



BEACCTIVE as educational leadership model to create partnerships with business and industry

Danny Meirawan*, Heni Mulyani, Kholifatul Husna Asri

Universitas Pendidikan Indonesia, Indonesia

*Corresponding Author: dmeirawan@upi.edu

ABSTRACT

This study aims to analyze how the partnership of vocational schools with business and industry through the education leadership model. The research used a quantitative approach with an explanatory survey method. Proportionated stratified random sampling technique was used in this research. A total of 1.630 respondents consists of principals, the head of the expertise program, the deputy principal for curriculum, the deputy principal for public relations, and teachers who participated in this research. The instrument used is a questionnaire. The data analysis used was multiple regression. The results showed that the BEACCTIVE model could be a determining factor for the success of establishing a partnership. The reason is that the partnerships were developed through the formulation of plans, human resource management, decision making, and the ability of school principals to attract business and industry. The school's partnership with business and industry has a good fit and improves through programs centered on students' skills and expertise aligned with standards of business and industry, the business and industry that actively support the educational practices at schools, and the absorption of graduates in various industrial sectors.

Keywords: educational leadership, partnership, model of leadership

Article history

Received:
25 November 2021

Revised:
30 March 2022

Accepted:
21 April 2022

Published:
1 June 2022

Citation (APA Style): Meirawan, D., Mulyani, H., & Asri, K. H. (2022). Be active as educational leadership model to create partnerships with business and industry. *Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan*, 41(2), 295-307. <https://doi.org/10.21831/cp.v41i2.45913>

INTRODUCTION

Business and industry partnerships with vocational high schools are needed to prepare students to enter the workforce and to make them able to carry out professional development in carrying out work activities. Vocational high schools serve as parties that play a fundamental role in preparing a workforce that is by market demands that continue to experience changes and developments (Nuryanto & Eryandi, 2020). Thus, vocational high schools should produce human resources who can adapt to advances and developments in technology and science. Vocational high school graduates still have low competence and do not fill many job vacancies. They have not yet met the competency requirements required by business and industry (Azevedo, Apfelthaler & Hurst, 2012; Murniati, Usman & Azizah, 2016; Kenayathulla, Ahmad & Idris, 2019). This causes an impact on the magnitude of the unemployment rate for vocational school graduates, which shows that the quality of vocational education is still not optimal and has a relationship with the demands needed in industry and business. This kind of gap is because of several problems, including the education system in vocational schools wholly held by the school. They still have less ability to adapt to developments and changes in the fieldwork. They do not have sufficient work readiness (Jackson, 2010; Siswanto, Sugiono & Prasojo, 2018).

Various problems appear in a mismatch between business and industry and vocational high schools. *First*, not all the Vocational High Schools produce graduates that have a good attitude in adapting to the needs of business and industry (Abdullah-Al-Mamun, 2012). This problem is due to the absence of modern, proper, and supportive facilities, such as work laboratories and

workshops, and unestablished good partnerships with businesses and industry. *Second*, it comes from the aspect of educators from Vocational Schools who have not developed their abilities so that they are in line with the times. Many educators in Vocational Schools are carried out of their own will, thus causing many graduates who do not have acceptable abilities (Brennan & Green, 2013). *Third*, the programs provided by the school are still not very efficient and effective (Tan & Nam, 2012). Various educational problems in vocational education related to the link and match policy require schools to form partnerships to encourage the improvement of graduate competencies and demand the relevance of education to the needs of employers. Thus, a good partnership between vocational high school and business and industry is beneficial in improving the graduates' competence (Murniati et al, 2016).

Vocational High School graduates must have job readiness and skills in their fields through designed collaborative programs that involve industry to pay attention to the demand of job requirements (Agrawal, 2013). Preparing graduates who are ready to work and in line with the need of the workforce are closely related to the role of the principal (Apriana, Kristiawan, & Wardiah, 2019). The existence of the principal is significant in improving the quality of education in schools. Therefore, school principals need to have the ability and competence to lead schools. They are also responsible for handling the maintenance and utilization of infrastructure or facilities, fostering school administration education staff, and educational activities (Article 1 of Government Regulation number 28 of 1990).

The principal is an important figure leading the school, the key to quality in schools, and must be a catalyst in terms of the quality of educational programs (Mulyani, 2020). The principal has the task of carrying out the leadership of the ongoing learning activities in the school, has responsibilities regarding the fulfillment or non-fulfillment of the school goals, and needs to become an innovator and a leader.

Principals are required to have good skills in counseling, planning of teaching materials, human relations, teaching, and curriculum development (Petzko, 2008). In addition, school principals must have good social skills, good organizational skills, a good attitude, self-acceptance, and an extensive network. The demands regarding schools having quality from the wider community are also high. These include management accountability, managerial effectiveness, and simultaneous management efficiency (Caldwell & Spinks, 2005).

Alignment of the curriculum in schools with business and industry intends to produce qualified graduates who can fulfill the requirements and qualifications required by business and industry (Helyer, 2011). The orientation of this alignment is to create a paradigm with the right people in the right places. The long-term commitment of mutualism between the world of work and the school must be encouraged to increase the number of employees and the graduates' competence. The curriculum is implemented based on planning that comes from a combination of construction and instruction; thus, the basic approach is to produce learning stages that refer to vocational high school with comparisons from practices in the world of work and aim to have the expected learning process. It is aimed to encourage vocational schools to produce students who have good hard and soft skills, and improve the quality of the learning process, especially in the field of practice. Competencies or skills acquired when students carry out theoretical learning can be implemented in the business field they are involved in work (Mulder, Weigel, & Collins, 2007). Based on information obtained from several research results conducted by previous researchers, the learning process practiced in schools was not in line with the needs of business and industry. This results in having graduates who are not ready to enter the world of work (Kavanagh & Drennan, 2008). Therefore, it is necessary to improve the quality and relevance of education in vocational schools to create graduates who have competing values and the ability to be ready to work.

Principal leadership plays a significant role in determining job qualifications according to business and industry standards. It happens if the principal's role in the education process in vocational high schools has a good relationship or partnership with business and industry. This kind of problem is in line with what is described by Djojonegoro (1998) that the relationship and the appropriateness of time to be implemented in the ongoing learning process in the school environment, namely the form of a good relationship between business and industry with

vocational education as the key to success education for vocational schools. In addition, the principal of the vocational high school must have a role of 1) giving confidence to members to be ready to face dynamic business and industry changes, 2) providing solutions to changes that occur and affect school progress, and 3) aiding the success of the ongoing partnership activities (Ediger, 2014).

In addition, the readiness and ability of school principals to recognize elements of business and industrial changes that affect the quality of graduates are necessary for the leadership of principals, especially in vocational high schools (Verona, 2001). Principals must be open and able to increase knowledge and skills to manage the business and industry changes that are constantly changing (Ediger, 2014). Therefore, school principals must make work programs through activities that exist in schools that can provide opportunities as well as challenges to developing knowledge, independence, needs, personality, capacity, and creativity with dynamics and field realities, for example, targets and achievements, performance demands, self-management, collaboration, social interaction, real problems, and also ability requirements.

According to Lynch (2000), the partnership forged between schools and business and industry is the key to the success of dual system education in vocational high schools, where the implementation process is designed, carried out, and evaluated jointly so that in the end the suitability of graduates' competencies to business and industrial demands increases. The partnership of vocational high schools with business and industry has a strategic role in producing graduates who can compete in global competition and are also productive (Murniati et al, 2016). The stages in carrying out learning assessments, curriculum adjustments, and existing processes in Vocational Schools can be done by strengthening and perfecting the model that adapts to existing demand, changing the model from supply-driven that is happening now to standardization. The characteristic of vocational high schools is to prioritize a job-based learning approach.

Thus, this study intends to define a suitable strategy to form a school partnership or business-industry cooperation, using an educational leadership model studied before, namely Brave, Entrepreneurial, Active, Creative, Collaborative, Trust, Intelligent, Visionary, and Exemplary (BEACCTIVE). The research uses a quantitative approach with a survey-explanatory method. There have been many studies on principal leadership, transformational leadership (Lucas & Valentine, 2002; Marks & Printy, 2003), visionary (LeSourd & Grady, 1989; Karwan, Hariri, & Ridwan, 2021), and strategic leadership (Caldwell, 1998; Chen, 2008). Several principal leadership components: idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, direction seller, agent of change, spokesperson, coach, and detailed characteristics of each of these components became the discussion in the study. However, there is no principal leadership research specifically related to partnerships. Being is a relationship between two or more parties that form a cooperative bond with a specific goal to obtain better results, a partnership must rely on mutual trust, integrity, and a desire to improve quality and mutually beneficial relationships (Casto, 2016). Therefore, it is necessary to have the character or nature of a leader who can establish good partnerships. Specifically related to partnerships with business and industry, then from the leader aspect, nine main components are used as traits that must exist in the school principals' leadership covering Brave, Entrepreneur, Active, Creative, Collaboration, Trust, Intelligent, Visionary, Exemplary (BEACCTIVE). This model refers to transformational, visionary, and strategic leadership theory. The novelties of this study were the BEACCTIVE model as the role of the educational leadership in creating a partnership with business and industry and making the quality of vocational school graduates more relevant to business and industry needs.

METHOD

The approach used in this study is a quantitative approach with a survey-explanatory method. The subject was the Vocational High School in Bogor, West Java province. The reason for choosing Bogor was because Bogor has the highest number of Vocational High Schools among other cities/districts in West Java Province. The population in this study was 362

vocational schools with a sample of 163 schools determined by the technique of proportionate stratified random sampling to represent the population. The first step in taking the sample number is to determine the number of schools and respondents from each school consisting of principals, vice principals, and teachers. Thus, the total respondent of 1.630 people consists of principals, the head of the expertise program, the deputy principal for curriculum, the deputy principal for public relations, and teachers. Questionnaires were used as an instrument to collect data. With responses ranging from 1 (lowest positive value) to 5 (highest positive value), the questionnaire requires research participants to respond to statements on the most appropriate response choices addressing features of the principal's leadership (Brave, Entrepreneur, Active, Creative, Collaboration, Trust, Intelligent, Visionary, Exemplary) and school partnership. The educational leadership (BEACCTIVE) questionnaire was from leadership theory, and the school partnership questionnaire was from partnership theory.

The validity and reliability of the instrument have been tested. All items are declared valid at a significance of 0.05 and reliable with a value of $\alpha > 0.7$. In this study, there were nine independent variables and one dependent variable. The independent variable consists of brave (X1), entrepreneurial (X2), active (X3), creative (X4), collaboration (X5), trust (X6), intelligent (X7), and visionary (X8,) and exemplary (X9). Meanwhile, the dependent variable is partnerships with businesses and industries. The model of the relationship between the independent and the dependent variable is in Figure 1.

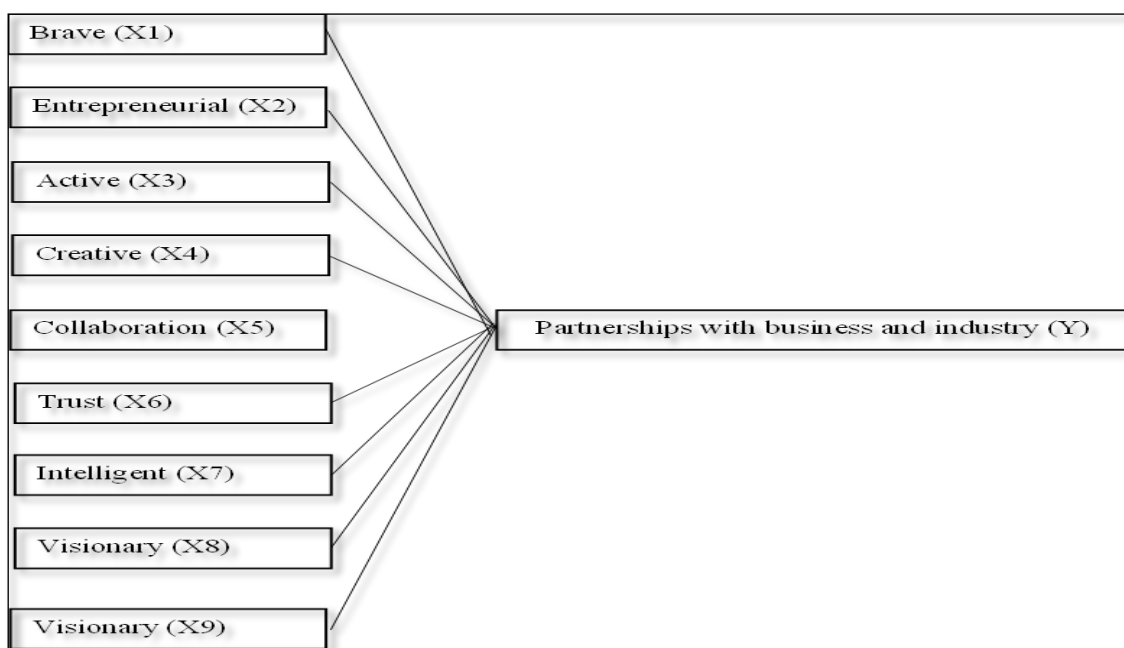


Figure 1. The Relationship Model

The data analysis technique used in this research was multiple regression by testing the effect of each independent variable on the dependent variable. The data analysis technique begins with testing classical assumptions as a prerequisite for multiple regression, namely the multicollinearity and heteroscedasticity test. The significance of the model proposed in this study was tested using the F test.

FINDING AND DISCUSSION

Finding

The principal's leadership variables include brave, entrepreneurial, active, creative, collaboration, trust, intelligence, visionary, and exemplary. The nine aspects are analyzed for their effect on the school's partnership with business and industry. The results of hypothesis testing are in Table 1.

Table 1. Hypothesis testing

Model		t	Sig
1	Constant	-1.121	.266
	X1	2.344	.022
	X2	2.589	.019
	X3	4.871	.000
	X4	2.982	.004
	X5	2.420	.018
	X6	2.744	.007
	X7	6.490	.037
	X8	5.022	.028
	X9	2.010	.048

Table 1 shows that all independent variables affect the dependent variable. The educational leadership model that consists of brave, entrepreneurial, active, creative, collaboration, trust, intelligence, visionary, and exemplary influences the partnership between schools, businesses, and industry. The calculation of each effect of variable X on variable Y can be seen more clearly in Figure 2.

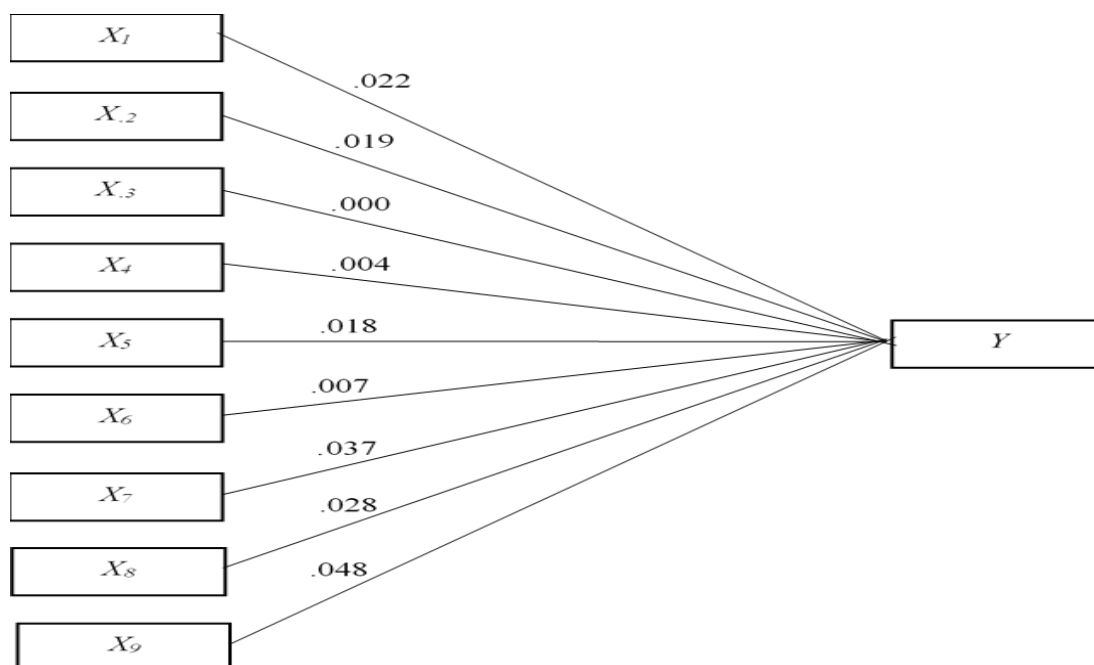


Figure 2. The Value Calculation of the Effect between Variables

Figure 2 shows that the variables X1 (brave), X2 (entrepreneur), X3 (active), X4 (creative), X5 (collaboration), X6 (trust), X7 (intelligent), X8 (visionary), and X9 (exemplary) is a factor that can predict variable Y (school's partnership with business and industry) as proven in the calculation results in Table 2.

Table 2. Significance model

Model	F	Sig.
1 Regression	18,251	,000b

a. Dependent Variable: Y

b. Predictors: (constant), X9, X8, X7, X6, X5, X4, X3, X2, X1

Discussion

Based on the research findings, Vocational high schools in Bogor have implemented a learning process centered on student skills through partnerships with business and industry. The

partnership built by vocational high schools in Bogor with business and industry can produce school programs that support the preparation of students' provisions to enter the world of work. The students get much hands-on practical learning with business and industry. This finding supports Mustaghfiroh's (2020) opinion that direct experience (practice) is the best stimulus in student learning. Meanwhile, Priatmoko & Dzakiyyah (2020) state that an asymmetry relationship exists between the learning process and the world of work. This relationship needs to be in line with the partnerships created to support the educational goals of vocational high schools as a place to provide human resources for industries while business and industry provide capital resources for schools.

Successful implementation of partnerships with business and industry requires collaboration between principals and all school members (Malin & Hackmann, 2017). This collaboration is a success factor that supports the realization of a program. The role of each party contributes to its implementation. Therefore, school principals need to utilize all available resources at schools (Hilliard & Newsome, 2013). From the research findings, it is clear that the successful implementation of the partnership is supported by the main components needed in the principal's leadership which are summarized in the Principal Leadership Model (BEACTIVE). These are the nine main components used as traits in the principal's leadership covering Brave, Entrepreneur, Active, Creative, Collaboration, Trust, Intelligent, Visionary, and Exemplary.

Brave

The results reveal that the courage of the principal affects the creation of partnerships with a significance value of 0.022. This value indicates that the significance value is less than the alpha of 0.05 ($0.022 < 0.05$) and has a positive effect with a value of 0.181. With the courage of the principal, it can help the principal see the overall significant aspects of establishing partnerships and be able to resolve a problem regarding the gaps that occur between schools and businesses and industries to generate benefits for each other.

The principal's courage factor in taking risks and never giving up is needed to create a partnership (Smith & Squires, 2016). The principals' strong determination, desire, and the ability to see things can support their role as leaders. With this courage, the principal is willing to take risks, is determined, consistent, responsible, can make wise decisions, and can face the challenges of changes in business and industry. Coinciding with the improvement and changes in the industry that continues to develop towards progress, in this era of increasingly complex globalization competition, the only ones who can survive are principals who dare to go out of their comfort zone and are not afraid to face challenges that are constantly changing through program development. Principal programs are in line with the demands of business and industry. Through courage, the principal needs to have the ability to overcome various problems of the low quality of vocational high school graduates by optimizing and developing partnerships with business and industry (Oyinloye & Asonibare, 2020). In addition, principals dare to continue to make innovations or other breakthroughs in learning and school management and forge partnerships with the community and the industrial world. Courage in seizing opportunities and making decisions to form partnerships will result in a good partnership that leads to positive interdependence and reciprocity (Korach, Anderson, Hesbol, Tabron, Candelarie, Kipp, and Miller-Brown, 2019). School principals must manage and advance schools to keep the successful implementation of program activities in schools.

Entrepreneurial

The principal's entrepreneurial nature influences the creation of partnerships with a significance value of 0.019. This value indicates that the value of sig is less than the alpha of 0.05 ($0.019 < 0.05$). Principals must have the characteristics of innovative behavior, steadfastness, hardworking, unyielding attitude, and skills, and be capable of finding solutions to manage partnerships with business and industry as a source of student learning. The innovative spirit of entrepreneurship is not only owned by entrepreneurs but also by principals who can think creatively and act skillfully and who have a desire for positive change and added values that

include the development of vocational high school capabilities (Jackson, 2010; Yemini, Addi-Raccah, & Katarivas, 2015).

Principals who have this spirit have the opportunity and ability to realize the quality of their schools with the courage they have and get selling points with the existence of programs and school potential as the use of school empowerment. It, of course, is also related to the partnership between business and industry, and school principals must be able to read and take opportunities from different perspectives from various angles (Caniëls, De Stobbeleir & De Clippeleer, 2014). Therefore, the entrepreneurial nature of the principal will create innovative activities so that beneficial collaborations can form good partnerships with business and industry (Kidwell, 2013).

Active

The principals need to take advantage of opportunities actively by taking a partnership approach with business and industry. A mutually beneficial partnership in solving every problem faced together. The results indicate that an active principle affects the creation of partnerships with a significance value of 0.000. This value indicates that the sig value is less than the alpha of 0.05 ($0.000 < 0.05$) and has a positive effect of 0.378.

From the research findings, the principals of vocational high schools work closely with teachers in finding and developing partnership opportunities by 1) improving the quality of vocational high school graduates, 2) developing partnerships with business and industry that are supported by a strong commitment together and outlined in the form of MoU and 3) the principal and the work team manage the partnership to form a sustainable partnership pattern.

The active factor, in this case, is the activeness of the principal in realizing a good and positive educational ecosystem to prepare students who have characters and attitudes that are to business and industry needs (Sanders, 2005). Efforts to produce graduates who have competitiveness through skills and expertise by business and industry must refer to the fulfillment of National Education Standards. Principals must be able to empower all components and the school ecosystem in realizing partnerships. In addition, principals need to be more proactive in developing alignment with business and industry needs.

Principals, as the frontline, must actively take advantage of opportunities to build comprehensive relationships with business and industry. It is necessary to enable the graduates to develop skills that are characterized and have competitive attitudes. In the learning process in schools, principles are required to involve business and industry, even in various school activities, to support the qualifications of expertise that the students must possess (Sanders, 2005).

Creative

The challenges faced by school principals will be increasingly dynamic and complex in responding to industry challenges. Therefore, schools need to have creative and innovative school principals. The principal must be able to create a new work program through formulated breakthroughs. The development of an increasingly complex industry makes school principals must be able to respond well. Creative leaders will bring their organizations in a better direction (Alma'arif, 2016). The principal's response manifests in partnership programs relevant to business and industry. The results showed that the role of creative principals influenced the creation of partnerships with a significance value of 0.004. This value indicates that the sig value is less than the alpha of 0.05 ($0.004 < 0.05$) and has a positive effect of 0.231. It illustrates that the principal conducts mapping of the business and industry that will be their partners, formulates the competency skills of the workforce and the type of work needed, makes the selection of business and industries that are by school conditions, and has insight regarding the education objectives of vocational high school, as well as determine the choice of business and industries, that will serve as partners. The principals must be able to formulate the concept of partnership by considering the needs of the schools (Suparni, 2014). Having broad insight can help them to anticipate the future, and being sensitive to environmental changes (Thapa et al., 2013).

Therefore, principals and teachers are required to have the readiness to recognize aspects of change with an adaptive, open mindset and be able to develop knowledge and skills to realize the ability to manage change and make schools that are superior and adaptive to changes in

business and industry (Fink, 2000). Increasing competitiveness and changes in the business and industrial environment require school principals to be more reliable in implementing the diversity of school programs. Vocational school principals must be creative, which is characterized by 1) being able to generate ideas, 2) developing and collaborating with different ideas, 3) developing simple things into perfect things, 4) working all out, 5) having great curiosity, 6) having the courage to take risks, 7) being agile, and 8) likes something new and a challenge (Directorate General of Vocational Development, 2017).

This factor leads the principal to find various new ideas that are beneficial to the virtues of the school community. A creative school principal has an attitude and spirit of creativity that appears along with knowledge, responsibility, and confidence to create something new (Goolamally & Ahmad, 2014). It must begin with the principals' ability to respond to the challenges of the problems that occur and affect the progress and setbacks of the school. Then, these problems require the principal's ability to find solutions that are relevant and in line with industry challenges. Creative school principals are those oriented to school quality. Then on that basis, another significant aspect that school principals need to have is creativity (Huber, 2004). The principal can develop and make plans and programs to improve the quality of schools. The new prepared program is important to bring good changes to the school's progress. Creativity in planning school programs and communicating them with businesses and industries are necessary to create a match between school programs and industrial needs. The programs implemented in schools will facilitate graduates to have the skills needed by industry. It will lead to a good partnership. Since the demands of real needs are rising, competitiveness through the quality of graduates who are ready to work, with a focus on output is important (Aisah et al., 2021).

Collaboration

Collaborative principal leadership can create partnerships with businesses and industries to improve school quality (Griggs, 2020). The results showed that the principal's collaboration attitude influences the creation of partnerships with a significance value of 0.018. This value indicates that the sig value is less than the alpha of 0.05 ($0.018 < 0.05$) and has a positive effect with a value of 0.192. It means that collaborative principals are the ones who can create partnerships with various parties that support the achievement of a program in the school. The achievement of the school program is supported by all stakeholders, one of which is business and industry as partners who will maximize the achievement of school programs. The ability of the principal to establish this partnership is very much needed. Appropriate and better collaboration between schools, businesses, and industries in building an understanding to achieve the school's vision is necessary as efforts to realize the implementation of interactions between several people who have relationships and are involved in finding solutions to a problem (Thessin, 2019).

Exchange ideas between principals, teachers, and industry to build industry-based education by providing opportunities for schools to increase their role by making it easy to take advantage of the various potentials existing in the industries (Arifin, 2012). The collaboration built by the principal and teachers provides benefits for the school. The synergy established by the school with business and industry in the development of industry-based schools affects the quality improvement of graduates. This type of collaboration will lead to a good partnership between the school and the industries.

Trust

The results showed that the principals' trust had influenced the creation of partnerships with a significance value of 0.007. It indicates that the sig value is less than the alpha of 0.05 ($0.007 < 0.05$) and has a positive effect with a value of 0.210. It means that the trust given by the principal to business and industry in building relationships by carrying out their approaches and strategies is significant. Yukl (2008) mentions that in building relationships, principals can carry out several steps, namely 1) communicating with others, 2) providing services, 3) joining the community, and 4) attending meetings. The principal's leadership can build communication with stakeholders to support the implementation of qualified school development, leading to providing better services for students (Stronge & Xu, 2021). A communicative principal can build a calm and a

comfortable situation at the school because of the harmonious interaction pattern with various parties. The effort is necessary so that the principal can give confidence to the teachers that they can entrust the principal to leading the school (Nasruji, 2017).

From the research findings, the principal lacks confidence in the teacher in carrying out his activities, thus making the teacher feel unsure in carrying out the tasks given. Principals should be able to build trust with teachers by providing opportunities for teachers to carry out their respective duties and roles. In addition, the principal must be able to listen to complaints and be willing to provide solutions. Principals are required to maintain the trust given by school members and businesses and industries by giving back trust in the form of a process of empowerment, development, and high commitment (Bryk & Schneider, 2002). Principals need to build trust to create a partnership between schools and industries. Trust is the foundation for a collaborative effort. It is a significant element in the success or failure of a partnership. Mutual trust is related to increasing partnerships, sharing information, and designing joint programs through two-way communication built and based on good intentions, upholding openness, and honesty.

Intelligent

The intelligence affects the creation of partnerships with a significance value of 0.037. This value indicates that the sig value is less than the alpha of 0.05 ($0.037 < 0.05$). The principal must understand the needs, desires, and demands of business and industry clearly and correctly so that the person can understand and answer various existing problems that appear and make good decisions. In addition, the principal has a strong character, such as clear goals, firm stance, willingness to sacrifice, ability to make decisions, and wise in implementing policies (Taylor et al., 2007). Referring to the various problems school has, principals, need to have innovative behavior expressed in bright ideas and can bring school change. The ability of the principal to understand the situation and opportunities they have can lead to an increase in the quality of the school (Huber, 2004). An agile and capable principal can be a barrier to empowering and developing school capabilities expected by all school members. Sanders & Seldon (2009) call it culturally intelligent leadership, where principals must reflect on their own beliefs in facing challenges for the progress of the school they lead. One of the challenges faced in establishing partnerships with businesses and industry.

Visionary

The visionary affects the creation of partnerships with a significance value of 0.028. This value indicates that the sig value is less than the alpha of 0.05 ($0.028 < 0.05$). The principal's role as an agent of change is encouraged by a revolutionary change in the principal's mindset who accepts change. This aspect is important because the movement of change is getting faster, and schools need leaders who are adaptive to business and industrial developments. This aspect has a comprehensive impact on schools. By doing so, the implementation of business and industry alignment can run in harmony.

Principals must also be able to analyze various developments in the industry, estimate their implications for schools, create a sense of urgency, and empower them in school organizations. A visionary principal's leadership is needed to meet all the challenges to build school effectiveness (Karwan et al., 2021). Thus, the visionary principal can translate the school's vision into real action and can see opportunities and map the needs of the world of work for vocational high school graduates so that evaluation and improvement in managing schools are always necessary to maintain a link and match between schools and the world of work. It can establish good partnerships with businesses and industry.

Exemplary

Exemplary can mean appreciating the principals' words, attitudes, and behavior (Edwards, Perry, & Janzen, 2011). The example performed by the principal affects the formation of a good work team and is also becoming the most proven and trusted approach to managing teachers (Haluti, Sudirman, 2018). It is in line with the research findings showing that the example of the principal influences the creation of partnerships with a significance value of 0.048. This value

indicates that the sig value is less than the alpha of 0.05 ($0.048 < 0.05$) and has a positive effect with a value of 0.149. In addition, the school principals need to have some insights, knowledge, and skills. Another determining aspect of the school's success is the principal's behavior. The principal needs to be a role model and be able to inspire other school members. The example of the principal can be used as the main capital for the implementation of school activity because this will make teachers and staff imitate what is carried out by the principal. This behavior can be shown by mutual respect, discipline, friendliness, firmness, and wisdom. The principal of a vocational high school can be used as a shared role model through his/her wisdom in leading, ability to be a good co-worker, and his/her strong discipline and tenacity. In short, the principal must be able to be a role model or exemplary (Syamsul, 2017). Furthermore, a principal's exemplary also makes a significant contribution to shaping a good partnership (Bennis, 2007).

If the school's principal adopts all the components of BEACCTIVE, it will automatically lead to better principal leadership. It requires the formulation of planning, human resource management, decision making, and the principal's ability to attract business and industry interest. It will automatically produce better principal leadership. That is a leadership that can create a vision and motivates people to make it happen (Gurr, Drysdale, and Mulford, 2006). Such good leadership can achieve school goals, one of which is partnerships with business and industry. School's partnerships with business and industry will have an impact on improving the quality of graduates who have competence, both soft and hard skills that are by industry and work standards.

CONCLUSION

This study reveals that the principal's leadership with the characteristics of a brave, entrepreneur, active, creative, collaborative, trusting, intelligent, visionary, and exemplary, has a positive influence on the school's partnership with business and industry. The application of this BEACCTIVE model brings a better and more logical impact. The principal must understand the overall main characteristics and master skills in partnership management manifested in a well-planned formulation, which refers to insight, knowledge, and revolutionary thinking. As a result, this school's partnership with business and industry is a strong fit. The development of this strong-fit partnership needs to pass through a series of programs focusing on students' skills and expertise aligned with business and industry standards and the absorption of graduates in various industrial sectors. Thus, strategic partnerships with business and industry need to be built through a strong commitment, leading to a conducive cooperative ecosystem.

ACKNOWLEDGEMENT

Acknowledgment and awards are given to those who have contributed guidance, support, and convenience.

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