

The Strategy Of Headmaster On Upgrading Educational Quality In Asean Economic Community (AEC) Era

Tobari, Muhammad Kristiawan, Nova Asvio

Abstract: Indonesia is a member of ASEAN Economic Community (AEC) that should own the quality of human resources. The education is the key to answer the demand of AEC. SMK Negeri 1 Bukittinggi, SMK PGRI Tanjung Raja and SMK Negeri 1 Pangkalan Kuras were institutions that ensure alumnus to world industry. Here we explored the strategy of headmaster on making educational quality toward AEC. We used qualitative phenomenology method in this article. To get the data, we used interview and document study. The results obtained indicate that the strategy of headmasters were upgrading teachers' competence, upgrading students' competence, developing curriculum and improving infrastructure.

Index Terms: Headmaster, Quality of Education, ASEAN Economic Community, Vocational School.

1 INTRODUCTION

SINCE the introduction of MEA (ASEAN Economic Community) in 2015 which aims to create ASEAN as a single market and unity of production base. There will be free flow of goods, services, factors of production, investment and capital, as well as elimination of tariffs for trade between ASEAN countries. According to Asian Development Bank (2013) ASEAN member states were requested to focus on the following eight areas: free flow of goods, free flow of services, free flow of investment and capital, free flow of skilled labor, competitive economic region, infrastructure development, equitable economic development, and integration into the global economy. AEC made countries compete to create the products which was compatible in ASEAN. Every product which was compatible in ASEAN market. ASEAN countries must prepare skilled, intelligent, and competitive human resources (Jansen, 2016). Zainun (2001: 6) states that the quality of human resources is that the work done to produce something desired. The quality resources are expected to produce products that can compete in the ASEAN market. Asian Development Bank (2013) states that commitments to an AEC denote ASEAN countries' conviction that regional economic integration is a desirable measure for improving the lives of their peoples and thus strengthening the legitimacy and positions of power of their leaders. To compete in the ASEAN market, Indonesia as one of the ASEAN countries is dealt with the challenge to improve the quality of human resources. Improving the quality of Indonesian human resources is one of the efforts to build productivity to compete with ASEAN countries. One of the most important efforts in improving the quality of human resources is through the education sector. Education as one of the conscious efforts to build quality human resources to compete. This is in line with Law No. 20 of 2003 on the National Education System which states that education is a conscious and planned effort to create an atmosphere of learning process so the learners actively develop their potential to have spiritual strength, self-control, personality, intelligence, morality, as well as the skills that he needs, society, nation and state. From this law, it can be seen some indicators of the quality of education in Indonesia that the development of self potential, has spiritual strength, able to control themselves, have personality, intelligent, noble, and have the skills. Thus, the efforts to improve the human resources are an integrated effort in improving the quality of education. Education as a vital sector

in order to build quality human resources, requires a great attention from all parties, because it concerns the quality of the nation, especially with the competition in the MEA rolling. Widodo (2015: 296) states that to solve the problem of human resources in Indonesia, education is the most decisive thing. With the implementation of education in Indonesia as a whole, it will be able to print potential generation ready to compete in the world market. This is what is being pursued by educational institutions in Indonesia. All educational institutions in Indonesia have the duty and responsibility in order to build a generation that is potential and able to compete in the world market. Based on the report of Minh (2015) higher education and vocational training play a very important role for the development of the nation. It enhances knowledge, expands job search opportunities, improves people's lives, and provides high-quality human resources for society. The establishment of the ASEAN Economic Community (AEC) in 2015 will create many opportunities and many challenges. One of the educational institutions currently trying to bear a potential generation that is ready to compete is Vocational High School (SMK). SMK which is a skill-oriented educational institution tries to bear the talented and potential workers so, it can compete in the ASEAN Economic Community. All forms of SMK programs and activities to bear these skilled workers require the strategy and role of the Headmaster as the leader. Headmaster as the leader has the authority and policy to improve the quality of education. Moreover, according to Minh (2015) in ASEAN Economic Community students need to be more proactive in learning, particularly in specialized disciplines, studying and practicing English (communication and qualification) regularly, training in living attitudes and learning positively and professionally, self-improving working style and labor techniques, exchange necessary skills such as communication skills, presentation skills, teamwork skills, good skills in office software, management software and other software. They also need to acquire selective aspects of lifestyle and behavior from foreign students. The role of the headmaster is crucial to the achievement of the expected educational objectives. Rosyadi (2015: 125) states that headmaster role is very influential on the growth and development of education in improving human resources. According to Reinhartz and Don (2004: 18-20) the requirement to be an effective headmaster is a) do I have the right stuff or what it takes to be a school leader? b) do I like teacher and student? c) do I have a strong work ethic and like challenges?

d) do I engage in and encourage continuous improvement? e) do I have a know how to handle conflict? f) do I have a commitment to the community? g) do I have the management and organizational skills to create a positive school culture that values teaching and learning? h) do I have a sense of humor? Whatley (2011) states that headmaster should be able to build constructive initiatives in their schools. According to Whatley (2011) the headmaster should be creative, because creativity was found to be the most important factor in ensuring the success of headmaster. It's also supported by Demetriadis, et al. (2003: 30) who state that the headmaster require a considerable degree of flexibility and creativity for dealing with problems at the local-level. Helping the headmaster to work in a creative way and also to understand how to encourage, motivate and follow their teams is a valuable set of skills almost a requisite for headmaster as leaders in their communities. Therefore, the strategy of headmaster in State Vocational School (SMK Negeri) 1 Bukittinggi, SMK PGRI Tanjung Raja and SMK Negeri 1 Pangkalan Kuras, Pelalawan, Riau in improving the quality of education in ASEAN Economic Community is crucial to be discussed.

2. RESEARCH METHOD

This research was a qualitative, where in this paper we looked the steps and efforts made to deal with an event that is happening. Mulyana (2008: 145) states that qualitative research has an easier advantage when dealt with the multiple activities, more accurate when presented directly to the nature of the relationship of the researcher and the respondent and more adaptive to the many influences on the value patterns encountered. The qualitative method departs from a phenomenological view, in which the researcher seeks to understand the meaning of events and their relation to ordinary people in certain situations (Patilima, 2011) (Emzir, 2011) (Bungin, 2008) (Moleong, 2002) (Budiman, 2002) (Patton, 1990) (Sugiyono, 2005) (Kristiawan & Tobari 2017). Ahimsa (2012: 273) states that the phenomenology could be meant as a knowledge about describing what is seen by someone, what is felt and known in immediate awareness and experience. This research was aimed at investigating the things done by the educational institution to deal with the occurred phenomenon. The technique of data collection in this research was direct interview with the speaker. In addition, we also presented data from documents that we got from the

website. Data analysis techniques used in this study was a qualitative data analysis that follows the concept provided by Miles and Huberman (1992) by realizing the main components "data reduction, data presentation, and conclusion". In analyzing the data, we summarize the data in order to understand and easy to interpret (Sukardi, 2004). According to Moleong, (2007) activity in qualitative data analysis is done interactively and continuously at every stage of research until complete and saturated. Bogdan dan Biklen (1982) state that analysis involves working with data, organizing it, breaking it into manageable units, synthesizing searching for patterns, discovering what is important and what to be learned and deciding what you will tell the others". The research process begins with data collection. The data collection is the process of searching data which were conducted by observation, interview, and documentation. Furthermore, after the data were collected, it advanced process of data reduction. The data reduction is a process of selection, focusing, simplification and data abstraction in the fields note. The data reduction process continues throughout the study. After the data were sorted, the data were presented in the form of a logical and systematic narrative phrase referring to the problem formulation. The last stage is the conclusion or verification of the data. Activity in the final stage is to draw conclusions on certain patterns or configurations. The results of the conclusion need to be re-verified in order to develop the accuracy of the research results.

3. RESULTS

a. SMK Negeri 1 Bukittinggi

According to Drs. Yon Afrizal, M,Pd. (interview result, 27 April 2017), the strategy was undertaken in order to improve the quality of education in dealing with MEA was improving the competence and qualifications of teachers. SMK Negeri 1 Bukittinggi is one of the vocational high schools that prepares its graduates to become skilled workers in the industrial world. This can be seen from the data obtained through the document on the official website of SMK Negeri 1 Bukittinggi, where SMK prepares its graduates with skills and competencies that are divided into majors which can be seen in the following table.

Table 1. Competence of Graduates SMK Negeri 1 Bukittinggi (<http://smkn1bukittinggi.sch.id/>)

No	Majority	Competence of Graduates
1.	Electrical Engineering	1. Electrical installation.
		2. AC repairment.
		3. Electrical panel installation.
		4. Assembling the trainer component.
		5. Care and repair the household appliances.
2.	Computer Network Engineering	1. Assembling the computer and laptop.
		2. Assembling the LCD Projector.
		3. Network installation.
3.	Motorcycle Engineering	1. Care and repair the motorcycle.
		2. Community training for motorcycle service
4.	Technical Vehicle	1. Tune up car.
		2. Overhaul Engine.
		3. Brake Service.
		4. Electric car body.
		5. Spooling balancing.
5.	Mechanical	1. Manufacture of gears for machine components.

6.	Engineering		2. Manufacture of wooden propel machine.
			3. Making mini drill.
7.	Las Engineering		4. Making of irrigation door.
			5. Preparation of mixer.
8.	Audio	Video	6. Making wheel of thrust door
	Technique		1. Manufacture of V camp for the purpose of oil pipeline and ship body connection.
9.	Concrete		2. Welding car body.
	Construction		3. Making of trellis, fence, canopy and construction of steel horses.
10.	Engineering		4. Welding steel bridge body.
			1. Making following line robotic.
11.	Wood		2. Making electronic control.
	Construction		3. Making of microprocessor and microcontroller.
12.	Engineering		4. Making infra red control.
			5. Program Logic Control.
13.	Building	Image	1. Improving electronic equipment (TV, Tape, Radio, HP, Amplifier, parabola and household appliances).
	Technique		2. Assembling and installing Car audio.
14.	Mapping	Survey	3. Making the speaker active.
	Technique		4. Creating trainers of learning tools
15.			1. Inspection of materials / building materials.
			2. Measurement of compressive strength and strength of concrete bending.
16.			3. Planning highways and bridges.
			4. Irrigation planning.
17.			5. Building construction.
			6. Installation of ornamental stones.
18.			7. Preparation of paving blocks.
			1. Making a table ½ bureau.
19.			2. Making desk student learning.
			3. Making cabinets.
20.			4. Making kusen and door leaves.
			5. Making horses
21.			1. Designing buildings in 2D using Autocad application program.
			2. Designing buildings in 3 dimensions using 3d Max application program.
22.			3. Calculate the Budget Plan of the building.
			4. Making a building model
23.			1. Topographic measurement services.
			2. Measurement of road plans.
24.			3. Measurement of irrigation plans.

1) Teachers's Competence

As one of the educational institutions that are expected to produce the graduates who are ready to deal with the AEC, especially in the field of industry, SMK Negeri 1 Bukittinggi does various efforts to improve the quality of graduates. Headmaster has a very big role in efforts to improve the quality of education in SMK Negeri 1 Bukittinggi. From the interview result (April 27, 2017) with the Headmaster, the program was undertaken in order to improve the quality of education to deal with the AEC is to improve the competence and qualifications of teachers. Where there are some teachers are given the opportunity to upgrade the academic qualification from S1 to S2. The enhancement of this academic qualification aims to improve the competence and ability of teachers, which is expected to have a significant effect on the quality of education in SMK Negeri 1 Bukittinggi. Then, in addition to the development of academic qualifications, the teachers in SMK Negeri 1 Bukittinggi also got education and training. There is one of the teachers of SMK Negeri 1 Bukittinggi who got a certificate from Astra Honda, where with the certificate, the teacher concerned can determine whether the students of SMK Negeri 1 Bukittinggi eligible to work on Astra Honda workshops.

2) Students' Competence

Furthermore, in addition to improve the teachers' competence through the development of academic qualifications, the activities organized by the Headmaster SMK Negeri 1 Bukittinggi (Interview Result, 27 April 2017) in improving the quality of education in the implementation of the AEC was cooperating with outsiders. From the data obtained through interview with the Headmaster it was known that SMK Negeri 1 Bukittinggi cooperated with Astra Honda. Where SMK Negeri 1 Bukittinggi has been trusted to be a place of competence test. In addition, at the major of Light Vehicle Engineering, SMK Negeri 1 Bukittinggi got coaching from Auto 2000, with the grant of one unit Avanza car in 2005 as a container for students' practice activities. In mapping technique, SMK Negeri 1 Bukittinggi also cooperate with Indonesian Survey Institute. For the development of the students' abilities, SMK Negeri 1 Bukittinggi also holds Industrial Work Practice, where students learn directly in the field for 3 months in the designated industry. In addition, the SMK Negeri 1 Bukittinggi also establish cooperative relations with neighboring countries such as Malaysia, Thailand and China. This shows one of the strategies that the headmaster does in improving the quality of education. According to the Regulation of the Minister of National Education Number 19

Year 2007 regarding Education Management Standards states that each school establish partnerships with other relevant institutions, related to the input, process, output, and utilizing graduates. The strategy on building cooperation is known as cooperative strategy. According to Assauri (2013: 179), the cooperative strategy is an organization cooperates with one or several organizations, other institutions to achieve mutually agreed goals. With the cooperation made by SMK Negeri 1 Bukittinggi, all forms of deficiencies experienced during the education process can be covered. To determine the quality of learners, it started from the time of recruitment. Through interview with the headmaster it is said that in the process of recruitment of students, there are several criteria that must be met, among which are not color blind, minimum height 160 for mechanical engineering and geomatics. But one thing that is very interesting that SMK Negeri 1 Bukittinggi will receive directly without the test of prospective students who is *hafiz Al Qur'an* and winner of MTQ. This is done because SMK Negeri 1 Bukittinggi concluded that the prospective students who *hafiz Al Qur'an* and winner of MTQ is a student who has good attitude, and has good ability. This becomes quite special in the recruitment process at SMK Negeri 1 Bukittinggi. Furthermore, in the effort of developing the ability of students, SMK Negeri 1 Bukittinggi send the students to the industry to learn through the Field Work Practice, and also held self-development through extracurricular activities. Extracurricular activities are conducted to deliver potential and interests of the learners.

3) Educational Curriculum

Regarding the curriculum applied in SMK Negeri 1 Bukittinggi in dealing with the AEC is the national curriculum as a compulsory curriculum (Interview Result, April 27, 2017 with Headmaster Drs. Yon Afrizal, M, Pd.). However, to develop the quality of education, SMK Negeri 1 Bukittinggi also developed a curriculum needed by the industry. The Headmaster stated that "when visiting Korea, the Korean side offers to the SMK Negeri 1 Bukittinggi for making Samsung products". It means in conducting curriculum development, beside national curriculum, SMK Negeri 1 Bukittinggi tries to adjust to the needs of the industry today. SMK Negeri 1 Bukittinggi tries to

give basic concepts to the students, then the students are asked to develop it in the industrial world through the activities of Field Work Practice.

4) Facilities and Infrastructure

One of the factors that determine the quality of learners is the presence of facilities and infrastructure. From the data obtained through interview 27 April 2017 with the headmaster, it was explained that the existing facilities and infrastructure in SMK Negeri 1 Bukittinggi is the most complete facilities and infrastructure. But to improve the quality of education, SMK Negeri 1 Bukittinggi cooperate with the industry, this is done if the needs of facilities and infrastructure at SMK Negeri 1 Bukittinggi not been met optimally. The students are programmed to follow industry work practices, which this activity is the solution if the infrastructure in SMK Negeri 1 Bukittinggi not sufficient. With this activity, students are expected to develop the provision of skills that have been obtained in school.

5) School Finance

According to the Headmaster of SMK Negeri 1 Bukittinggi, the school's financial resources come from BOS funds, Local Government Funds, School Committees and Communities. The funds are sufficient to meet the needs of the learning activities and can support the students' achievement in dealing with the AEC.

b. SMK PGRI Tanjung Raja

SMK PGRI Tanjung Raja is a vocational high school that prepares its graduates to become a skilled workforce in the business world and industrial world. Drs. Abdul Rasyid as headmaster has a strategic role to improve the quality of SMK Tanjung Raja. Based on the results of interview (Wednesday, May 17, 2017), the strategy was undertaken in improving the quality of education to deal with the AEC is to "nurture, train students maximally in improving the vocational competencies of students' interests". SMK PGRI Tanjung Raja prepares its graduates with skills and competencies in the majors which can be seen in the following table.

Table 2. Competence of Graduates SMK PGRI Tanjung Raja (Interview with Drs. Abdul Rasyid 17 May 2017)

No	Majority	Competence of Graduates
1.	Technical Light Vehicle	<ol style="list-style-type: none"> 1. Tune up car. 2. Overhaul Engine. 3. Brake Service. 4. Electric car body. 5. Spooling balancing.
2.	Computer Engineering Network	<ol style="list-style-type: none"> 1. Assembling the computer and laptop. 2. Assembling the LCD Projector. 3. Network installation.
3.	Motorcycle Engineering	<ol style="list-style-type: none"> 1. Care and repair the motorcycle. 2. Community training for motorcycle service

1) Teachers' Competence

In improving the students' competence, according to Headmaster of SMK PGRI Tanjung Raja it needs to improve the teachers' competence. Efforts made by the headmaster to deal with the AEC is to "conduct coaching in an integrated manner according to the qualifications held by MGMP,

Training, internship and workshop" (Interview Result, May 17, 2017).

2) Students' Competence

From the data obtained through interview May 17, 2017 with the headmaster of SMK PGRI Tanjung Raja that "student recruitment is opened in general and held academic selection and interest in talent and ability to be adjusted with the chosen

majors". Requirements applied to the recruitment of students are the interests and talents possessed by prospective students as well as academic and non-academic achievement. In developing the students' competence according to headmaster, it conducted routine activities of potential development according to their respective majors. Then for extracurricular activities, it includes sports, basketball, futsal, volley, spirit, dance, music art, paskibra, English, martial arts and taekwondo martial arts. In supporting the students' competence in AEC era, "SMK Tanjung Raja cooperates with PT Thamrin Brother KA, PT Rosli Taher and PTP VII Cinta Manis, and these companies receive many of our graduates" (Interview Result May 17, 2017 with Headmaster of SMK PGRI Tanjung Raja).

3) Educational Curriculum

According to the Headmaster of SMK PGRI Tanjung Raja (Interview Result, May 17, 2017) the curriculum used in SMK PGRI Tanjung Raja dealing with the AEC is "Curriculum 2013 and always develop with the business world, which applied by PT Thamrin Brother KA, PT Rosli Taher and PTP VII Cinta Manis".

4) Facilities and Infrastructure

From the data obtained through interview May 17, 2017 with the Headmaster, it explained that the facilities and infrastructure of SMK PGRI Tanjung Raja already meet the needs of minimum standards. In fulfilling the needs of facilities and infrastructure, schools cooperate with school committees, business and industry, society and government and

foundations. If the school does not have the necessary tools, the effort is to lease for the learning process.

5) School Finance

The financial resources of SMK PGRI Tanjung Raja come from BOS funds, Local Government Funds, School Committee and Community. The funding is not sufficient for the maximum demand for SMK programs developed by the government and the community. According to the Headmaster, the effort made in meeting the financial needs of the school is through an approach and submit a proposal with the central government and local government, community, business and industry.

c. SMK Negeri 1 Pangkalan Kuras

SMK Negeri 1 Pangkalan Kuras is located in Pelalawan District, Riau Province and is a center of integrated agricultural education and training, environmentally friendly and produces graduates who are useful, competitive based on the national culture, faith and taqwa in 2020 (Document Study on Website: www.smkparas.sch.id). Based on interview with Headmaster Muhammad Syukri, S.Pd., M.Pd. on Wednesday, July 18, 2017, the strategy was undertaken in improving the quality of education to deal with the AEC is to "complement the needs of buildings, laboratories, and equipment gradually. Increase MoU with companies for sharing technology. Improve MoU with higher education institutions for knowledge sharing. Increasing availability of library books to support effective learning". Here is the competence of graduates expected by SMK Negeri 1 Pangkalan Kuras.

Table 3. Competence of Graduates SMK Negeri 1 Pangkalan Kuras (Interview with Muhammad Syukri, S.Pd., M.Pd. 18 July 2017)

No	Majority	Competence of Graduates
1.	Agribusiness Nursery and Tissue Culture	Students have skills in each department in accordance with the demands of the world of work and the industry today, so that alumni are able to work like the competence of work that exist in the world of work and industry
2.	Agribusiness of Plantation Crops	
3.	Agribusiness of Food Crops and Horticulture	
4.	Agricultural Processing Technology	
5.	Computer and Network Engineering	

1) Teachers' Competence

In improving the competence of teachers, the efforts made by the Headmaster of SMK Negeri 1 Pangkalan Kuras to deal with the AEC is "involving teachers in various training programs held by related agencies. Giving opportunities for teachers to follow selective training such as seameo qitep in science. Delivery of teacher internships to companies according to their respective fields and the budget. Actively establish MoU with plantation educational institutions in Medan and Yogyakarta in the field of teacher and student training. Lastly gives the teacher the opportunity to pursue higher education" (Interview with Muhammad Syukri, S.Pd., M.Pd. July 18, 2017).

2) Students' Competence

According to the Headmaster of SMK Negeri 1 Pangkalan Kuras (Interview, 18 July 2017) in developing the competence of students dealing with the AEC is "the school trying to provide the maximum learning facilities and infrastructure. Visit industry directly to company. Determine the location of the appropriate student PKL according to the majors. Invite competent assessors in UKK activities. Send students to training in educational institutions, such as LPP. Improve the

quality of foreign language extracurricular. Actively participate in foreign language debate activities conducted by the department or higher education. Then actively sending students to join LKS competition at various levels". As a place to work students, "we are working with plantation companies in Riau Regency and Province, Medan Plantation Education Institution and Yogyakarta, private company in Germination and Culture of Biotrop Bogor network, Government Agency of Agriculture Office, BPTP, BBI, UPTD, and companies field of agricultural processing of Riau and West Sumatera. In addition we are also working with companies in the field of IT in Riau, State and Private Universities in Riau, especially in agriculture, Agroindustry and IT" (Interview with Headmaster of SMK Negeri 1 Pangkalan Kuras, 18 July 2017).

3) Educational Curriculum

According to the Headmaster of SMK Negeri 1 Pangkalan Kuras (Interview, 18 July 2017) "curriculum used in class X is Curriculum 2013 while in class XI and XII is KTSP. Each year the curriculum is developed by involving all existing stakeholders: teachers, headmaster, committees, business and industry, school supervisors and related agencies.

Curriculum development is done by considering the principles of curriculum development “.

4) Facilities and Infrastructure

According to the Headmaster of SMK Negeri 1 Pangkalan Kuras (Interview, 18 July 2017) “the condition of facilities and infrastructure is still far from expectations, there is still lack of learning space, laboratory, practice room, farm equipment, IT, and food processing. In fulfilling the standard of facilities and infrastructure, our effort is to submit proposal”.

5) School Finance

According to the Headmaster of SMK Negeri 1 Pangkalan Kuras (Interview, 18 July 2017) “the financial resources of SMK Negeri 1 Pangkalan Kuras derived from funds BOSDA, BOSNAS and UP. According to the headmaster, the effort made in meeting the financial needs of the school is to borrow or use the funds UP”.

4. DISCUSSION

The world of education in Indonesia today has a very heavy task in an effort to produce quality human resources. One of the efforts made to produce skilled and qualified resources is through vocational education institutions. Vocational High School is one of the educational institutions that are ready to create skilled workers in the field of industry. According to Murniati (2009: 127) the vocational education has a very strategic role in national development efforts, especially in the social and economic sectors.

a. Teachers' Competence

Rohiat (2010: 27) explains that the management of educators is the responsibility of the Headmaster. Headmasters are required to take responsibility for the success or failure of members. Headmaster's ability includes 1) acquiring qualified members; 2) help members adjust to their duties; 3) empower members effectively; and 4) allowing members to develop themselves on an ongoing basis. According to Azizah (2015) that being a professional educator will not be realized without any motivation to develop themselves, achievers, enrich the science, learn what is not understood and strive to advance the quality of education. With the word meaning that one of the strategies that need to be done by the Headmaster in improving the quality of education to deal with the AEC is to develop qualifications and competence of educators. A qualified educator is a dream for consumers, many strategies implemented by individual teachers and institutions to improve the quality of educators, such as: (1) through academic level improvement, (2) workshop, (3) performance improvement, (5) comparative study, and so forth. The addition of knowledge and experience can raise the quality of educators, it means that they must always develop their capacity as educators to be role models, for example, to discuss with the customers. It is important for qualified teachers to be able to design learning (Yamin and Maisah, 2010). In addition, according to Stewart (Suharto, 2017) there are six ways that leaders use in developing empowerment of staff are: improving the ability of staff, facilitating their duties, consulting, collaborating, mentoring, and supporting. Ulya (2010) states that in improving the quality of educators is through 1) improvement through education and training (off the job training); 2) training

in execution of duties or on the job training; 3) Lesson Study training; and 3) make improvements through class action research activities (PTK).

b. Students' Competence

According to the findings of Banun et al (2016) the role of Headmaster is to develop the school into a good educational institutions and able to achieve educational goals. Effective schools whose good quality. It means the quality of students produced by the school has the ability in accordance with the demands of the community and answer the moral challenge, mental and development of science and technology. Qualified students are students who have the ability and potential to develop themselves into useful citizens for the nation and state.

c. Educational Curriculum

Rohiat (2010: 21) explains that the students must conduct learning activities based on the applicable curriculum and always adapted to the development of science and technology. The formulated curriculum should be in accordance with the philosophy and ideals of the nation, the development of students, and the progress of society.

d. Facilities and Infrastructure

Rohiat (2010: 26) states that education facilities and infrastructure are all movable and immovable objects needed to support learning activities, either directly or indirectly. Mulyasa (2009: 21) argued that the management of facilities in the form of facilities and infrastructure, including procurement, maintenance, improvement and development in accordance with school policies. This delegation is done because the school knows more about the facilities needed in the educational process. With the meaning of the word that the fulfillment of the need for educational facilities and infrastructure is the responsibility of the Headmaster. One of the things done by the Headmaster in order to meet the needs of these facilities and infrastructure is to establish cooperative relationships with the industrial world.

e. School Finance

In managing the school, it needs funds to achieve the school's vision. Financial management is obtaining and establishing sources of funding, utilization of funds, reporting, examination and accountability (Sudrajat, 2010). According to the Ministry of National Education (2002), financial management is a financial management/ administration that includes recording, planning, implementation, accountability and reporting. Thus, school financial management can be defined as a series of activities to manage school finance ranging from planning, bookkeeping, spending, supervision and accountability school finance. School financial management needs to pay attention to a number of principles: transparency, accountability, effectiveness, and efficiency. Law No. 20 of 2003 article 48 states that the management of education funds is based on the principles of fairness, efficiency, transparency, and public accountability.

5. CONCLUSION

The strategy was undertaken by the Headmaster of SMK Negeri 1 Bukittinggi in order to improve the quality of education dealing with the AEC is improving the competence

and qualifications of teachers. Then the strategy from Headmaster of SMK PGRI Tanjung Raja is training maximally the students. Last the Headmaster of SMK Negeri 1 Pangkalan Kuras was equip the needs of the building, laboratory, and equipment gradually. Increasing MoU with companies for sharing technology. Improving MoU with higher education institutions for knowledge sharing. Increasing availability of library books to support effective learning.

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