

The Principal's Strategy in Realizing a Vocational High School Center of Excellence in Indonesia

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ABSTRACT

This research aims to analyze and describe the strategies carried out by school principals to realize the Vocational High School Centre of Excellence (SMK PK). This research is a multi-site case study with a qualitative approach. Deep interviews, observation, and documentation techniques are used in this research to collect the data, and two data analysis techniques are single and cross-case data analysis. The research results show that the strategies used by school principals in realizing Vocational High Schools Centre of Excellence (SMK PK) include the following: 1) Facilitative Strategy such as availability of good educational facilities and infrastructure; Guest teacher of the World Business and Industrial; and the equipment is updated to suit world trends Business and Industrial needed, 2) Educational Strategy (re-educative strategy) such as upskilling and reskilling for Vocational High School teachers and internship program for productive teacher, 3) Persuasive Strategy such as collaboration between school principals and companion Collage in persuading the business world and industrial world; Head of Special Job Fair (BKK) in conducting negotiations in recruiting employees from vocational school graduates, 4) Strength Strategies such as school principal policies and MOU of school and the Business World and Industrial Word(DU/DI).

Keywords:

Principals' Strategy; Strategy; Principals; Vocational High School Center of Excellence (SMK PK).

ABSTRAK

Penelitian ini bertujuan untuk menganalisis dan mendeskripsikan strategi yang dilakukan kepala sekolah untuk mewujudkan SMK Pusat Unggulan

sebagai upaya meningkatkan kualitas peserta didik SMK agar setara dengan kemampuan sumber daya manusia yang dibutuhkan oleh DU/DI. Penelitian ini merupakan penelitian studi multi kasus dengan pendekatan kualitatif. Wawancara mendalam, observasi dan teknik dokumentasi digunakan dalam penelitian ini dan menggunakan dua teknik analisis data yakni teknik analisis data tunggal dan analisis data lintas kasus. Hasil penelitian menunjukkan bahwa strategi yang digunakan oleh kepala sekolah dalam mewujudkan SMK Pusat Keunggulan (SMK PK) antara lain adalah sebagai berikut: 1) Strategi Fasilitatif seperti tersedianya fasilitas pendidikan dan infrastruktur yang baik dan peralatan yang disesuaikan dengan kebutuhan DU/DI, 2) Strategi Pendidikan (pendidikan ulang) seperti pelatihan upskilling dan reskilling bagi guru SMK dan magang industri, 3) Strategi Persuasif seperti kolaborasi antara kepala sekolah dengan perguruan tinggi pendamping untuk melakukan koordinasi bersama dengan DU/DI, serta peran kepala BKK melakukan negosiasi dalam perekrutan tenaga kerja dari lulusan SMK, 4) Strategi Kekuatan seperti kebijakan kepala sekolah, and MOU dari pihak sekolah dan DU/DI.

Kata kunci:

Strategi Kepala Sekolah; Strategi; Kepala Sekolah; SMK Pusat Keunggulan (SMK PK).

1. Introduction

The principal's strategy is essential in improving the quality of education in educational institutions, especially at the vocational high school level. Vocational High School is a formal education unit at the secondary education level that focuses on education with specific skills for its students. Vocational school education is prepared to improve the quality of human resources and people who have skills and are ready to work. This is by Law of National Education System no. 20 of 2003 Article 18, paragraphs 1 and 2 explains that vocational high schools are educational units organized to prepare students to become productive human beings who can work. Apart from that, it is an academic unit that develops knowledge based on the world of work by providing experience across education and work practice (Stephen B., 2011). This school is an educational institution that offers vocational education. The government organizes vocational education and focuses on providing education that prioritizes students' skills and competencies. This aligns with the opinion that competency-based education is an example of educational outcomes (Harden, 2007; Young, 2009 (Misbah, Gulikers, Dharma, & Mulder, 2020)). By being equipped with all the knowledge and skills expected, Vocational High School students will have the skills to equip themselves when they graduate from Vocational High School. This education is the government's effort to prepare vocational school graduates to face the world of work with the skills they have been taught.

As a school leader, the principal has a significant role. The progress and decline of the quality of education in schools depends on how the principal manages it. Apart from that, the principal, as

the highest authority, controls the educational institution he leads. He played a role in developing their school into a Vocational High School Centre of Excellence. Considering his enormous responsibility, the school needs to be managed professionally so that the goals of education and the school's vision and mission can be achieved well. Thus, a school principal must have an effective strategy to realize the ideals and hopes of the educational institution he leads. School principals can use strategies to realize their ideals and hopes by combining these strategies with several actions that apply to the research focus. The following are various strategies, including (Sa'ud, U.S., 2014: 63): 1) Facilitative Strategies, 2) Educational Strategy (Re-educative strategies), 3) Persuasive Strategies, 4) Coercive Strategy (Power Strategies).

Vocational education is education organized by the government and focused on providing education that prioritizes the skills and competencies of students. This is in line with government regulation Number 29 Year 1990, which states that vocational education is the development of a student's ability to carry out certain types of work with the priority on preparing the students to enter the workforce with a developed professional attitude (Moses & Wibawa, 2017). By being equipped with all the knowledge and skills, it is hoped that students from Vocational Schools will have skills to equip them when they graduate from pursuing their education at Vocational High Schools. This education is the government's effort to prepare vocational high school graduates who are ready for the world of work with the skills they have been taught. The skills taught are adapted to existing business and industrial needs (DU/DI).

The Business World and Industrial World (DU/DI) is the best partner for Vocational Schools. As we know, vocational schools produce a work-ready generation whose graduates are considered to have more skills than general high school graduates. Vocational school graduates have been equipped with various skills from school according to their respective majors. The world of work is ready to accommodate them with all the skills they have, especially for the business world and industrial world, which are very close and often affiliated with vocational schools. The two of them always collaborate well and mutually benefit each other. This collaboration benefits the school, business, and industrial (DU/DI). The advantage of Vocational Schools is that students can be given space to carry out direct practical learning in the business world and industrial world (DU/DI) or what is usually called work practice for students, generally called Industrial Work Practice (Prakerin). Besides that, collaboration with the business and industrial worlds can help distribute school graduates to occupy job sites in the partner business and industrial worlds. The partners already know the students' competencies when carrying out Industrial internships or Prakerin activities (James J. & Watters, 2013).

. Industrial Work Practices (Prakerin) are carried out in class XI SMK. However, the government's latest program regarding internships in vocational schools is implemented in class XII before graduation. This is intended so that in this internship activity, students do not forget the knowledge they have gained both from school and internship activities and are expected to be able to carry out and implement the knowledge that has been taught at school so that it can be applied well in the real world. Implementing it in the twelfth grade is hoped to enable theory to be mastered and continued with practice, which, in the end, will be remembered after students are declared to have graduated from school and moved on to the world of work. Of course, by following the industry's work culture where they conduct the internship. Students need help to follow the existing regulations

or work culture in the company where they perform their internship. Therefore, good management is required from school principals as vocational school leaders so that they have long-term thinking about how to manage learning at school by the work culture that exists in the partner industrial world so that it will have a positive impact on the work culture that exists in the school they lead. So that the school he leads can develop and realize the agreed vision and mission and produce graduates with good quality skills by the business world and industrial world (DU/DI) current and future needs.

Researchers observed that many vocational schools in Madiun Regency and City still need Vocational School status as a Center of Excellence. This invites the curiosity of researchers to analyze the extent of the efforts of vocational school principals who already have status Center of Excellence Fighting to create their school to be Vocational High School Centre of Excellence. This fact is felt to be less effective considering the large number of vocational schools that exist but still need to be crowned and have Vocational High School status as a Center of Excellence. A genuinely mature strategy and struggle for the school to work together to make the school a leading central vocational school. "Coronation Vocational High School Center of Excellence depends on the efforts of each school principal and all its elements in fighting for their school. Even though they have good infrastructure and other supporting factors, they do not register to become a leading vocational school. This will not be possible, and vice versa, if there is a desire to make their school into a Center of Excellence, but the requirements are not met, then this will not happen either. Will be achieved" (Ali S.PS, 24 October 2023).

Seeing the phenomenon described above and feeling that it is very crucial and urgent to improve the quality of vocational school education in Madiun Regency and City, the researcher feels it is necessary to conduct in-depth research regarding "School Principal Leadership Strategies in Realizing "Center of Excellence Vocational High Schools in Madiun Regency " to help provide discourse to interested parties, especially the Education Department Branch, Principals of Vocational Schools whose schools do not yet have status and have been named a Vocational School Center of Excellence as a reference regarding the Vocational School Center of Excellence. A superior program in improving the quality of Vocational High Schools with specific skill competencies in improving the quality, performance, and quality of human resources in harmony with the business world and the industrial world, which is realized through partnership with Vocational High School.

2. Methods

2.1. *Kinds of research*

In this research, the researcher used descriptive qualitative where the data produced in qualitative research is descriptive in the form of a person's writing and behavior and observations of certain events or places in detail (Bogdan and Taylor in Moleong, 2007(Bogdan et al., 2007)). This research will examine in-depth, providing a detailed description of the findings in the field regarding the principal's leadership strategy in realizing a Vocational high school center of excellence. This research is descriptive.

2.2 Research Design

The research that will be carried out is a type of multi-case research. The first step in the design of this research is to focus on the principal's school strategy at three vocational schools. The steps in this research design include: 1) Collecting data by the research focus, namely related to the principal's strategy; 2) Analyzing data from each different case; 3) carrying out a collective analysis by combining the three analysis results from three different cases; 4) Make conclusions from the results of the multi-case analysis found during the research.

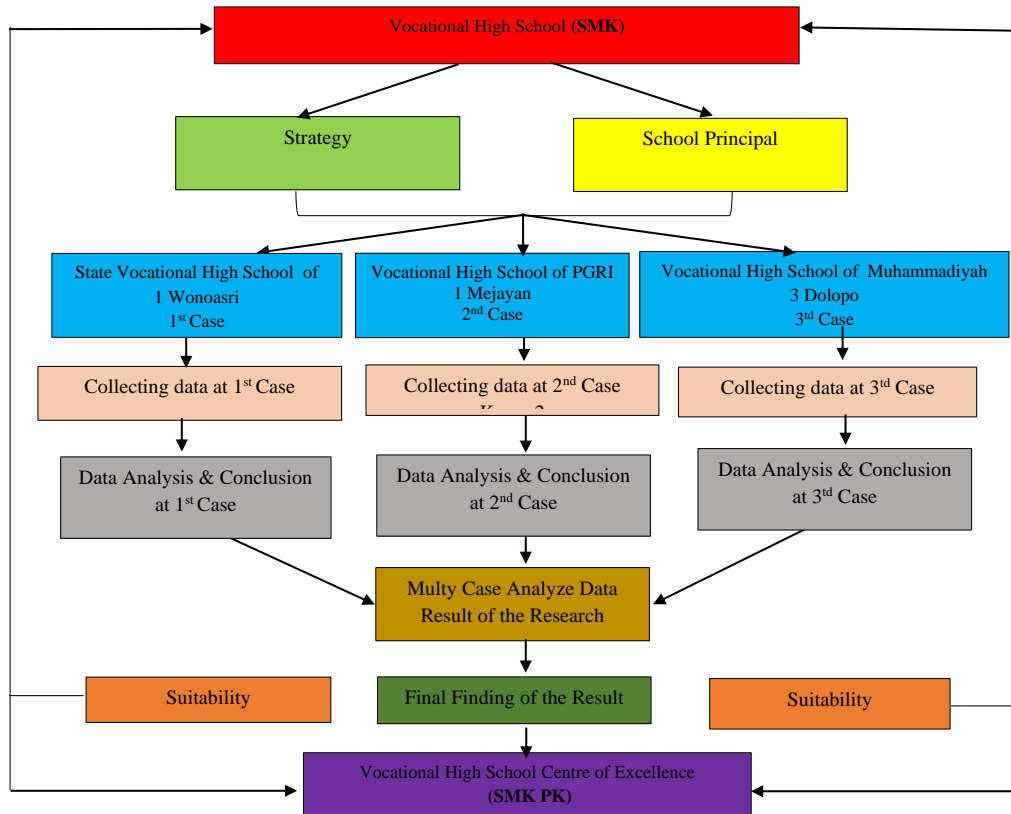


Figure 1. Process/ Research design

2.3 Researcher Attend

In qualitative research, the researcher's position is that of a data collector and a research tool. Researchers are key instruments, so the presence of researchers in the field is absolute. Based on this, it is intended that the data obtained by the researcher is genuinely valid. Its truth cannot be doubted, and its validity can be tested because the researcher has witnessed directly what exists and happens in the field.

2.4 Location and Time of the Research

This research was conducted in three locations: State Vocational High School 1 Wonoasri, Vocational High School Model PGRI 1 Mejayan, and Vocational High School Muhammadiyah 3 Dolopo. The location for this research was chosen because the three vocational schools are the center

of excellence's favorite vocational schools and have characteristics and uniqueness that are different from each other. In contrast, SMKN 1 Wonoasri is a vocational school with state status. At the same time, SMK Model PGRI 1 Mejayan and SMK Muhammadiyah 3 Dolopo are private vocational schools.

2.5 Data Source

The data sources for this research are vocational school principals, curriculum representatives, teachers, school committees, partner industries, and partner universities. The selection of data sources is based on practical and theoretical considerations with a research focus, namely: a) Increasing the competency of vocational school teachers through training Skill improvement and Reskilling, b) Industrial Work Practice (Prakerin) activities for vocational school students, c) Optimizing the role of Special Job Fair (BKK) at Vocational High School Centre of Excellence (SMK PK) in recruiting employees for vocational school graduates in the world of business and industry, d) Automotive buying and selling services and services to the community and school residents. Something is taken that is relevant and can support and answer the question of what the focus of this research is.

2.6 Data Collection

In this research, the data collection techniques include observation, in-depth interviews, and documentation techniques. Data collection techniques in research are crucial and essential for obtaining information (Sugiyono, 2013). In this research, the data collection instrument is the researcher himself because, in qualitative research, the researcher is positioned as a researcher and a key instrument who must collect information validly and responsibly. Researchers directly observe all activities in the field and conduct in-depth interviews with parties, which are the primary data sources and additional data sources, to obtain valid data whose validity can be justified.

2.7 Data Analysis

In this research, there are two data analyses, namely single data analysis and the next is multi-site case study analysis. Data analysis is used to organize data so that it is easy to understand each item resulting from research results by researchers, which will then be sorted and adjusted according to patterns and arranged based on category type (Moleong, 2007). Based on (Miles, 2014), qualitative data analysis can be carried out interactively so that it can run to completion, so saturated data is needed to strengthen the data that has been obtained. This research uses studies so researchers can carry out data analysis in several stages, including 1) single case analysis and 2) multi-site case study analysis.

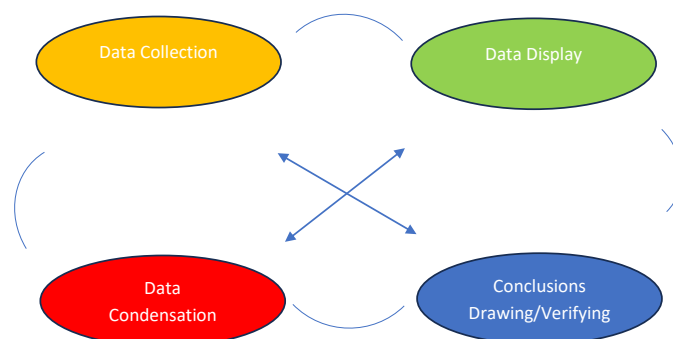


Figure 2. Alur Analisis Data (Miles at al., 2014)

2.8 Data Credibility

The research findings obtained from the data analysis were then checked for validity by referring to the criteria of credibility, dependability, transferability, and confirmability.

3. Results and Discussion

Based on research activities related to school principals' strategies in realizing Vocational High School Center of Excellence (SMK PK), which were carried out in the field by researchers, the following results were obtained.

In discussing these results, the researcher attempts to convey the existence of a discontinuity between the research focus and the results of the research carried out by carrying out substantive analysis with various theories and concept maps made by the researcher before the study and which are currently being developed. This was done to describe the results of a comprehensive analysis of the three cases at the Vocational High School Center of Excellence, which were the research objects. The theory used is about the principal's strategy in realizing a Vocational High School Center of Excellence (SMK PK) (Multi-case study at State Vocational High School 1 Wonoasri, Vocational High School Model PGRI 1 Mejayan and Vocational High School Muhammadiyah 3 Dolopo. The discussion of these results includes 1) Background, Vision, mission, funding sources, School Principal, Deputy Head of Curriculum, Head of Special Job Fair (BKK), Head of Study Program, Facilities, and Infrastructure.

The principal's strategy in realizing Vocational High School Center of Excellence is an effort by the principal to carry out educational innovation, which includes the following various activities, namely: a) Increasing the competency of vocational school teachers through training *Upskilling* and *Reskilling*, b) Industrial Work Practice (Prakerin) for vocational school students, c) Optimizing the role of BKK at Vocational High School Center of Excellence in recruiting employees for vocational school graduates in the business and industrial world, d) Automotive buying and selling services and services for the community and school residents. The above will be conveyed through a detailed and in-depth presentation.

3.1 *Increasing the competency of vocational school teachers through training, upskilling, and reskilling*

Based on the results of research conducted by researchers at State Vocational High School 1 Wonoasri, Vocational High School Model PGRI 1 Mejayan, and Vocational High School Muhammadiyah 3 Dolopo regarding the school principal's strategy in creating a Vocational School Center of Excellence, including that the principal has carried out several methods to increase the competency of vocational school teachers through training *upskilling and reskilling*. This training is a strategy for school principals to improve the quality of productive educators or teachers in vocational schools and realize quality education in vocational schools for their students.

Teachers are crucial for education success, especially in Vocational High School (SMK). In vocational high school teachers, students' outcomes and achievements depend on the teaching skills of the teachers (Sudjana, 2002). Teachers with industrial experience and the ability to train and

educate from a career perspective are highly prioritized. The problem of teacher performance that usually occurs in schools is the need for more competence, integrity, and discipline of teachers related to classroom learning. According to Sardinian states that the competencies of the teachers should have been the ability to understand the material, organize learning programs, organize classes, use media, understand students, counsel, and tidy up school administration (Gulo M. et al., 2023). Productive teachers in vocational High schools must master the materials and techniques, namely the stages in a learning process that can support students' competencies according to their skills. This requires actual knowledge and experience from the business and industrial worlds to provide a good learning process in the classroom. Thus, upskilling and reskilling training are urgently needed for teachers to improve the quality of their knowledge and competence in preparing learning for their students. It is essential, especially for vocational high schools, to realize that their school is a Vocational High School Centre of Excellence so that the teachers have *upskilling and reskilling* certificates.

Training *upskilling* and *reskilling* for Vocational School Teachers at State Vocational High School 1 Wonoasri and two others started in 2021; at that time, the training was intended for Vocational School teachers who had a technical education background and taught productive subjects at Vocational Schools. This is done to support the *teaching factory* in Vocational High Schools, a series of stages towards the Vocational High School Center of Excellence (SMK PK). *Upskilling* is an effort to increase skills or expertise as well as knowledge for vocational school teachers with a scientific background in the field of Engineering relevant to the job or career they are currently pursuing. *Upskilling* is carried out by vocational school teachers, namely taking part in training, courses, and certification of specific skills intended to update work skills and knowledge adapted to technological developments and the demands of the job market, which continues to change. Meanwhile, activities *such as reskilling* are training that aims to prepare employees to take on a new position different from what they are currently working on. In other words, *reskilling* is intended for vocational school teachers who do not have a scientific background in engineering or are not initially productive. Still, at school, they are appointed as productive teachers at vocational schools.

In activities *upskilling*, the first is that the school principal registers the teacher at the city district service branch, who is then proposed to the provincial service with several selections carried out, and ultimately, the results of the selection will be announced through the local service branch. Teachers called to take part in upskilling training are sent to BOE Malang for approximately three working days. After the training, teachers continued to participate in industrial internship activities. Industrial internships are one of the activities of teachers in the business world and the industrial world to internalize the culture that exists in the business world and the industrial world with the culture that exists at school and, at the same time, to improve the quality of teacher competency skills through observation activities, carrying out actual practice in the process of producing goods or providing services. To achieve specific competencies by existing standards in the business world and the industrial world. This aligns with the opinion of one of the productive teachers sent on an industrial internship.

Upskilling is a training activity provided to productive teachers with expertise in the vocational field. This is intended to further upgrade the abilities and quality of these teachers in carrying out learning activities at vocational High Schools. However, in the 2021 industry standard vocational teacher upskilling and reskilling program, teachers wishing to participate in these activities must have an account registered with the PKB SIM. SIM PKB is one of the services the Ministry of Education and Culture uses to carry out professional and sustainable development management for teachers and Education Personnel under the auspices of the Ministry of Education and Culture. If you already have a PKB SIM account, the teacher can log in to the PKB SIM by following each of the steps as follows:

1. Open the page <https://gtk.belajar.kemdikbud.go.id/>
2. Choose upskilling and reskilling vocational teachers (Vocational)
3. Login to the Vocational Teacher *Upskilling* and *Reskilling* program
4. Fill in your SIM PKB account email; for example, No. UKG@guruku.id
5. Enter the password according to the password on the SIM PKB account
6. Click the login button
7. If the email and password match, you will be directed to the homepage



Figure 3. Vocational School Teacher Upskilling Award Charter

The certificate above is an example obtained by vocational school teachers participating in Vocational School Teacher *Upskilling* and *Reskilling* training. After participating in these training activities, productive teachers from SMK PK will continue a series of activities to support improving the quality of vocational school educators, namely industrial internships.

Industrial internships aim to increase the relevance of productive teacher skills competencies carried out by these teachers through existing developments in science and technology in the business and industrial worlds. The authorities also determine the location of the industrial internship, and participants can choose which location is appropriate for each concentration of skills required by the training participants. In this industrial internship activity for vocational school teachers, teachers can have the opportunity to study directly in the business world and industrial world with guidance from trusted experts so that teachers can know in detail and practice in the field, not just theory.

Teachers learn in industrial internships that teachers can know and study in depth which competencies need to be sharpened and can be further honed in future classroom learning. The aim

of all this is so that in the future, it can produce students who have the appropriate competencies and are expected by the business and industrial worlds. The initial steps taken during an industrial internship include analyzing the competency standards and essential competencies that will be studied. Next, the indicators that must be carried out to achieve the vital competencies and competency standards must be examined. The next step is to design teaching preparation and organize various strategies and learning methods suitable and adapted to the student's character in each school. This will increase the knowledge and skills of productive vocational school teachers, make them more actual when teaching, and make it easier for productive teachers to explain learning material in class. From all that, what productive teachers teach in vocational schools can be relevant to the competencies taught at partner the business world and industrial world and the creation of *a link and match* between the two.

3.2 *Prakerin Activities for Vocational School Students*

Prakerin, or industrial work practice, is a development activity for students and a mandatory program at the vocational school level. This activity is training and learning carried out directly in the business and industrial worlds. Prakerin is part of Indonesia's existing curriculum in vocational high school education. This program aims for students to gain direct work experience in the industrial or corporate world, usually called the business world and industrial world. Apart from that, students can gain practical skills that support their knowledge and work experience relevant to their field of expertise or specialization at a vocational school. Prakerin activity at three Vocational High Schools is generally carried out for 6-10 months. This aims to ensure that the process of implementing teaching and learning activities for students at the three Center of Excellence schools can fulfill their skill competencies. So that they will be ready to meet the world of work with competencies that have been adapted to the labor market for the business world and the industrial world; this is in line with the recommendation that the minimum implementation of internship activities is six months. The opinions of previous researchers reinforce this.

Partnership, according to the Preamble of the Republic of Indonesia Number 09 Year 1995, is business cooperation between small businesses and medium businesses or large businesses accompanied by guidance and development by medium companies or large enterprises considering the principles of mutual need, mutual strengthening, and mutual benefit. Partnership between vocational schools and industry is usually called link and match (B. Persson and B. Hermelin (2022), 2022). In this context, the partnership between the world of industry and the world of work is to align the competencies needed by the job market in the future (Isgoren et al., 2009). Link and match aim to bridge the gap between theoretical knowledge obtained at school and practical application in the professional field. The link and match concept is the equalization or synchronization of the curriculum in schools adapted to the business and industrial world. With link and match, we will be able to solve the problems in the preliminary study based on information from several journals from previous researchers, one of which states that "in 9 Vocational High School in Malang, results supported by this evidence show that the significant problems of vocational High School Graduates are: skills gap mismatch between SMK Curriculum and the industry needs, lack of field experiences by teacher,

inadequate update learning facilities especially the equipment for school practice and stiff competition (Moses & Wibawa, 2017). This is intended so that the curriculum implementation in vocational schools can meet the national target where vocational school graduates can fill the world work market. Implementing this link and match aims to prepare vocational school students to transition smoothly to the labor market after graduation.



Figure 4. Coordination activities of the Principals of State Vocational High School with the business world and the industrial world

This means that the partnership built by the school with the business world and the industrial world is expected to be a good collaboration between the two parties by adhering to the principles mentioned above to mutually benefit one party and the other.



Figure 5. Prakerin activity at PT Metal Flasindo Abadi Indonesia in Sukoharjo

Prakerin is a physical training activity for students at the vocational high school level with a legal basis. The legal basis for Prakerin is 1) Law no. 20/2003 concerning the National Education System, 2) PP. Number: 29/1990 concerning secondary education, 3) Kep. Minister of Manpower No. 285/MEN/1991 concerning Implementation of National Apprenticeships, 4) PP No. 39/1992 concerning the role of society in national education, 5) Decree of the Minister of Education and Culture No. 0490/U/1992 concerning Vocational High Schools, 6) Decree of the Minister of

Education and Culture No. 080/U/1993 concerning the Vocational School Curriculum as amended into the 1999 Edition of the Vocational School Curriculum. The objectives of implementing this Prakerin include, among other things, producing a skilled and professional workforce with knowledge and skills supported by a work ethic that is by the business world and the industrial world. Apart from that, the existence of internships can increase and, at the same time, strengthen the linkages, absorption, and compatibility between schools, the business world, and the industrial world, which are usually referred to as *Link and Match*.

3.3 Optimizing the Special Job Fair (BKK) role at the Vocational High School Centre of Excellence in recruiting employees for vocational school graduates in the business and industrial worlds

Vocational high schools are focused on training students to face the future job market, the needs of market-leading companies, and competition for skilled workers or workers (Lytvyn et al., 2020). The Special Job Exchange (BKK) is a unit in secondary education institutions, universities, and job training that provides employment services to help serve job seekers, especially alums. Therefore, vocational high schools in Indonesia are dedicated to preparing students to become workers and develop their professional attitudes (OECD/ADB, 2015). Collaborative relationships with industry parties are considered very important. This is because technological developments in the future will be very rapid, so schools that do not want to innovate and do not want to collaborate will slowly be included. Apart from that, the collaboration carried out by BKK will help distribute vocational school graduates. This is because the industry already knows the extent of the competence of the graduates of the collaborating schools, who are business partners and industrial partners of the three vocational schools. This is reinforced by the opinion that "Collaboration with the business world and the industrial world will also help in the distribution of school graduates because the industry already knows the extent of the competence of the school graduates who have been collaborating with the industry concerned." (James J. & Watters, 2013).



Figure 6. Special Job Fair (BKK) Center of Vocational High School Model PGRI 1 Mejayana

The Special Vocational School Job Fair at Vocational Schools Special Job Fair (BKK) is one of the essential components to measure educational success in Vocational High Schools. BKK is an institution that has a vital role in distributing vocational school graduates and is a source of

information for job seekers, especially those who are vocational school graduates. The role of the Special Job Fair association is optimized by collaborating with the three Chairmen of the Special Job Fair vocational school with the world of business and the world of industry, especially to channel graduates of the three vocational schools armed with the knowledge and skills they have. Special Job Fair (BKK) can provide workforce placement services in collaboration with the world of business and industry partners to recruit alumni or prospective alumni who meet the expected criteria of the world of business and the world of industry.

3.4 Automotive buying and selling services and services for the community and school residents

Based on the results of research conducted by researchers at State Vocational High Schools 1 Wonoasri, Vocational High School Model PGRI 1 Mejayan, and Private Vocational School Muhammadiyah 3 Dolopo, Researchers found that vocational high schools, especially automotive engineering skills programs, are not only equipped with automotive engineering knowledge. However, students are also equipped with other supporting competencies, namely automotive maintenance, technology, and entrepreneurship. There, student participants are taught about design (design techniques), development, how to produce, and how to maintain vehicles properly. They also learn about automotive buying and selling services, which prepare them to become temporary workers in the automotive sector in general workshops or industry.

The Automotive Engineering Vocational High School PK skills program is superior to State Vocational High School 1 Wonoasri and Vocational High School Muhammadiyah 3 Dolopo. Apart from being equipped with automotive-related knowledge, they have other competencies: designing car parts, good car maintenance, and utilizing technology. Automotive and entrepreneurship. In practice, students there can assemble car parts that have been separated and then put them back together, install car parts, and maintain car parts so that they remain well-maintained and safe to use. Meanwhile, in the automotive service process, students learn how a good engine sounds, how to adjust and install spare parts, and whether the car is excellent and usable.

Another Vocational School PK skills program is mechanical engineering skills. This mechanical engineering skills program is superior to Vocational High School Model PGRI 1 Mejayan. This mechanical engineering expertise is related to making spare parts for train seats, iron fences, bolt nuts, iron stairs, bricks, and so on, which are associated with using heavy equipment in making seat seats for the Vocational High School Model PGRI 1 Mejayan train in collaboration with PT INKA Madiun. The project was carried out in two places, including at PT INKA Madiun, and part of it was carried out at the School Workshop. Apart from that, the mechanical engineering expertise of students at Vocational High School Model PGRI 1 Mejayan has been recognized and has good collaboration with large companies at national and international levels. One of them collaborates with Japanese companies.

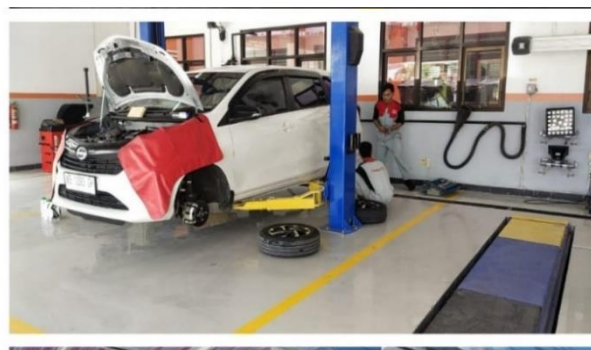
State Vocational High School 1 Wonoasri and Vocational High School Muhammadiyah 3 Dolopo provide a special automotive workshop for learning and carrying out industrial practices. The workshop offers several pieces that meet existing equipment standards in the world of business, and the world of equipment is used by students in carrying out practical activities. Apart from that, the workshop also provides several car spare parts for sale. These spare parts are spare parts that meet

industry standards and are also purchased directly from partner industries as a form of school collaboration with the world of business and the world of industry inside to become an industry partner. These automotive services include tune-ups, spring, engine checks, brake condition, car doors, car audio, car audio power, oil changes, radiator water changes, and adding air using nitrogen.



Picture 7. Car service Customer in Vocational High School Center of Excellence

The picture above shows the Vocational High School Center of Excellence car service activity. Customers register in the registration room and provide the type of service they expect. Next, the workshop staff records the customer's request and immediately reports it to the service department.



Picture 8. Car Service Activities at SMK PK

Based on the picture above depicts a car service activity at the Center of Excellence for Vocational High Schools. Students use this workshop to carry out practical learning at SMK PK and provide services to customers in the form of vehicle servicing to repairs as well as adding interior and exterior facilities to customers' vehicles.



Figure 9. Showroom Motorcycles of SMK Muhammadiyah 3 Dolopo

The image above shows a motorcycle dealer or showroom of Vocational High School Muhammadiyah 3 Dolopo. The showroom is a place to market Honda motorbike products from manufacturers to consumers. Marketing these trade products is a form of collaboration between industrial partners and schools, namely Vocational High School Muhammadiyah 3 Dolopo. Apart from that, motorbike dealers or showrooms are community centers or places for gathering, social interaction, and communication between people as consumers and producers.



Figure 10. Waiting room of SMK Muhammadiyah 3 Dolopo

The picture above is a workshop waiting room designed for the convenience of consumers looking for information and wanting to buy and get automotive services at Vocational High School Muhammadiyah 3 Dolopo. Consumers are welcomed very well and are provided with several facilities, including drinking water and brochures, as well as friendly waiters regarding the types of services in the form of products and services. This was agreed by Participant Y, Chair of the Exhibition Special Job Fair (BKK), on the 3rd. That case:

"The Customer Waiting Room and Workshop at our school are designed so that customers feel comfortable while waiting for service from us and can see the process of servicing their vehicles firsthand.

Likewise, participants A and E from 1st and 2nd Cases. They said:

"We designed the design to provide comfort to customers who can witness our open repair and service processes firsthand. In this way, they can witness the learning process of our students with exemplary professionalism according to DU/DI's expectations, which is part of how we advance our vocational schools in the eyes of the community.



Figure 11. Technical Training Center of Vocational High School Muhammadiyah 3 Dolopo

The picture above is a car repair shop at Vocational High School of Muhammadiyah 3 Dolopo. The workshop is used for practical activities in carrying out automotive practical activities for students. Workshop equipment is constantly updated by the industrial standards of the Business World and Industrial World (DU/DI) partners or partners. This is intended so students get used to using the same equipment when they later join the Business World and Industrial World (DU/DI) to carry out industrial practical activities (Prakerin).

Based on research activities related to school principal strategies in creating a Vocational School Center of Excellence (SMK PK), conducted by researchers in the field obtained the following results, including four effective strategies to accelerate vocational schools to become vocational school centers of excellence, namely:

Based on the results of research conducted by researchers at State Vocational High School 1 Wonoasri, Vocational High School Model PGRI 1 Mejoyan, and Vocational High School Muhammadiyah 3 Dolopo Regarding the principal's strategy in creating a Vocational School Center of Excellence, the principal has implemented several strategies as follows, including:

a. Facilitative Strategy (*Facilitative strategies*)

This facilitative strategy exists in three vocational high schools. The PK that is the object of this research is SMK Negeri 1 Wonoasri, SMK Model PGRI 1 Mejoyan, and SMK Muhammadiyah 3 Dolopo. This strategy includes the existence of adequate educational infrastructure that can support industry-based learning processes in the Vocational High School Centre of Excellence. Adequate educational facilities and infrastructure are absolute things that must be fulfilled for a Center of Excellence Vocational School of Excellence because to obtain the title of Center of Excellence Vocational School, one of them is by fulfilling several conditions, including the availability of good educational facilities and infrastructure as stated in attachment 7 (attached) which is a necessary criterion for obtaining Predikat Vocational High School Centre of Excellence.

The facilities and infrastructure referred to include, among other things, the three vocational schools established on non-disputed land, which has been proven by land deeds and certificates in the name of the community's Central Government/Regional Government/Vocational Schools. Land managed by the central government/regional government is a school State Vocational High School 1 Wonoasri is a Centre of Excellence for Vocational High Schools with state vocational school status, while the other two are Vocational High School Model PGRI 1 Mejoyan and Vocational High School Muhammadiyah 3 Dolopo is Vocational High Schools Centre of Excellence with private vocational school status. Another thing related to infrastructure is a must fulfill is that Centre of Excellence for Vocational High Schools It is mandatory to own land for the construction of practice areas for vocational schools that receive assistance from the Vocational Centre of Excellence program for physical development as well as buildings for renovation or rehabilitation which generally have a building age of 5 years.

Implementation of other facilitative strategies is an internship activity for students. Prakerin for students is carried out with the world business and industrial world partnering outside the school, and the implementation is also carried out within the school environment. At the Center

of Excellence Vocational Schools, especially the PGRI 1 Mejayana Model Vocational School, practical work activities can be carried out with the equipment students use to do helpful work at school. Procurement of practical equipment at SMK PK was initially also a facilitative strategy adopted by the school principal towards the business and industrial world. The equipment available in the SMK workshop has been adapted to world standards in the business and industrial worlds. The equipment used is constantly updated to suit world trends, business, and the industrial world's needs. As for the equipment that the school does not yet have, the business world and the industrial world generally provide assistance by lending some of the equipment that will be used in the practical learning process at school and will later be replaced or returned when the school can purchase its equipment that meets the requirements the business world and the industrial world standard. Opinions from previous research support this statement: "*Collaboration between schools and industry is essential due to the rapid development of technology in the industry so that schools will be left behind if they do not collaborate with industry because schools are the most backward parties and cannot possibly provide all the equipment that meets industry needs in the learning process in schools.*"(James J. & Watters, 2013).

b. Education Strategy (*re-educative strategies*)

This strategy is used to bring about social change, defined as education or teaching (*re-education*) (Zaltman & Duncan, 1977: 111). This is done by someone having to relearn something they have learned before learning new behavior or attitudes. Conveying facts with the intention that someone uses the facts or information obtained to determine the action to be taken. This educational strategy is one of the strategies carried out by school principals in the three Vocational High schools Centre of Excellence, which are the objects of research. This strategy includes school collaboration efforts with the business and industrial worlds, especially in training. *Upskilling and Reskilling* are training activities used to increase the competency of Vocational High School teachers. School principals implement this strategy by assigning productive teachers to participate in training, *upskilling, and reskilling* to increase vocational school teachers' competency skills, which are carried out in Batu, Malang, and East Java.

Furthermore, industrial internship activities allow vocational school teachers to gain additional knowledge to improve their competence as productive vocational school teachers to improve the quality of learning in their schools whose curriculum is adjusted to the needs of the world business and industrial world (DU/DI) so that the knowledge conveyed to students in learning at school can be carried out effectively by what is expected by the school and the business world and the industrial world.

c. Persuasion Strategy (*Persuasive strategies*)

This strategy must be carried out by schools, which is generally carried out by collaborating with industrial partners and business partners to improve the quality of expertise and skills for students and educators, in this case, vocational school teachers believed to be productive. This strategy includes collaborative efforts with the world business and industrial world partners, namely negotiating and coordinating related facilities and infrastructure for learning activities, implementing internships for students, training *Upskilling and Reskilling* Vocational school teachers' activities in improving the quality of education at PK Vocational Schools are used to

achieve social change by persuading or seducing the targets of change (clients) to be willing to follow the planned social changes. The target of change is invited to follow the change by providing reasons, encouraging, and inviting them to follow the example given. This strategy can be successful if it is based on rational reasons and provides accurate facts, but it can also use incorrect facts.

In its implementation, this persuasion strategy is a strategy carried out by the principals of three PK Vocational Schools together with their accompanying universities to coordinate or persuade the world business and industrial world to implement the MOU for cooperation on several aspects of interest, including the continuation of cooperation in the form of a joint venture to open an automotive repair shop and provide assistance with several tools. Workshop practice, implementation of internships, recruitment of vocational school graduates, implementation of industrial internships, including assistance in providing technical teachers in the world business and industrial world who are usually called the industrial guest teachers in this world business and industrial world teaching directly at school at specific times set and agreed. This strategy is almost the same as a facilitative strategy. Still, its nature is coordination in achieving an MOU with the world business and industrial world to strengthen *the link further and match* the school, the business world, and the industrial world.

d. Coercive Strategy (*Power strategies*)

The application of this strategy is to force clients to achieve change goals. What is imposed manifests the expected target results (Sa'ud, 2014). In this coercive strategy, the school principal tries to make a breakthrough by optimizing the role of the Special Job Fair at SMK PK to maximize the number of targets expected from the goals of SMK PK itself so that they can be fulfilled. This strategy opens up opportunities for collaboration with various schools and industries to recruit workers from students graduating from SMK PK by conducting screening and competency tests on students deemed to have the competency as expected. The business world and the industrial world. This was carried out by the Head of the Special Job Fair (BKK) from the three schools by holding a Special Job Fair (BKK) for Madiun Regency/City Vocational School Principals to open a job fair for prospective vocational and high school alum students who met the qualifications. To take part in a series of job seeker selection activities. The main goal is to make screened and qualified students employable in the business and industrial world, and they have become the third partner of SMK PK.

This coercive strategy includes aerospace activities or physical and mental training to support Vocational High School students' discipline and physical and psychological endurance when entering and working in business and industry.

4. Conclusion

Based on the results of research and discussion regarding the principal's strategy in realizing Vocational High School Centre of Excellence (SMK PK), it can be concluded that the research results are as follows: Vocational High School Centre of Excellence (SMK PK) is a vocational school that has been named a school that has certain advantages in the competencies or skills possessed by students. With expertise in the academic field and skill competencies equivalent to those in the

business and industrial world, SMK PK graduates can produce graduates who are ready and absorbed in the world of work, especially industry, or who can become entrepreneurs through aligning vocational education. Offered at schools apart from the three Vocational School Centers of Excellence include: 1) Facilitative Strategy such as availability of good educational facilities and infrastructure; Guest teacher of the World Business and Industrial; the equipment used is constantly updated to suit world trends the business world and industrial world need, 2) Educational Strategy (re-education Strategy) such as upskilling and reskilling for Vocational High School teachers and internship program for productive teacher after upskilling and reskilling activities and industrial internship after upskilling and reskilling activities, 3) Persuasive Strategy such as collaboration between school principals and accompanying universities in persuading the business world and industrial world to collaborate and sign an MOU, Head of Special Job Fair (BKK) in conducting negotiations to collaborate in recruiting employees from vocational school graduates, 4) Strength Strategy such as principal policies, and MOU between School and the business world and industrial world (DUDI). School principals implemented these four strategies in the three schools that were the objects of research.

This strategy is considered very effective in turning the school into a Vocational High School Center of Excellence (SMK PK), which is part of educational innovation that is expected to have a positive impact on all parties, namely the school, students, and the community in particular the business world and the industrial world (DU/DI) in general is the community at large in improving the quality of vocational school level education and the quality of competent and professional DU/DI workforce candidates. Apart from that, with the existence of the Vocational High School Centre of Excellence, the establishment of cooperation between the school and the business world and the industrial world (DU/DI) has brought about perfect changes, especially for the Vocational School; this is shown by an increase in the absorption of vocational school graduates from the three schools into the business and industrial world, which ultimately reduces the number of unemployed. From among vocational school graduates. This is because vocational schools have produced a young generation of vocational school graduates who are ready to work and have competencies that meet their needs in the business and industrial worlds.

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