



Multidisciplinary Review Journal

Review Article

EFFECT OF EFFECTIVENESS OF PRINCIPAL LEADERSHIP AND IMPLEMENTATION OF TEACHER QUALITY IMPROVEMENT STRATEGIES ON SCHOOL QUALITY AND QUALITY OF GRADUATES IN JUNIOR HIGH SCHOOL TOURISM HOSPITALITY ACCOMMODATION WEST JAVA-INDONESIA

Harun Al Rasyid¹, Veithzal Rivai Zainal², Willy Arafah³, Iwan Kurniawan Subagja⁴, Ram Al Jaffri Saad⁵

¹Ministry of Education and Culture Republic of Indonesia, denharun@gmail.com

²Professor Islamic Economics, veithzal47@gmail.com

³Professor at Universitas Trisakti Jakarta, willy.arafah@gmail.com

⁴Lecturer at Universitas Krisnadwipayana, Jakarta, iwankurniawan@unkris.ac.id

⁵Associate Professor at Tunku Puteri Intan Safinaz School of Accountancy (TISSA UUM) Universiti Utara Malaysia, ram@uum.edu.my

Received: 11.12.2019

Revised: 13.01.2020

Accepted: 15.02.2020

Abstract

This study aims to obtain valid, reliable and valid empirical data, facts and information regarding the effect of the effectiveness of school principal leadership, the implementation of strategies for improving teacher quality on school quality and graduate quality. The object of research is the Tourism Vocational Hospitality Accommodation Sector in West Java, with 112 respondents consisting of teachers consisting of the education department, principals, teachers and representatives from the industrial world. Data analysis uses descriptive statistics and path analysis. The results showed that the effectiveness of the principal's leadership and the implementation of the teacher quality improvement strategy significantly affected the quality of the school and the quality of graduates both directly and indirectly. School quality variables do not have a significant direct effect on the quality of graduates. However, indirectly the school quality variable is significant as a mediating variable in this research model. The results of this study cannot be generalized to all similar populations in other provinces or nationally. But with this limitation, it is hoped that future research can involve more samples and reach a wider population. This study only tested four variables, namely the effectiveness of the principal's leadership, the implementation of strategies to improve teacher quality, and school quality was associated with the quality of SMK graduates. This research proves the effectiveness of leadership and the implementation of strategies to improve teacher quality in school quality and graduate quality. Therefore, policymakers in the education sector can be one of the references to improve the quality of graduates.

Keywords: the effectiveness of the principal's leadership, implementation of strategies to improve teacher quality, school quality and graduate quality

© 2019 by Advance Scientific Research. This is an open-access article under the CC BY license (<http://creativecommons.org/licenses/by/4.0/>) DOI: <http://dx.doi.org/10.31838/jcr.07.04.11>

INTRODUCTION

The quality of SMK graduates is closely related to the learning process that is influenced by many factors including the leadership of the school principal, organizational culture, organizational climate, school quality consisting of curriculum, quality of teaching staff, learning process, facilities and infrastructure, tools and materials, school management, school environment, and student employment. The principal's leadership determines the direction and process of learning in the school. School goals can be achieved well if supported by the principal's leadership which is strong, participatory and effective. Then the quality of schools becomes a thing that also provides support for the implementation of a good learning process, especially related to school facilities and infrastructure. Leadership effectiveness is leadership that can maintain relationships with employees with enthusiasm, integrity, toughness, fairness, humility, and self-confidence that they have so that they can develop a business and cooperative climate in organizational life. The principal's leadership in this context contributes very significantly to improving the quality of schools and the quality of graduates.

Educators are one of the main factors affecting the quality of education in a country. The shortage of productive teachers is experienced in almost every province, such as the results of research conducted in eight provinces namely Central Java, DIY, East Java, West Java, DKI Jakarta, Lampung, South Kalimantan, and West Nusa Tenggara. Implementation of strategies to improve teacher quality is very urgent in the face of quality competition in the modern era. However, not all schools can

survive in development. This is due to the lack of response from vocational schools (SMK) to the demands of society and the development of the times. Implementation of strategies to improve teacher quality following the objectives can have an impact on improving the quality or quality of schools and the quality of graduates.

In addition to these two factors, school quality is no less important in determining the quality of graduates. The concept of quality in education needs to be formulated following the characteristics and basis of values while taking into account the dynamics of change, especially in practice and the fulfillment of quality demands. A quality school has a goal so that the educational activities that occur in it can take place properly and can achieve the expected goals. All activities, efforts, and efforts made are aimed at the sustainability of these activities, namely learning activities. Quality in the world of education is some procedures that describe a process following the objectives.

The problem now is how the influence of the effectiveness of the principal's leadership and the implementation of strategies to improve teacher quality on school quality and its implications for the quality of graduates of the Tourism Vocational Hospitality Expertise in West Java Province can obtain clarify whether or not the structural relationship between the variables, and find the presence or absence the effect of each exogenous variable directly on endogenous variables. Where the novelty in this study is the effectiveness of the school principal's leadership, the implementation of strategies to improve teacher quality and school quality is associated with the quality of SMK graduates, combining the dimensions of

previous theories and using path analysis and research locus in the Tourism Vocational School Hospitality Accommodation Expertise in Java Province West.

Research that examines four variables together has never been done by another researcher. The use of path analysis methods to test the proposed research models has also not been studied by previous researchers. The subject of the study was the Tourism Vocational Expertise in Hospitality Accommodation Expertise of one province as the locus of this study, which had not been conducted by previous researchers. As a reference for previous research both nationally and internationally more to examine the variables of leadership effectiveness by improving the quality of teachers and the quality of education (schools). Besides teacher competence is associated with the quality of graduates (quality of education). More testing leadership and other different variables related to education quality (school quality and graduate quality). No research examines the implementation of teacher quality improvement strategies let alone related to other variables including variables of school quality and graduate quality.

RESEARCH METHODS

This research uses a mixed approach (mix method research / MMR), by combining quantitative and qualitative research techniques, in a single study. The use of MMR is based on the consideration that the quantitative analysis results do not provide a more detailed explanation related to the research variables. This means that the results of the qualitative analysis can strengthen the results of quantitative data analysis. The time of data collection is done at the same time (concurrent) both during the preliminary study (pre-survey) and when collecting research data. The weight of the study is more dominant in the quantitative approach to obtain primary data, namely the survey method with questionnaires as the main instrument and qualitative methods to complement and enrich the primary method. The qualitative method uses a semi-structured interview, FGD with the Delphi method and observation to the West Java Provincial Education Office.

Population and Research Samples

The target population in the study were all Vocational High School Teachers in the Hospitality Accommodation Expertise in West Java Province in 2019. The sample in the study was a portion of the population. The sampling technique used is Random Sampling, which is a simple random sampling method. Technically, sampling uses a proportional random sampling technique by lottery. Proportional is used to determine the number of samples in each school.

Data Analysis Method

Quantitative Analysis

The data analysis technique used is descriptive, inferential analysis and test the analysis requirements. The use of descriptive analysis to obtain a picture of the spread characteristics of each variable studied. Descriptive analysis can be presented in the form of frequency distribution tables and histograms. The central size includes the mean, middle value, and mode. The size of the spread includes variances and standard deviations. Whereas inferential analysis is used to test research hypotheses using path analysis. All research hypothesis testing was performed using $\alpha = 0.05$.

Qualitative Analysis

The strategy of this research is a mixed concurrent dominant design where the quantitative approach is more dominant than the qualitative approach. Quantitative data collection (main) is carried out simultaneously with qualitative data collection (supporting and complementary). While observations were made on Tourism Vocational Hospitality Administration Expertise whose teachers were research respondents to find out the educational facilities they had. This activity was carried out starting in September 2019. To verify the results obtained from in-depth interviews, document analysis was carried out, especially on school RKS documents.

To maintain credibility in this study, it was conducted: 1) triangulation of data collection methods (interviews, FGD, and Observation) and triangulation of data sources namely the principal (3 people), vocational teachers (5 people), education experts (2 people), industry hospitality (2 people) and officials of the West Java provincial education office; 2) before the interview begins, each informant is asked to fill out a consent form; 3. Researchers enter the research environment.

RESEARCH RESULTS AND DISCUSSION

Structural Models and Correlations Between Variables

Before testing the hypothesis, for calculations to test the causality model by path analysis the structural model was prioritized. The structural model consists of one endogenous variable, Y2, and three exogenous variables, namely X1, X2, and Y1. Among the three exogenous variables, there is a Y1 variable which is an intermediate endogenous variable.

The next step is to calculate the correlation coefficient between variables in the structural model using the Pearson Product Moment correlation formula because the correlated data are interval. To proceed with path analysis, the correlation coefficients between variables in the model must be significant. For this purpose, each coefficient of correlation between variables was tested for significance by the t-test. The results of calculating the correlation between variables and their significance are presented in the following table:

Table 1. Results of Calculation of Correlation Coefficient Between Variables and Significance Tests

Correlation	r-arithmetic	t-arithmetic	t table		Conclusion
			t(0,99)	t(0,95)	
X1X2	0,897	21,30	2,62	1,98	Significant
X1Y1	0,901	21,74	2,62	1,98	Significant
X2Y1	0,886	20,03	2,62	1,98	Significant
X1Y2	0,840	16,25	2,62	1,98	Significant
X2Y2	0,834	15,87	2,62	1,98	Significant
Y1Y2	0,821	15,07	2,62	1,98	Significant

The results of the calculation of the correlation coefficient between variables in the structural model are then presented in the correlation matrix as shown in Table 2 below:

Table 2. Simple Correlation Coefficient Matrices between variables in the Structural Model

Correlation	X1	X2	Y1	Y2
X1	1	0,897	0,901	0,840

X2	0,897	1	0,886	0,834
Y1	0,901		1	0,821
Y2	0,840			1

Furthermore, to obtain a description of the causal relationship between the variables studied, the theoretical model analyzed is presented in Figure 1. In the model, five path coefficients were obtained that showed a direct effect, namely X1 to Y1

(py_{1x1}), X2 to Y1 (py_{1x2}), X1 to Y2 (py_{2x1}), X2 to Y2 (py_{2x2}), and Y1 to Y2 (py_{2y1}). The causal relationship model can be described as follows:

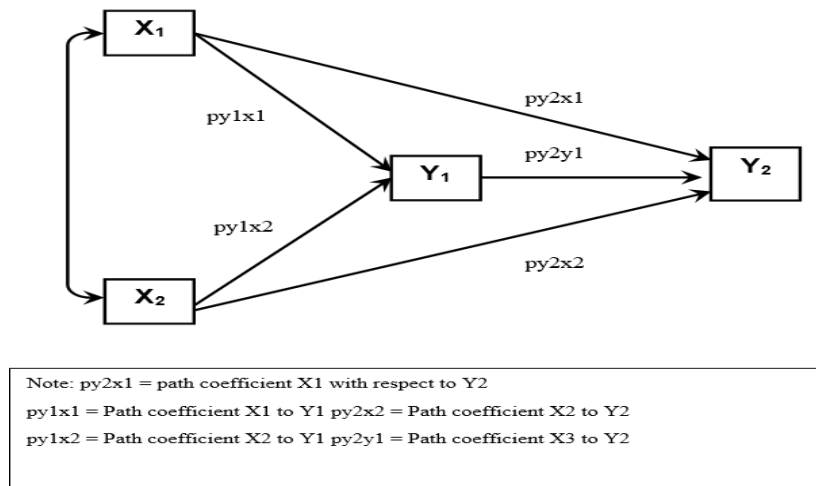


Figure 1. Intervariable Relations in a Structural Model

Furthermore, based on the results of the calculation of the correlation coefficient in Table 2 above, the path coefficient is calculated using the method of substitution and elimination as well as matrix multiplication. From the path coefficients that have been obtained are then tested for significance using t-test statistics. If the path tested shows an insignificant coefficient, the path can be removed from the model and the structural relationship model between variables can be modified.

Structural Pathways Model of Early Research

The structural model as shown in Figure 1 above consists of two substructures namely Substructure-1 and Substructure-2. In Substructure-1 there is one endogenous variable namely Y1 and two exogenous variables namely X1 and X2. Whereas in Substructure-2 there is an endogenous variable namely Y2 and three exogenous variables namely X1, X2, and Y1. The summary results of the calculation of the path coefficient and test the significance of the path coefficient can be summarized in the following table:

Structural Pathways Model Research Structures

Table 3 Results of Calculation of Intervariable Path Coefficients and Test its Significance

No.	Path	Coefficients	t-count	t-table		Conclusion
				t(0,99)	t(0,95)	
1.	py_{1x1}	0,543	6,306	2,62	1,98	Significant
2.	py_{1x2}	0,399	4,631	2,62	1,98	Significant
3.	py_{2x1}	0,360	2,802	2,62	1,98	Significant
4.	py_{2x2}	0,332	2,764	2,62	1,98	Significant
5.	py_{2y1}	0,203	1,658	2,62	1,98	No Significant

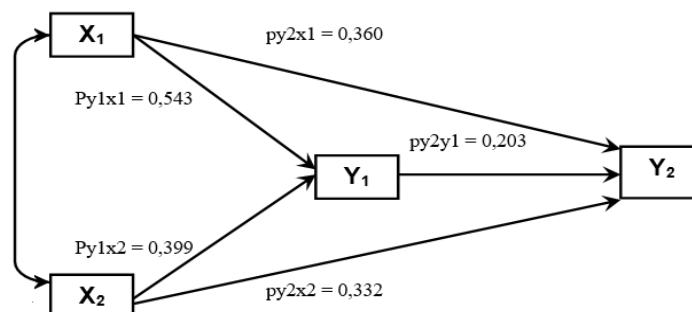


Figure 2. Structural Model Effect of Intervariable Results of Calculation of Correlation Coefficient and Path Coefficient Hypothesis Test

Based on the calculation of the direct path coefficient is used to determine the coefficient of indirect paths and test hypotheses

and measure the percentage of direct and indirect influence between variables. The conclusion of the hypothesis proposed

through the calculation of the coefficient of the proposed hypothesis is drawn through the calculation of the path coefficient and the significance for each path studied.

Table 4. Recapitulation of Hypothesis Test Results

No	Hypothesis	Statistical Test	t-count	t-table		Decision
				$\alpha=0,01$	$\alpha=0,05$	
1.	There is a positive direct effect on the effectiveness of the principal's leadership on school quality	Ho: $\beta_{y1x1} \leq 0$ Ho: $\beta_{y1x1} > 0$	6,306	2,62	1,98	Significant
2.	There is a positive direct effect on the implementation of strategies for improving teacher quality on school quality	Ho: $\beta_{y1x2} \leq 0$ Ho: $\beta_{y1x2} > 0$	4,631	2,62	1,98	Significant
3.	There is a positive direct effect on the effectiveness of the principal's leadership on the quality of graduates	Ho: $\beta_{y2x1} \leq 0$ Ho: $\beta_{y2x1} > 0$	2,802	2,62	1,98	Significant
4.	There is a positive direct effect on the implementation of strategies for improving teacher quality on graduate quality	Ho: $\beta_{y2x2} \leq 0$ Ho: $\beta_{y2x2} > 0$	2,764	2,62	1,98	Significant
5.	There is a positive direct effect of school quality on the quality of graduates	Ho: $\beta_{y2y1} \leq 0$ Ho: $\beta_{y2y1} > 0$	1,658	2,62	1,98	No Significant

Discussion of Research Results

In this section, we will discuss these direct effects as well as other influences outside the model that need to be explored

further to find out the direct and indirect effects of exogenous variables on endogenous variables through other endogenous variables, which can be explained in Table 5 below:

Table 5. Direct Effects, Indirect Effects and Total Effects X1, X2, and Y1 on Y2

Variable	Direct Effect on Y2	Indirect Effects Through Y1	Total Effect
X1	0,360	= $0,360 \times 0,230 = 0,083$	= $0,360 + 0,083 = 0,443$
X2	0,332	= $0,332 \times 0,230 = 0,076$	= $0,332 + 0,076 = 0,408$
Y1	0,203	-	0,203

Based on the calculation results obtained path coefficient value $\beta_{y1x1} = 0.543$ with $t_{count} = 6.306$ while known $t_{table} = 2.62$ at $\alpha = 0.01$ ($t > 0.99$) $t_{table} = 1.98$ at $\alpha = 0.05$ ($t > 0.95$). Because $t_{arithmetic} > t_{table}$ then H_0 is rejected or the path coefficient is significant both at the 95% confidence level and 99%. Based on these calculations it can be concluded that the effectiveness of the principal's leadership has a direct positive effect on school quality.

The path coefficient value of $\beta_{y1x2} = 0.399$ with $t_{count} = 4.631$, while known $t_{table} = 2.62$ at $\alpha = 0.01$ ($t > 0.99$) $t_{table} = 1.98$ at $\alpha = 0.05$ ($t > 0.95$). Because $t_{count} > t_{table}$ then H_0 is rejected or the path coefficient is significant both at the 95% confidence level and 99%. Because $t_{count} > t_{table}$, H_0 is rejected or the path coefficient is significant. Based on these calculations it can be concluded that the implementation of the teacher quality improvement strategy has a direct positive effect on school quality.

The path coefficient value of $\beta_{y2x1} = 0.360$ with $t_{count} = 2.802$, while known $t_{table} = 2.62$ at $\alpha = 0.01$ ($t > 0.99$) $t_{table} = 1.98$ at $\alpha = 0.05$ ($t > 0.95$). Because $t_{arithmetic} > T_{table}$ then H_0 is rejected or the path coefficient is significant both at the 95% confidence level and 99%. Based on these calculations it can be concluded that the effectiveness of the principal's leadership directly influences the quality of graduates.

The path coefficient value of $\beta_{y2x2} = 0.332$ with $t = 2.764$, while known $t_{table} = 2.62$ at $\alpha = 0.01$ ($t > 0.99$) $t_{table} = 1.98$ at $\alpha = 0.05$ ($t > 0.95$). Because $t_{arithmetic} > t_{table}$ then H_0 is rejected or the path coefficient is significant both at the 95% confidence level and 99%. Based on these calculations it can be concluded that the implementation of the teacher quality improvement strategy has a direct positive effect on the quality of graduates.

The path coefficient value of $\beta_{y2y1} = 0.203$ with $t = 1.658$, while known $t_{table} = 2.62$ at $\alpha = 0.01$ ($t > 0.99$) $t_{table} = 1.98$ at $\alpha = 0.05$ ($t > 0.95$). Because $t_{arithmetic} > t_{table}$ then H_0 is accepted or path coefficient is not significant either at the 95% confidence level or 99%. Based on these calculations it can be concluded that school quality has a direct positive effect on the quality of graduates but is not significant.

The mediating effect or the indirect effect of school quality on the effect of the effectiveness of the principal's leadership on graduate quality is 0.083. The mediating effect or the indirect effect of school quality on the effect of implementing a strategy for improving teacher quality on graduate quality is 0.076. The total effect of the effectiveness of the principal's leadership on the quality of graduates mediated by school quality is required. This can be seen from the total effect which is greater than the direct effect obtained by the total effect value (0.443) > direct effect (0.360). The total effect of the implementation of the teacher quality improvement strategy on the quality of graduates mediated by school quality is required. This can be seen from the total effect that is greater than the direct effect obtained by the total effect value (0.408) > direct effect (0.076).

The effectiveness of the leadership of the Tourism Vocational School Principal in Hospitality Accommodation in the West Java Province has a direct positive effect on the quality of graduates. Based on the calculation results obtained path coefficient $\beta_{y2x1} = 0.360$. In this research, it is said that there is a significant influence, so it is stated that there is a direct effect on the effectiveness of the leadership of the principal on the quality of graduates. It turns out that the t_{count} for the effect of the effectiveness of the principal's leadership on the quality of graduates is 2.802 greater than $t_{table} = 1.98$ at 110 degrees of freedom and the real level of $\alpha = 0.05$ and $t_{table} = 2.62$ at 110

degrees of freedom and the real level of $\alpha = 0,01$, it can be concluded that there is a direct effect on the effectiveness of the principal's leadership on the quality of graduates.

Based on this empirical evidence, showing the effectiveness of the principal's leadership is a variable that can directly influence the variable quality of graduates. Theoretical depiction of the effect of the effectiveness of the leadership of the principal on the quality of graduates following the results of research in Timor, Saud and Suhardan (2018) that describe the implementation of the leadership of the school principal, teacher performance and school quality, as well as analyzing the influence of the principal's leadership and teacher performance both partially and jointly -same on school quality. There is a weak but influential relationship between the principal's leadership and the quality of the school. There is a weak but significant and significant relationship between teacher performance and school quality. Simultaneously, the principal's leadership and teacher performance have a weak but significant relationship and have a positive effect on school quality.

The implementation of strategies to improve teacher quality has a direct positive effect on the quality of graduates of Tourism Vocational Hospitality Accommodation Expertise in West Java Province. The results showed that the implementation of the teacher quality improvement strategy had a direct positive effect on the quality of SMK graduates with a path coefficient of 0.339. In this research, it is said that there is a significant influence, so it is stated that there is a direct effect on the effectiveness of the leadership of the principal on the quality of graduates. It turns out that the t-count for the effect of the implementation of strategies to improve teacher quality to graduate quality is 4,631 greater than t-table = 1.98 at 110 degrees of freedom and the real level of $\alpha = 0.05$ and t-table = 2.62 at 110 degrees of freedom and the real level of $\alpha = 0.01$, it can be concluded that there is a direct effect on the implementation of strategies for improving teacher quality on the quality of graduates. Based on this empirical evidence, shows the implementation of strategies to improve teacher quality is a variable that can directly influence the variable quality of graduates.

This study supports the theory put forward by Permana (2017) who found that teacher competence and certification have a high relationship to improving the quality of teaching staff (teachers) in schools. A teacher who has good quality shows competence and certification as an educator. In line with Hammond's research (2010) which shows that policy investment in teacher quality might be related to improving student performance. Quantitative analysis shows that measures of teacher preparation and certification are by far the strongest correlations of student achievement in reading and mathematics, both before and after controlling poverty and the language status of students. Country policy surveys and case study data are used to evaluate policies that affect the overall level of teacher qualifications in and across the state. This analysis shows that the policies adopted by countries regarding teacher education, licensing, recruitment, and professional development can make important differences in the qualifications and capacities that teachers bring to their work. Implications for state efforts to improve quality and equality in education.

The effectiveness of the principal's leadership has a direct positive effect on school quality. The results showed that the effectiveness of the principal's leadership had a direct positive effect on school quality with a path coefficient of 0.543. In this research, it is said that there is a significant influence, so it is stated that there is a direct effect on the effectiveness of the school principal's leadership on the quality of the school. It turns out that the t-count for the effect of school quality on graduate quality of 6.306 is greater than t-table = 1.98 at 110 degrees of freedom and the real level $\alpha = 0.05$ or t-table = 2.62 at 110 degrees of freedom and the real level $\alpha = 0.01$, it can be

concluded that there is a direct effect on school quality on school quality. Based on this empirical evidence, showing school quality is a variable that can directly influence school quality variables. Fourth, the implementation of strategies to improve teacher quality has a direct positive effect on school quality. The results showed that the implementation of the teacher quality improvement strategy had a direct positive effect on school quality with a path coefficient of 0.332. It turns out that the t-count for the effect of the implementation of strategies to improve teacher quality to graduate quality of 2.764 is greater than t-table = 1.98 at 110 degrees of freedom and the real level of $\alpha = 0.05$ and t-table = 2.62 at 110 degrees of freedom and the real level of $\alpha = 0.01$, it can be concluded that there is a direct influence on the implementation of strategies for improving teacher quality on school quality. Based on this empirical evidence, shows the implementation of strategies to improve teacher quality is a variable that can directly influence the variable quality of schools.

This study supports the theory put forward by Timor, Saud and Suhardan (2018) to describe the implementation of school principal leadership, teacher performance and school quality which shows that school quality is in the high category, school principal leadership and teacher performance are in the high enough category. There is a weak but influential relationship between the principal's leadership and the quality of the school. There is a weak but significant and significant relationship between teacher performance and school quality. Simultaneously, the principal's leadership and teacher performance have a weak but significant relationship and have a positive effect on school quality. Therefore it is necessary to improve the quality of leadership following the context on the ground.

School quality has a positive but not significant direct effect on the quality of SMK graduates. The results showed that school quality had a positive but not significant effect on the quality of SMK graduates with a path coefficient of 0.203. In this study, it was said that the effect was not significant, it was stated that there was no direct effect of the principal's leadership strategy on the quality of graduates. It turns out that the t-count for the effect of school quality on graduate quality is 1.658 smaller than t-table = 1.98 at 110 degrees of freedom and the real level of $\alpha = 0.05$ and t-table = 2.62 at 110 degrees of freedom and the real level of $\alpha = 0.01$, it can be concluded that there is no direct effect of school quality on the quality of graduates. Based on this empirical evidence, shows that school quality is a variable that cannot directly influence graduates' quality variables.

CONCLUSION

There is a positive direct effect on the effectiveness of the principal's leadership on the quality of graduates, the implementation of strategies to improve teacher quality on the quality of graduates, the effectiveness of the leadership of school principals on the quality of schools, the implementation of strategies to improve the quality of teachers towards school quality, school quality on the quality of graduates. Besides, the results of this study also showed that the effectiveness of the principal's leadership indirectly had a positive effect on the quality of graduates through school quality. The implementation of strategies to improve teacher quality indirectly has a positive effect on the quality of graduates through school quality. This study also shows that the variations that emerge in the quality of graduates of Tourism Vocational Hospitality Accommodation Expertise in West Java Province are not directly affected by school quality and indirectly by the effectiveness of school principal leadership and the implementation of strategies to improve teacher quality through school quality.

IMPLICATION

This good school quality can only be realized if the principal can foster the spirit of professionalism of administrative staff and support his development as a professional. High-quality teachers can be a guarantee for the learning process in the

classroom well. The effectiveness of the leadership of the Tourism Vocational School principal in the Hospitality Accommodation Expertise in West Java Province in the West Java province as its role in shaping coordination and communication that contains the different task divisions of each school component to achieve its goals. To improve the quality of SMK graduates it must be done through improving the implementation of the teacher quality improvement strategy.

RESEARCH LIMITATIONS

Limitations related to the generalization of the results of this study. This study only examined four variables namely the effectiveness of the principal's leadership, the implementation of strategies to improve teacher quality, and school quality was associated with the quality of SMK graduates. The instrument used in this study although it has been tested and has proven to be valid and reliable, in its implementation it is possible that the teachers who filled out the questionnaire were not serious so that it could affect the quality of the results of this study.

SUGGESTION

To improve the quality of SMK Tourism Graduates in the Hospitality Accommodation Expertise to improve the quality of education in vocational schools especially in the field of tourism in West Java Province, it is hoped that the Head of the West Java Provincial Education Office needs to develop certain policies that are expected to improve the quality of SMK graduates with pay attention to aspects of the effectiveness of the principal's leadership, implementation of strategies to improve teacher quality and school quality. Principals, School Committees and Education Councils are key factors and determinants of all operational policies in schools, especially in SMKs in West Java Province. Other researchers, especially in the field of strategic management in the field of education, should examine further the other variables that are suspected of having a direct or indirect relationship to the quality of graduates of the Tourism Vocational School in Tourism Accommodation Expertise in West Java Province.

REFERENCES

1. Armstrong, Michael and Stephens Tina. (2005). Handbook of Management and Leadership A Guide To Managing For Results. London: Kogan Page Limited.
2. Anwar Prabu, Mangkunegara. (2003). Perencanaan dan Pengembangan Sumber Daya Manusia. Bandung: Aditama.
3. Ayu, Atikka, Yulisetyawati Burhanuddin dan Wildan Zulkarnain. (2018). Eefektivitas Kepemimpinan Kepala Sekolah dan Hubungannya dengan Kinerja Guru. Jurnal Administrasi dan Manajemen Pendidikan Volume 1 Nomor 1 Maret 2018, hal. 37-44.
4. Badudu, S. (2003). Kamus Kata-kata Serapan Asing Dalam Bahasa Indonesia. Jakarta: PT. Kompas Media Nusantara.
5. Bangun, Wilson. (2012). Manajemen Sumber Daya Manusia, Jakarta: Penerbit Erlangga.
6. Becker, Gary Stanley. (2011). Human Capital: a theoretical and empirical analysis, with special reference to education 3rd edition. London: The University of Chicago Press, Ltd.
7. Colquitt, Jason A, Jeffery A. Le Pine, and Michael J. Wesson. (2009). Organizational Behavior. Improving Performance and Commitment in the Workplace, New York: McGraw. Hill/Irwin.
8. Depdiknas, (2002). Manajemen Peningkatan Mutu Berbasis Sekolah, Konsep Dasar, Jakarta: Ditjend Pendidikan Dasar dan Menengah.
9. Dessler Gary. (2013). Human Resources Management. Thirteenth Edition. USA: Pearson Education Limited.
10. DuBrin, Andrew J. (2010). Leadership Sixth Edition. United States: Cengage Learning.
11. Engkoswara, Aan Komariah. (2010). Administrasi Pendidikan, Bandung: Alfabeta.
12. Ernie Tisnawati Sule & Kurniawan Saefullah. (2010). Pengantar Manajemen, Edisi Pertama. Jakarta: Kencana.
13. Gibson James L, Ivancevich John M., and Donnelly James H. (2012). *Organizations: Behavior, Structure, Processes*. Singapore: McGraw Hill.
14. Griffin, Ricky W. (2011). Management, Principle and Practices. South Western-USA: Cengage Learning.
15. Griffin, Ricky W. (2013). Management, Principle and Practices, Eleventh Edition. Canada: Nelson Education, Ltd.
16. Grundy, T (2009), Managing Strategic Change, London, Kogan, 22-26.
17. Hasibuan, Malayu S.P., (2009). Manajemen Sumber Daya Manusia. Bumi Aksara, Jakarta
18. Hoy, Wayne K. School Climate-Measuring School Climate, School Climate and Outcomes, Issues Trends and Controversies. 2010.
19. Ivancevich, John M. Human Resource Management, (2010). Eleventh Edition. Singapore: McGraw-Hill Education.
20. Jalal Fasliet. (2009). Teacher Certification In Indonesia: A Strategy For Teacher Quality Improvement. Jakarta: Depdiknas-World Bank.
21. Kinicki Angelo dan Wiliams Brian K. Management, (2011). A Practical Introduction. New York: The McGraw-Hill Companies.
22. Komariah, A & Triatna, C (2006). Visionary Leadership: Menuju Sekolah Efektif. Jakarta: Bumi Aksara
23. Kreitner, Robert, and Kinicki, Angelo. (2010). Organizational Behavior. Singapore: McGraw – Hill.
24. Luthans Fred. Organizational Behavior. (2011). Twelfth Edition. Singapore: McGraw Hill Education (Asia).
25. Luthans Fred and Doh Jonathan P. (2009). International Management, Culture, Strategy, and Behavior, Seventh Edition. USA: McGraw Hill.
26. Mullins, John W dan Walker Jr, Orville C. (2015). *Marketing Management: A Strategic Decision-Making Approach*, 8th Edition, McGraw-Hill International Edition.
27. Mulyasa. (2011). Manajemen Berbasis Sekolah, Konsep, strategi dan Implementasi. Bandung : PT Remaja Rosdakarya.
28. Nawawi, Hadari (2012). Kepemimpinan Yang Efektif. Yogyakarta: Gadjah Mada University Press
29. Newstrom, John W. (2011). Organizational Behavior: Human Behavior at Work. New York: McGraw-Hill Companies Inc.
30. Nurkolis, Manajemen Berbasis Sekolah: Teori, Model dan Aplikasi, Jakarta: Grasindo, 2003.
31. Nurzazin. (2011). Gerakan Menata Mutu Pendidikan: Teori dan Aplikasi. Jogjakarta: Ar-Ruzz Media
32. Pasaribu dan Simanjuntak. (2013). Sosiologi dan Pembangunan. Bandung: Tarsito
33. Pearce, A. John II Dan B. Robinson, Richard Jr. Cristine, (2014), Terj. Bachtiar Yanivi Manajemen Strategis formulasi, Implementasi, Dan Pengendalian. Jakarta: Salemba Empat.
34. Priansa, (2014), Manajemen Supervisi dan kepemimpinan Kepala Sekolah. Alfabeta, Bandung.
35. Ramli, Abdullah. (2012). Pembelajaran Berbasis Pemanfaatan Sumber Belajar. 12(2): halaman 216-231.
36. Rastodio. Mengangkat Citra dan Martabat Guru. 2009.(<http://www.rastodio.com>)
37. Riduwan dan Engkos Achmad Kuncoro. (2011). Cara Menggunakan dan Memaknai Path Analysis (Analisis Jalur). Bandung: Alfabeta.
38. Rini, Riswanti. (2011). Manajemen Berbasis Sekolah dan Hasil Penelitian. Bandar Lampung: Universitas Lampung.
39. Rivai, Veithzal & Sylviana Murni. (2009). Education Management. Rajawali Pers/PT Rajagrafindo Persada. Jakarta
40. Rivai, Veithzal. (2009). Manajemen Sumber Daya Manusia untuk Perusahaan. Jakarta: PT. Raya Persada.
41. Rivai, Veithzal & Murni, Sylviana. (2010). Education Management: Analisis Teori dan Praktek. Jakarta: Rajawali Press

42. Robbins, Stephen P., and Coulter Mary. (2012). Management. Eleventh Edition. New Jersey: Pearson Education Limited. prospective door-to-door study(2012)Journal of Cardiovascular Disease Research, 3 (2), pp. 117-123. DOI: 10.4103/0975-3583.95365
43. Robbins, Stephen, P, and Judge Timothy A. (2011). Organizational Behavior, Fourth tent Edition, New Jersey: Pearson Education Inc.
44. Rohman, Nur. (2017). Peran Kepala Sekolah dalam Peningkatan Mutu Pendidikan Perspektif Manajemen Mutu Terpadu (Studi Kasus di SDUT Bumi Kartini, Jepara). Jurnal Tarbawi Vol. 14. No. 2. Juli – Desember 2017, hal. 200-216.
45. Sagala, Syaiful. (2010). Konsep dan Makna Pembelajaran. Bandung: CV. ALFABETA.
46. Sagala, S. (2013). Manajemen Strategik dalam Peningkatan Mutu Pendidikan. Alfabeta, Bandung.
47. Salim, Peter dan Yani Salim, (2005). Kamus Bahasa Indonesia Kontemporer, Edisi Pertama, Jakarta: Modern English Press.
48. Sallis, E. (2010). Total Quality Management in Education (Third edit). London: the Taylor
49. Sedarmayanti. (2010). Manajemen Sumber Daya Manusia. Bandung: PT Refika Aditama.
50. Sowiyah. (2010). Kepemimpinan Kepala sekolah Capai Prestasi Juara UKS Nasional. Universitas Lampung. Bandar Lampung.
51. Sugiyono. (2011). Metode Penelitian Kombinasi (Mixed Methods), Bandung: CV. Alfabeta.
52. Surya, Mohamad. (2014). Psikologi Guru: Konsep dan Aplikasi. Bandung: Alfabeta.
53. Suryadi, Ace dan Agus Budiman (2015). Peran Pendidikan Vokasi dalam Upaya Meningkatkan Kompetensi Profesional pada Guru SMK Teknik Kendaraan Ringan. Prosiding Seminar Nasional Pendidikan Vokasi dalam Rangka Dies Natalis Ke-54 Ft UNY.
54. Suryosubroto. (2010). Manajemen Pendidikan di Sekolah. Rineka Cipta. Jakarta.
55. Sayed, Y. & Kanjee, A. (2013). "An Overview of Education Policy Change in Post-apartheid South Africa." In: Sayed, Y., Kanjee, A. & Nkomom, M. (Eds.) The Search for Quality Education in Post-apartheid South Africa: Interventions to Improve Learning and Teaching, 5–39. Cape Town. HSRC.
56. Syarifuddin (2012). Manajemen Mutu Terpadu dalam Pendidikan Konsep, Strategi dan Aplikasi, Jakarta.Grasindo.
57. Syah, Muhibbin. (2013), Psikologi Pendidikan,Dengan Pendekatan Baru , Bandung PT Remaja Rosdakarya
58. Thoha, Miftah, (2010). Kepemimpinan Dalam Manajemen, Jakarta : Rajawali Pers
59. Tilaar, H.A.R dkk. (2016). Pedagogik Kritis: Perkembangan, Substansi, dan Perkembangannya di Indonesia. Jakarta: Rineka Cipta.
60. Uwes, Sanusi. (2003) Pengembangan Mutu Dosen. Jakarta: Logos Wacana Ilmu.
61. Wahjosumidjo. (2010). Kepemimpinan Kepala Sekolah. Raja Grafindo Persada, Jakarta.
62. Wibowo. (2010). Manajemen Kinerja. Jakarta: Rajawali Pers.
63. Wibowo. (2011). Budaya Organisasi. Jakarta: Rajawali Pers.
64. Zahro, Anna Mar'atuz, Ahmad Yusuf Sobri dan Ahmad Nurabad. (2018). Kepemimpinan Perubahan Kepala Sekolah dalam Meningkatkan Mutu Pendidikan. Jurnal Administrasi dan Manajemen Pendidikan, Volume 1 Nomor 3 September 2018, hal. 358-363.
65. Zazin, Nur. (2011). Gerakan Menata Mutu Pendidikan : Teori dan Aplikasi. Jogjakarta: Ar-Ruzz Media.
66. Pathirage Kamal Perera. "Traditional medicine-based therapies for cancer management." Systematic Reviews in Pharmacy 10.1 (2019), 90-92. Print. doi:10.5530/srp.2019.1.15
67. Bansal, S.K., Saxena, V., Kandpal, S.D., Gray, W.K., Walker, R.W., Goel, D.The prevalance of hypertension and hypertension risk factors in a rural Indian community: A