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

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

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**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.
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, X1, and three exogenous variables, namely X1, X2, and Y1. Among the three exogenous variables, there is a Y1 variable which is an intermediate exogenous 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

<table>
<thead>
<tr>
<th>Correlation</th>
<th>( r )-arithmetic</th>
<th>( t )-arithmetic</th>
<th>( t ) table ( (0.99) )</th>
<th>( t ) table ( (0.95) )</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>X1X2</td>
<td>0.897</td>
<td>21.30</td>
<td>2.62</td>
<td>1.98</td>
<td>Significant</td>
</tr>
<tr>
<td>X1Y1</td>
<td>0.901</td>
<td>21.74</td>
<td>2.62</td>
<td>1.98</td>
<td>Significant</td>
</tr>
<tr>
<td>X2Y1</td>
<td>0.886</td>
<td>20.03</td>
<td>2.62</td>
<td>1.98</td>
<td>Significant</td>
</tr>
<tr>
<td>X1Y2</td>
<td>0.840</td>
<td>16.25</td>
<td>2.62</td>
<td>1.98</td>
<td>Significant</td>
</tr>
<tr>
<td>X2Y2</td>
<td>0.834</td>
<td>15.87</td>
<td>2.62</td>
<td>1.98</td>
<td>Significant</td>
</tr>
<tr>
<td>Y1Y2</td>
<td>0.821</td>
<td>15.07</td>
<td>2.62</td>
<td>1.98</td>
<td>Significant</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Correlation</th>
<th>X1</th>
<th>X2</th>
<th>Y1</th>
<th>Y2</th>
</tr>
</thead>
<tbody>
<tr>
<td>X1</td>
<td>1</td>
<td>0.897</td>
<td>0.901</td>
<td>0.840</td>
</tr>
<tr>
<td>X2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 \( X_1 \) to \( Y_1 \), \( X_2 \) to \( Y_1 \), \( X_1 \) to \( Y_2 \), \( X_2 \) to \( Y_2 \), and \( Y_1 \) to \( Y_2 \). The causal relationship model can be described as follows:

![Figure 1. Intervariable Relations in a Structural Model](image1)

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 Research Structures**

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 \( Y_1 \) and two exogenous variables namely \( X_1 \) and \( X_2 \). Whereas in Substructure-2 there is an endogenous variable namely \( Y_2 \) and three exogenous variables namely \( X_1 \), \( X_2 \), and \( Y_1 \). 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:

<table>
<thead>
<tr>
<th>No.</th>
<th>Path</th>
<th>Coefficients</th>
<th>t-count</th>
<th>t-table</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>( py_{1x1} )</td>
<td>0.543</td>
<td>6.306</td>
<td>2.62</td>
<td>1.98</td>
</tr>
<tr>
<td>2</td>
<td>( py_{1x2} )</td>
<td>0.399</td>
<td>4.631</td>
<td>2.62</td>
<td>1.98</td>
</tr>
<tr>
<td>3</td>
<td>( py_{2x1} )</td>
<td>0.360</td>
<td>2.802</td>
<td>2.62</td>
<td>1.98</td>
</tr>
<tr>
<td>4</td>
<td>( py_{2x2} )</td>
<td>0.332</td>
<td>2.764</td>
<td>2.62</td>
<td>1.98</td>
</tr>
<tr>
<td>5</td>
<td>( py_{2y1} )</td>
<td>0.203</td>
<td>1.658</td>
<td>2.62</td>
<td>1.98</td>
</tr>
</tbody>
</table>

**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 is 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

<table>
<thead>
<tr>
<th>No</th>
<th>Hypothesis</th>
<th>Statistical Test</th>
<th>t-count</th>
<th>t-table</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>There is a positive direct effect on the effectiveness of the principal's leadership on school quality</td>
<td>Ho: ( \beta_{y1x1} \leq 0 )</td>
<td>6.306</td>
<td>2.62</td>
<td>1.98</td>
</tr>
<tr>
<td>2.</td>
<td>There is a positive direct effect on the implementation of strategies for improving teacher quality on school quality</td>
<td>Ho: ( \beta_{y1x2} \leq 0 )</td>
<td>4.631</td>
<td>2.62</td>
<td>1.98</td>
</tr>
<tr>
<td>3.</td>
<td>There is a positive direct effect on the effectiveness of the principal's leadership on the quality of graduates</td>
<td>Ho: ( \beta_{y2x1} \leq 0 )</td>
<td>2.802</td>
<td>2.62</td>
<td>1.98</td>
</tr>
<tr>
<td>4.</td>
<td>There is a positive direct effect on the implementation of strategies for improving teacher quality on graduate quality</td>
<td>Ho: ( \beta_{y2x2} \leq 0 )</td>
<td>2.764</td>
<td>2.62</td>
<td>1.98</td>
</tr>
<tr>
<td>5.</td>
<td>There is a positive direct effect of school quality on the quality of graduates</td>
<td>Ho: ( \beta_{y2y1} \leq 0 )</td>
<td>1.658</td>
<td>2.62</td>
<td>1.98</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Variable</th>
<th>Direct Effect on Y2</th>
<th>Indirect Effects Through Y1</th>
<th>Total Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>X1</td>
<td>0.360</td>
<td>= 0.360 x 0.230 = 0.083</td>
<td>0.360 + 0.083 = 0.443</td>
</tr>
<tr>
<td>X2</td>
<td>0.332</td>
<td>= 0.332 x 0.230 = 0.076</td>
<td>0.332 x 0.076 = 0.248</td>
</tr>
<tr>
<td>Y1</td>
<td>0.203</td>
<td>-</td>
<td>0.203</td>
</tr>
</tbody>
</table>

Based on the calculation results obtained path coefficient value \( \rho_{y1x1} = 0.543 \) 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 Ho 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 \( \rho_{y1x2} = 0.399 \) 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 Ho 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 school quality.

The path coefficient value of \( \rho_{y2x1} = 0.360 \) 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 Ho 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 \( \rho_{y2x2} = 0.332 \) 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 Ho 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 \( \rho_{y2y1} = 0.203 \) 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 Ho 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 0.076. 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 \( \rho_{y2x1} = 0.360 \). 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
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 the quality of SMK graduates 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 had a direct positive effect on school quality with a path coefficient of 0.91. The results showed that there was no direct effect of the principal’s leadership on the quality of graduates. However, 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 has a direct positive effect on school quality. The results showed that there was a strong positive effect on the quality of SMK graduates with a path coefficient of 0.91. 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 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 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. 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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 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 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 quality of graduates.
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 operational policies that are expected to improve the quality of graduates with direct or indirect relationship to the quality of graduates of the Tourism Vocational School in Tourism Accommodation Expertise in West Java Province.

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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

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