




Empowering Vocational High School: The Crucial Role of Leadership in Building Management Capacities of Regional Public Service Agency

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Abstract. This study aims to provide insights into the important role of leadership in building Regional Public Service Agency (RPSA)-Oriented Management at Vocational High Schools (VHS). The research was conducted as a descriptive qualitative study at SMKN 3 Banjarbaru, one of the state vocational high schools in Banjarbaru, South Kalimantan Province. The data collection techniques included interviews and document analysis, and the analysis of the data utilized qualitative techniques, such as data condensation, data display, and conclusion drawing/verification. The findings revealed that the crucial role of leadership in building the VHS-RPSA is that of a manager. In this managerial capacity, the principal engages in planning activities, such as reviewing VHS-RPSA management policies, building a team and preparing necessary documents, determining the VHS-RPSA facilities, establishing positive relationships with stakeholders, and overseeing and evaluating the performance of the VHS-RPSA.

Keywords: Crucial Role of Leadership, Vocational High School, Regional Public Service Agency-Oriented Management.

1 Introduction

Education is crucial for a country's development and human growth index quality, enabling competitiveness in global environments. Vocational High School (VHS) systems play a vital role in meeting this expectation.

Vocational education develops adaptable task forces for industrial demands, preparing individuals with skills for productive contributions. It aims to equip individuals with the skills and abilities for productive contributions to families, communities, and countries, resulting in skilled employees [1]. VHS provides specialized training for business, industrial, and professional success, equipping graduates with necessary skills and competencies. Vocational education (VHS) equips students with knowledge, skills, and work ethics for industrial and business fields [2].

The 2020 Good School Index shows VHS in Indonesia has the least fulfilling education, with only 12% quality mark. Accreditation ratings show 27.53% as good and 21.89% as excellent [3]. Few high quality vocational schools require measures to improve educational amenities. Indonesia's education faces change due to regional responsibility and community objectives, as stated in the Law on Regional Government Number 23 of 2014. Provincial government should elevate State Vocational Schools to Regional Public Service Agencies (RPSA), as mandated by Minister of Domestic

Affairs Regulation No. 79/2018 on Regional Public Service Agencies. RPSA system benefit schools by streamlining finances, matching potential, and encouraging innovation and creativity. Indonesia's Presidential Regulation Number 18 of 2020 prioritizes human resource growth through vocational education, training quality, governance, and VHS-RPSA designation [4].

VHS requires effective governance model for graduates' skills and knowledge. RPSA governance model improves VHS management, financial autonomy, and community service [5]. The RPSA program in VHS offers higher revenue management flexibility, improved human resource quality, learning excellence, better infrastructure, moral development, and cooperation [6]. RPSA collaborates with business and industrial sectors to enhance students' capabilities, improve community dependability, and enhance governance, human resource, academic, and infrastructure. According to the researcher's preliminary study, RPSA aims to ensure customer satisfaction by meeting infrastructure and practical equipment needs, providing schools with financial management freedom and self-sufficiency.

Professional school administration ensures successful educational processes through forward-thinking principals. Leadership is crucial for organizational success, with the school principal significantly impacting its success [7]. Principal's leadership significantly impacts organizational success, teacher motivation, and staff attitude, productivity, and efficacy. Leadership is using influence to inspire and guide individuals toward a shared goal [8]. It involves an intentional strategy to lead, organize, and facilitate an organizational interactions [9]. Leadership inspires others to work towards a similar objective and instructs those opposing decision-making power [10]. Leadership involves a leader's capacity to influence and convince followers to follow their direction [11], [12]. A successful principal requires specialized training, socialization and adapting to a specific school environment, requiring skills, knowledge, and a transition from teaching to leadership [13].

According to the research findings, the role of school leaders in policy implementation takes two forms: problem-solving and transformational [14]. The principal's role in improving school quality in the Fourth Industrial Revolution is as follows: 1) as an educator, focusing on increasing the integrity of the teaching staff; 2) as a manager, especially guiding, implementing, and dealing with obstacles; and 3) as an administrator, primarily dealing with administrative chores. 4) as a supervisor, specifically managing supervisory responsibilities; 5) as a leader, which involves being a communicator and creating favorable conditions; and 6) as an administrator, specifically handling school administration [15]. The principal's role as a leader, manager, and innovator can assist improve SMAN 7 Purworejo's quality [16].

Based on the Governor of South Kalimantan's Decree Number 188.44/0672/KUM/2022 dated September 2, 2022 regarding the determination of State Vocational High Schools that apply the Regional Public Service Agency's financial management pattern, the South Kalimantan Provincial Government established nine State Vocational Schools included in the VHS-RPSA pilot project. SMKN 3 Banjarbaru, a non-Centre of Excellent VHS in South Kalimantan, is a remarkable pilot project for VHS-RPSA due to its exceptional presentation quality, distinguishing it from other VHSs with the designation. The new policy at SMKN 3 Banjarbaru caused issues

for employees who didn't understand VHS-RPSA management. The school principal's responsibility is crucial for preparing administration of VHS-RPSA, which offers general and special services like facilities rental and internships.

As a result, this research is being undertaken to offer information on the leadership involvement in preparing the administration of VHS-RPSA at SMKN 3 Banjarbaru in the South Kalimantan Province.

2 Research Method

This is a descriptive qualitative study with a case study design. This design was chosen to convey information about the leadership involvement in planning the administration of VHS-RPSA at SMKN 3 Banjarbaru, South Kalimantan Province. The current research combines two approaches to data collection: interview and document studies. The approach was utilized to gather information about the Principal's role in planning the VHS-RPSA pilot project at SMKN 3 Banjarbaru. Telephone interviews were done with four informants from SMKN 3 Banjarbaru: the principal, the vice principal for public relations, and two RPSA staff members. In this study, the Miles and Huberman data analysis model was used to analyze the obtained data. The qualitative data analysis procedure was carried out interactively and constantly until saturation was reached. Data analysis operations included condensing the data, graphically displaying the data, and making or validating findings [17].

3 Finding and Discussion

A study at SMKN 3 Banjarbaru found that the Principal significantly contributes to VHS-RPSA management, overseeing planning stages, reviewing policies, forming teams, identifying services, developing stakeholder's relationship, and supervising team performance.

3.1 The Crucial role of leadership in building RPSA-oriented management

Principals play a crucial role in a school's effectiveness by developing concepts and improving quality [18]. They handle various tasks, such as employee growth, curriculum coordination, and adhering budgetary limits [19]. Their extensive knowledge of economic, educational, and social requirements, allows them to execute suitable procedures [20]. The principalship, a global position, is essential for understanding the social framework of education [21]. Principals often use creative strategies to overcome obstacles and become effective leaders [22]. They must possess diverse leadership abilities to ensure successful educational initiatives, including teaching, evaluation, and discipline [23], [24]. Cultural leadership can foster a mindfulness culture within school [25].

SMKN 3 Banjarbaru's principal plays a crucial role, in managing tasks, acting as educational leader and manager, motivating and empowering school resources for common goals [26]. This is consistent with the assumption that management functions like as planning, organizing, leading, and controlling are performed by a manager [27]. The Principal manages VHS-RPSA's planning stage, setting objectives, developing

strategies, prioritizing tasks, allocating resources, organizing activities, and supervising others to achieve plan implementation [27], [28].

First, the head of SMKN 3 Banjarbaru is examining VHS-RPSA management policy and analyzing resources. To enhance management, the head collaborated with the Education and Culture Office, Regional Finance Agency and South Kalimantan Provincial Government on a study tour of SMKN 37 Jakarta and SMKN 4 Malang. The goal was to gain knowledge and insights for RPSA management improvement.

Second, pioneering schools in RPSA management assembled a team and distributed assignments, completing necessary documents for VHS-RPSA, including Strategic Plan, Minimum Service Standards, Governance, Business Plan, and Service Price Tariff, collaborated with South Kalimantan Provincial Government.

Third, the Principal coordinated with the RPSA management and development team at school, focusing on special and general services. They ensured proper budget, infrastructure, and human resources were used to manage VHS-RPSA, aiming to deliver superior services students, the community, and stakeholders. The principal promoted entrepreneurship and analyzed business possibilities in line with specified services. The principal promotes entrepreneurship development in school by encouraging practical learning activities and developing a business strategy for VHS-RPSA services. The plan includes corporate objectives, resources, implementation timeline, financial estimates, risk elements and mitigation techniques. The head of SMKN 3 Banjarbaru manages VHS-RPSA, fulfilling the duties of principals as stated in the Regulation of the Minister of Education, Culture, Research, and Technology Number 40 of 2021 in Chapter VI Article 12. They handle managerial, entrepreneurial development, and supervision of teachers and education personnel. In other words, administrator play a major role in school organization, serving as manager, entrepreneur, and supervisor.

Fourth, the Principal fosters positive connections with stakeholders including instructors, students, parents, and business/industry/work world (DUDIKA), to effectively communicate VHS-RPSA's vision and mission. This fosters synergy and collaboration for the advancement of VHS-RPSA SMKN 3 Banjarbaru.

Fifth, the principal oversees and assesses employees and students in VHS-RPSA's management operations, providing support and guidance to improve performance. They conduct periodic evaluations to ensure smooth operations and achieve set goals. A qualified and competent principal must be capable of fulfilling his or her responsibilities as an educator, manager, administrator, supervisor, leader, innovator, and motivator [29], and mediator [16]. The instructional leader has taken the position of a conventional manager [22].

4 Conclusion

Head of SMKN 3 Banjarbaru manages VHS-RPSA management, including regulatory scrutiny, team assembly, document creation, amenities, stakeholder relationships, and team performance assessment.

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