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STRATEGIC MANAGEMENT OF SMK MIGAS CEPU AS A VOCATIONAL SCHOOL CENTER OF EXCELLENCE

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ABSTRACT

This study explores the management practices at SMK Migas Cepu as a Vocational School Center of Excellence (SMK-PK), focusing on the four key management functions: planning, organizing, implementing, and controlling. The research highlights the role of participatory planning, which involves collaboration with both internal and external stakeholders, including industry partners, in developing the curriculum and other educational strategies. Organizing at SMK Migas Cepu follows a systematic approach, with clear divisions of responsibilities and coordination among teachers, staff, and industry partners. The implementation of the SMK-PK program includes project-based learning, industrial internships, guest lectures from industry professionals, and certifications, all aimed at aligning the curriculum with industry needs and improving the employability of students. The controlling function ensures quality management through regular monitoring and evaluation of processes. The findings suggest that the school's effective management practices have significantly contributed to its success as an SMK-PK, although challenges remain in areas such as data-driven monitoring, continuous teacher training, and optimizing partnerships with industry. The study concludes with recommendations to further enhance the program's sustainability and improve the competitiveness of its graduates

INTRODUCTIONS

School management plays a vital role in determining the quality of educational provision, particularly in shaping schools that are excellent and adaptive to contemporary demands. Professionally managed schools are capable of mobilizing all educational resources effectively and efficiently to achieve predetermined goals (Supardi, 2020). In this context, educational management serves as the backbone for decision-making, program implementation, and the development of high-quality human resources.

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Educational management encompasses four key functions: planning, organizing, actuating, and controlling. These functions must be implemented synergistically to ensure optimal school operations (Mulyasa, 2020). In practice, educational management involves the utilization of human resources, curriculum, infrastructure, funding, and strategic partnerships with communities and industry (Baharuddin & Umiarso, 2020). Therefore, an excellent school is characterized by a management system that is transparent, accountable, and performance-based.

The government's effort to improve the quality of vocational education is embodied in the policy of the *Vocational High School Center of Excellence (SMK-PK)* program. This initiative is an expansion of the Center of Excellence (CoE) program launched in 2020 by the Directorate General of Vocational Education. The primary goal of SMK-PK is to foster the development of graduates who are competent and aligned with industry needs through a partnership model between schools and the business sector.

SMK Migas Cepu is one of the vocational schools appointed to implement the SMK-PK program, based on Decree No. 72/D/O/2024 issued by the Directorate General of Vocational Education. This school has demonstrated a series of achievements at the regency, provincial, and national levels. These accomplishments are summarized in the following table:

Table 1. Achievements of SMK Migas Cepu

No	Tahun	Lomba/Penghargaan	Tingkat	Hasil
1	**Year**	**Competition/Award**	**Level**	**Result**
2	2020	CAD – ATMI CUP	National	3rd Place
3	2020	CAD – Mech Fair UNY	National	3rd Place
4	2021	Mechanical Eng. CAD – LKS Central Java	Province	Honorable Mention (3)
5	2021	CAD – SEC 3.0 ITS	National	2nd Place
6	2017–2021	CAD – LKS Blora Regency	Regency	1st Place (5 years)
7	2019	CNC Turning & Milling – LKS Blora	Regency	1st Place

Public Relations of SMK Migas Cepu, 2024

These achievements are further reinforced by a strategic collaboration between SMK Migas Cepu and PT Bambang Djaja in the field of manufacturing technology and engineering. The outcomes of this partnership include student internships in Japan, the production of 200 electrical transformers, and industry-based technical training. All of these initiatives represent the concrete implementation of the *link and match* concept between schools and the world of work.

As an SMK-PK implementer, SMK Migas Cepu carries out strategic activities such as program dissemination to all school stakeholders and industry partners, training for principals and teachers, data-based planning, and partnership implementation with the business sector. The *link and match* implementation includes curriculum alignment with industry standards, project-based learning, the involvement of guest teachers from the workplace, and teacher training at partner companies.

Nevertheless, the success of the SMK-PK program is not without managerial challenges. These challenges include strengthening planning systems, improving teacher competencies, and managing sustainable partnerships. Previous studies have shown that the success of vocational education is highly dependent on the synergy between schools and industry, as well as the application of quality- and performance-based management (Baharuddin, 2021).

Teachers in SMK-PK schools are expected not only to master theoretical knowledge but also to possess technical skills aligned with industrial technological developments. Therefore, teacher training and certification are crucial components in supporting program implementation. On the student side, direct involvement in industrial internship programs has been shown to enhance employability and graduates' competitiveness.

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Based on the above discussion, it can be concluded that school management plays a central role in ensuring the successful implementation of the SMK-PK program. Accordingly, this article aims to examine in depth how management practices are carried out at SMK Migas Cepu within the framework of the Center of Excellence program. This study is expected to contribute both theoretically and practically to the development of industry-based vocational education management in Indonesia.

The SMK-PK program represents one of the government's strategic efforts to improve the quality of vocational education in Indonesia. According to the Minister of Education and Culture Regulation No. 22 of 2020 on the Strategic Plan of the Ministry of Education and Culture 2020–2024, SMK-PK is envisioned as a catalyst to strengthen vocational education quality to meet the demands of the workforce and to produce competent, industry-absorbed, and entrepreneurial graduates. The program also aims to position SMKs as centers of reference and as drivers of improvement for other schools.

SMK-PK emphasizes strengthening partnerships between schools and the business and industrial sectors (DUDI), vocational higher education institutions, and local governments. Priority sectors for SMK-PK include machinery and construction, creative economy, hospitality, care services, and special sectors such as special economic zones (KEK), maritime affairs, and agriculture. Key stages of implementation include training for school principals and teachers, industry-based curriculum development, real-world project-based learning, guest teacher involvement from DUDI, and industry-recognized competency certification. The success of the SMK-PK program greatly depends on the school management's ability to administer the program systematically and collaboratively.

Management is defined as the process of directing and coordinating human and non-human resources efficiently and effectively to achieve organizational goals. According to Terry and Rue (2019), management includes the key functions of Planning, Organizing, Actuating, and Controlling (POAC). In the context of vocational education, management not only requires sound administration but also strategic leadership. As educational managers, school principals play a pivotal role in coordinating school resources teachers, infrastructure, curriculum, and industrial partnerships—to align with the vision of the school as a center of excellence (Usman, 2021; Soegito, 2018). At SMK Migas Cepu, success as a Center of Excellence school is largely influenced by the principal's ability to lead a transformation toward industry-based management, from strategic program planning and industrial partnership strengthening to graduate quality evaluation.

Planning in Educational Management

Planning is the initial stage that sets organizational goals and determines the necessary steps to achieve them. Effective educational planning determines the direction of school policies. Handoko (2018) explains that planning includes goal setting, strategy formulation, resource allocation, and identifying obstacles and opportunities. In the SMK-PK context, planning involves designing an industry-based curriculum, identifying teacher training needs, and aligning learning activities with industry demands. Planning should also be data-driven and based on measurable quality indicators.

Organizing in Educational Management

Organizing involves structuring activities and resources systematically to support goal achievement. Terry and Rue (2019) state that organizing includes task assignment, formation of an organizational structure, and delegation of authority and responsibility. At SMK Migas Cepu, organizing is carried out through the establishment of flagship program teams, involvement of vocational teachers in curriculum development, and allocation of human resources according to areas of expertise.

Actuating (Implementation)

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Actuating is the process of mobilizing all members of the organization to work in accordance with the established plan. According to Soegito (2018), this function includes providing motivation, work instructions, and creating a conducive work environment. In implementing the SMK-PK program, the school principal must foster a collaborative work culture among teachers, students, and industry partners.

Controlling in Educational Management

The controlling function ensures that all processes are running as planned and that objectives are achieved effectively. Handoko (2018) notes that controlling involves monitoring, evaluation, and corrective actions if deviations are found. At SMK Migas Cepu, control is exercised through routine evaluation of partnership programs, teacher performance reports, and student competency achievements

METHOD

This study employed a descriptive qualitative approach, chosen to gain an in-depth understanding of the management process at SMK Migas Cepu as a Center of Excellence school by exploring information from multiple informants and field data. According to Moleong (2020), qualitative research aims to understand the phenomena experienced by subjects holistically and in a natural setting using naturalistic methods. This research was conducted in a natural environment, with the researcher as the primary instrument, collecting data through interviews, observations, and document analysis. This approach allows for the exploration of the dynamics of school management implementation from various perspectives.

The study was conducted at SMK Migas Cepu, located at Jl. Diponegoro No. 53, Sidomulyo, Cepu, Blora Regency, Central Java. This school was selected because it is one of the vocational high schools designated as a Center of Excellence, with a notable track record in achievements and managerial innovation.

The research design followed the qualitative stages proposed by Moleong (2020), which include: (1) Pre-Field Stage: involving research design preparation, site selection, obtaining permits, preliminary surveys, and determining informants. (2) Fieldwork Stage**:** during which the researcher conducted data collection through direct observation, interviews, and document review, while actively interacting with research subjects. (3) Data Analysis Stage: in which data were analyzed continuously from the beginning to the end of the research through data reduction, presentation, and conclusion drawing.

The research subjects were selected purposively, involving those considered to have the most knowledge and direct involvement in implementing the SMK Center of Excellence program, namely: (1) The school principal, (2) Vice principals (for curriculum, public relations, and facilities/infrastructure), (3) Program coordinators and vocational teachers, (4) Students.

The main research instrument was the researcher themselves, supported by auxiliary instruments such as interview guidelines, observation forms, and documentation checklists. This is in line with the assertions of Arikunto (2016) and Sugiyono (2015), who state that in qualitative research, the researcher acts as the key instrument guiding the entire data collection process.

The data collection techniques used in this study included: (1) Interview**:** The researcher conducted unstructured interviews with primary and supporting informants. This technique allows for flexibility in obtaining in-depth information based on context (Creswell, 2021). (2) Observation: Both overt and covert observations were carried out to capture real behavior without interfering with informants' activities. This technique was used to verify interview data and observe direct field implementation (Sugiyono, 2015). (3) Document Study: This involved reviewing official school documents such as the School Budget Plan (RKAS), organizational structure, work programs, SOPs, and partnership documents. Documentation served as triangulation evidence for the data obtained (Rohidi, 2021; Arikunto, 2016).

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To ensure data validity, several techniques were applied: (1) Credibility: ensured through triangulation of sources, techniques, and time (Moleong, 2020). (2) Transferability: achieved by providing detailed contextual descriptions so that findings can be applied to similar contexts (Sugiyono, 2015). (3) Dependability: addressed by auditing the process through consultation with academic advisors and testing the logical flow of the research (Prastowo, 2016). (4) Confirmability: ensured through the compilation of objective evidence throughout the analysis and conclusion stages (Sugiyono, 2015).

Data analysis in this study adopted the interactive model of Miles, Huberman, and Saldana (2014), which includes: (1) Data Collection: Data were obtained through interviews, observations, and documentation. (2) Data Condensation : This process involved selecting and reducing data to focus on relevant information. (3) Data Display: Data were presented in the form of narratives, tables, and coded direct quotations. (4) Conclusion Drawing/Verification : Conclusions were drawn based on field evidence, verified through triangulation, and resulted in valid and meaningful findings.

RESULT AND DISCUSSION

Result

Planning

Planning at SMK Migas Cepu is carried out comprehensively and collaboratively. The school principal forms a dedicated team to design activities, develop curriculum documents aligned with industry needs, and analyze the requirements for infrastructure, facilities, and teaching staff. This process involves various school stakeholders including teachers, administrative staff, parents, and industry partners.

In the curriculum domain, planning includes transitioning from the Center of Excellence (CoE) program to the Center of Excellence Vocational School (SMK-PK) under the Merdeka Curriculum framework. Vocational subject teachers are engaged in planning learning activities and practical programs. In student affairs, the planning involves discipline-building programs and extracurricular activities to support student preparedness. Personnel planning is conducted based on needs analysis, through both open recruitment and internal assignment.

Financial planning is conducted annually with the involvement of the school principal, treasurer, and vocational teachers, resulting in the development of the School Budget Plan (RAPBS) and budget documents for the SMK-PK program. Facilities and infrastructure planning is based on annual needs analysis. External relations are systematically planned through internal meetings, coordination with homeroom teachers, and public relations programs. Special services such as the library and health unit (UKS) are planned based on facility evaluations and student service needs.

Documentation shows the existence of activity plans, meeting attendance records, budget plans, and MoUs with industry partners, indicating broad stakeholder involvement in planning. The planning process is participatory and based on the real needs of the school and industry. The principal leads the program development process involving teaching teams, administrative staff, and industry partners. The work plan covers curriculum planning, student affairs, human resources, finance, facilities and infrastructure, school–industry partnerships, and special services such as the library and UKS.

Preparing Link and Match Curriculum Documents

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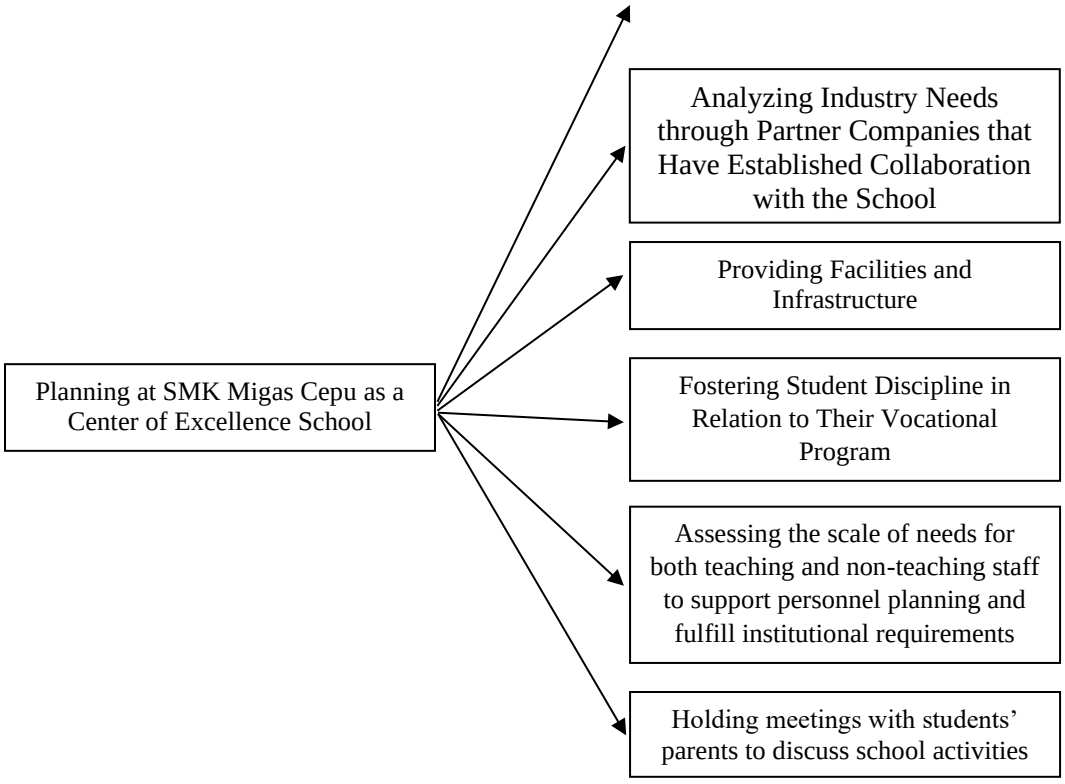

Figure 1. Planning at SMK Migas Cepu as a Center of Excellence

Organizing

SMK Migas Cepu applies an organizing system based on professionalism and competence. Duties and responsibilities are systematically distributed among the principal, vice principals, vocational teachers, and staff. Vocational teachers not only serve as instructors but also as internal supervisors and leaders of activities within their departments.

Curriculum organization is coordinated by the Vice Principal for Curriculum, covering the class schedule and extracurricular coordination. In student affairs, organization is carried out through committees for new student admissions, orientation programs, and student development activities. Personnel organization is based on teaching load analysis and teacher competence. Infrastructure, finance, school relations, and special services are managed through a clear organizational structure.

Supporting documents such as the school's organizational structure, assignment decrees (SK), and MoUs with industry partners confirm that organizing is carried out systematically and inclusively. Task division is implemented based on competence and program needs. The school's organizational chart includes the principal, vice principals (curriculum, facilities, student affairs, public relations), vocational teachers, and administrative staff.

Team Formation
Organizational Management

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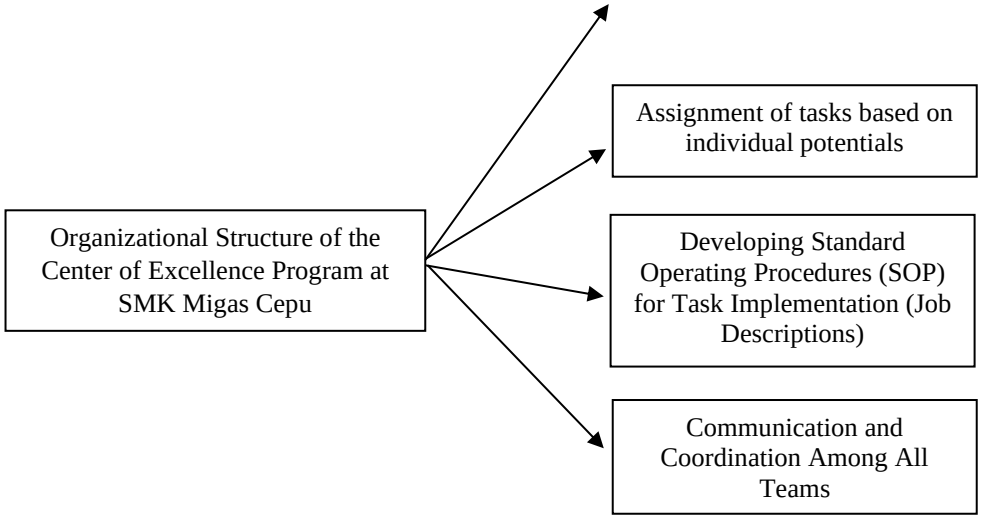


Figure 2. Organizational Structure of SMK Migas Cepu as a Center of Excellence

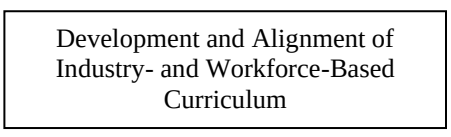
Actuating

Implementation activities at SMK Migas Cepu include program socialization for the entire school community, development of internal policies, teacher training, and execution of project-based curriculum aligned with industry. Industry collaboration is reflected in student internships, guest lectures from industry experts, and on-the-job training for teachers.

Implementation of the Merdeka Curriculum through project-based learning includes developing Learning Objectives (CP), Learning Outcome Analysis (ATP), and learning modules. In student affairs, orientation and extracurricular programs are conducted as scheduled. Personnel recruitment is done through open mechanisms and selection based on eligibility and needs.

Procurement and operational needs are coordinated by the principal, involving teachers and staff. The public relations unit actively manages internal and external communications, including internship programs. Library and UKS services are operated based on student service standards. Observation and documentation data indicate that activities are implemented on time, with high participation from teachers and students, and in line with SOPs and annual work plans.

Implementation focuses on industrial-based curriculum application, project-based learning, student internships, guest teaching, teacher industry training, and other learning activities relevant to industrial demands.



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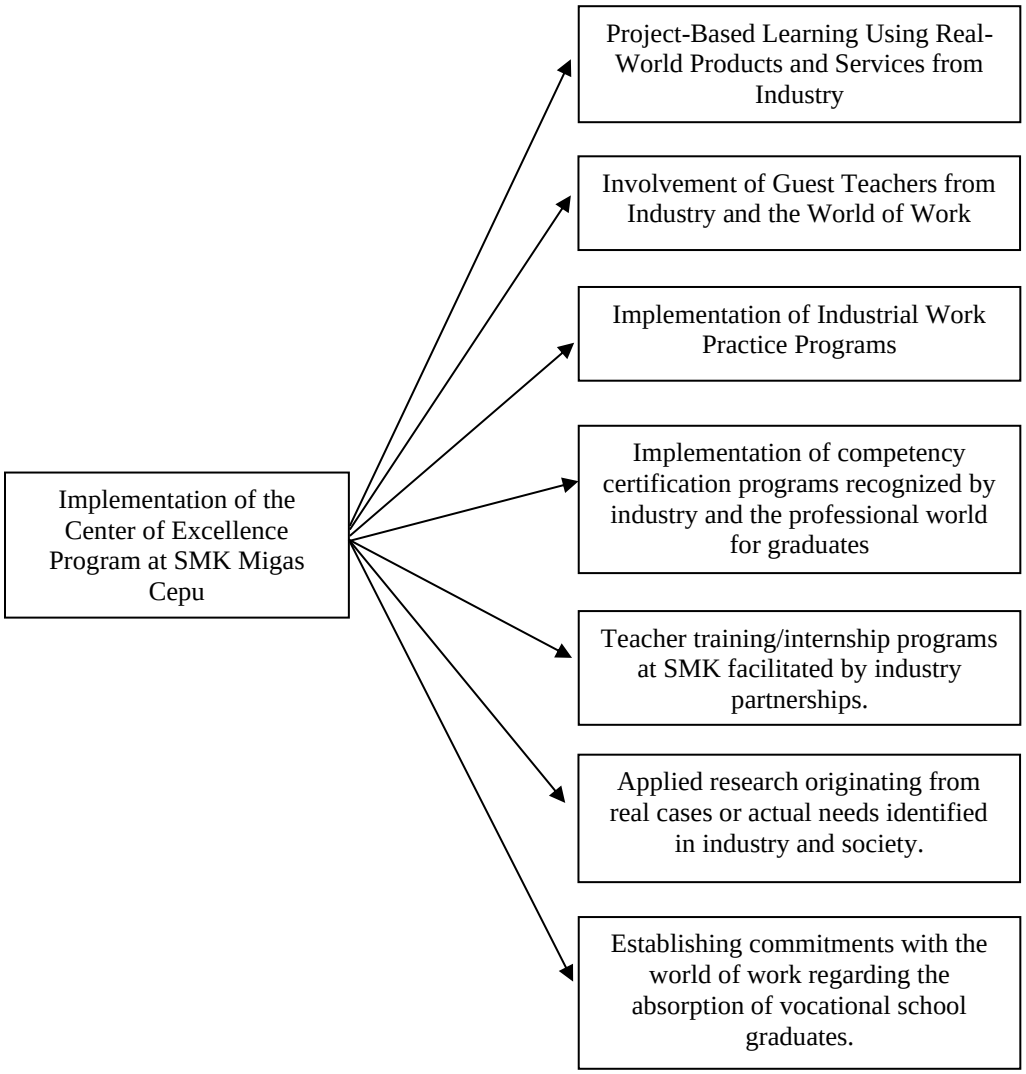

Figure 3. Implementation of the Center of Excellence Program at SMK Migas Cepu

Controlling

Control is conducted internally by the principal and vice principals, and externally by vocational teachers, school supervisors, and the education office. Monitoring mechanisms include direct classroom supervision, periodic evaluations, and accountability reports.

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Curriculum control ensures the proper implementation of project-based learning. In student affairs, monitoring includes weekly briefings and activity reports. Personnel monitoring covers workload and performance evaluations. Financial monitoring is carried out based on the alignment with the School Budget Plan (RAPBS) and documentation completeness. Facility monitoring includes periodic maintenance and evaluation of facility conditions.

Observation results indicate that supervision is routinely carried out, although documentation of internal monitoring outcomes still requires improvement. While active involvement of stakeholders is a strength, the documentation system for supervision reports needs to be more systematic.

Control is implemented through supervision by the principal, reports from vocational teachers, and periodic evaluations by the management team. Evaluations cover all areas—curriculum, student affairs, finance, facilities, industry partnerships, and special services. Evaluation results are used as the basis for follow-up and improvement of subsequent programs.

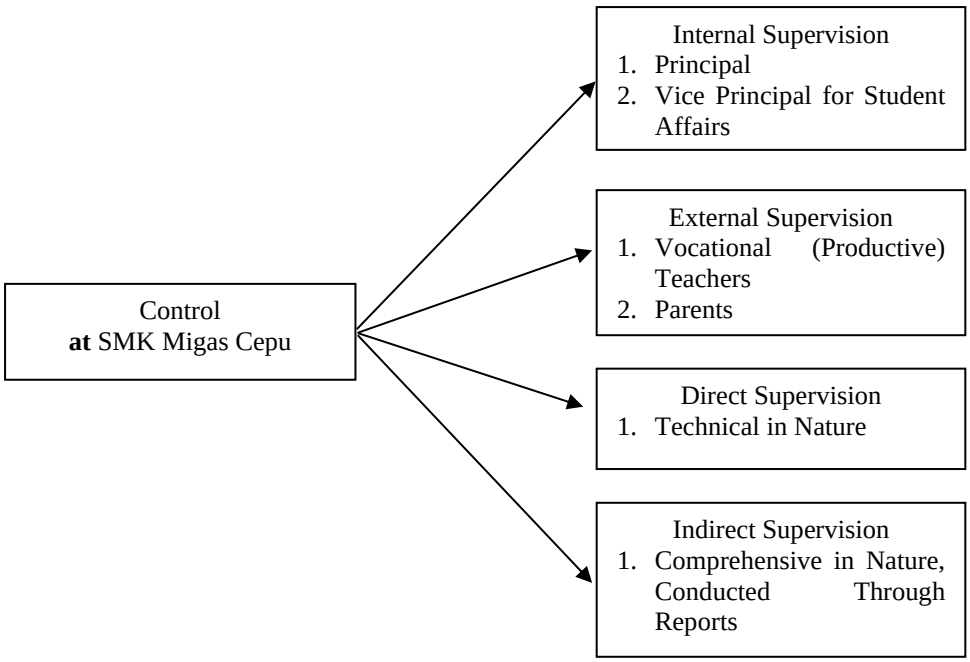

Figure 4. Monitoring System at SMK Migas Cepu as a Center of Excellence

Discussion

Planning at SMK Migas Cepu as a Center of Excellence School

The results of the study indicate that the planning process at SMK Migas Cepu is carried out in a collaborative, systematic manner and is oriented toward industrial needs. The main steps identified include: (1) the formation of a dedicated management team, (2) the preparation of curriculum documents aligned with industry (link and match), (3)

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analysis of labor market demands through industry partnerships, (4) provision of supporting facilities and infrastructure, and (5) involvement of parents and the community in student activity planning meetings. These practices reflect the principles of participatory management, enabling all school components to be involved from the planning stage, thereby producing contextual and implementable policies and programs.

The planning process goes beyond administrative and academic aspects to include the enhancement of graduate competencies through program integration with industry partners. The approach adopted by SMK Migas Cepu illustrates managerial awareness of the importance of synergy between the education sector and the world of work (DUDI). Within the Center of Excellence framework, vocational schools must not only formulate annual internal plans but also anticipate and respond to dynamic external demands—such as technological advancements, industrial trends, and employment opportunities. This requires visionary leadership, data-driven management, and strategic flexibility.

As Mursalin and Aminah (2021) emphasize, effective vocational education planning demands active stakeholder participation and must be based on a comprehensive needs analysis—covering both internal (school) and external (industry and community) dimensions. Industry engagement must not be limited to formal MoUs but should extend to curriculum design, competency mapping, and teacher training planning. Supporting this, Natsir and Fauziah (2023) assert that data-driven planning forms a crucial foundation for program accuracy. Without accurate data on graduate profiles, curriculum achievements, facility needs, and labor market absorption, planning risks becoming a formal document lacking clear implementation direction.

However, interview results revealed that despite efforts to involve various parties in planning, the document preparation process remains somewhat top-down. That is, the school principal and management team tend to dominate, while the involvement of vocational teachers or student representatives in setting policy direction has yet to be fully optimized. This may lead to a mismatch between strategic plans and actual field needs.

Another critique is the absence of a systematic monitoring mechanism for plan implementation. For instance, planning documents are drafted but are often not accompanied by measurable success indicators, periodic evaluation mechanisms, or risk mitigation strategies in the event of deviations. Therefore, it can be concluded that while planning at SMK Migas Cepu demonstrates efforts to enhance the quality of vocational education through broad collaboration, future planning should be strengthened by a more robust data foundation, greater participation from all school elements, and clearly defined and accountable success indicators.

Organizing at SMK Migas Cepu as a Center of Excellence School

The research findings show that organizing at SMK Migas Cepu is conducted systematically through the establishment of program implementation teams, division of duties based on expertise and competence, development of Standard Operating Procedures (SOPs), and cross-unit coordination. The organizational structure supports the Center of Excellence program by involving the school principal, vice principals (curriculum, student affairs, facilities, public relations), vocational teachers, administrative staff, and industry partners.

More specifically, the organization process is carried out by identifying the competencies and roles of each school personnel. Each department is given a defined work scope and responsibility in line with its main functions. For instance, the curriculum team is responsible for designing and supervising the implementation of the industry-based curriculum; the facilities team ensures readiness of school infrastructure; and the public relations team bridges collaboration with industry.

These findings indicate that SMK Migas Cepu has adopted a professional organizational structure that supports the operationalization of flagship programs. This aligns with the view of Aulia and Sulaiman (2020), who assert that program success in vocational schools is strongly influenced by a clear organizational structure and well-defined delegation of authority. Within such structures, all management elements have clear communication and reporting lines crucial to avoiding task overlap.

However, several critical points should be noted. First, a formal organizational structure does not always reflect the realities of fieldwork. There is a potential for resistance to task rotation or imbalanced workload distribution,

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especially if not accompanied by capacity building and a shared understanding of roles. For example, some teachers involved in SMK-PK programs have not received adequate training in managing industry-based programs.

Second, although team coordination is regularly carried out through technical meetings, not all of these employ data-driven approaches or result monitoring. In this regard, organizing has not been fully integrated into the school's quality management system. There is a need to develop a school management information system (MIS) that can track and report on task execution across units.

Third, externally, the organizational structure lacks a dedicated unit to manage industry partnerships professionally and sustainably. This is critical, as the success of a Center of Excellence depends significantly on the effectiveness of school-industry collaboration. Wahyuni and Hasanah (2019) found that schools with specialized partnership units tend to have higher success rates in implementing teaching factories and link-and-match programs.

In conclusion, organizing at SMK Migas Cepu adheres to fundamental management principles—structure, task division, coordination, and supervision. However, the school needs to enhance cross-unit oversight, provide continuous training for implementation teams, and establish a strategic unit for managing industrial partnerships more intensively and professionally.

Implementation at SMK Migas Cepu as a Center of Excellence School

The research findings show that the implementation of the Center of Excellence program at SMK Migas Cepu involves several core activities: development and alignment of industry-based curricula, project-based learning using real-world outputs (products or services from industry), involvement of guest lecturers from the workforce, teacher training, applied research, and the organization of student internships, competency certifications, and scholarship or employment linkage programs. These activities represent a concrete application of the link-and-match principle between vocational education and industry demands.

Implementation is conducted in a structured manner, beginning with program socialization to the school community, the formulation of internal policies, and the identification of training targets. Curriculum execution and learning activities are overseen by the management team through intensive cross-sector coordination. Vocational teachers are actively involved in material development and practical learning activities.

Program success is highly dependent on human resource readiness and managerial support. Although SMK Migas Cepu has engaged industry guest lecturers, challenges remain in scheduling, matching competencies between industry experts and curricular needs, and sustaining collaboration. Ismail and Zakaria (2021) argue that while involving industry practitioners enhances student skills, success largely depends on the intensity of communication and teaching material preparation by both parties.

Regarding project-based learning, observations indicate that students are increasingly directed to produce tangible products. However, challenges include limited tools, materials, and insufficient time allocation relative to project complexity. Prasetya and Maulida (2022) emphasize that successful project-based learning requires detailed planning, intensive teacher mentoring, and a balanced evaluation system focusing on both process and outcomes.

In terms of teacher training, participants in industry-based training have experienced increased insights. Nevertheless, not all teachers have access to such opportunities due to limited quotas and funding. This disparity may result in competency gaps among teachers in implementing the industry-based curriculum. Furthermore, training outcomes are not always documented in replicable modules or teaching materials for others.

Meanwhile, the implementation of certification and student internship programs has generally progressed well but requires more thorough evaluation regarding its impact on graduate employability. Not all students have equal access to scholarship or employment-linked programs, which may lead to motivation and participation disparities among learners.

In conclusion, the implementation of the SMK-PK program at SMK Migas Cepu has met most of the success indicators set by government guidelines. However, to optimize and sustain implementation, periodic evaluations are

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needed focusing on the effectiveness of industry engagement, equitable teacher training access, enhanced facilities for project-based learning, and a more objective and measurable competency-based assessment system.

Controlling at SMK Migas Cepu as a Center of Excellence School

The findings reveal that the control function at SMK Migas Cepu is implemented through both internal and external mechanisms involving key stakeholders. Internally, control is exercised by the principal and vice principals through routine supervision, while external oversight is conducted by vocational teachers, school supervisors, and the regional education office. The implementation of control spans across all core management functions: curriculum, student affairs, personnel, finance, infrastructure, industry partnerships, and student services.

Curriculum monitoring is directed at ensuring that project-based learning is effectively carried out in line with the Center of Excellence (SMK-PK) guidelines. In the area of student affairs, weekly briefings and activity reporting help maintain discipline and facilitate early identification of potential issues. Personnel supervision focuses on workload distribution, performance assessments, and ensuring that human resource deployment aligns with the program's objectives. Financial control is conducted by assessing budget utilization based on the School Budget Plan (RAPBS), supported by complete financial documentation. Facilities monitoring includes routine maintenance and periodic evaluation to ensure infrastructure readiness for vocational learning.

These control practices are in line with the model of supervision that emphasizes leadership reinforcement and strategic accountability in vocational education management. Haris and Lestari (2023) argue that effective supervision in SMK Centers of Excellence should be structured, involve collaborative leadership, and be oriented toward quality improvement across program dimensions. Their model promotes a supervision framework that not only evaluates compliance but also builds professional capacity and organizational culture.

In addition, Ramadhan and Arifin (2021) highlight the importance of quality assurance systems through continuous monitoring and evaluation in vocational schools. According to their study, robust control mechanisms enable schools to identify performance gaps early, implement corrective measures, and ensure that educational services remain relevant to industry needs. At SMK Migas Cepu, the evaluation process is used as a basis for follow-up and future improvement, supporting this approach to quality management.

However, observation results also point to areas that need development, particularly in the systematic documentation of internal monitoring activities. Although control practices are routinely implemented, the supporting documents such as observation logs, evaluation reports, and follow-up action records—are not consistently archived or standardized. This lack of structured documentation can hinder reflective decision-making and limit institutional learning over time.

To enhance the impact of the control function, SMK Migas Cepu should consider adopting a digital quality assurance system that facilitates real-time recording, analysis, and reporting of monitoring results. Such a system would increase transparency, improve responsiveness to issues, and align with the quality assurance principles emphasized by both Haris and Lestari (2023) and Ramadhan and Arifin (2021).

In conclusion, the control function at SMK Migas Cepu is executed across all essential areas with stakeholder involvement, reflecting the core principles of effective supervision and quality assurance in vocational education. Nonetheless, improving documentation practices and integrating digital monitoring tools would significantly strengthen the school's ability to sustain and scale its excellence initiatives.

CONCLUSION

Based on the research findings and discussion, it can be concluded that the management of SMK Migas Cepu as a Center of Excellence School is implemented through four interrelated managerial functions that collectively support the success of the program.

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First, in terms of **planning**, SMK Migas Cepu has developed a variety of strategic initiatives, including the preparation of curriculum link-and-match documents, industry needs analysis, provision of facilities and infrastructure, and the planning of teaching and administrative personnel. This process is carried out in a participatory manner, involving internal stakeholders such as teachers and education staff, as well as external stakeholders such as the school committee, supervisors, and representatives from the business and industrial sectors (DUDI).

Second, in the **organizing** function, the school established a dedicated implementation team for the SMK-PK program with a clear division of tasks and responsibilities based on each personnel's potential and competencies. This organizational structure is further supported by the development of standard operating procedures (SOPs) and cross-functional coordination mechanisms, enabling all school components to work within an integrated management system.

Third, during the **implementation** stage, SMK Migas Cepu has carried out various industry-based programs such as curriculum alignment, real project-based learning, the involvement of guest lecturers from industry, student and teacher internships, competency certification, applied research, and the provision of scholarships and bonded employment programs. These efforts have significantly strengthened the connection between education and the labor market, while enhancing the relevance of graduates' competencies to industry demands.

Fourth, in terms of **controlling**, supervision is conducted internally by the principal and the management team, and externally through the involvement of vocational teachers and parents. Control mechanisms are implemented in both direct and indirect forms, covering technical and administrative aspects. This function serves not only to ensure the quality of program implementation but also as a reflective instrument for continuous improvement, without being repressive toward individual performance.

Overall, the implementation of management at SMK Migas Cepu aligns with the principles of modern educational management and supports the school's success as a Center of Excellence. However, there is still a need for strengthening data-based monitoring, optimizing the role of industry partners, and ensuring equitable access to training for all educators to guarantee sustainability and the global competitiveness of graduates.

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