

Evaluation of State Vocational School Leadership in North Sulawesi

Henny Tambingon*, I Wayan Samuel and Hantje Ponto

Abstract--- Vocational School (VS) is expected to educate students who have competencies in accordance with their fields of expertise. These competencies determine the future of students to apply in their job. The principal of the vocational school has the role of producing graduates who have competencies in accordance with the needs of the industry. The aim of the study was to evaluate the managerial ability of the principal of the State vocational school in the North Sulawesi province. This study used a survey method. The study sample consisted of 36 teachers, each school represented by a teacher. The research data was obtained using interview techniques, then the research data were analyzed using a qualitative approach. The results showed that the ability of principals to lead VS in the province of North Sulawesi was sufficient, but not yet maximal.

Keywords--- Evaluation, Vocational School, Leadership, North Sulawesi.

I. INTRODUCTION

In the 21st century, various countries in the world are trying to develop vocational schools in accordance with the development of science and technology. Vocational School is a secondary education level that educates students to have certain skills in order to work in a workplace or industry. These skills are the achievement of learning about knowledge as a competency possessed (Vivianti and Hadi, 2015).

Indonesia has made various efforts to deal with global challenges in the development of science and technology through the education process, including changes in curriculum and training for school principals so that the implementation of education in schools they lead can run effectively and efficiently (UNESCO, 2010).

Based on 2018 data from the Central Statistics Agency (BPS), VS is the highest contribution to unemployment in Indonesia, the unemployment rate is shown in Table 1 (Badan Pusat Statistik, 2018).

Table 1: Unemployment Rate of Education in Indonesia in 2018

Primary School (PS)	Junior High School (JHS)	High Senior High School (SHS)	High Vocational School (VS)	Diploma (D) II/III	University
2.67%	5.18%	7.19%	8.92%	7.92%	6.31%

Source: BPS, 2018.

While the unemployment rate for the education level of SHS, VS and University in North Sulawesi according to BPS can be seen in Table 2.

Henny Tambingon*, Faculty of Engineering Universitas Negeri Manado Tondano Indonesia. E-mail: reckyhes@yahoo.com
I Wayan Samuel, Faculty of Engineering Universitas Negeri Manado Tondano Indonesia.
Hantje Ponto, Faculty of Engineering Universitas Negeri Manado Tondano Indonesia.

Table 2: Unemployment rates for the level of education of SHS, VS and University in North Sulawesi

SHS	VS	University
7.19%	8.92%	6.36%

Source: BPS, 2018.

Nationally and provincially in North Sulawesi, graduates of VS education level are the highest contribution of unemployment. Why does this happen? Whereas VS is prepared for workforce ready to use.

Many factors make unemployed of vocational school graduates, including leadership factors. Schools as organizations need good management so that schools can produce students who have the skills and competencies in accordance with the objectives of the school. This organization can develop well determined by the leader, because the leader is an important factor in organization. Vocational schools are different from public schools. VS emphasizes on the aspect of practical work as a consequence of producing graduates who have certain skills so that they are able to work in the business and industrial world. To make this happen, in the education process, students must follow practical activities in the industry based with the curriculum objectives. Thus, the principal of a vocational school is required to understand and have direct experience working with industry and as a field supervisor.

Principals who carry out their duties need to be continually observed as material for performance evaluation. In connection with this matter, it is necessary to evaluate the ability of the principal of the vocational school. The evaluation results can be used as a reference to carry out policies by the provincial education office and the education ministry of the Republic of Indonesia in order to create a good leader to lead vocational school.

Research Questions

How is the leadership ability in leading the Vocational School in North Sulawesi province?

Objective of Research

The purpose of this study was to evaluate the ability of leadership to lead Vocational Schools in North Sulawesi.

II. LITERATURE REVIEW

2.1 Definition of Vocational School

The definition of vocational school is technical and vocational education which covers those who carry out general education activities, study of technology and related sciences so that students have attitudes, understanding knowledge, practical skills related to work in various sectors of the economy and social life. Vocational High School is a place for training skills and skills to prepare students to enter the workplace. The aim of implementing VS in Indonesia is to prioritize preparing students for employment and developing professional attitudes. VS must get closer to the needs of the workplace (Arnetz, 2005).

2.2 Vocational School (VS) Leadership

Leadership is a very important factor for an organization. Leadership is a subject that attracts attention because it has influence and power. The definition of leadership is the ability that can affect the personnel in organizations to

achieve goals(Yukl, 2010).At a meeting of the European Union education minister in Sweden in 2009, the reference said that leadership is important, then it was said to be careful in choosing school leaders. School is an educational organization to educate students through the learning process. Leadership is the success of implementing a school program.

The results of the study indicated that the leadership of the principal indirectly can create conditions for the teacher to teach and students to learn. Students are eager to come to school, get achievements, graduation rates and enter college.

The leader of a vocational school is a strategic position to produce qualified graduates according to industry needs. Teachers are teaching staff to educate and transfer knowledge and technology to students. Principals who do not carry out their obligations will have an impact on poor management resulting in teacher disaffection will affect student learning outcomes.

Principal leadership greatly determines the success of the school because the school principal drives the resources the school has. VS resources include teachers, administrative staff and school facilities and infrastructure (buildings, classrooms, learning tools / equipment in classrooms, libraries, laboratories, and workshops (practical workshops).

Principal leadership has an impact on teaching satisfaction of the teachers. Thus, the leadership of the principal is a factor that can improve teacher performance in carrying out teaching tasks. This will have an impact on the quality of competencies / skills possessed as capital to work in the world of industry.

The head management capability of VS determines schools to develop. Management of educational organizations is committed to the values of education, which should determine interactions with students as well as collaboration with the staff.Working together includes teaching staff (teachers) and school administration staff. Leaders among educators are needed to develop positive attitudes. The skills of school leaders influence organizational and teacher behavior. The principal as administrator is able to motivate teachers to carry out teaching assignments.The effective management ability of the principal is the accomplishment and success as a school administrator.

Administrators are able to coordinate and implement democratic leadership in order to achieve school goals. School administrators must involve teachers and employees for decision making. School administrators are able to actualize management processes and have the ability to work and communicate with school residents, parents of students, stakeholders and the general public. The leader must have value and vision. Successful leaders are able to develop the school's vision based on personality and professional values.

Management of educational organizations is committed to the values of education, which should determine the interaction with students and also cooperation with staff that includes teaching staff (teachers) and administrative staff. The Principal of vocational school must have special managerial knowledge and abilities. Besides being able to develop school resources, they can also work together with the world of industry.In order for students not to have problems carrying out practical work activities in the industry, students must be provided to carry out practical work

in a school-owned workshop. Thus, the principal of VS is required to have managerial skills so that the school can develop, especially creating competent or skilled graduates in the field they are engaged in. This ability can work with teachers as teaching staff and develop school workshops by following developments in science and technology (Evans, 2001).

Public vocational schools in North Sulawesi province are authorized to appoint school principals. The principal of VS is often considered by the government to conduct comparative studies in several countries in Europe. This comparative study activity is expected to contribute to its graduates, so that the school they lead has the knowledge and skills needed by business and industry.

2.3 Leader as a Motivator for Teachers

Teacher plays an important role in a school, because teacher interacts directly with students in the classroom and outside the classroom. Teacher is a person in charge of carrying out teaching activities through the teaching process. Teacher as individual needs psychological encouragement to be able to carry out teaching activities with a sense of security and comfort. Psychological encouragement is an aspect of the affective domain that an individual has. Affective domain is an aspect of psychology that can encourage individual to carry out an activity, including teacher carrying out teaching activities seriously and sincerely to transfer knowledge and skills to students. This affective domain is a motivation for teachers to carry out pedagogical processes (Hiebert and Borgen, 2002).

The motivation is related to the principal's managerial abilities. Leadership is known as the ability to mobilize and motivate other people to utilize the ability of the resources they have to achieve certain goals.

2.4 Transformational leadership

Motivation of teacher work is largely influenced by the principal's leadership style. The empirical research body compares the style and model of leadership. What stands out in the study is the existence of transformational and transactional leadership differences. Transformational leadership includes several aspects, including inspirational motivation. This type of leader pays attention to the needs and differences of his subordinates and helps subordinates to maximize their potential at work. Transformational leadership is more effective than transactional leadership to lead. Transactional leadership in scientific and applied values in organizations are questionable (Itje, 2018).

Based on literature, transformational leadership has succeeded in leading the organization, which consists of indicators as follows: (i) idealized influence; (ii) inspiration motivation; (iii) intellectual simulation; and connect with other parties. These indicators are explained below.

- **Idealized Influence.** Charismatic leaders have a vision and mission, staffs (subordinates) feel proud, trust, cooperate with their superiors, and are able to deal with problems.
- **Inspirational Motivation.** Leader who has the ability to communicate, convey interesting visions accompanied by symbols, and can inspire staff to achieve goals so that they get important progress for the organization.

- **Intellectual Simulation.** Leader who can educate staff to enhance creativity and innovation, improve rationality of thinking, and solve problem carefully.
- **Individualized Consideration.** Leader who pays attention to staff personalities, their needs are different from one another, train and give advice.

Thus, to streamline the education process in VS, a transformational-style leader is needed to motivate teachers to carry out teaching activities so that students gain knowledge, skills competency, and experience in practical work.

III. METHODOLOGY

3.1 Sample

The number of VS countries in North Sulawesi province is 41 schools. The research sample was taken, namely 36 teachers from 36 VS or each school represented by 1 teacher.

3.2 Method

This study used a survey method. Specifically, the characteristics of survey research are (i) collecting information to describe population characteristics; (ii) Information gathering techniques by asking questions and respondents giving answers; and (iii) the information collected is a research sample.

3.3 Instrument

The research instrument is a questionnaire that will be filled in by the teacher as the research sample. Instruments were designed based on transformational leadership indicators according to the reference concept. The assessment used is a Likert scale as shown in Table 3.

Table 3: Scale of instrument rating

Scale	Value
Very high	5
High	4
Is being	3
Low	2
Very low	1

3.4 Data Analysis

The data in this study used qualitative analysis to describe the leadership abilities of state vocational schools in North Sulawesi. The criterion for evaluating the results of data analysis can be seen in Table 4.

Table 4: Range for assessment categories

Range	Category
4.50 – 5.00	Very high
4.00 – 4.49	High
3.00 – 3.99	Is being
2.00 – 2.99	Low
0.00 – 1.99	Very low

IV. RESULTS AND FINDINGS

The research data was obtained from a questionnaire which includes transformational leadership indicators. Each indicator consisted of items filled by the participants. The number of items for each indicator is shown in table 5.

Table 5: Number of items per indicator

Indicator	Items
Idealized influence	10
Inspiration motivation	8
Intellectual simulation	5
Connect with other parties	7
Total item	30

Based on trials in the field, it was found that the research instruments met the aspects of validity and reliability. In the trial process, there are 3 items that have been revised so that all items have fulfilled the valid category. The instrument reliability coefficient is $r = 0.79$. Based on the results of the survey and data analysis, the research data are shown in Table 6.

Table 6: Research data

Indicator	Mean	Category
Idealized influence	3.35	Is being
Inspiration motivation	3.26	Is being
Intellectual simulation	4.23	High
Connect with other parties	3.31	Is being
Total mean	3.54	Is being

In Table 6, it is seen as a whole that the "intellectual simulation" indicator is in the "High" category. This aspect is included in the cognitive domain, namely an intellectual capability in general, the principal of VS in the North Sulawesi province. While other indicators fall into the category of "is being" which includes the affective domain.

Based on data analysis, it was found that "total mean" was included in the "is being" category. This shows that VS leadership in the North Sulawesi province has not been maximized. The high category is intellectual simulation which is included in the cognitive domain. While the aspects of the affective domain are generally included in the "is being" category. The cognitive domain concerns intellectual ability or mastery of science. While the affective domain concerns feelings and emotions.

The results of data analysis showed that school principals in North Sulawesi province as the leadership instruction in leading VS have not been maximized. This has an impact on the quality of graduates and the potential for unemployment. The principal needs to motivate the teacher to carry out effective teaching activities so that the

potential of students can be explored in the learning process in the classroom, practical work in workshops, and gain experience in the business and industry.

V. CONCLUSION

Based on the results of the study, it can be concluded that the ability of VS principals in the province of North Sulawesi has not been maximized. This is due to the motivation of teachers to carry out teaching assignments and the quality of graduates, resulting in high unemployment of VS graduates as evidenced by data from BPS.

Recommendations that can be put forward are the North Sulawesi Education Agency (i) the need for selection of principals who are competent, have the capability and integrity; (ii) the figure who will be assigned to lead VS must have experience teaching at VS; (iii) the performance of school principals needs to be evaluated on an ongoing basis; and (iv) principals need to take part in training on leadership.

REFERENCES

- [1] Arnetz, B. B. (2005) 'Subjective indicators as a gauge for improving organizational well-being. An attempt to apply the cognitive activation theory to organizations', *Psychoneuroendocrinology. Elsevier*, 30(10), pp. 1022–1026.
- [2] Badan Pusat Statistik (2018) 'Data on unemployment of vocational high schools in Indonesia'.
- [3] Evans, L. (2001) 'Delving deeper into morale, job satisfaction and motivation among education professionals: Re-examining the leadership dimension', *Educational Management & Administration. Sage Publications London, Thousand Oaks and New Delhi*, 29(3), pp. 291–306.
- [4] Hiebert, B. and Borgen, W. (2002) 'Technical and Vocational Education and Training in the 21st Century: New Roles and Challenges for'.
- [5] Itje, T. (2018) 'The influence of principals' leadership, organizational climate and work motivation on the performance of teachers of vocational high schools throughout North Halmahera district', *Indonesian Journal of Educational Studies*, pp. 86–98.
- [6] UNESCO (2010) 'Guidelines for TVET Policy Review', (March). Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000187487>.
- [7] Vivianti, V. and Hadi, S. (2015) 'Peran kepala Smk Negeri di Kota Yogyakarta berdasarkan persepsi guru', *Jurnal Pendidikan Vokasi*, 5(3), pp. 394–404.
- [8] Yukl, G. (2010) 'Kepemimpinan dalam organisasi, Edisi kelima', *Jakarta: PT. Indeks*.