



The Role of School Principal Management in Talent Interest Mapping: A Case Study of Human Resource Vocationalization at Automotive Vocational School Kulon Progo

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ABSTRACT

The management role of school principals is very important, especially in improving the quality of education, one of which is mapping interest and talent, especially as there are still many students who are confused about recognizing their own potential, which will later influence a lack of preparation and result in many vocational school students not being absorbed into work after graduating. The aim of this research is to find out the role of school principal management in mapping talent interests as an effort to vocationalist human resources. The research method uses a qualitative case study approach design. Data were collected through observation, in-depth interviews from each key source including 4 key sources (Principal, Head of automotive Program and students). Data analysis using The Miles and Huberman model was added with NVivo 12 Plus software by identifying, evaluating and describing data. The results of research on the management role of school principals include creating programs in schools to facilitate the development of interests and talents, collaborative direction of teachers and school committees, increasing competency of education staff and students in schools to face current developments and create quality graduates.

Keywords: Management, Vocational, School Programs, Talent Interests

INTRODUCTION

In the current era of industrial revolution 4.0, society is expected to adapt to understand and coexist with the development of modern technology which continues dynamically [1]. Vocational education has the aim of producing students who have competencies that are proficient in their field of study, in an effort to face the big challenges of equipping individuals to enter the modern world of work [2]. Vocational schools that produce competent and quality graduates will have attractiveness and competitiveness in industry because they have high self-worth and are able to compete in the era of the ASEAN economic community [3]. However, the current reality is that vocational education in Indonesia still contributes to the highest level of unemployment among vocational school graduates.

Looking at the data from the Central Statistics Agency (BPS) on the workforce graduating from Vocational High Schools (SMK), it turns out that there are still records of high levels of open unemployment (TPT) with the highest results in February 2022, reaching 10.38% [4]. Then this phenomenon is strengthened by the fact that there are still many secondary school students who are still confused about determining their career after graduating, there are 30.719% of students who do not yet have an idea and decision about the future they want to achieve [5]. It is hoped that good and professional human resource management can optimize their

potential so that they can form quality education [6].

School principals have a crucial role in helping teachers and students [7]. The management role of the school principal is very much needed in exploring students' talents and interests at school. The school principal has the authority to make the highest decisions in an institution and has an important role in providing direction and determining goals that are the focus of quality improvement by the institution [8]. Management is a tool used to bridge the achievement of a specified goal [9]. The school principal has the obligation to carry out his functions and duties optimally, in playing his role as a leader and as a manager, apart from that the principal is also obliged to understand the potential and develop his skills in an effort to carry out transformation in the school he leads so that it can be more advanced and modern [10].

Apart from being a leader and manager who is responsible for his institution, the principal has other roles including being an entrepreneur who is determined to improve the quality of education [11]. School principal education management must be able to organize, coordinate and run school programs effectively and efficiently to create a safe and constructive school climate [12]. Education is basically organized in order to develop students' potential [13]. Interest is a person's tendency towards something, or a

strong desire that comes from someone's heart to do whatever they want [14].

Talent is a character, condition, natural ability in an individual from birth in the form of potential which is likely to indirectly influence the individual's success in a field of competence or work [15]. A person's talents and interests are developed with the aim of achieving educational goals [16]. Student management is a coaching process aimed at students in an effort to develop their potential optimally and in a guided manner [17]. Apart from students, of course teachers also need teacher improvement management. Strategies for increasing teacher competency are implemented in the form of training programs, on-the-job training specifically for workshop teachers [18]. On the other hand, teacher quality is an important concern in maintaining the quality of graduates [19], teachers must have a vision as the basis for performance, planned and systematic action, a sense of enthusiasm, and collaboration. So, teachers can improve the quality of vocational education by creating competent graduates.

The role of school principal management in mapping talent interests is expected to improve the quality of students so that their careers are more planned and maximized after graduating so that they are in line with the goals of TVET in vocational schools. TVET is implemented with at least four main objectives including: (1) preparing for work activities through recognizing potential

talents in students, by providing insight into jobs that suit them; (2) preparing individuals for work activities by developing their abilities in doing work; (3) developing individual competencies continuously and sustainably for individuals in preparation for work; (4) provide thorough preparation, namely educational experience in a change from one job to another [20]. The quality of education is the focus of the level of excellence that must be achieved by implementing coordinated and integrated management of the education system with a good system in order to achieve the goal of creating academic excellence [21].

The problems that occur among students often arise from confusion and uncertainty in deciding their career steps after graduating from vocational school. Recognition and development of students' potential interests and talents cannot yet be maximized, resulting in students not understanding their own strengths and weaknesses.

The management role of the school principal as a leader in running a school institution is the key to preparing graduates who are ready and competent according to their interests and talents. Collaboration from various programs such as talent interest mapping, institutions, teachers is a strength in efforts to help and facilitate students to recognize themselves well in an effort to prepare quality graduates.

RESEARCH METHOD

This research was carried out using qualitative research methods using a phenomenon approach with case studies and focusing on understanding phenomena with a natural background (naturalistic) as access to reveal and understand them in detail, completely and deeply (holistic) in an effort to deal with the specific, unique dynamics of social life. and complex [22]. This research was carried out at automotive vocational school Kulon Progo with the research subjects being the Principal, Head of Skills Program and Students

The source of data collection uses a purposive sampling technique by considering certain aspects including informants who are considered to be individuals who understand best in their field and have hopes in responding to a condition or perhaps have a position related to power so that it will make it easier for researchers to explore the object/social situation in question researched [23].

Through observation, interviews and documentation. Some informants who are considered key include the following:

Table 1. Informants

Name	Age	Background
S.N	50	Headmaster
N.P	34	Head of TKR Program
GAP	18	Student
FLD	18	Student

The instrument in the research is the researcher himself, assisted by a Wamankar

grid in collecting in-depth interview data from each informant.

Table 2. Interview grid

Theme	Interview grid
Principal contribution	What programs and policies does the school principal implement?
Management	Management of stakeholders
Collaboration	What is the synergy and cooperation carried out by the
Program	Type and program implemented
Feedback	Student responses in implementation

The data analysis technique was carried out using the Miles and Huberman model analysis technique [23], consists of several processes consisting of collecting, reducing, presenting and verifying data. Data analysis was also assisted by using NVivo 12 Plus software by identifying, evaluating and describing interview data from informants that were obtained as follows:

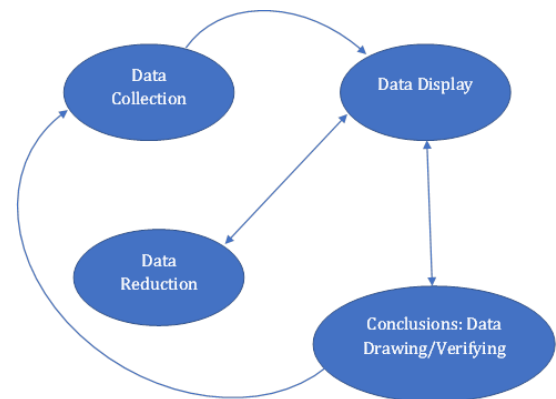


Figure 1. Method from Miles and Huberman

RESULT AND DISCUSSION

The results of interviews with key informants obtained several findings, including, the program at the school is

appropriate and facilitates the development of students' interests and talents, providing collaborative direction to teachers and school committees in monitoring students, increasing the competency of educational staff in schools to face current developments. These findings are strengthened from the interview results as follows:

1. School programs are appropriate and facilitate the development of students' interests and talents

"The school is trying to form a PPKS unit (student career development program) which is chaired by the BK to support their careers, whether they are going to work, college, business, TNI, Polri, the assistance will be sorted and carried out, it is hoped that with this unit students can be guided and achieve their careers. achieve" (SN). "So for the TKR skills work program, as far as possible, it facilitates students' talent interests in the field of TKR through an independent curriculum which is based on SKKNI standards, so the competencies given from SKKNI then refer to our curriculum, namely the independent curriculum." (NP). "SMK is good and good in helping me with my work plans, of course with good practice facilities, recruitment information is also good and there are LSP competencies too for my provision" (FLD).

2. provide collaborative guidance to teachers and school committees in monitoring students.

"Conducting evaluations with committees and teachers to find solutions if there are problems with a family nature and supporting each other to get maximum efforts, such as if teachers are needed or funding will be discussed so that we can provide the best and maximum educational services to students" (SN). "Because every child's potential is different, we as a skills program work together with BK and BKK to provide guidance regarding the desired career and also mapping from grade 1." (NP). "The school has been very good in conveying information and job opportunities from BKK and yesterday there was also classical guidance from BK regarding careers as well" (GAP).

3. Increasing the competency of educational staff in schools to face current developments.

"Increasing internal and external competency in a planned and continuous manner through IHT, Industrial Internships, Training with outside institutions, for example, we have a target of 6 teacher internships in industry in each semester and many more" (SN). "For some students who have an interest in internships or street vendors such as Hino, Toyota and other companies, we will facilitate them there, then there is an additional physical preparation program, namely industrial militancy" (NP). "The competencies that I follow are PKL and LSP" (GAP).

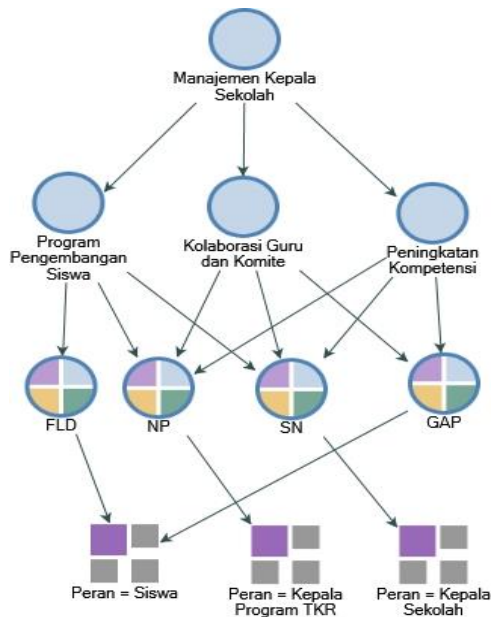


Figure 2. The management role of the school principal

From the results of in-depth interviews, analytical techniques were then carried out using NVivo 12 Plus software to identify, evaluate and describe data in line with the results of previous research, including an explanation that aspects of expertise and natural resources have the potential to foster creativity and innovation through mutual cooperation [24]. Apart from that, collaboration between Vocational Schools and the business/industrial world is very important because it is a measure of the success of the competencies possessed by students as preparation for entering the world of work and in an effort to increase the potential of students at Vocational Schools [25]. Education by having the same laboratory model as the industrial world forms skills to achieve competence, both attitudes, skills and knowledge [26].

The strategy for collaboration with external institutions finds three aspects, namely: 1) the needs of the industrial and business market, 2) the work environmental ecosystem produced by work activities in industry and business for vocational schools, and 3) the need for learning implementation activities in vocational schools [3]. Management of teaching staff in Vocational Schools can be carried out by increasing the abilities and competencies of productive teachers, such as carrying out training program activities and several workshops for education staff, as well as through internship programs for existing vocational teachers. Management of financing arrangements is carried out in a professional, structured, transparent manner and strengthens the quality of human resources in improving the quality of education, carrying out evaluations and carrying out structured monitoring from the school [27]. On the other hand, teachers are program implementers, but the main key is support from the school principal. Indeed, internal trainers contribute to supporting teaching progress, but support from school leaders is very important for sustainability [28].

Guidance and counseling is also a program carried out to facilitate students' interests and talents, one of which is through BK. This is a harder effort to meet the interests and talents of each student when offering career guidance and counseling programs [29]. Vocational high school

teachers must have a wide range of information and data about career options and provide counseling based on specific experiences to provide a positive influence on students [30].

Various collaborations from institutions, teachers and programs are several facilities that students can choose according to their interests and talents. The program facilities provided are of course in an effort to improve quality and prepare students' careers according to their interests and talents.

Students themselves must also have an awareness of the importance of career preparation. Students must better understand their interests, skills, goals, and job market demands [31]. An individual's conscious image of future events, which includes thoughts, motivations, and emotions regarding future orientation, especially focuses on adolescents, namely students, because they need to prepare themselves for adulthood in planning their careers.[32]. Like effective vocational learning, it must be able to fulfill the basic objectives of preparing graduates who are ready to work [33].

CONCLUSION

The role of school principal management in mapping students' interests and talents includes creating programs that prioritize student potential which are implemented from grades 1 - 3 and then supported through monitoring and additional competencies given to students or teachers in improving

the quality of vocational education. Mapping can provide an initial picture of students' career desires so that they can prepare them from an early age, of course to be able to achieve the results they want to achieve.

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