

The Role of Headmaster in Revitalization of Vocational Education (Case Study at Public Vocational Secondary School in Tulungagung East Java Indonesia)

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Abstract. The headmaster has a very important role and responsibility for education innovation in school both micro and macro scale. Vocational education in Indonesia as part of the national education system has a very strategic role for the realization of skilled labor. So the success of vocational education at public vocational secondary school in Tulungagung East Java Indonesia makes the central role of headmaster in the revitalization of vocational education. The results of the research are found that headmaster role is very important in the revitalization of vocational education at public vocational secondary school in Tulungagung East Java Indonesia such as the leader, manager, administrator, and supervisor.

Keywords: role of headmaster, revitalization of vocational education

INTRODUCTION

Education, in general, aims at leading changes in attitudes, and teaching vocational education as part of general education aims at causing desirable changes in the attitudes of vocational learners.[1] Developed and developing countries, are undertaking the important and complex task of restructuring the education and training systems to meet the development requirements in the context of changing environment. Technical and Vocational Education and Training (TVET) systems are expected to produce a new breed of competent workforce who can compete and excel in a rapidly changing environment and improve the country's economy. [2]

Vocational education gets special attention from countries around the world. According to Gordon (2003), vocational education developed as we know it today in the early part of the twentieth century. [3] Vocational education in the United States is complex having been impacted by philosophical, educational, political, economic, and societal factors since its inception. [4]

The strategic partnership between VET school and industry is a core value of the VET sector that increases the quality of VET outcomes and meets the requirements of society and industry. [5] The technical and vocational education and training (TVET) is globally accepted as having a key role in promoting both economic and socio-economic growth, increasing productivity, empowering citizens and alleviating poverty.[6] Interestingly, Science, Technical and Vocational Education (STVE) disciplines are skills oriented fields in nature that provides the much needed skills for employment. [7]

Technical and vocational education is particularly relevant in solving the present economic problems in the country due to the advancement in technology, occupational mobility, high rate of unemployment and increasing number of women in workforce.[8] Transition from school to work is a challenging period for young people with learning difficulties.[9] Transformation of vocational education has the potential to attract more outstanding students entering this flow if vocational education can promise good jobs and high incomes to students.[10]

One of the policies of the Ministry of Education and Culture of the Republic of Indonesia in the development of human resources at Vocational High School was introduced in 1993/1994. It is called the education of Link and Match, which means that Senior High School education must be connected and in accordance with the needs of students and the community to create a match between educational programs and community needs.[11]

Revitalizing is giving vitality or vigor to something or somebody. Oladele (2011) described revitalizing as giving new life or energy to something or somebody that is weak or inactive to become strong and successful again.[12] Revitalization of Vocational High School based on Presidential Instruction Number 9 Year 2016 on SMK is to improve the quality and competitiveness of Indonesian human resources. [13]

Capabilities link individuals, education and work by identifying the individual, social, economic and cultural

resources that individuals need to develop as autonomous, innovative and creative workers within broad vocational streams.[14]

A successful headmaster is if he understands the existence of the school as a complex and unique organization, and has abilities to perform the role of the school headmaster as a person who is responsible for managing the school. [15]

Secondly, the headmaster as an educational administrator is responsible for the smooth implementation of education and teaching in his school. Therefore, to be able to do well, the headmaster should understand, master and be able to apply and implement activities related to the function of himself as an educational administrator.

Third, the headmaster as a supervisor has the role and responsibility of monitoring, fostering, and improving the teaching and learning process in the classroom or at school. Supervision is an effort to provide assistance to teachers to create a better learning situation. [16],

Mulyasa explained that supervision was an effort to observe systematically and continuously, recording, explaining, referring, coaching and straightening things that was not appropriate, and errors correction.[17]

Based on above explanation, the researchers have conducted research on the headmaster role in revitalizing vocational education at public vocational secondary school in Tulungagung East Java Indonesia.

METHOD

The research method used was descriptive qualitative research approach using case study research. The researchers used case study approach in order to find deeper investigation and a more thorough examination of the behavior of an individual. In addition, case studies can also lead researchers into the smallest social units such as associations, groups, families, schools and other forms of social units.[18] Data collection techniques used in this study include: (a) Participant Observation; where observation was defined as a systematic observation and recording of all that appears on the object of research [19].

In this observation, the researchers attempt to perform a systematic observation and recording of the symptoms that appear in State Vocational Secondary School in Tulungagung East Java, Indonesia. (b) Interview was the process of obtaining information for the research purpose by way of question and answer while face meeting with the person concerned. [21].

Researchers in this case used documentation techniques to obtain data in the form of archives, notes, books relating to the role of headmaster in the revitalization of vocational education. The documents may include photographs, school documents, interview transcripts, and documents on the history of the school and its developments. For all of these documentations will be collected for analysis for the completeness of the research data. In this case the researchers took photographs relating to the role of the headmaster.

This study used case study design, with data analysis technique. According to Miles and Huberman, the analysis of

qualitative research data can be done through three activities that occur simultaneously, namely: 1) data reduction, 2) data displays and 3) conclusion drawing / verification . [22]

RESULT

The headmaster role as a Leader in the Revitalization of Vocational Education

The role of headmaster as a leader in the revitalization of vocational education is instrumental in planting disciplinary attitudes of all school management actors, empowering teachers optimally, empowering teachers and collaborating with communities. Discipline is one way to achieve success. To realize school discipline, the headmaster makes rules to all school teachers and staffs. The headmaster always strives to realize a more conducive learning environment to improve the professionalism of teachers in achieving learning objectives. Headmaster as a leader creates high teacher morale and discipline. High teacher work spirit and discipline are intended to support the realization of the goals of the school organization.

The headmaster also leads and manages the subject teachers' association, because this organization is an association formed by teachers with the same subject-learning. **The Headmaster Role as a Manager in the Revitalization of Vocational Education**

The role of headmaster as manager in the revitalization of vocational education by empowering educators such as intensifying school meetings, effectiveness of student monitoring books, and managing job description. Headmaster as a manager has a decisive role in the management of school management, the success or failure of school goals can be influenced by the way how the headmaster carries out management functions.

Headmaster strategy as first manager, utilizing education personnel through cooperation or cooperative, meant that in improving the professionalism of educational staff in school, headmaster should emphasize cooperation with educational staff and other parties involved in carrying out activities. Second, to provide opportunities for educational personnel to improve their profession. In this case the headmaster is democratic and provides an opportunity for all educational personnel to develop their potential optimally. Third, encouraging the involvement of all education personnel, it is intended that the headmaster should strive to encourage the involvement of all education personnel in school activities

The Headmaster Role as Administrator in Vocational Education Revitalization

The role of the headmaster as an administrator in the revitalization of vocational education is through the effort to empower educators—having insight regarding to learning tasks—by sending them to attend workshop, upgrading, or training.

The Headmaster Role as Supervisor in Vocational Education Revitalization

The role of headmaster as a supervisor in the revitalization of vocational education is to empower educators by

implementing supervision of learning activities and supervising learning tools. One of the headmaster duties as a supervisor is to supervise the work done by the education personnel.

Supervision of education is done by the headmaster to foster teachers and school staffs to improve and develop teaching and learning situations including stimulating, coordinating and guiding continuously the growth of teachers more effectively in achieving educational goals.

CONCLUSION

Based on the results above, the role of headmaster in revitalization of State Vocational Secondary School at Tulungagung, East Java, Indonesia can be concluded into four points; (1) The role of the headmaster as a leader, includes upholding disciplinary attitudes, empowering teachers optimally, empowering Subject Teachers Association and collaborating with communities. Besides, the headmaster as a leader creates a more conducive learning climate, high teacher morale and discipline, high teacher work spirit and discipline (2) The roles of the headmaster as a manager are empowering educational personnel through cooperation or cooperative, providing opportunities for educational personnel to improve their profession, encouraging the involvement of all staffs. (3) The roles of headmaster as an administrator are empowering the educators by sending teachers to attend the workshop, upgrading, or training. (4) The roles of the headmaster as a supervisor are to carry out supervision of learning activities and learning tools, improve and develop teaching and learning situations including stimulating, co-ordinating and guiding continuously the growth of teachers more effectively in achieving optimal vocational education objectives.

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