

Principal Strategies in School Management at the State Vocational High School

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ABSTRACT

This article aims to describe the principal's management in implementing education management in vocational high schools. This article uses case study research with data collection from observation interviews and documentation. The informants consist of the principal, vice principal, teachers, staff, and some school members. The findings of this study are Program implementation at SMK Negeri 1 Dlanggu has a prominent position compared to other elements of the education management standard. Each program is implemented by each school community with a high level of awareness and with a predetermined division of tasks. Monitoring and evaluation are carried out based on the education management standards that have been set. School leadership at SMK Negeri 1 Dlanggu follows the education management standard. This can be seen from the hierarchical structure consisting of the Principal, Vice Principal, and Affairs Coordinator. Each member of the leadership team is aware of their respective roles and responsibilities, and they work collaboratively to improve overall school management, with the ultimate goal of achieving educational excellence. The development of the management information system shows relatively good results, although there is still room for further improvement in the utilization of resources to facilitate school administration and management.

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1. INTRODUCTION

In the current era of globalization, it is increasingly understood how important the development of education is, this is due to the many emerging technologies or the rapid pace of civilization that will demand the readiness of more mature human resources in all respects (B, Kardini, Elshifa, Adiawaty, & Wijayanti, 2023; Musyaffa, B, Ichsan, Setianto, & Hasanah, 2023). Education can be said to be successful if the education process goes well. The process of education is the process of giving the ability to individuals to be able to give meaning to themselves and their environment (Abdussyukur, Mursyidi, Nicolas, Syarfuni, & Mufliah, 2023).

Ruswandi (Azizi, Atlasi, Ziapour, Abbas, & Naemi, 2021) highlighted that educational institutions possess assets that can be employed to fulfill educational objectives. These assets can be categorized into (a) non-human resources, encompassing school programs and curriculum, (b) human resources (HR), including principals, teachers, staff, and other education personnel, as well as students, parents, and communities with vested interests in the school, (c) physical resources (SDF), which involve buildings, rooms, equipment, educational teaching aids, learning time, and the physical environment of the school, and (d) financial resources (SDK), covering the overall school management funds obtained from both the government and the community. Effective management practices are crucial for each of these resources to successfully attain the goals established by each educational unit (Tafsir et al., 2004).

The management of education units, in this case, is the application of school-based management in addition to requiring guidelines, education management must be based on the principle of a development plan, the plan is then implemented in the form of an annual work plan which is a more detailed description of the medium-term plan of the education unit covering a period of 4 (four) years (Basari, Sebgag, Noval, Mudrikah, & Mulyanto, 2023; Hasibuan, 2022; Mohzana, Masita, Adnan, Murcahyanto, & Kulsum, 2023). (1) The annual work plan includes an educational or academic calendar, (2) a schedule for the preparation of the curriculum at the education unit level for the following year, (3) subjects taught, (4) teaching tasks for educators, (5) textbooks used, (6) schedules for the use and maintenance of infrastructure, (7) procurement of use and supply of consumables, (8) quality improvement programs for educators and education personnel, (9) teacher council meeting schedule, (10) school committee, (11) schedule for preparing RAPBS and similar reports. The elements contained in the plan must be approved by the teacher council meeting taking into account the consideration of the school committee meeting.

Efforts to improve this standardization are supported by the management of school principals because the success of an educational institution is not only supported by complete facilities and infrastructure, qualified teachers or good student input, but the role of the principal with his managerial ability is one of the educational components that play the most role in improving the quality of educational institutions (Aisyah, Ilmi, Rosyid, Wulandari, & Akhmad, 2022; Estiani & Hasanah, 2022; Yamin, Basri, & Suhartini, 2023). Many say that successful schools are those led by qualified principals. SMK Negeri 1 Dlanggu is a vocational high school located in Mojokerto Regency Based on the researcher's observation the principal has optimized the management carried out following the standard education management program well. Therefore, researchers researched "Principal Management in School Management at SMK Negeri 1 Dlanggu".

2. METHODS

This study employs a qualitative research methodology, characterized by an absence of statistical rules and quantification. The chosen approach for this research is the case study method, conducted specifically at SMK Negeri 1 Dlanggu, located at Jalan Jendral Ahmad Yani No.17, Kedunglengkong, Dlanggu, Jabaran, Pohkcek, Dlanggu District, Mojokerto Regency. The data collection techniques utilized in this study involve Observation, Documentation, and Interview (triangulation). The data analysis follows the four stages outlined by (Miles, Huberman, & Saldana, 2018): 1) Data collection, 2) Data reduction, 3) Data presentation (Data Display), and 4) Verification and Conclusion Attraction. Triangulation, a method for ensuring data validity by incorporating different sources, is applied according to Moleong (2012). This involves comparing and cross-checking findings from primary informants with those obtained from other sources.

3. FINDINGS AND DISCUSSION

Planning

The process of program planning involves the preparation of various elements related to the achievement of educational management goals and objectives. As defined by Permendiknas Number 19 of 2007 concerning Primary and Secondary Education Management Standards, program planning is characterized as an activity that encompasses the formulation of the vision, mission, school goals, and the development of multiple management guidelines. These guidelines cover planning for student affairs, curriculum and learning, the management and utilization of educators and education personnel, educational facilities and infrastructure, finance and financing, school culture and environment, public relations and partnerships, as well as other aspects that contribute to quality assurance and development. Additionally, program planning includes the monitoring and evaluation of programs.

Related to this, the author conducted an interview with the principal of SMK Negeri 1 Dlanggu, Mrs. Irni Istiqomah, saying:

"Program planning at SMK Negeri 1 Dlanggu certainly refers to the guidelines set by Permendiknas Number 19 of 2007, including all components required in it, namely the vision, mission, school goals, school work plan, and aspects of school planning and guidelines. We can see this situation by the compatibility between the guidelines and implementation in the field. The school has a vision and mission formulation that is placed at the front of the school. The Head of SMK Negeri 1 Dlanggu stated that the school's vision involves all stakeholders in the school, the school committee. Based on the SWOT analysis, the school's vision is then compiled, so that the formulation is in accordance with what is agreed by all stakeholders and the vision of education in general" The affirmation of this is based on observations made by researchers showing that the school's vision is expressed in short, clear, and easy-to-understand sentences. An aspect other than the easy to understand phrasing is that the placement of the school's vision chart is quite strategic, which is at the front after the school entrance. The school's vision is the realization of graduates with character."

In addition, the author also conducted an interview with the waka curriculum, Mr. Agus, saying:

"The school's vision is disseminated to all school residents and all interested parties by the principal. Socialization of vision is by conveying the results of joint decisions through oral and coaching as well as in the form of documents. Presentation in classes and strategic places, the vision is drawn up at the beginning of the first period.

Based on the results of observations made by researchers, the formulation of the school's mission can be understood. This is because the elaboration of the school's mission is done with numbering that makes it easier for readers to understand each item in the school's mission, besides that the use of language is also done straightforwardly, clearly, making it easier to understand.

Regarding the vision, mission and goals because SMK Negeri 1 Dlanggu has majors that are ready to be directly in the world of work, hereby Waka curriculum Mr. Agus, said: "SMK Negeri 1 Dlanggu has many majors that are in great demand in the world of work today. Our majors are in the fields of tourism, art and technology expertise".

Based on the results of research, SMK Negeri 1 Dlanggu has seven majors that are currently in demand by students, including: Multi Media, Software Engineering, Computer and Network Engineering, Boga, Hospitality, Animation, and SIJA (Information Systems, Networks and Applications)

Implementation

In the implementation of the school work plan, school implementation includes the preparation of school guidelines, making school organizational structures and implementing school activities. School guidelines include the curriculum at the education unit level (KTSP), academic calendar, school organizational structure, distribution of teacher teaching tasks, distribution of educational personnel duties, academic regulations, school rules, school code of ethics, and school operational costs. The implementation of school activities is divided into eight areas, namely:

Organizational Structure

SMK Negeri 1 Dlanggu has an organizational structure based on the results of the principal's interview with Mrs. Irni Istiqomah, saying:

"The organizational structure is administrative, the person in charge of the principal, below there is the vice principal, below there are teachers. As for the administrative staff, there is a coordinating relationship with the school committee."

In addition, the author also conducted an interview with Waka curriculum, namely Mr. Agus, stating:

"The attitude is that the organizational structure is one form of picture that is expected to be understood by school stakeholders, to be able to know their respective positions. Its function as what, for example as a teacher, is ready to receive direct instructions. As a homeroom teacher, he also knows what his position is, what his duties and authorities are and as a component that is ready to receive direct instructions. So by looking at the structure, each component can know its position as how, what its duties, its obligations how, its expectations by looking at it all can know. As an employee when looking at his position, he must introspect himself. Form the structure of the structure, the principal has four vice principals. There is a

division of affairs, which includes curriculum, infrastructure, student affairs, and public relations."

Relations related to the organizational structure of the school The author also conducted an interview with the Head of Administration, Mr. Antonius Yudha, he said: "The staff of education personnel with other staff is coordinating, while the command is directly from the principal. There is a separate division of duties in office management, namely as head of affairs, BOS treasurer, goods treasurer, salary treasurer and others. School committee positions are equal or equal in nature that are independent. Between the school and the school committee, each stands alone and cannot influence each other."

And for the implementation of counseling, extracurricular and alumni tracking service activities, an interview with Waka Kesiswaan Mr. Samsul will continue.

"Counseling in the field has various services. The problems in question include learning barriers, personal problems. For personnel, there is already a division of own tasks that deal with learning obstacles, learning motivation, and problems between students. For extracurricular services there must be scouts. For extracurricular activities, it is not mandatory to have PMR, Paskibra, traditional and modern dance, English Debate, Islamic spiritual arts, journalism, choir, nature lovers, voly ball, PIK-R and Band. And the extracurricular majors there are network engineering, IoT & Robotics, WaPro, coding academy, illustration and lattering, fruit caruing, and broadcasting and television.

Areas of Curriculum and Learning

Implementation of curriculum and learning areas consisting of the preparation of curriculum documents, educational calendars, implementation of learning programs oriented towards improving the quality of education, management of assessment of student learning outcomes. In this study, Waka curriculum, Mr. Agus, said:

"The curriculum calendar is an integral part of the KTSP document, the determination of the Education academic calendar is the authority of the Education Office. While the school compiles an academic calendar by adding activities of SMK Negeri 1 Dlanggu, including effective study time, early entry time for the school year, midterm tests, exams, distribution of report cards and others. And the activities on the Education calendar are arranged by semester, monthly, and weekly time."

And the implementation on the management of the assessment of learning outcomes Mr. Agus as Waka curriculum in the interview, said:

"The assessment of learning outcomes is carried out with various activities including, general test programs, class increase tests, midterm tests and material in the form of material. Documentation of learning outcomes assessment is carried out through the results of each assessment posted on the notice board, returning the results of each assessment to students, and through report card activities.

Facilities and Infrastructure

Implementation of facilities and infrastructure consisting of the preparation of infrastructure programs and library management as one of the learning resources. Principal Mrs. Irni Istiqomah, said: "*The preparation of the infrastructure management program at SMK Negeri 1 Dlanggu, according to the principal, Mr. Tarmadi, includes planning the needs of goods, procurement of goods, to reporting goods.*"

Based on observations, the infrastructure management program is still around recording through inventory cards. Another aspect is that during the research process, researchers have found the layout of school plans, rooms, and lay outs of each room.

Based on the results of document scrutiny, the management of infrastructure facilities at SMK Negeri 1 Dlanggu includes the addition of library materials, the procurement of learning support facilities and infrastructure, the management of sanitation facilities, and the use of information technology. Principal Mrs. Irni Istiqomah said:

"SMK Negeri 1 Dlanggu that related to facilities and infrastructure includes planning the needs of goods, procurement of goods, rehabilitation and maintenance of buildings, to reporting goods and arranging library room management. The implementation of the facilities and infrastructure program is in accordance with the indicators that have been set"

Library management, Waka Curriculum SMK Negeri 1 Dlanggu, said: *"The library certainly has work programs, starting from planning, procurement, and processing. Book procurement can be sourced from BOS or from the government."*

Based on observations, the existence of library space is good, the placement of buildings or rooms is in the front of the school. The physical condition is already very good. For services monitored in good condition.

Finance and Financing: Related to this, the author conducted an interview with the principal of SMK Negeri 1 Dlanggu, Mrs. Irni Istiqomah in her interview, saying: School financial management comes from the APBN/APBD, School Operational Assistance Fund (BOS) committees, donors, school business results and non-binding income."

Cultural and Environmental Fields: The school's efforts in creating an atmosphere and a conducive educational environment, with the preparation of a code of ethics and school rules. Related to this, the principal, Mrs. Irni Istiqomah, said: "We develop rules and codes of ethics in this school in order to create a safe and ethical environment"

Public Relations and Partnerships: Related to this, the author conducted an interview with Waka Public Relations of SMK Negeri 1 Dlanggu, namely Mr. Huddy Iswanto, said: "The school added the role of the school committee in addition to liaison, but also as a partner of the school, the community, and existing partnerships. The partnerships established include focused on cooperation in the context of education quality assurance through cooperation with tutoring, aspects of facilities and infrastructure management through cooperation with partners and agencies that provide services and services, and cooperation with DUDI including with PT. INSAN MEDIKA PERSADA, PT. MUSTIKA RATU, and SHERATON Surabaya HOTEL & TOWERS."

Based on the researcher's data, the implementation of the field of public relations and partnerships consists of activities involving school committees, communities and existing partnerships.

Supervision and Evaluation

Related to this, the author conducted an interview with the principal of SMK Negeri 1 Dlanggu, Mrs. Irni Istiqomah, saying:

"Every semester conducts an evaluation with stakeholders, the results are published and followed up. Our supervision program is carried out. As for teaching and learning activities (KBM) we have internal supervision instruments, for procurement of goods there are also evaluation instruments that we carry out every semester".

Related to this, the author conducted an interview with Waka curriculum of SMK Negeri 1 Dlanggu, namely Mr. Agus, said:

"The curriculum affairs coordinator added that the supervision program has been prepared by the principal, in relation to learning and other aspects. The supervision schedule is prepared and adjusted to the course of KBM. Evaluation of results and follow-up are carried out during coordination activities."

Then the Head of Administration Mr. Antonius Yudha Setyawan, said: "*That the supervision program is within the authority of the principal, all elements are interconnected and inseparable from each other.*"

Based on the results of the operation, there are several principals' work programs placed in the principal's office. i.e. the principal as supervisor, educator, manager, administrator and other functions. Management evaluation is realized on the information board in the principal's office.

Educator and Education Programs

Regarding the evaluation program for the utilization of educators and education staff, the author conducted an interview with the principal of SMK Negeri 1 Dlanggu, Mrs. Irni Istiqomah, said: "*Evaluation on performance implementation, for example with DP3, is a school secret. The aspects evaluated are of course all those related to the implementation of tasks and social interaction in school activities.*"

Waka curriculum Mr. Agus added that:

"The performance of educators and education staff is always monitored by the principal in various forms of supervision and evaluation. Often directly the principal monitors the teacher during classroom teaching. In addition to these two things, evaluation is carried out to see performance through direct observation, attendance, fulfillment of working hours. At least at 07.00 WIB have arrived at school, and go home at 03.00 WIB."

Based on observations, the KBM process runs well as far as research activities are carried out, teachers who provide subject matter are also in accordance with their competencies.

School Accreditation

The implementation of preparing accreditation documents has not been clearly mentioned in school planning, this is because SMK Negeri 1 Dlanggu in 2022 has carried out accreditation activities, but in the accreditation preparation process all elements of the school are involved. In addition to the process of involving stakeholders, the activities carried out by the school are also in order to achieve eight SNPs.

Based on the excerpt from the Decree of the Provincial Accreditation Board for Schools/Madrasah (BAP S / M) Number 1857 / BAN-SM / SK / 2022 concerning the Determination of School / Madrasah Accreditation Results, SMK Negeri 1 Dlanggu was declared accredited with a grade of 92 and a rank of A. The decision was determined in Jakarta on November 30, 2022

Discussion

Planning

Planning is an ongoing cognitive procedure involving analysis, formulation, and careful consideration, with decisions made requiring internal coherence that systematically connects to other decisions, both within the respective domains and across various developmental areas. There is no fixed timeframe for a particular type of activity, and it is not obligatory for one activity to precede or be followed by another (Cardy & Leonard, 2014).

According to the research findings, the planning process at SMK Negeri 1 Dlanggu can be elucidated in the following segment. The school's vision represents a goal targeted for accomplishment over a minimum of five years, addressing aspects such as academic quality, facility and infrastructure fulfillment, and overall school management. This vision is formulated through a SWOT analysis of the school's current conditions, involving all stakeholders in both the preparation and socialization phases. Lewis and Smith emphasize that the vision statement should consistently align with any potential changes that may arise.

Based on the aforementioned discussions, the program planning at SMK Negeri 1 Dlanggu is deemed commendable and aligns with the policies governing school management. This planning encompasses the development and establishment of the school's vision, mission, and goals, the formulation of both four-year and one-year school work plans, and adherence to various aspects of school planning and guidelines. Nonetheless, certain considerations should be taken into account. These include the imperative for a more comprehensive socialization process regarding school goals to ensure understanding among all members of the school community. Additionally, there is a need to align the preparation of school work plans with educational management standards, which advocate for the creation of RKJM as the foundation for RKAM and CTR as the basis for RAPBS preparation. In terms of planning, it is recommended to enhance the program plan by incorporating details related to student involvement, cultural considerations, and the school environment.

Implementation

The execution of school programs encompasses the formulation of school guidelines, establishment of school organizational structures, and the actualization of school activities. School guidelines cover elements such as the curriculum, academic calendar, school organizational structure, allocation of teaching responsibilities among teachers, assignment of duties for educational personnel, academic regulations, school policies, ethical guidelines, and operational expenses. The implementation of school activities is categorized into eight domains, including student affairs, curriculum and learning, educators and education staff, facilities and infrastructure, finance and financing, culture and environment, community relations, and partnerships (Abdurrahman, Hadijaya, & Sipahutar, 2021; Ateh & Ryan, 2023).

Based on some of the discussions above, the implementation of the program at SMK Negeri 1 Dlanggu includes (1) a description of the distribution of tasks through an organizational structure, (2) the implementation of school activities in general, (3) the implementation of student affairs consisting of the implementation of PPDB, the provision of counseling, extracurricular services, and tracking of alumni, (4) the implementation of curriculum and learning areas consisting of the preparation of curriculum documents, education calendar, implementation of learning programs oriented towards improving the quality of education, management of assessment of student learning outcomes, and having academic regulations governing learning activities and provisions for the use of learning infrastructure, (5) implementation of the field of educators and educational personnel consisting of the preparation of programs for the utilization of educators and education personnel, the implementation of career development and achievement, and the utilization of educators and personnel education which includes the duties of principals, vice principals, teachers and education staff, (6) implementation of facilities and infrastructure consisting of the preparation of infrastructure programs and library management as one of the learning resources, (7) implementation of cost and financial management based on existing regulations, namely derived from the APBN / APBD, School Operational Assistance Fund (BOS) committee, donors, school business results and non-binding income, (8) implementation of the cultural and environmental fields consisting of school efforts in creating a conducive educational environment, preparation of rules, codes of ethics, and school ethical awareness programs, (9) implementation of public relations and partnerships focused on cooperation in the context of education quality assurance through cooperation with aspects of management of facilities and infrastructure through cooperation with agencies that provide services procurement of services and services, as well as aspects of involving the community in some school activities. Based on the results of the study, the implementation of the program at SMK Negeri 1 Dlanggu is in accordance with the established indicators.

Supervision and Evaluation

Supervision and evaluation is one of the important components in school management. School supervision and evaluation are manifested in five main aspects, namely the preparation of supervision programs, school self-evaluation, evaluation and development of curriculum implementation, evaluation of the utilization of educators and education personnel, and the implementation of school accreditation (Zohriah, Fauzi, & Pandini, 2022). The implementation of supervision and evaluation is a reference in planning education quality assurance at the school level.

In light of the research findings, the oversight and assessment procedures at SMK Negeri 1 Dlanggu can be elucidated as follows: The supervision and evaluation program is conducted biannually in collaboration with school stakeholders. Subsequently, the program outcomes are disseminated, facilitating follow-up actions aimed at enhancing the school management performance (Bolatan, Gozlu, Alpan, & Zaim, 2016). While the principal holds the authority to orchestrate the program, assistance can be enlisted from teachers and staff designated by the principal (Badrun, Sugiarto, Rachmadhani, & Sh, 2022). Besides the principal, supervision is also conducted by Ministry of Agriculture supervisors. According to the study results, the aspects of the supervision program align with the predefined indicators.

Documentation of the supervision program is realized on the supervision implementation schedule that is adjusted to the course of KBM. So that the supervision process can run optimally, in addition to the schedule that has been prepared, supervision is carried out by the principal through class visits (visitation) when teachers teach or teach when there are empty classes. Based on the results of the study, the documentation aspect of the supervision program is in accordance with the indicators that have been set.

The school self-evaluation process is carried out every semester by compiling school profiles and EDM documents, but self-evaluation is as stated in the EDM documents. Based on the results of the study, the implementation of school self-evaluation is in accordance with the established indicators. The curriculum evaluation program is carried out every year, when there are changes in demands, the curriculum at SMK Negeri 1 Dlanggu can be updated according to the demands of existing needs. Curriculum evaluation program by involving school stakeholders, especially teachers and curriculum areas. Curriculum evaluation includes evaluation of student learning outcomes, evaluation of learning implementation and evaluation of learning planning (Agus, Juliadharma, & Djamaluddin, 2023; Susanti & Rokhman, 2022). Based on the results of the study, the curriculum evaluation program is in accordance with the indicators that have been set.

The evaluation program for educators and education personnel at SMK Negeri 1 Dlanggu is carried out, including DP3 assessment, supervision and monitoring carried out by the principal, evaluation and supervision, and other forms. Based on the results of the study, the evaluation program for educators and education personnel is in accordance with the established indicators.

In November 2022, SMK Negeri 1 Dlanggu has just carried out accreditation. Relating to improving institutional status and quality, it is carried out by improving school quality management based on what is the need of school residents and the community. Based on the results of the research, the management of schools for development accreditation and status improvement is in accordance with the established indicators.

Based on some of the discussions above, the supervision and evaluation at SMK Negeri 1 Dlanggu includes (1) the preparation of supervision, evaluation, and supervision programs by the principal and **functional** supervisors, (2) the implementation of supervisory program documentation for one semester by the principal and agreed upon by the teacher, (3) school self-evaluation is prepared through EDM documents containing school profiles for one school year, and based on data achieved by schools (Guangul, Suhail, Khalit, & Khidhir, 2020), (4) curriculum evaluation programs are carried out annually consisting of evaluations on learning planning, implementation, and assessment of student learning outcomes, and (5) evaluation of the performance of educators and education personnel is carried out through DP3 assessment, supervision and monitoring by the principal, as well as evaluation and supervision (Forcher et al., 2022).

School Leadership

Accountable school management requires a leadership pattern that supports it. The person in charge of school leadership is the principal, assisted by the vice principal (Day, Sammons, & Gorgen, 2020). In carrying out their duties, the principal can delegate the authority that is his responsibility to the vice principal as well as educators and education personnel who are considered capable of carrying out the duties of the principal.

Based on the results of the research, the leadership at SMK Negeri 1 Dlanggu can be explained that school leadership essentially carries out management in an accountable and transparent manner, so as to support the achievement of optimal school quality. The main responsibility is the authority of the principal, but the implementation of leadership is assisted by the vice principal (Atstsaury, Hadiyanto, & Supian, 2024). Based on the results of the study, the management aspect of school leadership is in accordance with the established indicators.

The principal, holding the responsibility for school management, exhibits the capability to provide vision and serves as a positive role model for all members of the school community (Arifin, Sutama, Aryani, Prayitno, & Waston, 2023). The execution of the principal's responsibilities adheres to the specified job description located in the principal's office. According to the research findings, the aspects concerning the principal's capability and fulfillment of duties align with the predetermined indicators (Alwi & Mumtahana, 2023).

The organizational framework of the school leadership comprises the head of the madrasah, supported by a vice principal. However, management is further facilitated by coordinators overseeing various domains, including student affairs, curriculum, facilities and infrastructure, as well as public relations and partnerships. The research findings indicate that the school leadership structure aligns with the established indicators, with the notable inclusion of coordinators overseeing specific affairs (Sutrisno, Hayati, Saputra, Arifin, & Kartiko, 2023).

The principal's role in executing leadership functions involves adopting a visionary stance and serving as a model for every member of the school community. Effective communication is a notable aspect, characterized by delivering information in a familial manner. This approach aims to enhance the effectiveness of criticism directed towards staff, fostering self-improvement and ultimately boosting performance. Instructional duties are fulfilled through coordinated activities and briefings, facilitating optimal delegation of authority and task distribution. The supervision and oversight activities are organized by preparing a schedule that aligns with teachers' schedules, ensuring adjustments to teaching and learning activities, conducting classroom visits, and employing various forms of supervision (Johnsen, Watson, Erford, Crockett, & Byrd, 2021). According to the research findings, the principal's roles align with the established indicators.

Drawing from the preceding discussions, the administration at SMK Negeri 1 Dlanggu encompasses the managerial responsibility vested in the principal, supported by the vice principal and affairs coordinator. The principal demonstrates a commendable inclination towards executing duties that offer foresight (vision) to all staff and personnel. The organizational structure of school leadership features the principal, aided by one vice principal, and four coordinators overseeing various domains (student affairs, curriculum, infrastructure, public relations). Moreover, the principal has effectively fulfilled management functions, including leadership, communication, instructional direction, as well as supervision and oversight.

Management Information System

A management information system is a set of systems used to support the decision-making process. As a supporter, using information technology-based applications. The implementation of management information systems in schools is carried out through several efforts, namely (1) The school manages an adequate management information system to support effective, and efficient education administration, (2) the school provides information facilities that are efficient, effective, and easily accessible to the community, (3) the school assigns a teacher or

education staff to serve requests for information or provision of information or complaints from the community related to school management, both in writing and all recorded and documented, and (4) schools report documented data and information to the District Education Office.

The first indicator is that schools have a management information system development program that supports the improvement of the quality of fish education services (Sirojuddin, Amirullah, Rofiq, & Kartiko, 2022). Based on the results of the study, school planning that originally did not have an internet or online network then in school planning became improved every room in the school had an online network. Then the ability to use computers is also improved so that every educator and education staff is able to operate computers (Arnold, Söbke, & Reichelt, 2019). Based on the results of this research, the SIM development program is in accordance with the established indicators.

The second indicator is that schools use facilities that are adapted to the development of science and technology in the development of management information systems. Utilization includes providing WiFi network signals so that every school resident is able to access the internet more optimally. Utilization is also carried out through the management of the school website, although the updating or management process has not been optimal. Based on the results of this research, the utilization of science and technology-based facilities is in accordance with the established indicators, but still needs to be improved.

Based on some of the discussions above, the development of management information systems at SMK Negeri 1 Dlanggu is quite good in the aspect of SIM development planning, but some things still need to be addressed, especially in the use of ICT-based facilities that support school administration activities. So it is hoped that in the future the management of SIM as one of the supporting capacities for improving the quality of schools at SMK Negeri 1 Dlanggu can be further optimized

4. CONCLUSION

Program planning at SMK Negeri 1 Dlanggu is in accordance with Education Management Standards because it includes the formulation and determination of the vision, mission, and goals of the school, as well as the preparation of school work plans in accordance with management standards. Supervision and evaluation at SMK Negeri 1 Dlanggu are carried out in accordance with aspects of curriculum implementation and the performance of educators and education staff by the principal and functional supervision. School leadership at SMK Negeri 1 Dlanggu is in accordance with education management standards because it consists of one principal assisted by four vice principals. The development of management information systems at SMK Negeri 1 Dlanggu has been very good in the planning aspect of SIM development, very well used, especially in the use of ICT-based facilities that support school administration activities. SIM management at SMK Negeri 1 Dlanggu is known as SIAKAD because it is one of the supporting capacities for improving school quality. School management at SMK Negeri 1 Dlanggu runs according to the principal's management. Planning, implementation, supervision and evaluation, as well as management information systems are carried out well and are in accordance with management standards. Management at SMK Negeri 1 Dlanggu has good implications with good principal management.

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