Leadership Management Among Vocational Students In Higher Education

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Abstract. Vocational school students expected to be able to enter the world of work and entrepreneurship after completing their studies at university. However, not much has researched on this issue. This research aims to explore the concept of leadership development in vocational school students at tertiary institutions and the skills that need to developed to be able to enter the world of work and entrepreneurship. The research conducted at the Faculty of Engineering, Medan State University using descriptive analysis methods. The research results show that the skills that must developed are character development, intrapersonal and interpersonal skills, business skills, management skills and digital skills. The research contribution shows that leadership training for vocational students needed according to their talents, interests and skills programs, in order to answer the needs of the world of work and entrepreneurship.

Keywords: Character Development, Higher Education, Management Skills and Digital Skills, Student Leadership, Vocational Students.

1. Introduction

Higher education always facilitates students to be able to take on roles as future leaders. One of the efforts made by higher education to facilitate vocational students to have leadership character is to activate the role of student organization (Ormawa) [1]. Through the role of ormawa, the competence of vocational students can realized, so that they are better prepared to enter the world of entrepreneurship [2]. The Ormawa activitie students trained to be able to manage people. In addition, students also trained to be able to communicate effectively and efficiently, to be able to convey their ideas and ideas effectively, to understood and understood by listeners. Furthermore, in communicating, students must also demonstrate communication ethics [1]. In conveying their ideas and ideas, students still have to respect other people who have different opinions from them. Thus, the practice of listening to other people's opinions is also trained, apart from practicing conveying their ideas and thoughts.

Universitas Negeri Medan (Unimed) has university courses, which are characteristic of Unimed graduates. The University course is Leadership. All Unimed students are obliged to take these courses. Through this leadership course, it hoped that graduates have leadership characteristics that can implemented in the world entrepreneurship as well as in society wherever they are. Through this leadership course, students trained to have soft skills, so they can interact well with colleagues, superiors, subordinates, and partners [4]. Students can respect other people even though they have different opinions from them and can respond while maintaining good communication ethics. Students can convey ideas and ideas well without offending other people [5].

Vocational students at the Unimed Faculty of Engineering are also obliged to take Leadership courses. Likewise students in other faculties. For vocational students, apart from having to have soft skills, they are also required to have hard skills, so they can work professionally in the world entrepreneurship [6]. Vocational students trained to use technological tools used in the world entrepreneurship, so that these vocational students can adaptation to work in the field according to the expertise program they have chosen [7]. Apart being trained through the implementation of learning on campus, namely the implementation of practical courses in the workshops that have been provided, vocational students are also trained in the world of entrepreneurship through internship projects in the world of industry and entrepreneurship in accordance with the program of expertise they choose. This study aims to explore: 1) How is the development of vocational student leadership management? 2) What skills do vocational students need to support their success in the world of work?

Vocational Student Leadership Management Development

The development of vocational student leadership management is one of the efforts to prepare vocational students to carry out their duties after they complete their education from higher education [8] . When vocational students enter the world of work, capitalizing on student leadership management, they can position themselves well. When they carry out their duties as subordinates, vocational students can position themselves as subordinates, so that they can be responsible for carrying out their duties. They are still successful in working independently according to work requirements in the field. They can adapt to the work environment. In addition, they can communicate well with fellow co-workers [9]. Furthermore, these vocational students can collaborate well when their work must be completede, they are still successful in working with the team.

When vocational students carry out their duties as managers in the industrial or entrepreneurial world, they can manage human resources well. They can explain in detail and detail about the targets that achieved in work. They can direct their subordinates to work independently or in teams according to the needs in the field. They can direct their subordinates to work optimally, so that the vision, mission and goals can to the fullest. Furthermore, they can still appreciate their subordinates who have contributed positively to the progress of the industry and entrepreneurship they lead [10]. Then the success of alumni of vocational students in the world of industry, entrepreneurship, shows that they can compete globally in the world of entrepreneurship, can

work independently or work through a workplace while still being successful at work. To achieve success in the world of entrepreneurship in the field, these students need to be trained to have the leadership management needed in the world of which consists of developing character to realize character values in students [11]. Furthermore, it is necessary to develop resource management, change management, project management, time management and risk management as shown in the following figure.
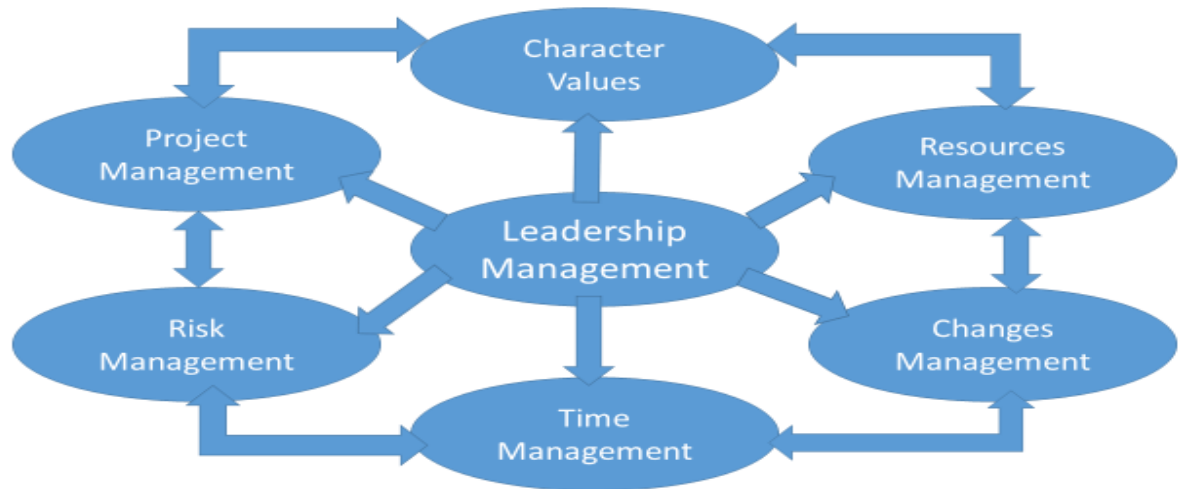
Figure 1. Student Leadership Management

The picture above shows that the first concept of developing vocational student leadership for success in the world of entrepreneurship is character development. This character development carried out in an effort to form character values among vocational students. When they have character values, they are responsible for the tasks assigned to them. In addition, they can be disciplined and enthusiastic at work [12]. The character they can build a personality that shows good manners and respects other people even though they have different opinions. They can respond positively to other people and are diligent and enthusiastic in completing their work. Apart from that, it is also necessary to develop change management, because in today's digital era there are always changes that responded to quickly so that success in carrying out tasks in the industrial and entrepreneurial world not left behind [13].

The management of existing resources in the world of industry and entrepreneurship also needs socialized to vocational students. Then gradually vocational students are given training to be able to manage human resources optimally to accelerate the realization of the vision, mission and goals of industry and entrepreneurship in the field, so that students can contributed well to its progress [14]. In addition, it is also necessary to develop students' skills in terms of risk

management, so that when faced with a problem that needs to be resolved, the solutions offered have also analyzed risk management and time management [15]. So that the decisions and policies taken have been analyzed comprehensively in determining the choice of solutions, taking into account all existing conditions, so that the solutions offered have a low level of risk, even if there are obstacles, they can be resolved properly.

Vocational students expected to work professionally, especially in the world of industry and entrepreneurship according to their talents, interests and expertise programs they choose in higher education [16]. Increasing competence and skills in using technological equipment used in the world of industry and entrepreneurship by vocational students learning in workshops, which prepared by the tertiary education institution student [17]. By equipping vocational students with the technological skills needed in the industrial and entrepreneurial world, making them better prepared to enter the world of work and the world of entrepreneurship. This is shown by the positive response from higher education to equip technological equipment in workshops where vocational students the practicum [18].

Vocational student learning in higher education predominantly carried out in workshops [19]. Classroom learning is carried out to open up vocational students' insights in carrying out practice in workshops, so that they can successfully carry out practicum in workshops [20] . The workshop has been prepared with technological equipment used by the world of industry and entrepreneurship in the field [21]. So that from an early age vocational students have introduced to the technological equipment used in the world of industry and entrepreneurship [22]. Higher education seeks to facilitate workshops with training used by the world of industry and entrepreneurship, as well as to support the improvement of the reputation of higher education [23] .

Vocational Student Skills Development

Higher education, which manages vocational students, has made every effort to facilitate these students to have skills so that they can successfully enter the world of entrepreneurship [24]. The first skill that needs built on vocational students is character development. Character development is a process for fostering, improving and forming character, character, psychological traits, and manners. When they have a positive character, they can communicate well when they meet people, whether they meet their superiors and co-workers or their subordinates, they still have good communication behavior and ethics. Through character development, discipline, perseverance and responsibility can formed as well as being able to work independently and in groups [25].

Students who enter the world of entrepreneurship must have business skills. Business skills also needed by vocational students when involved in work related to marketing. Business skills can acquired by students through the implementation of apprenticeship programs in the industrial world and the business world. In the internship program, students determine the location of the

internship. This makes students happy to do it because it is in accordance with the talents, interests and expertise programs they have chosen. This makes students enthusiastic about carrying out the internship. The apprenticeship program is a bridge to connect theory, practice and training [26]. Internship program students can implement the theory they get in college with the reality in the field [27]. The internship program can contribute to the readiness of students to enter the world of work, the business world and the environment and society [28].

Skills are skills that students also need when entering the world of entrepreneurship [29]. Management skills can contribute to student success in terms of planning, organizational processes, coordination processes, and processes of controlling resources to achieve goals effectively and efficiently [30]. In addition, if students have management skills, they can carry out an evaluation of the process carried out, whether it has gone according to the planning that has done. Some examples that need to developed management skills are marketing management, sales management, human resource management, strategic management, production management, service management.

In the current digital era, vocational students are required to have digital skills [31]. Without having digital skills, it will be difficult for students to adapt to work in today's industrial and entrepreneurial world. Skills which are digital skills that are urgently needed as a result of changes in the world of education that must respond to digital transformation advances, such as in America, Britain, Russia, Singapore, Australia, Spain and Malaysia which have included learning curricula to respond to digital transformation developments [32] .

Working in the world of industry and entrepreneurship, you will always be in touch with people. To be successful in dealing with people requires intrapersonal skills. Skills that must realized in student personality is intrapersonal intelligence. Through the potential of their intrapersonal intelligence, they can respond positively to the problems they face [33]. In addition, if they have good intrapersonal intelligence, they can easily adapt to the environment. Furthermore, they can come up with creative ideas based on their own knowledge and experience, so that they can make decisions that are in accordance with the goals and vision of the institution [34]. Intrapersonal intelligence can seen from self-confidence, self-assessment, emotional awareness and creative thinking to be responsible for one's life.

Success in working in the world of industry and entrepreneurship needs to the supported by interpersonal skills, because you always have to deal with people who may come from different cultures and have different opinions. This requires interpersonal skills [35]. When they have to complete work in teams, they can collaborate with the team to achieve success at work. Furthermore, they can still receive and provide input objectively by providing this input based on the conditions and references they have [36]. Interpersonal skills are the ability to interact with other people verbally and nonverbally, with the aim of achieving togetherness in the work environment, social environment and family, such as communication skills, empathy for others,

good listening skills, problem solving skills, a sense of leadership, the ability to understand the information provided.

2. Method

This research conducted at the Faculty of Engineering, Medan State University in the even semester of 2022/2023 for students who have taken leadership courses and have implemented internship programs in the world of industry and entrepreneurship. The research sample taken randomly with the requirements being students who had taken leadership courses and had carried out industry and entrepreneurship internships. Leadership course is a compulsory course that be followed by all students at Unimed. The program that be given to students taking leadership courses has been designed at the university level, including the targets that must be achieved in the course. This research is a descriptive research, which collects data through interviews and questionnaires. The results of data analysis from the questionnaire converted to a Likert scale with the provisions of 1.00-2.00 being in the low category, for 2.01-3.00 being in the medium category, and 3.01-4.00 being in the high category. Interviews conducted to collect data and check the results of the questionnaires given to participants so that the data obtained was more accurate according to field facts. The questionnaire given to the research sample has validated through a trial questionnaire. The questionnaire used is valid and feasible to as a tool to collect research data. The research sample can seen in the following table.

Table 1. Research sample

Research Sample	Category	frequency	Percentages
FT students who have taken leadership and internship courses	Man	24	65
	Woman	6	35

3. Results and Discussion

The results of the questionnaire analysis show that the skills that are important for carrying out tasks in the industrial and entrepreneurial world are character values as shown in the following table. Even though data analysis shows digital skills are the last order, students reveal that digital skills are skills that they really need to enter the world of work in the field, such as in the world of industry and entrepreneurship. They also revealed that skills training was in dire need with resource persons from the world of industry and entrepreneurship. Even though they also revealed that every course they take has also implemented digital applications, they still need digital skills training from the world of industry and entrepreneurship, so that they get direct digital skills from users who come from the world of industry and entrepreneurship. Furthermore, they expressed their pleasure in participating in an internship program in the world of industry and entrepreneurship because the program adds to their skills according to their talents, interests and program of expertise. This supports their readiness to enter the world of entrepreneurship. The

results of data analysis from participants who filled out the questionnaire can seen in the following table.

Table 2. Vocational Student Skills for Success in the World of Industry and Entrepreneurship

Rank	No	Vocational Student Leadership Skills	Means	SD	Levels
1	1	Character values.	3.62	0.740	High
2	4	Intrapersonal intelligence	3.50	0.878	High
3	5	Interpersonal skills	3.12	0.878	High
4	2	Business skills	3.00	0.759	Medium
5	3	Management skills	2.67	0.846	Medium
6	6	Digital skills	2.57	0.846	Medium

The results of the questionnaire analysis in the table above prove that the dominant skill needed by vocational students in higher education is character development to shape student personality so that they have character values. It shown in table 1 above that the mean is 3.62 in the high category, which ranges from 3.01 – 4.00. The intrapersonal intelligence with a mean of 3.50. The high category because it is at the level of 3.01 – 4.00. Interpersonal skills are also in the high category, namely 3.12, which is in the high category because it is at the level of 3.01 – 4.00. While the results of data analysis on business skills, management skills and digital skills are in the medium category. The results of data analysis for business skills are in the medium category, because they are at a level 2.02-3.00 indicates that these skills are in the medium category. Likewise for management skills and digital skills also in the SE category

The results of the data analysis show that the best practices for developing student character so that they have positive character values are fostering student character to embody discipline, perseverance and responsibility as well as being able to work independently and in groups. Student discipline can formed from the rules given by lecturers in leadership lectures, such as informed to students to submit assignments on time, division of tasks in carrying out independent and group assignments as well as student presentation schedules that have been set at the beginning of lectures. In addition, the rules that students must follow when presenting in front of the class also contribute to shaping student character. The results obtained are the formation of attitudes, behavior and personality of students to become good, disciplined, diligent and responsible. In addition, students become the trained to work independently and in groups.

Good practice for the development of student intrapersonal skills carried out through training students to respond positively to obstacles and challenges, so that they can adapt in their environment through creative ideas for decision to making. This can created through guidance when students respond to responses from their classmates when they present in front of the class. This enables students to respond positively to constraints and challenges, adapt easily to their environment, and be able to come up with creative ideas to make decisions that are in line with the goals and vision of the Faculty. When his opinion differs from that of his friends, the student can provide information on which his opinion based by indicating the reference he uses. This allows students to interact with other people verbally and nonverbally, fostering a sense of empathy for others through problem solving.

Business skills can obtained by students through internship programs in the world of industry and entrepreneurship. Students can carry out the internship program in semester 5. While the leadership course is accepted by students in the first semester. Students gave a positive response, namely the feeling of pleasure in carrying out internship activities in the world of industry and entrepreneurship. According to him, through the apprenticeship program, they can immediately see job opportunities after they graduate from higher education. In addition, they believe that through the internship program they can carry out theory and practicum in workshops, to see its use in the world of industry and entrepreneurship. First semester students, although they have not yet implemented an internship program, say they are happy when the time comes to carry out an internship program in the world of industry and entrepreneurship. This is because the apprentice program is in accordance with the interests, talents and expertise program chosen.

Students reveal that management skills are important to have. This can train students to design programs, organize, process coordination, and process control over resources so they can be successful in terms of marketing management, sales management, human resource management, strategic management, production management, service management. They revealed that the assignments given by the lecturers to complete project assignments were an exercise for them to have management skills. However, students think that they still need training, in order to become experts in planning, organizational processes, coordination processes, and resource control processes in terms of marketing management, sales management, human resource management, strategic management, production management, service management so that can achieve goals effectively and efficiently in the world of work and entrepreneurship.

Students think that digital skills are skills that needed today. It can seen that almost all small businesses have to use facilities for the success of their business. The industrial world, of course, they use digital techniques, so they believe they must have digital skills to be ready to enter the world of work and entrepreneurship. If you are unable to keep up with changes in the digital era and are unable to respond to developments in digital transformation, then you left behind in digital skills. This results in unpreparedness to enter the world of work. In addition, students think that students must have ethics and responsibility for solving problem technical digital transformation operation, digital strategy, digital disruption, patterns mindset, digital mindset, leadership digital, and skills digital. However, they also revealed that they still need training on operational technical problem solving of digital transformation, digital strategy, digital workplace, digital disruption, mindset, digital mindset, digital leadership, digital ethics, digital skills to enter the world of work and entrepreneurship. Students also stated that every course has implemented digital engineering applications, but they stated that even so, they still need training in digital skills programs that directly used by the industrial world and entrepreneurship in real conditions, as they have experienced when participating in leadership training at the faculty level with speakers from world of industry and entrepreneurship.

The training carried out at the Faculty by inviting resource persons from the world of industry and entrepreneurship. Students expressed their pleasure in participating in the training activities. The training they saw the technological advances that they must have in order to be able to respond to digital technology used in the industrial and entrepreneurial world. In addition, they suggest that such a training program expected to continue every year. Furthermore, they argue

that such training should be able to by all students, not students who are representatives of major students only. A lot of experience gained from leadership training at the Faculty level. Even though digital skills already exist in every course, the technology entrepreneurial world of industry has not obtained by them in workshops when they carry out practicums.

4. Conclusion

Higher Education which manages vocational students, strives for every vocational student to complete their education, it hoped that they be able to enter the world of entrepreneurship. This is what has resulted in higher education always facilitating vocational students to carry out practicums in workshops and laboratories to increase their competence so that they can be adapted to the needs of the industrial and entrepreneurial world. In addition, education that manages vocational students also collaborates with the world of industry and entrepreneurship to accept vocational students, to increase their competence in responding to technological advances in the industrial and entrepreneurial world. The world of industry and entrepreneurship also supports positively in increasing the competency of vocational students through collaboration with higher education through apprenticeship programs. The results of the study reveal that the skills that must developed in vocational students in order to adapt to the needs of the workforce in the industrial and entrepreneurial world are character development, intrapersonal and interpersonal skills, business skills, management skills and digital skills. The research contribution shows that leadership training for Vocational students needed according to their talents, interests and expertise programs, in order to respond to the needs of the world of work and entrepreneurship.

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