

Principal Leadership Strategy in Managing the Dompu Integrated Islamic Vocational High School

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Abstract

In the journey of SMK IT Dompu, it cannot be separated from the role of a leader who is fully responsible for managing the SMK in expanding and developing the institution, to make students, educators and education personnel who have reliable skills and personalities. The leader has the task of directing and organizing educational institutions in order to achieve the desired goals. In carrying out their duties and functions, the Principal has their own leadership strategy which greatly influences the performance of the education personnel in their respective work environments. Failure and success are largely determined by the principal, because the principal is the controller and determiner of the direction the school wants to take towards its goals. The formulation of the problem in this study is as follows (1) What is the leadership strategy of the Principal of Integrated Islamic Vocational School Dompu in managing the Integrated Islamic Vocational School? (2) What are the leadership characteristics of the Principal of Integrated Islamic Vocational School Dompu in managing the Integrated Islamic Vocational School? (3) What are the efforts of the Principal in realizing the Integrated Islamic Vocational School Dompu? This study aims to describe (1) The leadership strategy of the vocational school principal in managing the Dompu Integrated Islamic Vocational School, (2) The leadership characteristics of the vocational school principal in managing the Dompu Integrated Islamic Vocational School, (3) The efforts of the vocational school principal in realizing the Dompu Integrated Islamic Vocational School.

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1. INTRODUCTION

Since the beginning of human history until now, education has been a very basic thing for humans. The human need for education is like humans consuming food to survive, the same goes for education, especially in the era of globalization or what is also called the information era like today, humans are required to increase the resources they have in order to be able to compete and be able to survive. In this case, the role of educational institutions has a big responsibility to create a society that is intelligent, has noble character, is independent and has noble character. The ideals of national development which require the formation of the whole human being are the responsibility of every educational institution in Indonesia, to be able to carry out this mandate. Therefore, the first educational mission is to produce students who have faith and are devoted to God Almighty.

Of the several secondary school educational institutions in Indonesia, this vocational secondary school is one of them. There are many educational institutions on Sumbawa

Island, especially in Dompu Regency, but over time, these educational institutions have developed rapidly and can be found in every sub-district, village and sub-district. Vocational High School education is part of the national education system which is organized as a continuation of SMP/MTS. In accordance with the talents, interests and abilities to meet the needs/work opportunities that are and will develop for students with a study period of 3 (three) years, from first to third grade, in accordance with each major managed by the educational institution itself.

Public perception of vocational schools in the modern era has increasingly made vocational schools into educational institutions that must be ready to use. At a time when science and technology are developing rapidly, when world free trade is starting to approach its gates, the existence of vocational school education seems increasingly necessary. Vocational schools are an ideal educational institution model because they offer readiness for life skills and respond to existing developments in science and technology (IPTEK). School excellence can be seen from various aspects, namely from a culture of discipline, cleanliness, environmental beauty, professionalism of teaching staff, excellent service, extensive relationships, complete facilities and infrastructure, as well as programs that are highly differentiated from others. Sudarwan Danim (2007:17) School excellence can be divided into academic excellence and extracurricular excellence. Academic excellence is proven by the grades achieved by students. Meanwhile, extracurricular excellence is proven by the various skills that students master while participating in extracurricular programs.

Responding to the various problems above, the school principal is one of the educational components that is very important for improving the quality of school education. Improving the quality of education is not an easy task, because it is not only related to technical issues, but also includes various very complicated and complex issues, both regarding planning, funding, and the efficiency and effectiveness of the implementation of the school system. Improving the quality of education also requires better education management. The quality of education must always be improved with various types of management so that it can always keep up with developments in existing science and technology, and must even be able to color the dynamics of existing society, namely a society that is independent, intelligent and skilled. Management is a unique process consisting of planning, organizing, directing and controlling actions carried out to determine and achieve predetermined goals through the utilization of human and other resources. (GR Terry). Based on the description above, the school principal as an innovator in carrying out his role and function must have the right strategy and establish a harmonious relationship with the educational environment, look for new ideas, integrate every activity, set an example for all education staff in the school and develop innovative learning models so as to be able to make educational institutions superior in society.

In every organization, the position and role of the leader is always very central. The progress and decline of an organization really depends on the extent to which the leader is able to imagine to advance the organization. Likewise, in the context of a school as an organization, the position of the principal is also very important in advancing the institution he leads. In carrying out their duties and functions, the leadership ranks in educational institutions, including school principals, have their own leadership styles, which greatly influence the performance of educational staff in their respective work environments. Failure and success are largely determined by the school principal, because the school principal is the controller and determiner of the direction the school wants to take to achieve its goals. Leadership is an activity in guiding a group in such a way that the group's goals are achieved.

Some definitions of leadership put forward by experts are as follows: Ralph M. Stogdill (1974:91) states that leadership is a process of influencing the activities of an organized group towards determining and achieving goals. Leadership is the motor or driving force of all sources and facilities available to an organization (Sondang P. Siagian). The leadership role of the school principal determines progress and success in managing vocational schools. Therefore, good educational leadership is needed so that this institution is not abandoned by the community. Leadership has an important role in education to lead the school to become an Integrated Islamic Vocational High School.

Dompu Integrated Islamic Vocational School is a vocational high school that has only been established for approximately 9 years, this vocational high school was founded in 2013. The location of this school is on Jl. Cross Karamabura, O'o, District. Dompu, Kab. Dompu Province. West Nusa Tenggara, Dompu Integrated Islamic Vocational School is one of the best schools in Dompu Regency, said the Principal of Dompu Integrated Islamic Vocational School H. Syamsudin, M.Pd. Dompu Integrated Islamic Vocational School has two educational departments, the first is Computer and Network Engineering (TKJ) and the second is Fashion Design. The leadership of the principal of the Dompu Integrated Islamic Vocational School in developing his school has proven successful, this school has received an award as a superior school for other schools, and has 133 students and has produced quite a lot of graduates.

2. DISCUSSION

Strategy is a comprehensive approach related to implementing ideas, planning and implementing an activity within a certain period of time. Leadership is the process of influencing or setting an example carried out by leaders to their followers in an effort to achieve organizational goals. Principal consists of two words, namely: Head and school, head can be interpreted as the chairman or leader in an organization or institution. Meanwhile, school is an institution where lessons are given and received. So, in simple terms, a school principal can be defined as a functional teacher who is given the task of leading a school where the teaching and learning process is held, or where interaction occurs between teachers who give lessons and students who receive lessons. According to Kasali (2005) defines the leadership of a school principal as a person who is assigned to mobilize all the potential that exists in the school so that it can be utilized as well as possible and so that the school's goals can be achieved as well as possible. The leadership of the school principal is one of the factors that can encourage schools to be able to realize the school's vision, mission, goals and objectives through programs that are implemented in a planned and programmed manner. Thus, it can be understood that the role of the school principal as a leader must have several abilities which include abilities in terms of personality, knowledge of educational staff, vision and mission of the school, ability to make decisions and communication skills. One of the effective forces in school management that plays a responsible role in facing change is the principal's leadership, namely the behavior of the principal who is able to initiate new thinking in the process of interaction in the school environment by making changes or adjustments to the goals, targets, configuration, procedures, input, processes or output of a school in accordance with the demands of the times. The principal is a person who is truly a leader, an innovator, and is the key to the school's success.

In the 2007 Fiscal Year, the Minister of National Education of the Republic of Indonesia issued national standard Number 13 of 2007 concerning School/Madrasah Principal Standards. These standards are as follows:

- a. Personality:** Having noble morals, developing culture and traditions of noble morals, and being an example of noble morals for the school/madrasah community, having personality integrity as a leader, having a strong desire to develop oneself as a school/madrasah principal, having an open attitude in carrying out the main tasks and functions, having self-control in facing problems in work as a school/madrasah principal, Having talent and interest in the position as an educational leader.
- b. Managerial:** Preparing school/madrasah plans for various levels of planning, Developing school/madrasah organizations according to needs, Leading schools/madrasahs so that they can utilize school/madrasah resources optimally, Managing changes and development of schools/madrasahs towards effective learning organizations, Creating school/madrasah culture and climate that is conducive and innovative for student learning, Managing teachers and staff so that they can utilize human resources optimally, Managing school/madrasah facilities and infrastructure so that they can be utilized optimally, Managing the relationship between the school/madrasah and the community so that they can seek support for ideas, learning resources, and school/madrasah financing, Managing students so that they can accept new students, as well as the placement and capacity development of students, Managing curriculum development and learning activities in accordance with the direction and goals of national education, Managing school/madrasah finances in accordance with the principles of accountable, transparent and efficient management, Managing school/madrasah administration in supporting the achievement of school/madrasah goals, Managing special school/madrasah service units in supporting learning activities and educational participation activities in schools/madrasahs. schools/madrasahs, managing school/madrasah information systems to support program preparation and decision making, utilizing advances in information technology to improve learning and school/madrasah management, Monitoring, evaluating and reporting on the implementation of school/madrasah program activities with appropriate procedures, and planning follow-up actions.
- c. Entrepreneurship:** Creating innovations that are beneficial for the development of the school/madrasah, Working hard to achieve the success of the school/madrasah as an effective learning organization, Having a strong motivation to succeed in carrying out the main tasks and functions as a school/madrasah leader, Never giving up and always looking for the best solution in facing obstacles faced by the school/madrasah, Having an entrepreneurial instinct in managing school/madrasah production/service activities as a learning resource for students.
- d. Supervision:** Planning an academic supervision program in order to increase teacher professionalism, carrying out teacher academic supervision using appropriate supervision approaches and techniques, following up on the results of teacher academic supervision in order to increase teacher professionalism.
- e. Social:** Collaborating with other parties for the benefit of the school/madrasah, participating in social activities, having social sensitivity towards others.

3. CONCLUSION

Based on the results of research and discussion regarding: Principal Leadership Strategy in Managing Dompu Integrated Islamic Vocational School, it can be concluded as follows:

1. Principal's strategy as a leader

As a manager, the head of the Dompu Integrated Islamic Vocational School has four main strategies in managing the Vocational School, namely making plans, organizing resources, carrying out activities, and carrying out control and evaluation. The four

vocational school principal management strategies are as follows: *First*, planning. The head of the Dompu Integrated Islamic Vocational School is able to carry out planning processes, both short term, medium term and long-term planning. *Second*, the principal has organizational skills. Dompu Integrated Islamic Vocational School has quite large resources starting from human resources consisting of educational staff, educational staff, and financial resources, to physical resources starting from buildings and facilities and infrastructure owned. *Third*, the Principal of Dompu Integrated Islamic Vocational School has the ability to carry out work in accordance with predetermined plans. This stage means that the Principal of the Dompu Integrated Islamic Vocational School builds operational procedures for educational institutions, provides examples of how to work, builds motivation and cooperation, and always coordinates with various educational elements. *Fourth*, the Principal of the Dompu Integrated Islamic Vocational School is able to carry out supervision and control duties. This supervision includes supervision in the field of management and also supervision in the field of teaching. Management supervision means that the vocational school principal carries out supervision in the field of developing administrative and institutional skills and competencies, for example administration involving finances, everything is recorded from income to expenditure so that the principal knows very well about the school's finances. The leadership characteristics of the Dompu Integrated Islamic Vocational School Principal that Abdul Karim applies are by using the principles of Rasulullah SAW:

"*Uswatun Khasanah*" (exemplary in speaking, acting and behaving). He develops students, educational staff and educational staff as his subordinates by using exemplary behavior, namely that the leader is responsible for directing what is good for his subordinates, and he himself must do good for the school environment and the community where we live. He also has the characteristic of "amanah" (responsibility in working).

2. The principal's efforts in realizing the Dompu Integrated Islamic Vocational School

The efforts of the Vocational School Head in realizing the Dompu Integrated Islamic Vocational School are as follows: *First*, improving the quality of teaching staff in vocational schools, namely by providing motivation and facilitating teaching staff (teachers) to always carry out teaching and learning activities according to their respective skills. *Second*, improve the quality of students. *Third*, improving vocational school administration. The entire Dompu Integrated Islamic Vocational School program is planned through deliberation involving teachers, committees and foundations, then after implementation it is reported through another deliberation. Likewise with the financial situation at Dompu Integrated Islamic Vocational School. *Fourth*, conducive teaching and learning activities, this is because the Dompu Integrated Islamic Vocational High School has a building that is quite representative and conducive for teaching and learning activities, because it is located in a rural area on the edge of green, beautiful and comfortable rice fields. *Fifth*, improvement of facilities and infrastructure. Dompu Integrated Islamic Vocational School, seeks to improve adequate facilities and infrastructure to carry out quality teaching and learning activities, supported by the availability of sufficient study rooms for the delivery of teaching materials, teacher office space as a place for deliberation or just a place for teachers to rest, complete workshop areas, teacher/student transportation for all activities, language laboratories, comfortable computers, as well as OSIS, SCOUT, SMK activities to develop an organizational spirit for students and mosques as a means of worship. *Sixth*, quality curriculum. The implementation of the curriculum at the Dompu Integrated Islamic Vocational School

refers to the curriculum currently implemented at the Vocational School, specifically for the productive group they are still using the 2008 curriculum, while for the normative and adaptive groups they are already using the 2013 Curriculum. At the implementation level, this curriculum requires teacher creativity in providing learning experiences that are able to increase student competence, because no matter how well the curriculum has been planned, in the end whether it is successful or not really depends on the teacher's touch of activity and creativity as the spearhead of the implementation of a curriculum. *Seventh*, implementation of school management. At Dompu Integrated Islamic Vocational School, school management principles have been implemented, where the principal always plans in advance all work programs at Dompu Integrated Islamic Vocational School together with the teacher council, committee and foundation.

Based on these conclusions, there are several things that can be conveyed and put forward by the author in an effort to improve the quality of education in vocational schools, namely; Vocational Schools as formal educational institutions in order to manage their educational process need to master various scientific disciplines comprehensively and have clear systematics, as well as having complete facilities and infrastructure as well as complete learning media. Leadership in Vocational Schools in carrying out their duties requires an attitude of openness and wisdom in implementing all existing regulations, as well as eliminating an authoritarian attitude in developing and directing human resources as an attitude of professionalism. In realizing quality education, at least school principals do not work alone, but are assisted by staff and educational staff, both to realize vocational school goals and to develop educational funding allocations. To further increase students' enthusiasm for learning, each teacher can complete learning media, teaching program plans and the latest learning methods.

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