by class XII students and is commonly called the Skills Competency Test, or UKK. This competency certification is carried out as the first step in preparing graduates to enter the world of work. This has also been carried out by SMKN 1 Sambelia, where certification for students is held by a Certification institute, which can be abbreviated as LSP. Meanwhile, apprentice teachers will also receive a competency certificate from DUDIKA.

The sixth component of link and match is technology updates for teachers. Ahmanda et al. (2022) This training is specifically for teachers to have good preparation and quality when delivering material to students. So that with the skills possessed by the teacher, it is hoped that they will also improve the qualities possessed by students. Technology updates at SMKN 1 Sambelia were carried out by DUDIKA through workshops organized by the school and DUDIKA.

The seventh component of link and match is applied research. Ahmanda et al (2022) The concept of teaching factories requires that vocational education carry out learning by facilitating learning media that include work factories so that students will get real practical experience. The SMKN 1 Sambelia school has conducted some applied research, but it has not been realized because of several obstacles. And the last component of link and match is uptake commitment. Ahmanda et al. (2022) found that the absorption commitment of Sambelia 1 SMKN graduates is also not optimal. This is because not all graduates are absorbed by DUDIKA, but the school has a strategy for graduates who have not been absorbed by DUDIKA by providing information on job openings that match the student's expertise.

CONCLUSION

The implementation of link and match at Sambelia 1 Vocational High School has been going quite well, even though it has not been implemented optimally, such as through applied research. However, in other links and matches, such as the preparation of the curriculum and so on, this has been carried out well. This can be seen from the results of interviews with the school principal and deputy head of the Sambelia 1 Vocational High School curriculum.

The preparation of the curriculum for the world of work and the industrial world has been going well and is carried out at the beginning of each learning year. And involve internal parties from the school as well as from the world of work and the industrial world who are competent in their fields. Teacher-factory-based learning is also a school's top priority in the teaching and learning process at Vocational High School 1 Sambelia. This is not only due to government programs but also to preparing students who are ready to enter the world of work later.

The role of the head as a leader has also been very effective. This can be seen from the attitude taken by the principal in every situation. From overcoming the problems

faced by teachers and students to participating in providing directions for applied research that will be built into the school environment, The principal is not only a leader who gives directions or orders but also participates directly with the teacher in solving problems that occur both in the school environment and outside the school.

Declaration by Authors

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