Future Leaders: A Journey in Leadership Development for Vocational School Students

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Article Info	Abstract
	This systematic review article focuses on the leadership development for vocational school students. Generally, the fact that student lack self-development in the field of leadership but rather the following the organization. Unfortunately, most past research was not from the perspectives of social science and education community. Hence, the present study reviewed a considerable number of past studies on the leadership development for vocational school students. Meanwhile, Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) was adopted for the review of the current research which utilised two main journal databases, namely Scopus and Science Direct. Accordingly, the search efforts resulted in a total of 20 articles that can be analysed systematically. Most importantly, the review managed to formulate three main themes, namely the need for leadership in vocational school, integration of leadership in vocational curriculum, and the last is success stories and best practice. Finally, a number of recommendations were presented at the end of this research for the reference of future scholars.

1. Introduction

The function of leadership in today's dynamic global society has evolved beyond simple administration to become a guiding light for innovation and positive change (Limbong et al., 2023). As we approach the dawn of a new era, it is critical to acknowledge the value of developing leadership qualities in young people, particularly those attending vocational schools (Adinugraha, 2020). This journal sets out on a life-changing investigation into the field of leadership development catered to the requirements and goals of students attending vocational schools. Vocational education gives students the tools they need to succeed in vocations and industries by laying the groundwork for their practical knowledge and abilities (Dardiri et al., 2017). Nevertheless, in these contexts, the fundamentals of leadership are frequently ignored (Karaman et al., 2023). By exploring the complex aspects of leadership and how well it fits into the vocational education framework, this magazine aims to close this gap (Hao et al., 2023).

Our objective as we set out on this journey goes beyond traditional leadership paradigms. Our goal is to help every student realise their full potential as leaders by creating an atmosphere that develops not only technical expertise but also the critical soft skills and forward-thinking attitude that characterise real leaders. Leadership has a transforming force that extends

beyond corporate boardrooms and into every aspect of life, from project management to making great contributions to communities (Zai & Harefa, 2023). This publication seeks to offer a comprehensive resource for teachers, administrators, and students alike by synthesising academic research with real-world applications and success stories. In order to enable students to become change agents in their fields of interest, the intention is to start a conversation about the critical role that leadership will play in determining the direction of vocational education in the future.

We will examine many facets of leadership development in the next chapters, all of which are contextualised within the special opportunities and challenges that vocational schools present. These features include effective communication, teamwork, flexibility, and resilience. Through comprehension and adoption of these tenets, learners can surpass in their technical proficiencies and also manifest as impactful leaders, capable of rendering significant contributions to their respective fields and societies.

2. Methodology

The four elements of the review methodology were identification, screening, eligibility, and inclusion. These processes were in accordance with the Preferred Reporting Items for Systematic Reviews and Meta Analyses (PRISMA; see Figure 1). Several electronic databases were used to conduct literature searches as part of the identification stage, and a range of keywords were employed singly and in combination to identify publications (see Figure 1). The search also included specific author names known to work on security priming. In order to find any pertinent research that might have been overlooked using the search method mentioned above, additional records were found by looking through the reference lists of papers recovered from the databases search.
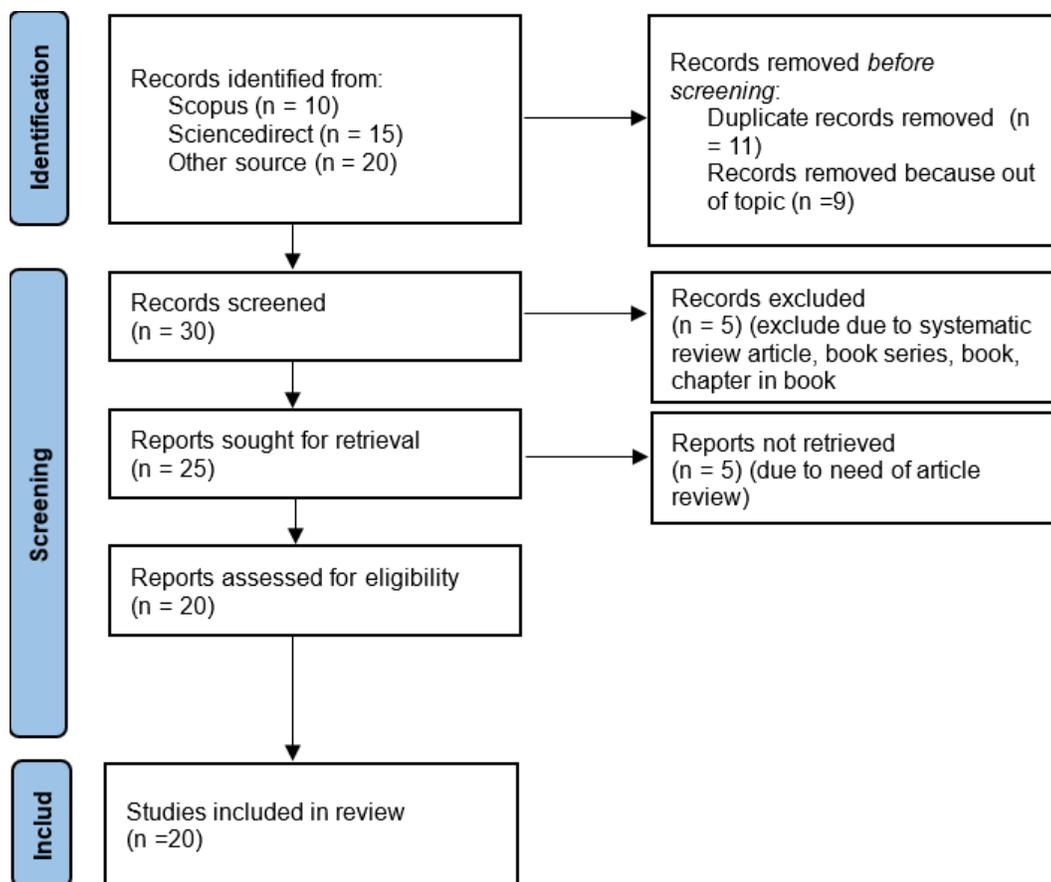

Fig. 1 *PRISMA*

3. Findings

This study has found several things that link between the "Turturing Future Leaders: A Journey in Leadership Development for Vocational School Students". The research findings obtained by the researcher have summarized the information in detail and systematically in the form of a table as shown in Table 3.1.

3.1 The Need for Leadership in Vocational Education

Research conducted by Al Farisi et al., (2022); Grill et al., (2017); Hartinah et al., (2019), underscores the fundamental need for integrating leadership development within vocational education. These studies reveal that leadership skills not only significantly contribute to the success of students in diverse vocational fields but also enhance their adaptability to evolving industry demands.

3.2 Integration of Leadership in Vocational Curriculum

Of particular interest is the exploration of how leadership principles can be seamlessly integrated into vocational curricula. A longitudinal study conducted by Karaman et al., (2023); Prathiwiningsih, (2023); Rahayu, (2017); Zai & Harefa, (2023)) demonstrates that educational programs explicitly incorporating leadership components yield students who not only exhibit heightened technical abilities but also manifest increased interpersonal skills, adaptability, and resilience.

3.3 Success Stories and Best Practices

Exemplifying the potential success of leadership development programs in vocational schools, the in-depth case study conducted by Raharjo, (2021); Reka et al., (2020) offers insights into a school that successfully implemented a comprehensive leadership initiative. The study reveals tangible improvements in student outcomes, as well as a notable positive impact on the broader community.

Table 3.1 *A journey in leadership development for vocational school students*

No.	Author	Discussion	Findings
1.	(Febrisi et al., 2023)	Character building activities are programmes or initiatives designed to enhance, mould, and/or perfect a person's psychology, morality, humanity, and/or society in order to improve that person's behaviour and personality through the development of student leadership.	Character building is implemented through socialisation, observation, consultation, weekly intensive character building, evaluation, and programme continuation. Students who participate in this programme will develop stronger leadership skills and more positive personalities.
2.	(Wibowo et al., 2023)	Community service program focuses on efforts to increase student leadership capabilities.	Through the service program, it can be concluded that the importance of leadership training is in building students' character from an early age and providing new experiences regarding how to shape character according to the conditions of the times.
3.	(Limbong et al., 2023)	Student character is positively and significantly impacted by the leadership culture.	Students' character is developed in schools by good teacher leadership, which also has a positive and significant impact on students' character.

4.	(Prathiwiningsih, 2023)	The importance of forming Hindu leadership character during adolescence so that they can get through their teenage years well is through character development.	By implementing this community service, Hindu teenagers, especially students of SMK Negeri 1 Sukasada, can produce spiritually intelligent leaders who are able to apply religious values and spirituality in their daily lives.
5.	(Zai & Harefa, 2023)	By having a leadership attitude, students become more independent and ready to face the challenges that exist in their lives. One way to foster student leadership attitudes is through scout activities.	1). The formation of leadership attitudes through scout activities is carried out by coaching students through assigned tasks such as hiking, nature exploration, adventures, and leadership development exercises. 2). The inhibiting factor in the formation of student leadership attitudes is that not all students are enthusiastic about scouting activities, it can be seen that there are still scouting students who are not yet disciplined, and also the ability of scout leaders is still quite limited in scouting skills activities, and the attitudes of parents are still traditional.
6.	(Hao et al., 2023)	Acknowledging the widely accepted importance of leadership in a variety of areas and the persistent issues with post-secondary leadership programmes, including ambiguous goals, low student engagement, restricted access, and limited practical applicability.	Future research should prioritise developing and implementing strong evaluation strategies for gamified leadership training programmes. This research should concentrate on improving the definition of gamification, broadening its application, and developing robust assessment strategies.
7.	(Karaman et al., 2023)	There are various drawbacks to creating an educational leadership scale for nursing students and assessing its validity and reliability. First, nursing students enrolled in a single nation's university were the focus of the current scale's application. Not all nursing programmes across the nation are represented by this method of data collection. Second, one of the study's potential limitations is that only one sample was used for it.	The measure was created as a self-report instrument to assess nursing candidates' inclinations towards educational leadership. Its primary academic contribution in this regard is that it has been included in the literature as a novel, trustworthy measuring instrument. The scale facilitates the assessment of the nurse candidates' present educational leadership inclinations, which aids in the identification of pertinent development areas.

8.	(Fatmala et al., 2022)	Character formation will create leaders with character and an independent generation so that there is no longer a crisis of leadership character	The study's findings are as follows: the first is the NU Student Association student organisation at Al Futuh Vocational School; students who are members of student organisations have demonstrated good leadership character, which is achieved by paying attention to three main components: personality, motivation, and ability. These three components interact with one another and influence one another to help students develop good student leadership characters. The third is the urgency of student organisations in developing student leadership characters as student organisations, student regeneration, and student struggle guidelines.
9.	(Al Farisi et al., 2022)	The crisis of trust that underlies the phenomena of Islamic leadership crisis is a direct result of the urgent problem of Islamic leadership. Developing people with the potential to be leaders is one approach that can be made.	The SMK Bina Mandiri Multimedia Cileungsi Intra- School Student Organisation would be able to acquire and gain attitudes, abilities, skills, and behavioural knowledge linked to Islamic leadership in an organisation as a consequence of this community service project.
10.	(Candra & Nissa, 2021)	This basic leadership training aims to equip prospective intra- school student organization administrators, extracurricular administrators, and class administrators with material related to the basics of basic leadership and organizational concepts.	Students who take basic leadership training will be able to have student leadership competencies such as performance competencies, personal competencies and social competencies

11. (Karaman et al., 2023)	There are various drawbacks to creating an educational leadership scale for nursing students and assessing its validity and reliability. First, nursing students enrolled in a single nation's university were the focus of the current scale's application. Not all nursing programmes across the nation are represented by this method of data collection. Second, one of the study's potential limitations is that only one sample was used for it.	The measure was created as a self-report instrument to assess nursing candidates' inclinations towards educational leadership. Its primary academic contribution in this regard is that it has been included in the literature as a novel, trustworthy measuring instrument. The scale facilitates the assessment of the nurse candidates' present educational leadership inclinations, which aids in the identification of pertinent development areas.
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16. (Sulistyo & dkk, 2018)	The school is an educational unit as an appropriate means for forming students' personalities, forming a spirit of leadership, nationalism and good character through learning activities which are divided into intracurricular and extracurricular activities.	The outcomes demonstrated how the extracurricular work programme at Paskibra SMK N 2 Salatiga, which consists of flag-raising, morning apple activities, frequent training, counselling, and social work, effectively fosters a leadership mentality among students.
17. (Joko, 2018)	Student leadership can be built through various activities such as Basic Student Leadership Training, Working Meetings, Outbound and comparative studies.	The study's findings demonstrated that: (1) Sukadana 2 Public Middle School's Intra-School Student Organisation (OSIS) was managed through OSIS activities, which made every effort to support students' growth and development, help them overcome negative influences from within the school environment, increase their appreciation of art, and promote a sense of nationalism and state. The approach of student leadership development is implemented through a range of

			programmes. (3) The administration of intra-school student organisations (OSIS) is being implemented as a technique to improve student leadership. OSIS plays a key role as the only organisation where students may enhance and equip their knowledge of leadership attitudes through training and education.
18.	(Rahayu, 2017)	This programme explains the fundamentals of leadership, leadership styles, the distinctions between bosses and leaders, and how to make the right decisions through lecture exercises, Q&A sessions, and case study discussions.	The community service results demonstrate how well-organized the events were, how enthusiastically the attendees engaged in a range of activities, and how engaged they were by actively participating in the discussion and question-and-answer sessions.
19.	(Dardiri et al., 2017)	The roles of manager and leader were used to implement entrepreneurial leadership. As a leader, the principal started by giving each unit leader in a TVE institution an entrepreneurial vision. By gaining entrepreneurial insights, all unit leaders were urged to craft a unique and imaginative vision and mission for their particular units.	The implementation of entrepreneurial leadership greatly enhanced stakeholders' commitment and devotion to the vocational education organisation, with the educational institutions recognised for their excellence, according to the data analysis results.
20.	(Grill et al., 2017)	It was discovered that during VET, the students' empowering ILT increased. It was discovered that the empowering ILT of the VET students was favourably correlated with the leadership of supervisors but not teachers.	When it comes to the qualities of a successful leader, VET students seem to change their minds early in their professional careers. As a result, it is possible to view the ILT of VET students as dynamic and sensitive, with a tendency to alter as the students integrate into the workforce.

4. Conclusion

In conclusion, this comprehensive literature review underscores the growing consensus regarding the pivotal importance of leadership development in vocational education. By strategically integrating leadership principles into curricula, addressing the specific challenges faced by educators, and emphasizing the cultivation of soft skills, vocational schools have the potential to empower students not only as technically proficient professionals but also as visionary leaders poised to navigate and lead in the ever-evolving landscape of the future.

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Conflict of Interest

There is no conflict of interest regarding the publication of the paper.

Author Contribution

The author confirms sole responsibility for the following: study conception and design, data collection, analysis and interpretation of results, and manuscript preparation.

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