

Principal Management in an Effort to Improve the Competency of Graduates Based on Outcomes Based Education (OBE) at SMKN 1 Sangatta Utara

Sukamti¹, Laili Komariyah², Nurlaili Moh Bahzar³, Dwi Nugraha Hidayanto⁴ and Azainil⁵

Universitas Mulawarman, Samarinda, Indonesia

Abstract: This research is important to minimize the gap in graduate competencies with the needs of the world of work. Data collection by interviews, observations and documentation studies. Interviews were conducted with the principal and four deputy principals. The research site is at SMKN 1 North Sangatta in East Kutai district, East Kalimantan province. Data analysis uses the Miles and Huberman interactive analysis model which includes the stages of data collection, data reduction, data presentation and drawing of conclusions. Data validity techniques with triangulation of techniques and sources. The results of the study show that the planning carried out by school principals in an effort to improve the competence of OBE-based graduates is to determine learning outcomes, design the curriculum of educational units, the learning process, improve facilities, improve GTK competencies, and document learning outcomes that are aligned with the world of work. Organizing with the main task of the vice principal for the curriculum which is assisted by all heads of expertise concentrations. Planning can be carried out well. The results of the Competency Certification Test in the last 3 years have increased, namely from 2023 to 59%, 68% and 83%. Supervision is carried out directly by the principal, academic supervision, picket teachers and level applications. Supporting factors are teachers who have a growth mindset, facilities and infrastructure and are close to IDUKA. The inhibiting factor is teachers who have a fixed mindset and the principal's communication with the teacher is less effective.

Keywords: Principal management, graduate competencies, Outcomes Based Education.

INTRODUCTION

The Directorate General of Vocational Education of the Ministry of Education and Culture (2021) states that vocational school graduates must have the ability to work in the real world of work (*link and match*), competency certification according to entrepreneurial skills and character and adaptive ability to industrial changes 4.0. The role of school principals as educational leaders is very important in creating a managerial system that is able to encourage the improvement of graduate competencies in accordance with the needs of the world of work and the industrial world. Research on principal management is important to find out the right principal management to improve graduate competencies based on *Outcome Based Education* (OBE) so that graduates have the ability to work in the real world of work (*link and match*).

LITERATURE REVIEW

Transformational leadership has no significant influence on the effectiveness of the organization. The results of the study show that the more experience a leader has, the more effective an organization will be. The better the transformational leadership and the longer the experience as a leader, the more effective the institution will be. Organizational commitment is not effectively a moderator variable in mediating the influence of transformational leadership and leadership experience on organizational effectiveness (Komariah L., 2022). The

managerial ability of the school principal strongly supports the planning to improve the quality of education so that it can maximize planning well and can achieve the desired goal, namely improving the quality of education in schools. In addition, quality improvement planning that is carried out properly and sustainably can support vocational schools to become centers of excellence for education and training for graduates (Harliansyah et.al., 2022).

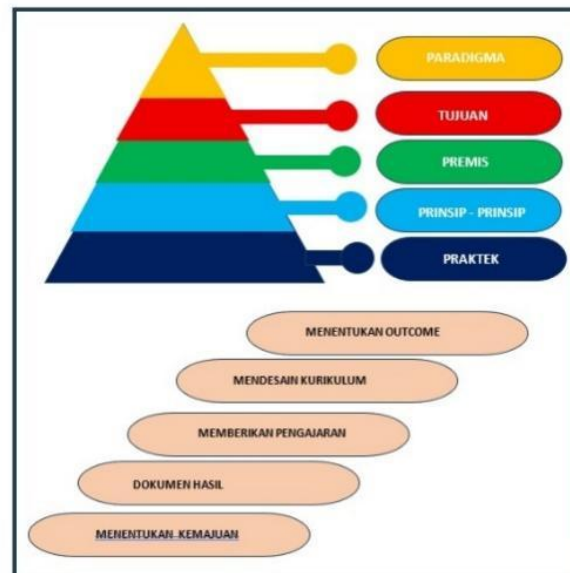
The competitiveness of vocational school graduates in East Kalimantan can achieve optimal results if vocational school leaders are able to anticipate and track organizational changes through their authority to build structures, human resources, technology, and mechanisms that can create a new and more productive culture. These findings can help Indonesian policymakers increase vocational school graduates with competitive advantages to compete in the industrial world (Nurlaili, 2023). Planning at SD Muhammadiyah 1 emphasizes on strengthening religious values and the use of technology. In the implementation stage, the focus is on religious activities and the use of technology to create a dynamic and interactive learning environment; and at the supervision stage, it is carried out through structured evaluations, class observations, and routine evaluation meetings. By implementing the results of this research, it is hoped that a better and

competitive educational environment can be created, able to produce a more qualified generation (Basuni *et al.*, 2025).

Outcome-based education (OBE) is a student-centered teaching model that emphasizes the assessment of student performance through results. Outcomes include knowledge, skills, and behaviors. OBEs give more weight to what students will be able to do than what they will know. The implementation of the concept of *outcome-based education* that has been adjusted to the curriculum framework in Indonesia can be realized as expected. Outcome-based education (OBE) provides the latest paradigm shift that sweeps the current education system. The direction of education must be able to face global challenges. The outcome-based education model

has relevance to technological advancements for teaching and learning design. OBE presents a recurrent education reform that is based on a student-centered learning philosophy and focuses on outputs (outcomes) rather than taught inputs (Muzakir & Susanto, 2023).

Outcome Based Education (OBE) is an educational process that focuses on achieving certain concrete results that are determined and continues the learning process in an innovative, interactive, and effective manner. The educational process starts from curriculum design, formulation of learning objectives, and learning goals, learning strategies, design of learning methods, assessment procedures, and educational environment.



Picture 1. Pyramid OBE

The education unit stage of implementing OBE-based learning starts from planning to determine *outcomes/outcomes*, designing the curriculum, providing teaching, documenting results and determining progress (Rahma A., Wahyuningtyas A. *et al.*, 2023).

Determination of *Outcomes* for Vocational Secondary Education Units based on the Indonesian Minister of Education and Culture Regulation number 5 of 2022 concerning Graduate Competency Standards (SKL), Learning Outcomes in the Regulation of the Minister of Education and Culture number 032/H/KR/2024 which is in accordance with the vision and mission of the Education unit. The learning caps of the Vocational High School Level in the Permendikbud have been adjusted to the needs of

the world of work and the industrial world. According to Rasyid A., Yunita B., Susila W., *et al.* (2022) the curriculum by focusing on outputs or *Outcome Based Education (OBE)* is in the form of knowledge and *skills* that can be measured (*concretely measurable*).

MATERIALS AND METHODS

Research with qualitative approach case study methods. Data collection with interviews, observations and documentation studies. Interviews were conducted with the principal and four deputy principals. The research site was chosen SMKN 1 Sangatta Utara which is located in East Kutai regency, East Kalimantan province. The research time is July – November 2025. The qualitative data analysis obtained will be analyzed using the Miles and Huberman interactive analysis

model which includes the stages of data collection, data reduction, data presentation and conclusion drawn. Reduce data by selecting statements from important informants related to the purpose of the study. Data reduction is done by coding using the Atlas application. TI 9. Data validity techniques with triangulation of techniques and sources.

RESULTS AND DISCUSSIONS

The principal's planning in an effort to improve the competence of OBE-based graduates that has been agreed with teachers, IDUKA Administrative Staff, including the Determination of Learning Outcomes for each concentration of expertise with demands in Industry and the World of Work. Designing the curriculum of the educational unit. The curriculum design of SMKN 1 Sangatta Utara contained in the KSP SMKN 1 Sangatta Utara includes planning about the Vision, mission and

goals of SMKN 1 Sangatta Utara, Learning Skills for each concentration of expertise in accordance with the Indonesian Minister of Education and Culture number 032/H/KR/2024 which has been adjusted to IDUKA, learning planning, and assessment. Planning for Improving Facilities and Infrastructure, Improving Human Resources, Documenting Student Learning Outcomes, School Principal Programs in an effort to improve the competence of OBE-based graduates based on the planning that has been made and with the help of teachers and school residents in accordance with their respective duties can be carried out properly.

Based on secondary data, namely in the BLUD financial management pattern document of SMKN1 North Sangatta, the organizational structure of SMKN 1 Sangatta Utara is as follows:

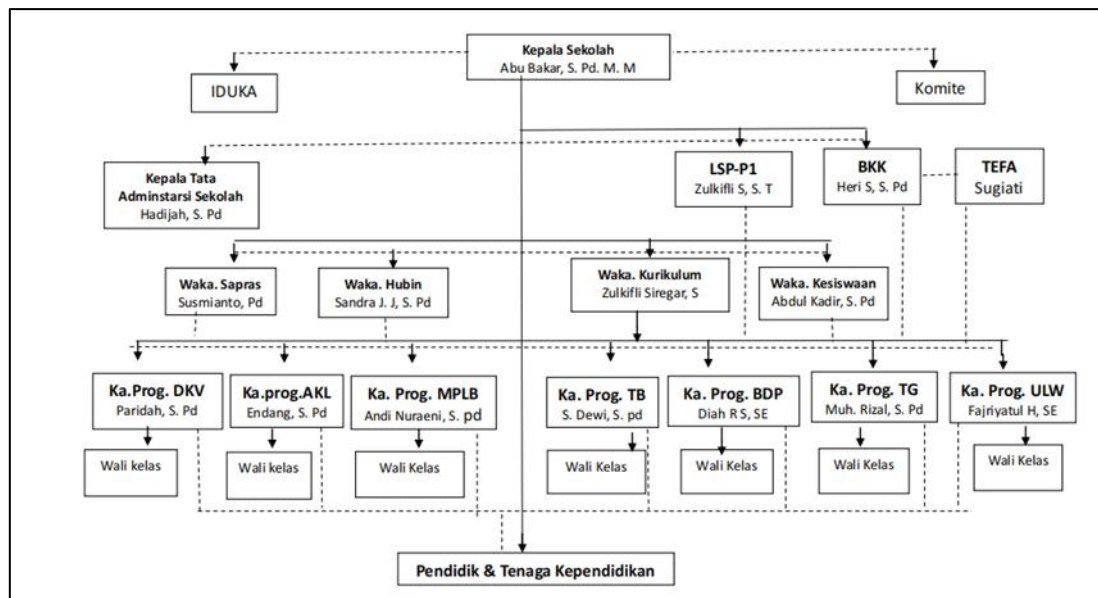


Figure 1. Organizational Structure of SMKN 1 Sangatta Utara
Source : BLUD Governance Document SMKN 1 Sangatta Utara

Based on the organizational structure, the vice principal for curriculum supervises the head of the expertise program or head of the department and coordinates with other vice principals. The vice principal for curriculum is also the Chairman of the Professional Certification Institute (LSP)-P1 which means responsible for the learning process and also responsible for the implementation of student competency certification. The deputy principal for curriculum in carrying out his duties is assisted by the head of the expertise program.

The principal's programs can be implemented well even though facilities and infrastructure are still needed to be improved. The determination of

learning outcomes is based on the Minister of Education and Culture number 032/H/KR/2024 with various IDUKA in accordance with the concentration of their respective expertise. Accounting and Institutional Finance with BRI and Prima Sangatta Hospital (RSPKT), Office Management and Business Services with PT Pamapersada Nusantara, Visual Communication Design and Graphic Engineering with CV. Arjuna and CV kreasindo, Marketing with Alfamini, Fashion with Colorful CV, and Computer Network and Telecommunication Engineering with PT Multikontrol Nusantara. The learning process with a block schedule is adaptive and dynamic following the learning needs of the teaching factory and

IDUKA Improving GTK competencies with assessor education and training, teacher professional education (PPG) and teacher internships at CV. Kreasindo, CV Arjuna, BRI, and PT Pamapersada Nusantara. The supporting factors are teachers who have a growth mindset, facilities and infrastructure are quite supportive, close to IDUKA. Supervision is carried out directly by the principal, with academic supervision, picket teachers, and level applications. The inhibiting factors are teachers who have a fixed mindset, innate leadership communication is less effective, and lack of parental awareness of the need for mutual cooperation.

CONCLUSION

- The principal's planning in an effort to improve the competence of OBE-based graduates at SMKN 1 Sangatta Utara is to determine learning outcomes, design the curriculum, implement learning, improve facilities and infrastructure, improve human resources, and document student learning outcomes that are aligned with IDUKA.
- The organization of the principal in an effort to improve the competence of OBE-based graduates at SMKN 1 Sangatta Utara with the process of preparing an organizational structure that selects teachers from the results of the principal's personal observations and observations is then discussed with a small team, namely from the Deputy Principal. If there is already a draft, then it will be submitted to the deliberation of all teachers and Administration. The main implementer is charged by the vice principal for curriculum who is assisted by all the heads of expertise concentrations and coordinates with the vice principal for student affairs, public relations, facilities and infrastructure.
- The implementation carried out by the principal in an effort to improve the competence of OBE-based graduates at SMKN 1 Sangatta Utara was carried out well. This is shown that learning outcomes, curriculum design, learning processes, improvement of infrastructure suggestions, improvement of GTK and documentation of learning outcomes have been adjusted to IDUKA's needs.
- Supervision of school principals in an effort to improve the competence of OBE-based graduates at SMKN 1 Sangatta Utara is carried out directly by the principal, academic

supervision, picket teachers and level applications.

- The supporting factors of the principal in an effort to improve the competence of OBE-based graduates at SMKN 1 Sangatta Utara are 75% of teachers who have a growth mindset, facilities and infrastructure are quite supportive even though they are still being improved, close to IDUKA both public and private.
- The factors that hinder school principals in efforts to improve the competence of OBE-based graduates at SMKN 1 Sangatta Utara are 25% of teachers who have a fixed mindset, and the mind of *TEFA* not all Education Office officials understand, the communication of the leadership is innate and vice versa less effective, the lack of cooperation between the old school and the school.

Limitation and Suggestions

Based on the results of research on the management of school principals in an effort to improve the competence of OBE-based graduates at SMKN 1 Sangatta Utara which has included planning, organizing, implementing and supervising as well as supporting and inhibiting factors. From the inhibiting factors, it was found that there was a lack of effective communication between the principal and subordinates, the existence of teachers who were still 25% of the way and the lack of maximum cooperation between the education unit and parents, so it was necessary to carry out further research on analyzing these obstacles so that the solution could be found appropriately so that the results could be maximized.

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