STRATEGIES FOR DEVELOPING THE QUALITY OF SMK EDUCATION ISLAMIC HIGH SCHOOL MAJORING IN MULTIMEDIA AND TECHNOLOGY INFORMATION (CASE STUDY IN PARUNG PANJANG DISTRICT - BOGOR REGENCY)

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Abstract

This study uses a qualitative method with the Analytical Hierarchy Process (AHP) to analyze the strategy for developing the quality of Islamic vocational school education majoring in multimedia and information technology in the Parung Panjang area, Bogor Regency, with a focus on school accreditation, human resources, curriculum, and infrastructure. In addition, this study develops alternative quality development strategies that can be applied not only in the region but also in general throughout Indonesia. The results of this research show that the main criteria for developing quality of education at Islamic Vocational Schools consisted of managerial (A1, A2), curriculum (A2, A3), human resource (A3, A4), infrastructure (A4, A5), and human resources (A4). The findings of this study can be used as a reference for the implementation of strategies in Islamic vocational schools, and cultivating strategies that have a positive impact on Islamic education both at the national and international levels.

Keywords: Strategy, AHP, HR, Curriculum, Infrastructure

INTRODUCTION

The rise of the Indonesia golden generation in 2045 is the dream of the Indonesia nation to achieve progress, justice, and prosperity, supported by four main pillars, one of which is human resource development and mastery of information technology. In an effort to realize inclusive and equitable education, Presidential Regulation No. 59 of 2017 sets the global goal of education, namely ensuring the quality of education and increasing lifelong learning opportunities. The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) through Ministerial Regulation Number 22 of 2020 also focuses on improving the quality of vocational education through the Center of Excellence Vocational Vocational Program, where the development of education quality is carried out in a holistic and sustainable manner. BPS 2023 data records that there are 14,265 vocational schools throughout Indonesia, including 68 private Islamic vocational schools majoring in Multimedia and Information Technology in Bogor Regency, which play a strategic role in improving the quality of vocational education by instilling Islamic character.

Islamic education at private vocational schools aims to produce a generation with noble character, discipline, independence, and responsibility, in line with Islamic values derived from the Qur'an. Islamic education ideally forms human beings who fear Allah, use logic well, and are responsible in social life and work (Imamuddin et al., 2020; Nurhadi & Harahap, 2021; Supriyatno et al., 2021; Suyadi et al., 2021; Taufik, 2020). The Qur'an Surah Az-Zumar verse 9 emphasizes the importance of science in distinguishing between truth and falsehood and increasing the degree of believers. The Tafsir of the Ministry of Religion of the Republic of

Indonesia added that Muslims are encouraged to continue to pursue knowledge, both religious and world sciences, and maintain manners and manners in life.

The quality of quality education is an important basis for improving the quality of life of the community and sustainable development (Bakar et al., 2023; Krismadinata et al., 2020; Yaakob et al., 2020). According to the Ural State Pedagogical University, the quality of education today must be understood in the context of digitalization. As of January 2023, Indonesia has 213 million internet users, or around 77% of the total population of 276.4 million (We Are Social 2023 report). With digital technology, individuals from all over the world can access high-quality Islamic educational resources, which is a great opportunity for Islamic vocational schools to improve the quality of education in the digital era in Indonesia.

Islamic vocational school educational institutions need to adjust by designing vocational education in an integrated manner, focusing on the needs of a competent world of work, especially in the field of Multimedia and Information Technology (Arkorful et al., 2020; Berchin et al., 2021; Kopnina, 2020; Musolin et al., 2024; Uralovich et al., 2023). The main goal of vocational education is to produce professional graduates in the field of technology who are also able to teach and develop knowledge (Antonietti et al., 2022; Gonczi, 2020; Kovalchuk et al., 2022; Ramírez-Montoya et al., 2021; Suharno et al., 2020). The development of the quality of Islamic vocational school education in the department must be carried out through continuous analysis by applying quality development theories, such as the Juran trilogy theory (Quality planning, control, improvement), PDCA, and Total Quality Management (TQM) from Edward Sallis. This research focuses on Islamic Vocational Schools in Parung Panjang, Bogor, with the hope of implementing quality development strategies that have a positive impact on Islamic education both at the national and international levels. Parung Panjang, which has experienced an increase in population due to housing development, faces challenges in developing vocational education that is in line with changes in the environment and the needs of the local community.

Islamic vocational school education in Parung Panjang District, Bogor, faces various challenges, including poorly structured institutional management, educational orientation limited to formal aspects, and shortcomings in learning and the quality of graduates. Another hindering factor is teachers who teach outside their field of expertise and limited educational facilities, especially in the field of information technology. Nevertheless, the leaders of Islamic vocational schools in this region continue to strive to improve the quality of education. One solution is to implement a development strategy that focuses on integrative Islamic education, strengthen the competence of educators through relevant training, and improve technological infrastructure. With a holistic approach, it is hoped that Islamic Vocational Schools in Parung Panjang can meet national standards and contribute to Islamic education at the international level.

This study uses a qualitative approach to analyze the quality of Islamic vocational school education in Parung Panjang District, Bogor, with a focus on school accreditation, human resources, curriculum, and infrastructure. Although most schools are considered good, some still need improvement, especially in terms of infrastructure and curriculum. The researcher uses deductive and inductive approaches, as well as the Analytical Hierarchy Process (AHP) method to design a strategy for developing the quality of education. AHP allows for logical and systematic judgment in decision-making, taking into account perceptions, preferences, and experiences. This research produced three quality development strategies for Islamic Vocational Schools majoring in Multimedia and Information Technology, which are expected to increase professionalism, transparency, and accountability in education management. The strategy is also expected to reflect the values of fatonah, siddig, amanah, and tabliq, so that the quality of Islamic education at Islamic vocational schools can continue to improve.

This study aims to describe and analyze the strategy for developing the quality of Islamic vocational school education majoring in Multimedia and Information Technology in the Parung Panjang area, Bogor Regency, as well as identify the main criteria and subcriteria that are alternative in its development efforts. In addition, this study develops alternative quality development strategies that can be applied not only in the region but also in general throughout Indonesia. The benefits of this research are as input and reference in making policies to develop the quality of Islamic vocational school education, a reference for the implementation of strategies in Islamic vocational schools, and cultivating strategies for developing the quality of Islamic vocational school education nationally.

RESEARCH METHOD

This study uses a qualitative method with the Analytical Hierarchy Process (AHP) to analyze the strategy for developing the quality of Islamic vocational school education in Parung Panjang, Bogor. AHP helps simplify complex problems into a more structured hierarchy, incorporating subjective judgments based on perception, experience, and intuition. The researcher used three strategies to develop the quality of education for Islamic Vocational Schools majoring in Multimedia and Information Technology. This research was conducted for three months in several vocational schools in Parung Panjang which were selected based on achievement and competitiveness in the world of education. The data collected includes primary data from interviews and questionnaires with experts, as well as secondary data from various written sources.

The data collection techniques used in this study include interviews, observations, documentation, and discussions with the research subjects. Data analysis is carried out inductively and deductively, with the aim of finding themes or patterns and validating the results of the research with existing theories. The validity of the data is tested through credibility, transferability, dependability, and confirmability, with the aim of ensuring data that is accurate, relevant, and accountable. AHP allows researchers to make decisions based on multi-level criteria and validate strategies for improving the quality of Islamic vocational education, despite the weakness of subjectivity in expert perceptions.

RESULT AND DISCUSSION
The development of the quality of Islamic SMKS education that has been, is and will be implemented

Regional Regulation Number 19 of 2008 concerning the Spatial Plan of Bogor Regency 2005-2025 emphasizes spatial development strategies, including rural and urban areas, as well as settlement centers such as in Parung Panjang. Strategic issues involve the use of resources, improving the quality of human resources, and village development. In the education sector, Parung Panjang District shows rapid growth which is in line with Bogor Regency's vision to create a quality and intelligent society. Agus Sriyanta, Chairman of the Bogor Regency Private Education Consultative Body (BMPS), explained that the Islamic education strategy in this region includes the integration of Islamic teachings in the national curriculum, the construction of new Islamic schools, infrastructure improvements, and teacher training and development. This strategy is supported by the development of learning materials in accordance with Islamic values and cooperation with local religious institutions.

Islamic education policy in Bogor Regency also focuses on community empowerment and continuous evaluation to increase effectiveness. With the change in the Independent Curriculum, vocational schools have experienced a shift in focus, including improving student skills through cooperation with industry. The education strategy at vocational schools includes increasing access, building New School Units (USB), providing School Operational Assistance

(BOS), and strengthening the relevance of vocational education according to the needs of the world of work. This aims to make vocational school graduates more ready to enter the job market, with a focus on academic proficiency and the application of skills in the industrial world.

Main Criteria Factors and sub-criteria that are alternative choices at SMKS Islam, Parung Panjang District, Bogor

The main criteria and sub-criteria that affect the implementation of education at SMKS Islam Parung Panjang include managerial, human resources, curriculum, and infrastructure. In managerial, leadership, organizational structure, and school budget planning are important factors. Meanwhile, human resource development focuses on the development of educators and education personnel, careers, technology, and welfare. The curriculum includes content standards, learning processes, as well as teacher quality and graduation. In terms of infrastructure, school buildings, classrooms, laboratories, and learning equipment are crucial to support quality education.

In addition, the results of the study show that the educational institution of Islamic Vocational Schools still faces challenges, especially in terms of limited infrastructure, such as laboratories and practicum tools that are not up to standard. The implementation of the curriculum is also not fully optimal to prepare students for the world of work. However, with good management management, improving the quality of human resources, a curriculum that is relevant to industry needs, and the provision of adequate infrastructure, the Multimedia and Information Technology Department Vocational School in Parung Panjang can produce graduates who are ready to work and competent.

Strategy for Developing the Quality of Islamic Vocational School Education

The author designs a strategy to develop the quality of Islamic vocational education through the process of identifying problems, selecting relevant data, and evaluating solutions using the Analytic Hierarchy Process (AHP) method, developed by Thomas L. Saaty. AHP is used to prioritize candidates and solve unstructured problems. The steps in AHP include problem definition, preparation of hierarchical structures with criteria and alternatives, paired comparisons to assess relative levels of importance, data normalization, calculation of vector eigenvalues, and testing of hierarchical consistency. If the calculation results are inconsistent, the assessment is repeated until it reaches an acceptable level of consistency. Through AHP, authors can simplify complex problems by creating a hierarchy that facilitates systematic and effective decision-making.

AHP as a decision-making method works by separating complex problems into smaller parts that are organized in a hierarchical structure. This process involves assessing criteria and alternatives through paired comparisons, weighting each element, and synthesizing results to determine priorities that influence the final decision. Hierarchy diagrams make it easy to visualize primary objectives, criteria, subcriteria, and alternatives at lower levels. By giving relative weight to each element, AHP allows users to simplify strategic issues and quantitatively prioritize, speeding up and simplifying complex decision-making processes.

Tablet 1. Scala Clock (Hour, 1980)

Intensity of Interest	Information
1	Both elements are equally important
3	One element is more important than the other
5	One element is essential or very important than the other

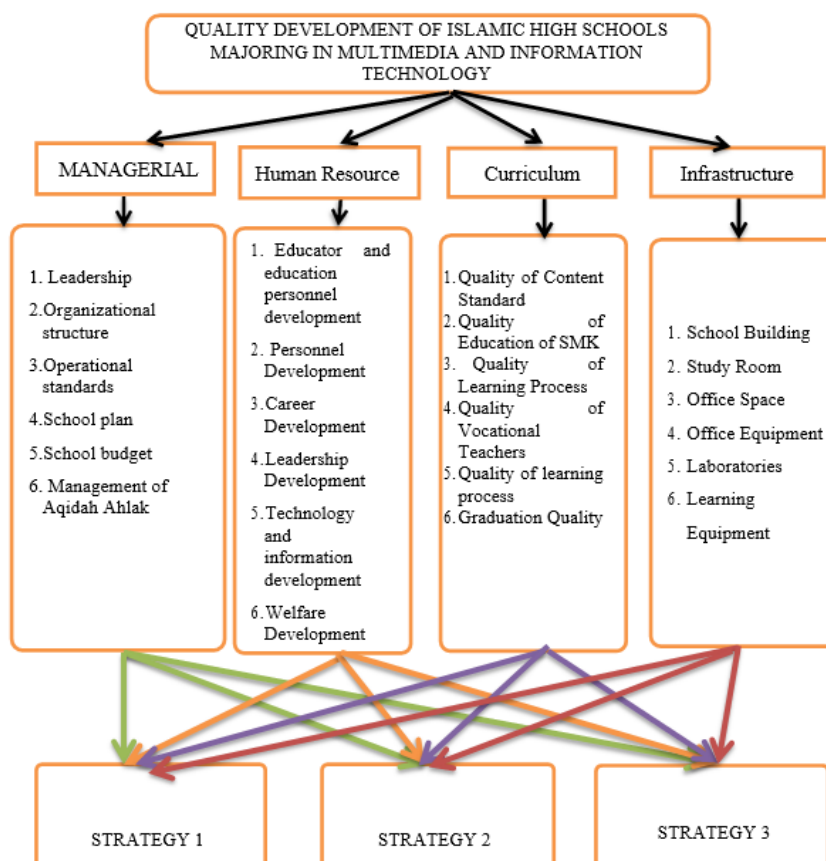| 7	One element of jeles is more important than the other
9	One element is absolutely more important than the other
2, 4, 6, 8	Middle values between 2 adjacent considerations
Opposite	If for activity i gets one number when compared to one activity j, then j has the opposite value when compared to activity i

Figure 1. AHP Structure Strategy for the Development of Islamic Vocational Education Quality

The results of the research at the Parung Panjang area vocational school and the Private Higher Education Consultative Body and the Bogor Regency Education Office, which involved 21 respondents, showed that the main criteria for developing the quality of Islamic vocational school education consisted of managerial (A1), curriculum (A2), human resources (A3), and infrastructure (A4). The strategy to develop the quality of Islamic vocational school education majoring in multimedia and information technology is carried out using the AHP method, through several stages, including collecting data, making a comparison matrix, calculating Vector Eigens and maximum Eginations, and testing the consistency of the hierarchy. After ensuring the consistency of CR < 10%, a quality development strategy is formulated based on the results of these calculations and analysis.

Table 2. Weighting Factor Matrix and Hierarchy Adjustment of All Criteria

	Managerial	**HR**	**Curriculum**	**Infrastructure**	**Average Amount**	**Own**
Managerial	0,597	0,621	0,588	0,538	2,344	0,586

HR	0,199	0,207	0,235	0,231	0,872	0,218
Curriculum	0,119	0,103	0,118	0,154	0,494	0,124
Infrastructure	0,085	0,069	0,059	0,077	0,290	0,072
Total	1,000	1,000	1,000	1,000	4,000	1,000

Table 3. Matrix of Ranking Adjustment of Sub Criteria with Strategy

	SDM	Curriculum	Sarpras	Managerial	Average	Own
Strategy 1	0,40	0,26	0,22	0,22	1,10	0,67
Strategy 2	0,11	0,11	0,15	0,13	0,50	0,31
Strategy 3	0,02	0,02	0,02	0,03	0,09	0,06
Total	0,40	0,46	0,39	0,38	1,63	1,04

After calculating and adjusting the ranking on each sub-criterion, the results of the study were obtained as follows:

Table 4. Developed Strategy Matrix

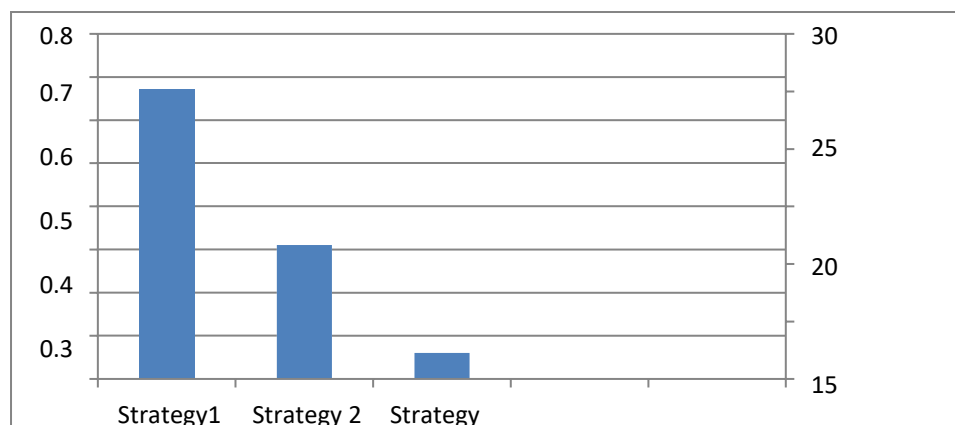| **Strategy 1**	0,67	Priority on HR and Managerial
Strategy 2	0,31	Priority on Curriculum and Managerial
Strategy 3	0,06	Priority on Sarpras and Managerial

Figure 2. Islamic Vocational School Education Quality Development Strategy Cluster

Thus, the results of the research can offer the following strategies for developing the quality of Islamic vocational school education:

1) Strategy 1: Prioritizing quality development on improving human resources which has a ranking weight of 67%. This means that it is necessary to develop teachers and education personnel through IT skill development training and coaching to improve the quality of teachers and education personnel. Furthermore, quality development is needed through improving the management system and quality management of Islamic Vocational Schools to increase operational efficiency and can ensure the optimal use of resources, including moral development.

2) Strategy 2: Prioritizing quality development on improving the curriculum which has a ranking weight of 31%. The curriculum needs to be revised to ensure relevance to industry needs and the latest developments in the field of education. Ensure inclusivity and diversity in curriculum content and increase stakeholder involvement in the curriculum preparation and evaluation process.

3) Strategy 3: Prioritizing quality development on improving Sarpras which has a ranking weight of 6%. In this case, it is necessary to improve physical infrastructure and technology to support effective and efficient teaching and learning, including comprehensive moral development.

Discussion of research results at Islamic Vocational School in Parung Panjang Area, Bogor

Human Resources (HR) Aspects

Human resources (HR) are a key element in the field of education that determines the success of community education services. The development of quality human resources is carried out through continuous education and training, both formal and informal, with a focus on five main domains: professionalism, competitiveness, functional competence, participatory excellence, and cooperation. The role of principals, teachers, and staff is very important in managing schools and ensuring the quality of education. Efforts such as competency training and training, including the On the Job Training (OJT) program for teachers, are part of the strategy to improve human resource skills, so that they are relevant to industry needs. The leadership of the principal is also an important factor in maintaining school discipline and discipline, as well as ensuring that educational institutions produce quality graduates.

Research also shows that qualified human resources can help design a curriculum that is in line with industry and technological developments, ensuring students receive training that is relevant to the demands of the job market. Competent teachers not only teach, but also inspire, motivate, and guide students in developing social skills, leadership, and other values. Thus, the priority of human resource development at Islamic Vocational Schools will improve the quality of teaching and school management, as well as prepare students to enter the workforce with skills that are in line with industry needs.

Curriculum Aspects

Article 15 of UUSPN Number 20 of 2003 explains that the curriculum in Vocational High Schools (SMK) is designed to develop work competencies that are relevant to the needs of the job market, while providing space for students to develop themselves and contribute to society. The general goal of SMK is to prepare students to live a decent life, increase faith and devotion, and equip them with professional skills and an independent attitude. The curriculum also aims to prepare students to work in the business and industrial world, as well as provide a foundation for those who want to continue their education. On the other hand, the Independent Curriculum, which began implementing in 2021, is designed to provide flexibility in learning with five key approaches, including technology assessments, self-training for teachers, and the development of learning communities to share best practices.

Research on the curriculum at SMKS Islam in Parung Panjang shows that the infrastructure and quality of the educational process still need to be improved, especially in terms of curriculum orientation which is still too focused on academic grades. According to the results of an interview with Mazillah, the deputy principal of SMK Sultan Agung, the importance of planning, implementing, and evaluating the curriculum to improve the quality of learning and graduates. The implementation of a curriculum that is tailored to the needs of the industry and technological developments, such as project-based learning and practical experience, is expected to prepare students with skills that are in line with the demands of the world of work. With the right strategy, the vocational curriculum can become more responsive to the needs of the job market and provide relevant learning experiences for students.

Aspects of Infrastructure

Educational facilities and infrastructure are important components that support the teaching and learning process in schools. Facilities include equipment that students use directly, such as books and stationery, while infrastructure includes facilities such as school buildings, classrooms, laboratories, and sports fields. Standards for facilities and infrastructure are regulated in Permendikbudristek No. 22 of 2023 which states that educational facilities must be in accordance with the needs of students, safe, healthy, environmentally friendly, and support inclusive learning. The management of facilities and infrastructure must involve effective planning, organization, implementation, and evaluation in order to improve the quality of education.

The development of the quality of Islamic vocational education in Parung Panjang through facilities and infrastructure faces various challenges, including limited funds, maintenance, and storage. These barriers affect the school's ability to provide adequate facilities. However, the results of the study show that good facilities and infrastructure are the key to supporting the achievement of educational goals. Therefore, the development strategy must focus on improving and updating physical facilities, training teachers in making optimal use of facilities, and partnerships with industry to ensure that facilities are in accordance with the needs of the world of work. With adequate facilities, schools can create a conducive learning environment, support effective learning, and improve student achievement.

Managerial aspects

Islamic Private Vocational High School has a main focus on developing specific work competencies that suit the needs of the business world, as well as the formation of Islamic character. The main goal of vocational schools is to prepare students to become skilled workers who are able to adapt to the development of science, technology, and art. The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has launched the Center of Excellence Vocational School Program (SMK PK) to improve the quality and performance of vocational schools by strengthening partnerships with the world of work. This program also aims to ensure that vocational school graduates have competencies that are relevant to industry needs and are ready to continue their education to a higher level. In the era of digital disruption and the challenges of the Industrial Revolution 4.0, vocational education must integrate 21st century skills such as creativity, critical thinking, communication, and collaboration to equip students to face global competition.

Managerial strategy is the main pillar in the management of vocational schools in Parung Panjang, which includes improving operational efficiency, resource management, and performance monitoring. The implementation of good governance, from policy setting to data-driven decision-making, helps educational institutions achieve better goals. Effective principal leadership is essential in realizing the vision and mission of education, with a focus on developing the quality of services, facilities, curriculum, and teaching methods. Research shows that strong management is able to improve the quality of education and prepare competent graduates, as well as have a positive impact on all education stakeholders.

Strategy for Developing the Quality of Islamic Vocational School Education

Strategy is a holistic approach that involves planning and executing an idea over a specific period of time to achieve an effective goal. A good strategy requires coordination of the work team, identification of supporting factors, and rational and efficient implementation principles, both in terms of funding and tactics. In the context of developing the quality of education, this strategy is distinguished from tactics because it has a wider reach and a longer duration. The strategy to improve the quality of education at private Islamic vocational schools

is focused on four aspects: human resources (HR), curriculum, infrastructure (sarpras), and managerial. Each of these aspects requires planned and structured steps to support the development of education.

From the HR aspect, the strategy includes staff performance assessments, periodic training, and encouragement for information technology mastery. The curriculum needs to be evaluated to be relevant to the needs of students, designed based on competencies, and integrate educational technology. On the infrastructure side, infrastructure audits are carried out to identify deficiencies and needs, update physical and technological facilities, and establish a routine maintenance schedule. Managerial strategy involves identifying weaknesses in school management, leadership development, and implementing effective policies and procedures for resource management. With this approach, it is hoped that Islamic Vocational Schools can significantly improve the quality of education.

The strategy to improve the quality of education at Islamic vocational schools requires a structured and synergistic approach that involves periodic monitoring and evaluation in four main aspects: human resources, curriculum, infrastructure, and managerial. In terms of human resources, the study found that education staff are less skilled and have minimal training, with a high turnover rate. The lack of diversity and experience among staff also hinders the creation of an inclusive learning environment. To overcome this, strategic measures such as increased training, staff development, and job incentives can improve the quality of education. In terms of curriculum, it was found that the existing curriculum is less relevant to industry and technology needs, as well as less emphasis on soft skills such as communication and teamwork. A more in-depth evaluation of the curriculum and the integration of technology and soft skills in educational programs are needed to improve the competitiveness of graduates.

In terms of infrastructure, inadequate physical infrastructure, such as dilapidated buildings, limited technological facilities, and incomplete libraries, are barriers to effective learning. In addition, the lack of supporting facilities such as transportation and sanitation affects the comfort and productivity of students and staff. On the managerial side, weaknesses in leadership, coordination between departments, and risk management add to the challenge of achieving optimal educational goals. Investment in leadership training and the more effective use of information technology is urgently needed to improve operational efficiency and improve the quality of educational institution management.

This study identifies various weaknesses in educational institutions, such as inadequate facilities and infrastructure, curricula that do not match industry needs, and lack of soft skills among students. To address this problem, researchers recommend the application of systems thinking strategies, which involve renovation or construction of new buildings, investments in educational technology, library development, and improved transportation accessibility. In addition, a review of the curriculum is needed to be more flexible, integrated with technology, and involve industry to ensure that graduates of Islamic vocational schools have relevant skills. This systems thinking strategy also involves data collection and analysis, setting realistic goals, implementing strategies in a measured manner, and continuous evaluation to ensure the effectiveness of the programs implemented.

Applying systems thinking in educational institutions, such as Islamic vocational schools, means understanding that the problems that arise are related to various other factors and do not stand alone. This strategic step focuses on sustainable quality development through planning, implementation, and evaluation that pays attention to the principles of systems thinking. In this strategy, the management of educational institutions must be able to identify problems, collect data, analyze, and formulate solutions through a holistic approach. The application of systems thinking strategies includes the development of infrastructure facilities

such as building renovations, investment in technology, and a review of curriculum that is relevant to the needs of the industry and soft skills needed by students.

In addition, the implementation of good managerial strategies, as explained by the Total Quality Management (TQM) and Deming Cycle (PDCA) theories, helps educational institutions achieve continuous quality improvement. Through planning, implementation, evaluation, and improvement actions, educational institutions can ensure operational efficiency and effectiveness and improve the quality of educational services. This PDCA cycle also encourages institutions to continue to evaluate and improve the educational process, ensuring graduates who are competent and relevant to industry demands. This strategy also supports the creation of a professional, transparent, and accountable work culture in educational institutions.

The results of this study identify strategic steps to improve the quality of education at Islamic Vocational Schools, in accordance with the Deming Cycle (Plan, Do, Check, Action). In the aspect of Human Resources (HR) development, the first step is to identify training needs and develop a specific plan. The training was carried out by providing incentives that motivated staff and teachers, followed by evaluation of the effectiveness of the training through surveys and performance assessments. Adjustments are made based on the results of the evaluation to ensure sustainable and effective human resource development.

In the curriculum aspect, an analysis of the existing curriculum is carried out, followed by the design of a new curriculum that is relevant to the needs of students and the development of the times. Training for teachers is carried out to be ready to implement the new curriculum, and periodic evaluations are carried out to assess its effectiveness. Feedback from teachers and students is used to revise and update the curriculum to ensure that the curriculum remains relevant and effective in improving the quality of education.

In the aspect of facilities and infrastructure (sarpras), the planning stage involves identifying infrastructure needs that need to be improved, followed by the procurement and maintenance of infrastructure that is in accordance with the budget and schedule. The implementation is carried out by monitoring the quality and repair schedule, as well as conducting inspections and evaluations to ensure the feasibility of the updated infrastructure. Feedback from users is used to improve long-term infrastructure procurement and development plans.

In the managerial aspect, a review of the organizational structure and management processes is carried out to identify areas for improvement. Training programs and incentives are implemented to help staff adapt to technological and regulatory changes. Post-training performance evaluations are conducted to measure effectiveness, and program adjustments are made based on feedback. Periodic training cycles and support for the application of new knowledge are implemented to ensure continuous improvement of management performance and quality.

Based on the results of the research, the development of the quality of education at the Parung Panjang Islamic Vocational School must be carried out with a systematic approach in four aspects: Human Resources (HR), curriculum, infrastructure facilities (sarpras), and managerial. In human resource development, the proposed strategy includes improving the qualifications of educators through training in the latest technology and teaching, partnerships with industry to update skills, as well as incentive programs to encourage good performance. The goal is to ensure that educators are ready to provide education that is relevant to the needs of the job market and produce graduates who are competent and highly competitive.

Curriculum development at Islamic Vocational Schools must be competency-based in accordance with industry needs, integrate the latest technologies such as IoT and AI, and encourage project-based learning and real experiences. This strategy also involves collaborating with the industry to ensure graduates have practical skills that match market

demands. This dynamic curriculum is expected to be able to prepare students with skills that are ready to be applied in the world of work, increasing their competitiveness in the labor market.

The development of facilities and infrastructure in vocational schools, especially the multimedia and information technology departments, must include the provision of laboratories with state-of-the-art hardware and complete multimedia facilities. This facility includes a laboratory space with the latest PC processors, a multimedia production studio, and fast internet access. The goal of this strategy is to provide students with an in-depth and practical learning environment, so that they are able to produce professional multimedia works and have recognized competencies in the creative and information technology industries.

From a managerial perspective, the organizational structure in Islamic Vocational Schools needs to be strengthened through the formation of a structured management team, thorough audits of infrastructure, and budget allocation for periodic repairs and maintenance. This strategy includes regular evaluation of school infrastructure, facility maintenance, and sustainable financial planning. With a good managerial approach, optimal facilities and infrastructure, as well as effective human resource and curriculum development, Islamic Vocational Schools can significantly improve the quality of education.

CONCLUSION

The study at Islamic Vocational School in Parung Panjang District reveals that human resources (HR) are the most significant factor in the development of education quality, followed by curriculum (31%), and facilities (6%). The school aims to create a skilled workforce with Islamic character, utilizing the latest technology and industry knowledge. The curriculum should be competency-based, updated, and encourage real project-based learning. Facilities and infrastructure are crucial, with cutting-edge facilities like computer laboratories and advanced devices supporting multimedia learning. Collaboration with industry, collaborative learning, structured internships, and the integration of technologies like IoT and AI are also essential. Regular evaluations of staff and educational program performance and holistic strategies involving partnerships with industry will ensure graduates are prepared to face global challenges and contribute significantly to related industries. Future research could explore the impact of industry collaborations on graduates' employability, technical skills, and character development in line with Islamic values.

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