



**SCHOOL PRINCIPAL'S STRATEGY IN IMPROVING THE QUALITY OF VOCATIONAL SECONDARY SCHOOL (SMK) GRADUATES ISLAM INSAN CENDEKIA MEMPAWAH HILIR**

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**Abstract**

This research discusses the principal's strategy in improving the quality of graduates at the Insan Scholar Islamic Vocational School which apparently already has good graduates, namely seen from the students passing 100%, students getting good average grades, and students being accepted into universities in the world. business and industry. To maintain all that has been obtained, the school principal must find a solution so that the quality of the graduates can be maintained. For this reason, school principals are looking for strategies that can be used as a reason to maintain the good quality of graduates. This research is descriptive qualitative research and took place at the Insan Scholar Islamic Vocational School. The subjects in this research were the principal, deputy head, teacher at the Insan Scholar Islamic Vocational School. The data collection techniques used are observation, interviews, and documentation and the data analysis techniques used are interactive models. To check the validity of the data, researchers used triangulation. The research results show that the principal's strategy in improving the quality of graduates at Insan Scholar Islamic Vocational School is: 1) Strategy for recruiting new students, 2) increasing teacher competency. 3) improving facilities and infrastructure, 4) developing the curriculum, 5) programs for developing students' potential, interests and talents. The process of implementing the principal's strategy in improving the quality of graduates at Insan Scholar Islamic Vocational School is: Strategy for recruiting new students, increasing teacher competency. improving facilities and infrastructure, developing curriculum, programs for developing students' potential, interests and talents.

**Keywords:** Principal Strategy, Quality of Graduates

**Abstrak**

*Lulusan di SMK Islam Insan Cendekia yang ternyata sudah memiliki lulusan yang baik, yaitu dilihat dari siswa yang lulus 100%, siswa mendapatkan nilai rata-rata yang baik, dan siswa yang diterima di perguruan tinggi di dunia usaha dan dunia industri. Untuk mempertahankan semua yang sudah diperoleh tersebut, kepala sekolah harus mencari solusi agar kualitas lulusan dapat dipertahankan. Untuk itu kepala sekolah mencari strategi yang dapat dijadikan alasan untuk mempertahankan kualitas lulusan yang baik. Penelitian ini merupakan penelitian kualitatif deskriptif dan mengambil lokasi di SMK Insan Cendekia. Subjek dalam penelitian ini adalah kepala sekolah, wakil kepala sekolah, guru di SMK Islam Insan Cendekia. Teknik pengumpulan data yang digunakan adalah observasi,*

wawancara, dan dokumentasi dan teknik analisis data yang digunakan adalah model interaktif. Untuk memeriksa keabsahan data, peneliti menggunakan triangulasi. Hasil penelitian menunjukkan bahwa strategi kepala sekolah dalam meningkatkan mutu lulusan di SMK Islam Insan Cendekia adalah: 1) Strategi perekrutan siswa baru, 2) peningkatan kompetensi guru. 3) meningkatkan sarana dan prasarana, 4) mengembangkan kurikulum, 5) program pengembangan potensi, minat dan bakat siswa.

**Kata Kunci:** Strategi Kepala Sekolah, Kualitas Lulusan

## INTRODUCTION

Quality education requires truly professional teaching staff. Educators have a very strategic role in shaping students' knowledge, skills and character. Therefore, education professionals carry out their duties professionally and produce higher quality graduates. The path to becoming a professional educator cannot be achieved without improvement efforts. One way to achieve this is to foster professionalism, which requires the support of stakeholders who play an important role. In this case it is the principal. The school principal is a very important educational leader because he is directly involved in implementing educational programs in schools.<sup>1</sup>

In the Al-Qur'an it discusses about leadership, as found in the Al-Qur'an surah Al-An'am verse 165

وَهُوَ الَّذِي جَعَلَكُمْ خَلَائِفَ الْأَرْضِ وَرَفَعَ بَعْضَكُمْ فَوْقَ بَعْضٍ دَرَجَاتٍ لِّيَبْلُوَكُمْ فِي مَا آتَاكُمْ إِنَّ رَبَّكَ سَرِيعُ الْعِقَابِ وَإِنَّهُ لَغَفُورٌ رَّحِيمٌ

It means: *And He is the one who made you rulers on earth and He raised some of you above some (others) by several degrees. to test you about what He has given you. Indeed, your Lord is very swift in His punishment and indeed He is Most Forgiving and Most Merciful (QS. Al-An'am verse 165).*

The school principal is one of the educational components that plays the most role and influence in improving the quality of education. In this case, the principal must know the tasks he must carry out. The principal's job is to act as a communication channel, be responsible and accountable for the ability to deal with

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<sup>1</sup>Mujahideen. *Leadership Management Madrasah Head Human Resource Quality Improvement Study Teacher Man 2*, Parepare: Independent Scholars, 2022, p. 1.

analytical and conceptual thinking problems, as a mediator or intermediary, as a politician, as a diplomat, and as a difficult decision maker. <sup>2</sup>

At Islamic Vocational School, Human Scholars has its own uniqueness, even though the school is vocational-based, it emphasizes Islam, so there are many superior programs in Islamic form, such as the Tahsin and Tahfid programs, mentoring once a week, literacy and other programs. Insan Intellectual Islamic Vocational School emphasizes strict disciplinary rules starting from being polite to teachers, fellow students to obeying school rules so that it can produce good quality graduates.<sup>3</sup>

In this case, Insan Scholar Islamic Vocational School has good quality graduates seen from the average score of Insan Scholar Islamic Vocational School students in 2021-2023

**Table 1.1**  
**Data on the average value of Islamic Vocational School students,**  
**Human Scholars**

City	No	Program	Registered		Amount	Mark Rate-rate		Passed		%
			L	P		L	P	L	P	
2021	1	Software engineering (RPL)	18	3	21	79,77	79,77	18	3	100 %
	2	Nursing Assistant	3	35	38	78,88	78,88	3	35	100 %
	3	Clinical and Community Pharmacy	-	28	28	78,36	78,36	-	28	100 %
2022	1	Software engineering (RPL)	30	4	34	79,49	79,49	30	4	100 %
	2	Nursing Assistant	2	35	37	78,36	78,36	2	35	100 %
	3	Clinical and Community Pharmacy	1	27	28	78,36	78,36	1	27	100 %
2023	1	Software engineering (RPL)	40	2	42	78,36	78,36	40	2	100 %

<sup>2</sup> Good and Eco Dono, *Principal Strategies for Improving Student Achievement*, tt: guepedia, 2020, h. 10-11.

<sup>3</sup> Observation, Environmental Condition of Insan Scholar Islamic Vocational School, Mempawah February 20 2024, 12:30

2	Nursing Assistant	1	28	29	79,49	79,49	1	28	100 %
3	Clinical and Community Pharmacy	5	16	21	80,69	80,69	5	16	100 %

**2021-2023**

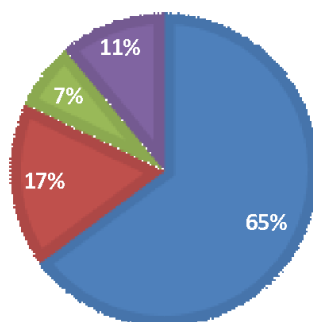
From the results above, it shows that on average 100% of students from the 2021-2023 class who entered the Insan Scholar Islamic Vocational School graduated well.<sup>4</sup>

From the understanding of ICT, Islamic Vocational School graduates have a good level of understanding because each department in providing lessons cannot be separated from mass media devices such as the web, Google, YouTube and others. Apart from wanting to improve the quality of work in the field of study, this field cannot be separated from ICT-based facilities. So that when students leave school they are able to compete with the competencies that have been taught at school. So far, many vocational school graduate students have gone to college and worked, although some are non-linear and some are linear.<sup>5</sup>

The following is data on graduates of the Insan Scholar Islamic Vocational School after graduating from school which is formed in a chart showing the percentage of alumni activities of the Insan Scholar Islamic Vocational School.

**Data Kegiatan Lulusan Siswa SMK Islam Insan Cendekia Angkatan Tahun 2021-2023**

■ Kuliah ■ Bekerja ■ Kuliah dan Bekerja ■ Pengangguran



<sup>4</sup> Observation, Environmental Condition of Insan Scholar Islamic Vocational School, Mempawah February 20 2024, 12:30

<sup>5</sup> Observation, Environmental Condition of Insan Scholar Islamic Vocational School, Mempawah February 20 2024, 12:30

The data presented above can provide an overview of the quality of graduates from the Insan Scholar Islamic Vocational School, 65% tend to be more dominant towards continuing their education to higher education, 17% prefer to choose work, 11% are unemployed and 7% choose to study and work.<sup>6</sup>

Apart from that, the principal also emphasized to all school parties to work together in implementing school rules, especially teachers, students or school staff. If anyone violates the rules, sanctions will be applied to those who violate, including teachers, students and school staff.<sup>7</sup>

From the explanation above, it can be concluded that the principal has an important role in managing the Insan Scholar Islamic Vocational School so as to create good graduates and make researchers interested in conducting further research.

## RESEARCH METHODS

This research uses a descriptive qualitative approach. namely understanding the phenomena experienced by research subjects and describing an object, phenomenon, or social setting which will be outlined in narrative writing.

Qualitative research is understanding phenomena about what is experienced by research subjects, for example behavior, perceptions, motivation, actions, etc. holistically and descriptively in the form of words and language, in a special natural context and by utilizing various scientific methods. <sup>8</sup>

According to Albi Anggito and Johan Setiawan, descriptive is describing an object, phenomenon, or social setting that will be expressed in narrative writing. Writing qualitative research contains quotations of data (facts) revealed in the field to provide support for what is presented in the research.<sup>9</sup>

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<sup>6</sup> Observation, Environmental Condition of Insan Scholar Islamic Vocational School, Mempawah February 20 2024, 12:30

<sup>7</sup> Observation, Environmental Condition of Insan Scholar Islamic Vocational School, Mempawah February 20 2024, 12:30

<sup>8</sup> Lexy 1. Moleong, *Conducting Qualitative Research* , Bandung: PT Youth Rosdakarya, 2009, p. 6.

<sup>9</sup> Albi Anggito, Johan Setiawan, *Qualitative research methodology*, Sukabumi : CV Trace (Jajak Publisher), 2018, p. 11.

## DISCUSSION

1. Principal Strategy in Improving the Quality of Graduates At the Human Scholar Islamic Vocational School, Kuala Secapah Village, Mempawah Hilir District, Regency Mempawah.

The principal of the Insan Scholar Islamic Vocational School must have the potential and attractive strategies to make the quality of graduates at the Insan Scholar Islamic Vocational School become competent graduates. The principal of the Insan Scholar Islamic Vocational School manages the school with the effort and hard work he puts in every day, taking advantage of all opportunities. which is there to create good cooperation with everything on campus so that we can get quality graduates from the various strategies carried out by the school principal.

Developing professional leadership duties, a school principal needs appropriate and correct strategies. The principal's leadership strategy is the main reference for all school members in contributing to the success of education. The leadership strategy should also set out the stages that must be carried out as a basis for accountable and professional work, and ease of understanding and accessing the principal's leadership strategy. <sup>10</sup>

The principal's strategy at Islamic Vocational School, Insan Scholar, in improving the quality of graduates is:

- a. Recruitment of new students

Student recruitment is the process of searching for and engaging prospective students who are able to register as students at the Insan Scholar Islamic Vocational School which is carried out by the school administrator, taking into account certain conditions, which are the standards of a school. Conceptually, recruitment can be said to mean that the step that immediately follows the recruitment process, namely selection, is no longer part of recruitment. If the recruitment process is carried out well, the result will be students who register who are then selected to ensure that only those who best

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<sup>10</sup> Wardah Hanafie Das, Abdul Halik, *Virtual-Based Principal Leadership*, Sidoarjo: Uwais Inspiration for Indonesia, 2022, p. 120-122.

fulfill all the requirements are accepted as students in the educational institutions that require them.

b. Increasing teacher competency

Teacher competency is a form of implementation of educational and teaching tasks which is influenced by work motivation to carry out an effective and efficient teaching and learning process in realizing the quality of learning. Therefore, effective leadership from the school principal greatly determines and influences teacher competence. Teachers have the task of transferring knowledge. When teachers transfer various knowledge and values, interaction occurs between teachers and students. However, the main task of a teacher is to teach, namely carrying out activities to guide and accompany students, so that changes occur in a better direction in terms of cognitive, effective and psychomotor aspects.

c. Fulfilling the facilities and infrastructure at the Islamic Vocational School for Insan Intellectuals

Facilities and infrastructure are supporting tools for successful teaching and learning which are integral to all learning activities in the educational unit and have a function and role in achieving learning activities according to the educational unit curriculum.

d. Developing the Curriculum according to community needs

The curriculum is a set or system of plans and arrangements regarding learning materials that can be guided in teaching and learning activities. In essence, the curriculum is a learning plan. Responsibilities of the School Principal in Curriculum Development As an education manager, this means that the principal is responsible for the successful implementation of educational activities by carrying out school administration with all its substance by paying attention to the needs of the community.

e. Student Potential, Interest and Talent Development Program

A school principal must be able to improve the competence of students, including the educational staff under his authority. One of the main resources that must be empowered is teachers, because teachers are the determining factor



for success in almost all school programs. In conditions like this, the leadership of the school principal plays an important role, because it can provide support that allows students to work enthusiastically through programs held by the school principal.

This is similar to what Edward Sallis stated, namely: Quality will not be achieved properly without good management. The preparation of keys can be a guide used by an organization to determine techniques or headings. Without engineering, an organization is left in no doubt as to how it can take advantage of modern opportunities. The requirement for this important effort is not to create an organizational plan. Its real centrality was that it diverted senior directors from day-to-day concerns and emphasized a re-examination of the institution's primary objectives with respect to its clients.<sup>11</sup> Starting from the recruitment period for accepting new students, the school principal must be able to have a good strategy as according to E. Mulyasa said that:

The role of the school principal is one of the most important factors in the key to success in seeking sympathy or attention about what has happened to new students, and what their parents and the community think about the school. Because the madrasa head himself is certainly required to always try to foster and develop good cooperative relationships with the community and school.<sup>12</sup>

The strategies that show improving the quality of graduates so that they are well processed and planned as a determinant of the quality of graduates according to Subarsimi and Lia Yliana are:<sup>13</sup>

- 1) Improving the quality of the learning process according to curriculum demands and student needs.
- 2) Improve field functions and school management in a structured manner.
- 3) Improving adequate teaching and learning facilities.

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<sup>11</sup>Edward Sallis. 2012. Total Quality Management In Education: Educational Quality Management, Trans. Ahmad Ali Riyadi Dah Fahrurrozi. Yogyakarta: Ircisod. h. 211-212

<sup>12</sup> E. Mulyasa, *Becoming a Professional School Principal*, (Bandung: PT Teen Rosdakarya, 2007), 2007), Cet Cet. 1, p. 187

<sup>13</sup> Subarsimi and Lia Yliana, *Educational Management* Yogyakarta: Aditya Media Yogyakarta, 2008. p. 108.



- 4) Improving the quality of educational staff and recruiting students according to their fields and duties.
  - 5) Improving the welfare of teachers and employees as well as student needs.
  - 6) Improving the quality of students.
  - 7) Creating community support for all activities at school.
  - 8) Improving religious-oriented education in schools.
2. S Implementation Processes strategies carried out by the principal in Improving the Quality of Graduates At the Human Scholar Islamic Vocational School, Kuala Secapah Village, Mempawah Hilir District, Regency Mempawah

In the process of implementing the principal's strategy at the Islamic Vocational School, Insan Intellectual School, which has been prepared previously, in the form of improving the quality of teachers/teachers, this is done by:

- a. The principal recruits new students by forming a committee, registering, testing, selecting new students, announcing accepted students and starting learning activities at the beginning of the year.
- b. The school principal holds training such as Kurmer training, teacher professionalism and training held by the National Education Department to improve pedagogical competence, professional competence, personality competence, social competence of a teacher and also involves teachers in school organizations to improve the quality of graduates at Islamic Vocational Schools.  
Scholarly Person
- c. Developing a curriculum according to what the community needs, such as making submissions for learning tools adapted to community needs, such as creating annual programs, semester programs, ATP and teaching modules.
- d. Fulfilling facilities and infrastructure, such as fulfilling existing needs at the Insan Intel Islamic Vocational School by holding a joint meeting with the staff and teachers at the school discussing what needs are needed during the teaching and learning process which is handled directly by the Deputy Head of Sarpras .
- e. The program for developing students' potential interests and talents is mentoring, literacy, Dhuha takhsin tahfid prayers, OSIS, Rohis, PMR, Tauzi after the Dhuhur prayer, with this program the Insan Intellectual Islamic Vocational

School can provide a good improvement in the quality of graduates. With this, the principal does not only focus on making the strategy but also takes part in implementing the strategy created by the principal because the principal also plays a role as an educator as well.

In improving the quality of graduates, each school has different strategies and processes. Start the process of recruiting new students which includes several points according to Siti Farikhah and Wahyudhian, namely:<sup>14</sup>

1) Committee

With the committee, each teacher will definitely be given tasks according to their assignment. Among other things, as a registration administrator, organizing registration tests, selection and announcement of selection results

2) Registration

When registering students, the school provides registration counters, information counters and registration forms

3) Testing

Testing is one of the objectives of the answer which can be used to produce prospective new students, which will later become a condition for determining whether new students will be accepted or not accepted by the educational institution.

4) Selection of new students.

Selection is also an important factor in carrying out further tasks after testing is complete. By carrying out tests that have been determined by all educational institutions,

5) Announcement of selection results

The announcement of the selection results becomes a reference for prospective new students themselves. Because with an announcement, prospective students can find out whether they have been accepted or not accepted at an educational institution and in the announcement itself, the

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<sup>14</sup> Siti Farikhah and Wahyudhian, Education Management (Sleman : Aswaja Pressindo, 2018), Cet 2, p. 43-44

timeliness of what has been announced is certain. on schedule and clearly. So it doesn't bother prospective new students.

6) Re-registration

For prospective new students who have been accepted, they are required to re-register by fulfilling the requirements and completeness requested by the madrasah which have been submitted and the madrasah must also determine the time for re-registration.

This is in line with what was stated by Murniati A, the school principal as an educator. The school principal in his position or position as an educator has the following aspects:<sup>15</sup>

- a) Ability to guide teachers, with indicators including:
  - 1. preparing teaching and Guidance Counseling or BK programs,
  - 2. implement teaching programs and BK,
  - 3. evaluate student learning outcomes and guidance and counseling, and
  - 4. implement enrichment and remedial programs.
- b) Ability to guide employees, with indicators including:
  - 1. compile a work program, and
  - 2. carry out daily tasks
- c) Ability to guide students, with indicators including:
  - 1. extra curricular activities,
  - 2. Intra-School Student Organization or OSIS, and
  - 3. take part in competitions outside of school.
- d) Ability to develop staff, with indicators including:
  - 1. through education and training,
  - 2. through peer meetings, MGMP/ MGP/ and so on,
  - 3. through seminars/discussions,
  - 4. through the provision of reading materials,
  - 5. pay attention to promotions, and
  - 6. propose promotions through the selection of KS candidates and so on.

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<sup>15</sup> Murniati A, Strategic Management: The Role of School Principals in Empowerment, Bandung: Perdana Publishing, 2008, 1st Cet, p.157-158.

- e) Ability to learn/follow developments in science and technology, with indicators that include:
  - 1. through education/training
  - 2. through professional meetings,
  - 3. through seminars/discussions,
  - 4. through reading materials.
- f) Ability to set a good teaching example, with indicators that include:
  - 1. have a Strategic Management teaching schedule of at least 6 hours per week,
  - 2. has prota, proca, SP, RP and a list of student grades.

In managing school facilities and infrastructure, there are principles that need to be considered so that goals can be achieved optimally. These principles are:<sup>16</sup>

- a. The principle of achieving goals, namely that educational infrastructure in schools must always be in a ready-to-use condition if they are to be utilized in order to achieve school learning goals.
- b. The principle of efficiency, namely that the provision of educational facilities and infrastructure in schools must be carried out through careful planning, so that good facilities and infrastructure can be provided with careful use to avoid waste.
- c. Administrative principles, namely the management of educational facilities and infrastructure in schools must always pay attention to regulations, instructions and technical instructions carried out by the competent authorities.
- d. The principle of clarity of responsibility, namely that the management of educational facilities and infrastructure in schools must be delegated to those who are capable of responsibility.
- e. The principle of cohesiveness, namely that the management of educational infrastructure in schools must be realized in the form of a very unified school work process.

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<sup>16</sup> Radiyan Yogatama, Management of Educational Facilities and Infrastructure in Improving the Quality of Learning, *Thesis*, Islamic Religious Education, IAIN Surakarta, 2016.h. 58

### 3. Supporting and Inhibiting Factors for School Principals in Improving the Quality of Graduates at Islamic Vocational Schools, Insan Intellectuals

#### a. Supporting factors

Supporting factors for improving the principal's strategy in improving the quality of Insan Scholar Islamic Vocational School students are

1. cooperation between teachers in carrying out their duties, such as disciplining students in carrying out school rules, giving sanctions to students who violate them and carrying out teachers' duties in accordance with their respective main duties and functions.
2. supporting facilities and infrastructure

Facilities and infrastructure are one of the impact factors on the success of the teaching and learning process, so the standards and use of learning facilities must be in accordance with the learning objectives. Online learning cannot be separated from the facilities that support the learning process. Every element of the school, including teachers, principals and students, experiences sudden changes that must adapt to current conditions, therefore the readiness of learning support facilities in the facilities and infrastructure used should be considered looking at the characteristics and readiness, availability of facilities that will support the learning process.

3. Community and school collaboration. Schools prepare the younger generation to be able to claim positions and fill increasingly varied job opportunities. This reciprocal influence between school and society is realized through close collaboration between the two for the benefit of student education.
4. carrying out continuous improvement evaluations with the aim of providing confirmation of school regulations to cover these deficiencies, there needs to be follow-up action that must be carried out by the school.

This is in line with what is contained in the following theory:

- a) Quality and Performance of Teachers (educators) are people who influence learning process activities. Therefore, teachers must be able to bring students to the goals they want to achieve. In this case, teachers must have a broad view and have four basic competencies that can be mastered, such as pedagogical, social, personal and professional competencies. Teachers in this case have an important role in improving the quality of education. The methods used by an institution to improve teacher quality are as follows:
- 1) Increasing teacher knowledge through courses, upgrading, learning assignments.
  - 2) Holding deliberations between teachers and all madrasah residents to solve problems and improve the quality of education.
  - 3) Carrying out comparative studies with other madrasahs in the hope of providing input related to efforts to improve the quality of education.
  - 4) Activating teachers by monitoring the learning process that will be implemented.
- b) Students are the object of education, so that the quality of education will be achieved inseparably from dependence on the physical condition, behavior and interests, talents of the students.
- c) Educational tools are efforts or actions that are deliberately used to achieve the goals of education. Therefore, educational tools are very important in learning, such as infrastructure and curriculum.
- d) Environment or society, an educational institution is greatly influenced by society such as students' parents, without society it will be difficult to improve the quality and quality of education.<sup>17</sup>
- e) The role of the Community is two-way communication from educational institutions to the community, namely providing information and participating to each other in order to foster the educational process. The community plays an important role in the implementation and administration of education. In the world of education there is a shared responsibility starting

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<sup>17</sup> Muhamad Amirudin, *Leadership of the Madrasah Head in Improving the Quality of Education at MtsN 2 Kediri City*, Malang, UIN Malang, 2018, p. 35-36.

from the government, parents and society. Without support from the community, education will not be able to be optimally successful. Society is an educational environment that plays a role in the learning process. The implementation of education will have an impact on society so that there is a reciprocal positive correlation between society and education.<sup>18</sup>

## 2. Inhibiting factors

The inhibiting factors in improving the quality of graduates at Insan Scholar Islamic Vocational School are:

- a. teachers who have not paid attention to the quality of their performance for a long time. Thus, the lack of self-awareness of teachers at Islamic Vocational School Insan Scholar here means that teachers have not been disciplined in carrying out their duties due to a lack of self-awareness of the relevant school regulations and a lack of awareness of the tasks that have been given to them. and there are still delays and also a lack of mutual cooperation because teachers are the most important part in determining the quality of graduates at Islamic Vocational School Insan Intellectuals

Good discipline will reflect the magnitude of a teacher's responsibility for the tasks given to him. Therefore, to improve the quality of national education, teachers must have discipline in carrying out their professional duties.

For teachers, absence from teaching according to schedule is sometimes unavoidable, considering that one time they had a sudden need at the same time so they did not teach.

However, this would be unnatural if absences or delays in teaching in class always and frequently occur. This has a negative impact on the learning process. First, students become disappointed, and this can reduce their motivation to learn. Students get a bad example of discipline. Second, teachers who teach seriously feel that their efforts are in vain and are at the same time disappointed. What they built was broken by their colleagues.

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<sup>18</sup> Nur Hasanah, "The Role of Community in Educational Institutions," *Journal of Elementary Education*, Flight 1, no. No. 1 (March 2017): h. 63.



Not to mention, when teachers who are disciplined in teaching, earn the same income as teachers who rarely teach in class. The impact of teachers who are lazy to teach is not only borne by them but also by the entire institution or school community. Lazy behavior to teach can also become a virus for teachers who are usually diligent in teaching.

- b. students who are still late because of their lack of awareness and responsibility and because their homes are far away so they have to use the bus is also a way to save time so they can have more freedom in studying because at school there are lots of activities, including learning school programs.

This is in line with Mahmuddin's statement that the fact in the field that we often find in schools is a lack of teacher discipline, especially the problem of teacher discipline entering the classroom during classroom learning activities. Many teachers are late for class due to lack of work discipline or other inhibiting factors. with discipline in teacher teaching, the learning process will be carried out effectively and efficiently. The success of student learning cannot be separated from the success of the teaching and learning process which is most likely influenced by teacher discipline. However, the reality in the field speaks differently, where there are still teachers who are not aware of their duties and functions, so that gaps often arise in their implementation. their duties and educational goals cannot be achieved optimally.<sup>19</sup>

This is the same as what Sokiya expressed, namely that negative behavior that is usually shown by students at school is often coming to school late, likes playing truant, throwing rubbish carelessly, being noisy in class, often not doing homework, cheating and so on. The behaviors described above are felt to interfere with the smooth teaching and learning process. Therefore, the author wants to change this behavior. However, even though various steps have been taken by the school, the changes that have occurred are not very visible. Even if there are

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<sup>19</sup> Mahmuddin, Increasing Teacher Discipline in Teaching Attendance by Implementing a Reward and Punishment System in Schools, *Jumped Journal (Educational Management Journal)*, Vol. 9, No. 2, December 2021, h. 218.

changes, they are only temporary. In the not too distant future, this negative behavior will repeat itself.<sup>20</sup>

## CONCLUSION

Based on the research conducted by the researcher at SMK Islam Insan Cendekia and the discussion on the principal's strategy in improving the quality of graduates at SMK Islam Insan Cendekia, it can be concluded that the Strategy What Principals Do to Improve the Quality of Graduates at Insan Scholar Islamic Vocational School is by preparing strategies for recruiting new students, increasing teacher competency, providing facilities and infrastructure, developing the curriculum, and improving the quality of students.

As for the process of implementing the strategy carried out by the first head Recruiting new students by forming committees, registering, testing, selecting new students, announcing accepted students and starting learning activities at the beginning of the year. secondly, holding training such as independent curriculum training, teacher professionalism and training held by the National Education Department to improve pedagogical competence, professional competence, personality competence, social competence of a teacher, also involving teachers in school organizations to improve the quality of graduates at Islamic Vocational Schools. Scholars, thirdly, develop a curriculum according to what the community needs, such as making submissions for learning tools adapted to community needs, such as creating annual programs, semester programs, ATP and teaching modules. Fourth, fulfill the facilities and infrastructure, such as fulfilling existing needs at the Insan Intel Islamic Vocational School by holding a joint meeting with the staff and teachers at the school discussing what needs are needed during the teaching and learning process which is handled directly by the deputy head. sarpras. The five programs for developing students' potential interests and talents are mentoring, literacy, Dhuha takhsin tahfid prayers, student council, Rohis, PMR, Tauzi after Dhuhur prayers.

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<sup>20</sup> Sokiyah, Economic Tokens are Tips for Habituating Positive Behavior in SMP Negeri 8 Jambi City, *Gentala Journal of Basic Education* Vol.4 No. 1, June 2019, h. 110.

There are supporting factors for school principals in improving the quality of graduates at Insan Scholar Islamic Vocational School is the high level of cooperation between teachers in carrying out their duties, such as keeping students in order, supporting facilities and infrastructure, the community helping each other as well as students having good behavior towards their teachers, carrying out continuous evaluation of improvements.

Meanwhile, the inhibiting factor in improving the quality of graduates at Insan Scholar Islamic Vocational School comes from teachers who have long paid little attention to the quality of their performance, thus the lack of self-awareness of teachers at Insan Scholar Islamic Vocational School here is that teachers have not been disciplined in carrying out their duties due to a lack of self-awareness about the relevant school regulations as well as a lack of awareness of the tasks that have been given to them. And there are still delays and also a lack of mutual cooperation because teachers are the most important part in determining the quality of graduates at the Islamic Human Intellectual Vocational School.

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