

Principal Leadership Analysis Center of Excellence State Vocational School in Indonesia 2021-2022

Marsudi Endang Sri Rejeki^{1,2*} Sri Handari Wahyuningsih³

marsudi.endang@culinary.uad.ac.id¹

Department of Food Service Industry, Faculty of Economics and Business Universitas Ahmad Dahlan, Indonesia¹, PhDs Student in Management, Muhammadiyah University, Yogyakarta, Indonesia² Master of Management Program, Graduate School, (Muhammadiyah University Yogyakarta, Indonesia)³

Abstract. This research analyses the effect of Principal Leadership in implementing the center of excellent SMK Program in 2021 and its changes in 2022. The case studied at SMKN 1 Sayung, Demak Regency, Central Java, Indonesia, an SMK that received a 2021 Central Vocational Excellence Program grant from the Directorate General of Education RI Vocational. Principal Leadership is the key to the success of the Center for Excellence Vocational School Program. This study uses a quantitative method, where the leadership of the principal is assessed by teachers and school education staff, using Paired sample statistical analysis. The study results are in the Paired Samples of the Total Leadership Test, where H_0 is accepted and H_a is rejected. So it can be concluded that there is no difference in the average for 2021 and 2022. The conclusion is that even though the Principal, received very good ratings from all teachers and education personnel, and was the right leader to open a new school paradigm. However, the SMK PK program on the Principal's competency indicators did not show any difference at the end of the implementation of Year 1 and Year 2.

Keywords: Principal Leadership, SMK Center of Excellence, quantitative research, Vocational School Program

1 Introduction

The Center for Excellence Vocational High School Program (SMK PK) aims to enhance the quality and performance of vocational high schools (SMKs) specializing in specific industry needs. This is achieved by strengthening partnerships and collaborations with the professional world. This development responds to several challenges within existing vocational programs: market saturation due to an oversupply of graduates, inadequate infrastructure compared to industry standards, a need to enhance teacher competencies, limited industry involvement in the learning process, and a mismatch between graduate skills and the demands of the professional world.

Based on the Official Statistical News 5 November 2021 Open unemployment in the Education category for graduates from Vocational High Schools (SMK) is still the highest compared to graduates from other educational levels, namely 11.13 percent. Statistics on the unemployment rate, the high number of unfilled job vacancies, the low quality of workers, as well as the results of Sakernas data analysis, show that the mismatch between education and the demands of the industrial world is still high. Link and match are exploring the competencies needed by the job market in the future. It is hoped that the educational orientation paradigm will no longer supply-minded but change towards demand-minded following market needs. Therefore, this program is expected to be a driving force for Vocational Schools in Indonesia to improve the quality of student learning outcomes in the standards of the business world and the industrial world or the world of work. [1]

Achieving quality learning outcomes undoubtedly necessitates effective leadership. Indeed, leadership is widely recognized as a fundamental factor contributing to organizational success. In the context of educational programs, principal leadership encompasses crucial responsibilities: establishing the school's vision, developing operational structures, allocating and integrating resources, determining curriculum plans, crafting educational programs, fostering a positive organizational culture, addressing implementation challenges, and ensuring continuous improvement [2].

Within the SMK Center of Excellence Program, the competence of the Leadership is one of the keys to the success of the program in growing the quality of SMK PK. The comes about of the assessment and checking of the Leadership at Sayung Demak State Professional School in 2021 appeared palatable comes about after the Foremost gotten different pieces of preparing to open a modern school worldview. After one year, it's necessary to evaluate whether the Center for Excellence Vocational School Program has measurably improved principal competencies in areas outlined in the Statement of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. This evaluation should specifically focus on the principals' performance in Leadership, Administration, and Entrepreneurship [3].

This study aimed to analyze the effectiveness of the principal's leadership in implementing the SMK Center of Excellence Program at Sayung Demak State Vocational School, specifically examining changes between 2021 and 2022. The investigation was conducted by evaluating the perceptions of teachers and instructional staff regarding key leadership indicators associated with the SMK PK program.

2 Literature Review And Hypothesis Development

2.1 Leadership

Within organizational theory, authority denotes the power to influence a group toward accomplishing a set of objectives [4]. Leadership, correspondingly, is defined as the process of

setting direction and exerting influence [5]. Some theorists, such as [6] conceive of leadership and authority as synonymous. This view has particular relevance in education; the principal's leadership plays a decisive role in determining organizational success [7]. Effective school leadership requires a robust management system to support the organization's ongoing operations. However, some educational administration scholars promote leadership models that diverge from traditional management theories [8].

Extensive research on school improvement highlights the principal as a pivotal figure in achieving organizational success [9]. To effectively enhance school quality, principals must function as both leaders and managers. This perspective aligns with multiple studies demonstrating that principals directly influence school effectiveness, curriculum quality, and teacher performance [5]. In a context of rapid change, professional principal leadership is vital. Effective principals prioritize leading over merely commanding [10], underscoring their crucial role in fostering an effective and high-quality school environment [1]. As such, the principal's administrative, managerial, and leadership functions are indispensable. Furthermore, the implementation of transformational leadership by the principal positively impacts the development of professional learning processes [11].

Leaders in an organization, their presence is very necessary and will determine the achievement of organizational goals. The concept of flexible and adaptive leadership must understand and know how to diagnose situations and identify the appropriate type of behavior [12]. Transformational leadership stands as a foundational and extensively researched model within the domain of educational administration [7],[18].

Leaders in all types of organizations have power and influence, which can be used to direct others in various ways within it. Principal leadership is more on Burns' transformational leadership which encourages the social values of teachers to work together instead of working as individuals. also sees transformational leadership as an ongoing process. then leaders also really use their power and influence to help members of the organization achieve their goals. A leader should act as Initiator or Manager, not as Responder. [13]. And leaders should collaborate to achieve progress, have a strong work ethic, and have organizational mission alignment with personal missions. [14].

2.2 The Role of Leadership for SMK Centers of Excellence

Orientation Changes in the Vocational School program Center of excellence, Principal Leadership is one of the keys to the successful operation of the program in the activities of the school. The principal plays an important role for the school and is even compared to an anchor, he takes on a role that leads change and is responsible for the organization's performance [15]. This study assessed the leadership competencies of principals in enhancing the quality of vocational high schools using an instrument aligned with the Indonesian Ministry of National Education Regulation Number 13 of 2007 (Ministry of State Education, 2007). The research

suggests that effective leadership positively correlates with teachers' eagerness to participate in the PK SMK Program.

2.3 Personality Leadership for Vocational Centers of Excellence

The trait theory of leadership suggests that personality traits influence the emergence and effectiveness of leader [17]. Within organizational research, leadership is conceptualized as a multifaceted construct encompassing various characteristics, personal behaviors, communication styles, collaborative relationships across roles, formal managerial positions, and perceptions of the legitimacy of one's influence [18].

The Personality Dimension Hypothesis

H_0 = There is no difference in the average for 2021 and 2022 for the SMK PK program at Sayung State Vocational School in increasing the competence of the Principal for the Personality dimension.

H_a = There is an average difference in 2021 and 2022 for the SMK PK program at Sayung State Vocational School in increasing the competence of Principals for the Personality dimension.

2.4 Managerial Leadership for SMK Centers of Excellence

Leadership is one aspect that can influence the organization and the readiness to transition to a new Paradigm. Leadership is an interpersonal influence that is used in a specific situation and is directed to one or more specific goals through a communication process toward one or several specific goals [15]

The Managerial Dimension Hypothesis

H_0 = There is no difference in the average for 2021 and 2022 for the PK PK program at Sayung State Vocational School in increasing the competence of Principals for the Managerial dimension.

H_a = There is an average difference in 2021 and 2022 for the PK PK program at Sayung State Vocational School in increasing the competence of Principals for the Managerial dimension.

2.5 Entrepreneurial Leadership for Vocational Centers of Excellence

Entrepreneurial leadership is a distinct leadership style evident in organizations of all sizes, types, and ages. Leadership, in a broader sense, refers to influencing the actions of a group towards achieving collective goals. In a business context, this translates to influencing and directing the performance of team members to achieve organizational objectives, which inherently involves identifying and capitalizing on business opportunities [19]. Building upon this understanding, the authors define entrepreneurial leadership specifically as the act of influencing and directing the activity of group members towards achieving organizational goals through the identification and exploitation of entrepreneurial opportunities.

The Entrepreneurship Dimension Hypothesis

H_0 = There is no difference in the average for 2021 and 2022 for the PK SMK program at

Sayung State Vocational School in increasing the competence of Principals for the Entrepreneurship dimension.

Ha = There is an average difference in 2021 and 2022 for the PK SMK program at Sayung State Vocational School in increasing the competence of Principals for the Entrepreneurship dimension.

2.6 Supervision Leadership for SMK Centers of Excellence

Supervision Leadership before the mid-1980s, there was limited research that clearly distinguished strategic leadership from supervisory leadership. [12] established that leadership perception and practice vary based on hierarchical levels. Strategic leadership includes making strategic decisions concerning the products and services of the organization and the market; selection of key executives; resource allocation for key organizational components; formulation of organizational goals and strategies. On the contrary supervision leadership, is defined as a behaviour intended to provide guidance, support, and coercive feedback for the unit members during their daily activities. The various priorities of the two types of leadership emerge as: strategic leadership focuses on the survival and success of the organization, its important audience involves a community of employees, its time horizon is long-term practice and consists of many simultaneous situations. While supervisory leadership primarily concerned with task completion, its main audience involves individuals and/or teams, its time horizon is medium to short-term practice and consists of one or very few cases [19].

The Supervision Dimension Hypothesis

H₀ = There is no difference in the average for 2021 and 2022 for the PK SMK program at Sayung State Vocational School in increasing the competency of the Principal for the Supervision dimension.

Ha = There is an average difference in 2021 and 2022 for the PK SMK program at Sayung State Vocational School in increasing the competency of the Principal for the Supervision dimension.

2.7 Social Leadership for Vocational Centers of Excellence

Social Leadership refers to the management of adaptive change in groups, organizations, communities, and countries. Social leadership recognizes that social challenges are characterized by competing values, moral dilemmas, and unique circumstances that we may not have encountered before. While technical problems have linear nature, social challenges are multi-layered, interdependent, complex, and require a specific definition. Progress depends on expanding your problem-solving skills or community toolbox. Social leadership then reflects a process of learning and social discovery that becomes a way to engage the community in fundamental values and cultural change (Porteous, 2013). Ethical and adaptive leadership will empower and have affective commitment of subordinates, and perceived effectiveness of ethical leaders [20].

The Social Dimension Hypothesis

H₀ = There is no difference in the average for 2021 and 2022 for the PK PK program at Sayung State Vocational School in increasing the competence of the Principal for the Social dimension.

H_a = There is an average difference in 2021 and 2022 for the PK PK program at Sayung State Vocational School in increasing the competence of the Principal for the Social dimension.

3 Research Methods

The research method uses a quantitative approach where the object studied is Sayung State Vocational School, Demak, Central Java, Indonesia. The choice of research object at Sayung State Vocational School was that the researcher was assigned to become a companion team in the Cooperation Excellence Program between Ahmad Dahlan University and the Directorate of Vocational High Schools, Ministry of Education and Culture of the Republic of Indonesia with Letter of Assignment Number: R/211/B.12/VI/ 2021. The population in this study were all teachers and all Administrative Staff (Educational Personnel) of SMK Negeri Sayung, Demak Regency using saturated sampling, where all members of the population were used as samples.

3.1 Operational definition

Principal Leadership Indicators that will be tested using the 5 dimensions used are based on Personality, Managerial, Entrepreneurship, Supervision, and Social (Ministry of National Education, 2007).

Table 1. Indicator

| Indicator | |
|-----------------|---|
| Personality(X1) | <ol style="list-style-type: none"> 1. Have a noble character and be a role model for the community in the school. 2. Have personal integrity as a leader. 3. Have a great desire for self-development as a school principal. 4. Be open to carrying out the main tasks and functions. 5. Have self-control when dealing with problems at work as a school principal. |
| Managerial(X2) | <ol style="list-style-type: none"> 1. Develop school plans for different planning levels. 2. Develop school organizations according to needs. 3. Lead schools in the context of optimal utilization of school resources. 4. Manage and development school change toward an effective learning organization. 5. Create a conducive and innovative school culture and atmosphere for student to learn. 6. Manage teachers and staff in the context of optimal utilization of human resources. 7. Manage school facilities and infrastructure within the framework of optimal utilization. 8. Guide students in the context of accepting new students, and placement and capacity building of students. 9. Manage the development of curriculum and educational activities by the direction |

| Indicator | |
|----------------------|---|
| | and goals of national education. 10. Manage school's finances based on the principles of accountable, transparent, and efficient management. 11. Directs the school's special service units to assist with educational and student activities. 12. Manage school information systems to support program development and decision-making. 13. Utilizing advances in information technology to improve learning and school management. 14. Monitor, evaluate, and report the implementation of school activity programs with appropriate procedures, and planning follow-up measures |
| Entrepreneurship(X3) | 1. Create useful innovations for the school development. 2. Work hard to achieve the success of the school as an effective learning organization. 3. Have a strong motivation to succeed in carrying out its main tasks and responsibilities as a school leader. 4. Never give up and always look for the best solution in facing the obstacles faced by the school. 5. Have an entrepreneurial drive in the management of school production/service activities as a learning resource for students. |
| Supervision(X4) | 1. Planning an academic supervision program to improve teacher professionalism. 2. Implement academic supervision of teachers using appropriate supervision approaches and techniques. 3. Follow up on the results of academic supervision of teachers to increase teacher professionalism. |
| Social(X5) | 1. Collaborate with the business and industry for the benefit and improvement of the school. 2. Participate in social activities. 3. Have social sensitivity towards other people or groups. |

3.2 Data collection technique

Questionnaires or questionnaires are data collection techniques that are carried out by giving a set of questions or written statements to respondents to answer. Measuring the answers to the questionnaire was carried out using a Likert scale measurement. The questionnaire used in this study uses a 5-point scale with a score that can be given as follows:

- 1: don't know
- 2: very inappropriate
- 3: not suitable
- 4: Appropriate
- 5: very suitable

3.3 Data analysis technique

The data analysis method uses Descriptive Statistics with Paired Samples T-test using the SPSS

application program. Paired T-Test or T-Test Different tests will be used to see the comparison or comparative of the two variables. The data used in the parametric test in this study has the same amount or comes from the same source and has the same interval and ratio data scale, two paired data. The purpose of this test is to see if there is an average difference between two paired or related samples.

This study, tested the same person to assess leadership over time, 2021 50 respondents responded to the questionnaires distributed, and out of 50 respondents in 2021 4 respondents did not fill back in 2022 the reason 3 teachers moved the assignment was accepted as a First Aid Teacher at SMA 2 Mranggen, got a GTT placement at SMK NI Demak. While taking the sample in 2022 50 respondents responded, but 4 respondents were found who did not fill in in 2021 because these 4 people were GTT teachers and P3P teachers who had just been placed at SMK N Sayung.

4 Results and Discussion

There were 46 respondents to the study, consisting of teachers and education staff at SMK Negeri Sayung, Demak, all of whom were Muslim, of which 25 people were male (54.3%) and 21 female (45.7%). Respondents dominated by productive age (36-45 years) totaled 26 people (56%).

The most teachers and education staff at Sayung Vocational High School, with 11- 20 years of service, are 27 people, or 58.7%. This shows that at Sayung Vocational High School the mutation rate is not fast, because there are quite a lot of teachers and staff/educational staff who have worked for a long time. Teachers and Education Personnel at Sayung Vocational High School, whose last education was 71.1% were bachelor's degrees, which were dominated by 42 people (84%). The results of the 5 Dimension indicator questionnaire (16).

Principal's personality dimension

On the Personality Dimension with indicators of having noble character, being exemplary, having high integrity, having a strong desire for school development, being open in carrying out main tasks and functions as well as for the school community, and being able to control oneself in dealing with problems at work as a school principal shows excellent as a leader in the PK SMK Program. The results of a summary of descriptive statistics from a research sample of 46 teachers and education staff at Sayung Vocational School were considered very good and improved after participating in the PK Program. The average value in 2021 was 22.6304 to 23.1304 in 2022. The Std. The deviation value in 2021 was 2.31285 and in 2022 it was 2.24706. then the std Error Mean value in 2021 is 0.34101 and in 2022 it is 0.33131.

The correlation test results or relationship between the two data in 2021 and 2022 show a correlation value of 0.386 and a significance of 0.008. because of the value of Sig. 0.008, it can

be said that there is a relationship between the variables in 2021 and 2022.

Furthermore, the most important output is to find answers to questions regarding whether there is an influence of the PK SMK Program on the Assessment of Teachers and Education Personnel at Sayung State Vocational School after one year of running on the Principal's Personality indicator. Based on the Paired samples Test table, the Sig. (2-tailed) value is $0.186 > 0.05$, then H_0 is accepted and H_a is rejected. So that it can be concluded that there is no difference in the averages for 2021 and 2022, and there is no increase from 2021 to 2022

Principal Managerial Dimensions

On the managerial dimension of school principals in preparing school planning, respondents rated it as very good with indicators of developing the organization, utilizing school resources, managing change towards an effective school organization, creating a conducive and innovative school culture and climate for student learning excellent as leaders in the PK SMK Program. However, from the results of the Paired sample t-Test, a significance level of 0.078 found no significant increase from 2021 to 2022.

The results of the summary of descriptive statistics from a research sample of 46 respondents, teachers, and education staff at the Sayung Vocational School, after participating in the PK SMK Program, the average value in 2021 was 62.3261 to 63.1957 in 2022. The Std. The deviation value (standard deviation) in 2021 was 6.57623 and in 2022 it will be 6.70529. then the std Error Mean value in 2021 is 0.96961 and in 2022 it is 0.98864. The correlation test results or relationship between the two data in 2021 and 2022 show a correlation value of 0.263 and a significance of 0.078. because of the value of Sig. 0.078, it can be said that there is a relationship between the variables in 2021 and 2022 regarding the influence of the SMK PK Program on the Assessment of Teachers and Education Personnel at Sayung State Vocational School after one year of running on the Principal Managerial Indicator. Based on the Paired samples Test table, the Sig. (2-tailed) value is $0.468 > 0.05$, then H_0 is accepted and H_a is rejected. So that it can be concluded that there is no difference in the averages for 2021 and 2022, and there is no increase from 2021 to 2022.

Principal Entrepreneurship Dimensions

On the Entrepreneurship dimension the Principal is rated very well by the teachers and Education Personnel in the Sayung Vocational School environment in the indicators of creating innovations that are useful for school development, working hard to achieve school success as an effective learning organization, having a strong motivation to succeed in carrying out tasks principal and its function as a school leader, never giving up and always looking for the best solution in dealing with the obstacles faced by schools as well as an entrepreneurial instinct in managing school production/service activities as a learning resource for students is very suitable as a leader in the PK SMK Program.

The results of the summary of the descriptive statistics of the research sample were 46

respondents, teachers, and education staff at the Sayung Vocational High School, after participating in the PK PK Program, the average value in 2021 was 22.5435 to 22.9130 in 2022. The Std. The deviation value in 2021 was 2.34480 and in 2022 it is 2.27866. then the std Error Mean value in 2021 is 0.34572 and in 2022 it is 0.33597

The results of the correlation test or relationship between the two data in 2021 and 2022 show a correlation value of 0.221 and a significance of 0.140 regarding the influence of the SMK PK Program on the Assessment of Teachers and Education Personnel at Sayung State Vocational School after one year of runnin on the Principal Entrepreneurship indicator. Based on the Entrepreneurship Test Paired samples table, the Sig. (2-tailed) value is $0.390 > 0.05$, then H_0 is accepted and H_a is rejected. So that it can be concluded that there is no difference in the averages for 2021 and 2022, and there is no increase from 2021 to 2022.

Principal Supervision Dimensions

On the Supervision dimension, the teachers and education staff at the Sayung Vocational School assessed the Principal as very good after participating in the PK PK Program. They have plans to increase teacher professionalism, with an appropriate supervision approach and implement follow-up on academic supervision of teachers. This shows that the Principal, in the Supervision aspect, is very good.

The results of a summary of descriptive statistics from a research sample of 46 respondents, teachers, and education staff at the Sayung Vocational High School after participating in the PK PK Program on the Supervision dimension, the average value in 2021 was 13.3696 to 13.4783 in 2022. The Std.Deviation value (standard deviation) in 2021 it is 1.58267 and in 2022 it is 1.45662. then the std Error Mean value in 2021 is 0.23335 and in 2022 is 0.21477 then the results of the correlation test or relationship between the two data in 2021 and 2022 show a correlation value of -0.21 and a significance of 0.892 because the Sig. 0.892, it can be said that there is a relationship between the variables in 2021 and 2022. Based on the Paired samples Test table, the Sig. (2-tailed) value is $0.736 > 0.05$, then H_0 is accepted and H_a is rejected. So that it can be concluded that there is no difference in the averages for 2021 and 2022, there was no increase from 2021 to 2022. However, from the results of the Paired sample t-test, a significance level of 0.736 found no significant increase from 2021 to 2022.

Principal's Social Dimension

On the Supervision dimension, the teachers and education staff in the Sayung Vocational School consider the Principal very good. This shows that the Principal, in the Supervision aspect, is very suitable because he has collaborated with the business world, industry, and the world of work for the benefit of the school, participates in social activities community, and has social sensitivity towards other people or groups.

After participating in the PK PK Program the average value in 2021 was 13.3696 to 13.8478 in 2022 The Std. The deviant ion value (standard deviation) in 2021 was 1.65138 and in 2022 it was 1.46010. then the std Error Mean value in 2021 is 0.24348 and in 2022 it is 0.21528. currently.

The results of the correlation test or relationship between the two data in 2021 and 2022 with a correlation value of 0.171 and a significance of 0.255, it can be said that there is a relationship between the variables in 2021 and 2022 Regarding the influence of the SMK PK Program on the Assessment of Teachers and Education Personnel at Sayung State Vocational School after one year of running g on the Principal's Social Indicator. Based on the Paired samples Test table, the Sig. (2-t ailed) value is 0.113 > 0.05, then H0 is accepted and Ha is rejected. So that it can be concluded that there is no difference in the averages for 2021 and 2022, there e is no increase from 2021 to 2022.

The results of a descriptive analysis of data from the Google form regarding total leadership show:

The results of the summary of Total Leadership descriptive statistics from a research sample of 46 respondents, teachers and e, and education staff at the Sayung Vocational School, after participating in the PK PK Program, the average value in 2021iswas 134.2391 to 136.5652 in 2022. The Std. Devine deviations (standard deviation) in 2021 is 13.37524 and in 2022 is 13.37270. then the std Error Mean value in 2021 is 1.97207 and in 2022 it is 1.97170

Table 2. Paired Samples Correlations

| | N | Correlation | Sig. |
|-----------------------|----|-------------|------|
| Total_2021&Total_2022 | 46 | .248 | .097 |

Source: Processed primary data

The results of the correlation test or relationship between the two Total Leadership data in 2021 and 2022 show a correlation value of 0.248 and a significance of 0.097.because of the value of Sig. 0.097, it can be said that there is a relationship between the variables in 2021 and 2022

Regarding the influence of the Principal Leadership of the PK SMK Program from the Assessment of Teachers and Education Personnel of Sayung State Vocational School after one year run of ing.

Based on the Paired samples Test table, the Sig. (2-tailed) value is 0.341 > 0.05, thenH0 is accepted and Ha is rejected. So it can be concluded that there is no difference in the averages for 2021 and 2022 and there is no increase from 2021 to 2022

The Mean Paired Differences value is -2.32609. This value shows the difference between the average Principal Leadership results for 2021 and 2022 or 134.2391- 136.5652 = -2.32609, where the difference between the differences is between - 7.19768 to 2.54550 with a 95% confidence interval of difference lower and upper.

The results of the research statistical description show that in 2022 the Managerial Dimension of Principals is considered very good and increases and becomes the highest aspect. This can be interpreted that the Principal school plans, develop organizations, utilize school resources, and

manage change towards an effective school organization, Ireland to a school culture and climate that is conducive and innovative for student learning.

After the managerial dimension, the second highest dimension is personality. This is reflected in having a noble character, being exemplary, having high integrity, having a strong desire for school development, being open in carrying out main tasks and functions as well as for the school community and being able to control oneself in dealing with problems at work as a school principal. leader in the PK SMK Program.

Furthermore, the third highest dimension is entrepreneurship. Principals can innovate innovations that are useful for school development, work hard to achieve school success as an effective learning organization, have a strong motivation to succeed in carrying out their main duties and functions as school leaders, never give up, and always look for the best solutions in facing the obstacles that arise. faced by schools and entrepreneurial instincts in managing school production/service activities as a source of learning for students.

The social dimension is fourth. This means that the Principal has collaborated with the Business World, Industry, and the world of work for the benefit of the school, participates in social activities, and has social sensitivity towards other people or groups.

Finally, the dimension that is at the lowest value is supervision. Even so, the Principal already has a plan for increasing teacher professionalism, with the right supervision approach and implementing follow-up on academic supervision of teachers.

Of course, free findings that have been described, it has implications for the need for an increase in the Social Dimension and supervision in the leadership of the Sayung State Vocational School Principal so that it can be more optimal in implementing the SMK Center of Excellence policy interested students who have abilities, skills that are in the concept of link and match with the needs of the business world, industrial world and the world of work.

Table 3. Paired Samples Statistics

| | | Means | N | Std. Deviation | Std. Error Mean |
|--------|-----------------------|--------|----|----------------|-----------------|
| Pair 1 | Personality_2021 | 4.5261 | 46 | .46257 | .06820 |
| | Personality_2022 | 4.6261 | 46 | .44941 | .06626 |
| Pair 2 | Managerial_2021 | 4.4515 | 46 | .47011 | .06931 |
| | Managerial_2022 | 4.5139 | 46 | .47931 | .07067 |
| Pair 3 | Entrepreneurship_2021 | 4.5087 | 46 | .46896 | .06914 |
| | Entrepreneurship_2022 | 4.5826 | 46 | .45573 | .06719 |
| Pair 4 | Supervision_2021 | 4.4565 | 46 | .52793 | .07784 |
| | Supervision_2022 | 4.4928 | 46 | .48587 | .07164 |
| Pair 5 | Social_2021 | 4.4563 | 46 | .55056 | .08118 |
| | Social_2022 | 4.6161 | 46 | .48692 | .07179 |
| Pair 6 | Leadership_2021 | 4.4746 | 46 | .44634 | .06581 |
| | Leadership_2022 | 4.5663 | 46 | .43615 | .06431 |

Source: Processed primary data

To conclude the frequency distribution that has been made, it is necessary to classify interval values, with the following formula:

$$\begin{aligned} &= \frac{\text{Highest N value} - \text{Lowest N value}}{\text{Class}} \\ &= \frac{5 - 1}{5} = 0.8 \end{aligned}$$

The frequency distribution shows that the principal's leadership in implementing SMK PK, in 2021 has a very good score with a mean of 4.47 (4.24-5.04 interval) from the 5 aspects measured, in 2022 the mean increases to 4, 56.

5 Conclusion

Based on the Paired samples Test table on Total Leadership, with a Sig. (2 -tailed) value of 0.341 > 0.05 is not significant, then H0 is accepted and Ha is rejected. So it can be concluded that there is no difference in the averages for 2021 and 2022 or no increase has been found from 2021 and 2022, meaning that the PK SMK program on the Principal's competency indicator has not seen an impact at the end of the implementation of Year 2.

However, the Principal's Leadership in the implementation of PK PK, in 2021 and 2022 the 5 dimensions measured have a very good Mean value, 2021 the Mean values in each dimension all increased. This shows that the Principal gets very good ratings from all Teachers and Education Personnel so this is very appropriate to be a leader. From these results, the HR development program for Sayung Vocational High School as PK Vocational High School in the form of various pieces of training. Principals have opened a new paradigm for schools even though the differences are not significant.

The results of the analysis based on the assistance of researchers in 2021 show that the response of all teachers and education staff has been very good and supports the implementation of the PK SMK Program. The monitoring and evaluation results of all achievement indicators in the program have been implemented properly.

The assessment of Principal Leadership in the first year cannot be seen significantly, implementation is needed for more than two years, and there is a need for improvement, especially in managerial, entrepreneurial, and supervisory aspects. This research also has limitations on the results of the research, especially the aspect of the number of schools studied. Therefore, the research results cannot be generalized and specifically interpreted in the context of Sayung State Vocational School.

References

- [1] Sakarinto W. “ Kebijakan Revitalisasi SMK melalui Program SMK PusatKeunggulan Tahun 2021 .” 2021;
- [2] Hsiao HC, Chen MN, Yang H Sen. Leadership of vocational high school principals in curriculum reform: A case study in Taiwan. *Int J Educ Dev.* 2008;28(6):669–86.
- [3] Kemendikbud Ristek. Salinan Keputusan Menteri Pendidikan, Kebudayaan, Riset dan Teknologi Republik Indonesia tentang Program SMK Pusat Keunggulan. Kemendikbud Ristek. 2021;73.
- [4] Robins, Stephen P. TAJ. *Essentials of Organization Behavior.* Vol. 53, Journal of Chemical Information and Modeling. 2016. 34 p.
- [5] Leithwood K. Educational Leadership. A review of the research. *Lab Student Success* [Internet]. 2004;36. Available from: <http://www.temple.edu/lss/pdf/ReviewOfTheResearchLeithwood.pdf>
- [6] Ricky W. Griffin dan Gregory Moorhead. *Organization Behavior* (Boston: Houghton Mifflin Company, t.th), h. 347. 2019.
- [7] I Gusti Ngurah Santika. Kepala Sekolah Dalam Konsep Kepemimpinan Pendidikan: Suatu Kajian Teoritis. *J Kaji Pendidik Widya Accarya FKIP Univ Dwijendra.* 2017;7(1):1–11.
- [8] STOGDILL RM. *Handbook of leadership: A survey of theory and research.* New York: Free Press, 1974. 1974.
- [9] Inuwa M, Rahim SBA. Lean readiness factors and organizational readiness for change in manufacturing SMEs: The role of organizational culture. *J Crit Rev* [Internet]. 2020;7(5):56–67. Available from: <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85083339617&doi=10.31838%2Fjcr.07.05.10&partnerID=40&md5=2d1defe669d2350c60f4c64fb9269267>
- [10] Meilina Bustari MP. Ethics, Character, and Authentic Transformational Leadership (Electronic Version). *Leadership Quarterly,* 1994;2:10.
- [11] Kuswaeri I. Kepemimpinan Transformasional Kepala Sekolah Dasar. *J Manaj Pendidik.* 2016;2(2):1–13.
- [12] Yukl G, Mahsud R. Why flexible and adaptive leadership is essential. *Consult Psychol J.* 2010;62(2):81–93.
- [13] Park JH. The effects of principal’s leadership style on support for innovation: Evidence from Korean vocational high school change. *Asia Pacific Educ Rev.* 2012;13(1):89–102.
- [14] Russell JF. Enthusiastic Educational Leadership. *Florida J Educ Adm Policy.* 2008;1(2):79–97.
- [15] Goldwyn S. *Educational Administration: Theory, Research, and Practice.* Vol. 46, Journal of Educational Administration. 2008. 123–127 p.
- [16] Kemendiknas. Permendiknas RI No. 13 Tahun 2007. Kemendikbud. 2007;5(2):40–51.
- [17] Colbert AE, Judge TA, Choi D, Wang G. Assessing the trait theory of leadership using self and observer ratings of personality: The mediating role of contributions to group success. *Leadersh Q* [Internet]. 2012;23(4):670–85. Available from: <http://dx.doi.org/10.1016/j.leaqua.2012.03.004>
- [18] Wahjosumidjo. *Kepemimpinan Kepala Sekolah,* (Jakarta: Raja Grafindo Persada, 2011), 17. 2011. 23 p.
- [19] Surie G. Integrating Pragmatism and Ethics in Entrepreneurial Leadership for Sustainable Value Creation. *J Bus ethic.* 2007;
- [20] Hassan S, Mahsud R, Yukl G, Prussia GE. Ethical and empowering leadership and leader effectiveness. *J Manag Psychol.* 2013;28(2):133–46.