

The Headmaster's Leadership Strategy Model in Building Work Partnerships

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Abstract. Strategy in terminology is defined as the art of planning a process that will be implemented to achieve goals effectively and efficiently. The success of these goals will not be separated from the role of the headmaster as a decision-making function in implementing school management. The purposes of this research are to (1) identify the Headmaster Leadership at SMK Ma'arif NU Talang in preparing excellent graduates. To (2) know and learn directly the headmaster's strategy in building partnerships with the world of work. This study uses a qualitative research method with a descriptive approach, in which the researcher seeks to obtain descriptions and explanations regarding the Headmaster's Leadership Strategy to Build Work Partnerships. The types of data in this study are classified into primary and secondary data, the method of collecting data consists of interviews, observation, and documentation.

Keywords: strategy, headmaster, work partnership

1. Introduction

Strategy is the key to bring an organization in achieving the goals. Without a strategy the program will not work. Strategy is the first step that a leader must have in achieving goals. No matter how great the leader is, if the strategy does not appropriate to the purpose, the program is meaningless and the goals of the organisation will not be realized. Leadership does not only rely on its own abilities but it must also have a strategy for leading. The strategy binds all the existing parts in the organization into one, so that it includes the strategy of all important aspects of the organization, the strategy is integrated from all parts of the plan which must be in series with one another and compatible. Therefore, determining a strategy requires a level of commitment from the organization, where the organizational team is responsible for advancing a strategy that refers to the final result or goal.

The headmaster takes important role in carrying out strategies in educational organizations. The leadership quality of the headmaster determines the success of the institution that is led, including in educational institutions. The leadership quality of the headmaster determines the success of the institution that is led, including educational institutions. Because successful leadership is able to manage the institution it leads, anticipate changes, overcome weaknesses and bring the institution to the goals set. The relationship with the leader is the key to success for the organization[1].

Cooperation between school, the business world, and the industrial world is needed. this is related to the rapid development of technology in the business and industrial world, so that school can be far behind if the school does not collaborate with business and industry. Because it is impossible for the school to provide all the equipment in accordance with the

needs of the business and industrial world in the learning process at school. The aim of the collaboration between school, the business world, and the industrial world is to speed up the adjustment time for graduates entering the world of work which in turn can improve the quality of schools and provide work experience that understands standardized productive skill competencies, internalizes attitudes, values and industrial culture that studied on quality, economic values, and entrepreneurial spirit as well as forming a critical, productive and competitive work ethic.

Based on the background of the study above, several problems can be concluded: (1) How is the Headmaster Leadership at SMK Ma'arif NU Talang? (2) What is the headmaster's strategy in building partnerships with the world of work?

Based on the statements of the problem above, the objectives of conducting this research can be stated as follows: (1) Identifying Headmaster Leadership at SMK Ma'arif NU Talang in preparing excellent graduates. (2) Knowing and learning directly the headmaster's strategy in building partnerships with the world of work.

2. Theoretical Review

2.1. Strategy

[2] states that the word strategy comes from the Greek word *strategos* (stratus = military and ag = lead), which means generalship or something done by war generals in making plans to win the war. The meaning contained in the strategy is a set of actions designed to match the cohesiveness of the company and external demands on an industry.

According to Bittel, strategy is a fundamental plan to achieve company goals. Meanwhile, in KBBI, it is defined as a careful plan of activities to achieve specific goals. Strategy is seen as a program that includes the goals to be achieved, accompanied by specific actions or steps to achieve these goals as an effort to respond to the environment.

In this case, company and industry are assumed to be school organizations which in practice carry out the learning process to improve student output. The headmaster as a leader must be able to make strategies that can produce progress for the school.

2.2. Headmaster leadership

Headmaster in Indonesian language consists of two words, they are *kepala* and *sekolah*. The word *kepala* can be interpreted as a chairman or leader in an organization or an institution. Meanwhile *sekolah* according to the Indonesian dictionary means: Buildings or institutions for learning and teaching as well as places for receiving and giving lessons (according to their levels) such as Elementary School (SD), Junior High School (SMP) and High School (SMA). According to Helmawati, the school headmaster is one of the school personnel who guides and has responsibility with other members to achieve goals [3].

According to the Decree of the Minister of National Education Number 162/U/2003, concerning Guidelines for Assigning Teacher as Headmaster is in accordance with the acronym EMASLEC, namely as: Educator, Manager, Administrator, Supervisor, Leader, Entrepreneur, Climate creator.

Based on the description above, it can be concluded that the headmaster is a teacher who is formally appointed as a leader in an educational institution or school, whose job is to lead and empower school resources in order to improve school quality and influence the formation of better human resources[4].

Leadership is essentially a main function in the management process. The success of the school in carrying out what has been planned needs to be supported by the leadership of

the headmaster. The presence of the headmaster's leadership is very important because it is the driving force for school resources, especially teachers and school employees. One of the factors of education management that is important but is still under-touched in education development programs is the leadership of the headmaster. No matter how much the schooling input is added or improved, the output will still not be optimal, if the headmaster's leadership factor, which is a very strategic aspect in the teaching and learning process, is not given adequate attention. This is because the headmaster is the foremost manager who makes it impossible for every input to process and interact positively in the teaching-learning system[5].

1) The headmaster's strategy in building work partnerships

The gap between school and the world of work has long been a problem in various vocational high schools in Indonesia. The lack of partnership between vocational high schools and work partnerships causes graduate competencies to be irrelevant to what is required by work. After what is happening now that many vocational high school graduates are not in line with what school is implementing in accordance with the competencies in school, then there are still many vocational high school curriculum discrepancies which produce graduates with the competencies needed by work and cause vocational high school to become the largest contributor to unemployment in Indonesia.

Headmaster's strategy in building partnerships with the work needed to solve problems regarding the topic. This statement is the same as [6] which had previously implemented the headmaster's strategy in establishing relationships with work, starting from formulating visions, plans and strategies, to the curriculum implemented in schools, from this research it was able to produce data that This strategy has a positive effect on the competency of vocational high school graduates. To achieve this goal, proper planning by the school headmaster is needed. According to the Ministry of National Education [7] indicators of school success in cooperating with work are as follows: (a) the formation of a public relations team that can carry out partnerships with work, (b) the implementation of cooperation with related partners to get advice, (c) the implementation the cooperation contract set forth in the MoU, (d) the realization of various program implementation activities such as students, teachers, school headmasters, and apprenticeships in an effort to increase competence and insight.

Planning is the first tool in the management process. According to planning is logical thinking in setting goals and making decisions about what needs to be fulfilled in order to achieve goals. Then planning is a way of determining the World of Business and Industry, making MoU, conducting work experience for students to adapt subjects studied at school with practical work in the World of Business and Industry. This is an attempt to provide students with an overview of the world of work.

In the capacity as an education manager at vocational high school, it is required to be responsible for all components of the school and must improve the quality of service and the quality of user-oriented learning outcomes, both internal (students) and external (community, government and industrial institutions and the world of work or stakeholders). Therefore, the headmaster as a manager has the duty to develop the performance of personnel (especially teachers) towards the expected competencies. Capacity as a formal leader, the headmaster is responsible for achieving the educational goals that have been set. In this case, the headmaster is able to create conducive conditions for the implementation of an effective and efficient teaching and learning process.

3. Research Methodology

This study uses a qualitative approach. A qualitative approach will keep the circumstances natural and reasonable and there will be no acts of manipulation or experimentation. Data collection techniques were carried out using in-depth interviews, observation participation, and documentation. At the same time, the researcher made ethnographic field notes and analyzed the results of the interviews.

This study is a descriptive study which describes a number of variables related to the problem, it can also be interpreted as an effort to explore and agree on a phenomenon or social reality. In this case, the researcher tried to get an overview and explanations regarding the Headmaster's Leadership Strategy to Build Work Partnerships in Increasing Graduate Acceptance at SMK Ma'arif NU Talang, then analyzed and presented descriptively.

The data sources for this research include informant data sources and document data sources. Sources of informant data are information from counselors in planning the principal's leadership strategy model in building the world of work. The document data sources are documents identifying needs, work partnerships, partnership implementation plans and documents of preliminary study results. Types of data in this study are classified into primary and secondary data, the data collection methods consist of interviews, observation, and documentation. The data analysis technique in this study used descriptive qualitative analysis in the form of interactive analysis of Miles and Huberman model[8].

4. Discussion

The working partnership that exists between SMK Ma'arif NU Talang and partners is certainly not solely established without procedures. Various stages are passed by the school before finally being able to establish a working partnership with the world of work. These stages include setting goals, then determining/setting target partners who meet the criteria for school needs. After determining the goals and setting the objectives of partners, the school then submits a cooperation agreement in the form of a Memorandum of Understanding (MoU). This cooperation agreement is carried out to maintain trust in partnering between schools and partners in accordance with the agreed agreement. In planning cooperative relationships with partners in order to achieve mutual benefits that take the work partnership system in the form of graduate absorption, the SMK Ma'arif NU Talang school really has to maximize the competencies and expertise of students in each department and instill attitudes to students for smooth cooperation. Then the headmaster formed a school partnership team that involved vice principal and teachers in the management team and those responsible for implementing school activities in establishing work partnerships tailored to their abilities, and coordinating the tasks of each administrator in order to maximize the school's partnership with partners, namely the world of work.

In implementing a partnership, the purpose of cooperation carried out is to obtain mutual benefits and mutual benefits. For this reason, material alignment between SMK Ma'arif NU Talang school and the world of work is important. The first implementation of the working partnership carried out by SMK Ma'arif NU Talang with work partners is material alignment, in this case curriculum synchronization. The purpose of curriculum synchronization is to emphasize the competence of students who are in line with the needs

of partners. Second, in carrying out a partnership, mutual trust is the main principle that cannot be negotiable. Therefore, SMK Ma'arif NU Talang schools communicate with their partners intensively either to share information or control the partnership activities that are being carried out. Communication carried out by SMK Ma'arif NU Talang is by visiting the world of work.

Furthermore, the third is Industrial Work Practice (Prakerin) implemented with the need between schools and partners who both want to benefit from cooperation. The activities contained in the work program are tailored to the needs of the school. Prakerin activities carried out by SMK Ma'arif NU Talang are at the beginning of class XII semester 5. This is considered strategic by the headmaster because it is considered to be less competitive from other vocational schools that also implement Prakerin.

The implementation process was carried out at SMK Ma'arif NU Talang, where researchers reviewed all activities carried out by the headmaster in establishing work partnerships with the world of work and the ability of the headmaster to lead all activities related to school work partnerships with the world of work. This is in accordance with the concept of the headmaster that the headmaster is a school personnel who is responsible for all school activities, has the authority and responsibility to carry out all educational activities within the school environment he leads[9].

5. Conclusion

Based on the results of the author's research and analysis, it can be concluded that the headmaster's strategy in establishing work partnerships at SMK Ma'arif NU Talang can be divided into several parts, including:

Strategic planning carried out by the headmaster of SMK Ma'arif NU Talang in establishing partnerships there are several stages carried out by the headmaster, including (1) setting goals, (2) determining targets, (3) making agreements in the form of Memorandum of Understanding (MoU), (4) preparing competencies and instilling student attitudes, (5) and coordinating management.

The implementation of the headmaster's strategy in establishing work partnerships at SMK Ma'arif NU Talang includes (1) curriculum synchronization. The purpose of curriculum synchronization between the school and partners is to adjust the material between the school and partners so that the desired goals can be aligned and mutually beneficial. (2) School communication between the school and the world of work is very important in order to maintain good partnerships, exchange information, and know all obstacles in establishing partnerships. (3) The implementation of work partnerships is marked by the existence of Industrial Work Practice (Prakerin) activities that must be carried out by vocational schools every year.

Strategy control carried out by the headmaster of SMK Ma'arif NU Talang has two stages, namely (1) Planning control carried out by the Principal to complement what is the basis of the strategic planning carried out and see whether the planning carried out is in accordance with the objectives to be achieved in the activity step. (2) Control of implementation carried out by the headmaster of SMK Ma'arif NU Talang to see whether the planning that has been determined has run in accordance with activities. This implementation control is also called monitoring activities carried out by the headmaster.

From the results of the control carried out by the headmaster, it is known that there are several obstacles in establishing work partnerships, including: First, there are still partners who do not want to be bound by the MoU. The solution carried out by the headmaster is to continue to look for new partners who are willing to cooperate with the form of the MoU agreement. The second obstacle is curriculum synchronization. This curriculum synchronization requires schools to continue to adjust to the needs of the world of work every year.

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