



# VANOS

## JOURNAL OF MECHANICAL ENGINEERING EDUCATION

<http://jurnal.untirta.ac.id/index.php/vanos>

ISSN 2528-2611, e-ISSN 2528-2700

Volume 8, Number 2, November 2023, Pages 156-171



### Leadership as a Factor in Maintaining Quality Assurance in Technology and Vocational Education and Training: A Systematic Literature Review

Quienera Joshua<sup>1</sup>, Supriyanto<sup>2</sup>, Tutin Aryanti<sup>3</sup>, Mervyn Wong Hsin Jyi<sup>4</sup>, Emmanuel Obobi Tetteh<sup>5</sup>

<sup>1,2,3</sup>Department of Technology and Vocational Education, Indonesia University of Education, Indonesia

Dr. Setiabudhi Street No. 229 Bandung 40154, Jawa Barat, Indonesia

<sup>4</sup>University of Malaysia Sarawak, Faculty of Built Environment, Malaysia

Datuk Mohammad Musa Street, 94300 Kota Samarahan, Sarawak, Malaysia, Kota Samarahan, Sarawak, Malaysia

<sup>5</sup>Ho Technical University, Department of Mechanical Engineering, Ghana  
Box HP 217, Ho VH-0044-6820, Volta Region, Ghana

*Corresponding author: quieneranyeon@yahoo.com*

Received: 12 August 2023. Accepted: 15 October 2023. Published: 30 November 2023

### ABSTRACT

This article focuses on the concept of leadership, which involves managing organizations or groups of individuals, particularly in the context of TVET institutions and sectors. Quality assurance, which measures the level of excellence in comparison to similar processes, is crucial in TVET schools to determine competence and global competitiveness. The article aims to explore the impact of leadership on managing quality in vocational schools and examines various aspects considered for quality control. This study utilizes the Systematic Literature Review, and the data was gathered from reputable sources, specifically Google Scholar, encompassing research conducted between 2018 and 2023. The analysis employed rigorous inclusion and exclusion techniques. The selected articles delve into the impact of leadership skills on quality assurance within the context of vocational education. The findings underscore the crucial role of leadership in guaranteeing educator competence, refining curriculum standards, and establishing effective quality control measures.

**Keywords:** Leadership, Quality Assurance, Vocational Education and Training

## **INTRODUCTION**

The continuous evolution of industries and the rapid advancement of technologies have spurred nations worldwide into fierce competition, as they harness their readily available resources and strive to develop diverse skill sets in anticipation of an upcoming era. In close connection with Technical and Vocational Education and Training (TVET), the methods, models, and strategies employed in education are profoundly impacted by the prevailing era and the pace of technological advancement [1]. The transition is characterized by the widespread adoption of information technology to facilitate digital-based learning across various educational levels, spanning from elementary schools through junior high schools up to universities [2]. By integrating advanced technologies and versatile pedagogic tools, the education sector seeks to bridge the gap between theoretical knowledge and practical skills demanded by the job market. Emphasizing quality assurance becomes crucial in this endeavor, as it not only guarantees standardized proficiency but also instills confidence in employers that graduates are well-prepared to excel in their chosen careers.

Moreover, in the dynamic landscape of the working world, a strong emphasis on quality education fosters a continuous learning culture, allowing individuals to adapt, upskill, and remain relevant throughout their professional journeys. As industries continue to evolve, the synergy between education and

quality assurance plays a pivotal role in creating a competent and future-ready workforce.

Maintaining and controlling the quality assurance of an institution involves considering several aspects, with leadership being widely recognized as a primary driver for ensuring and upholding an organization's standards and excellence. The significance of leadership development has reached unprecedented levels, as companies of all sizes acknowledge the need to cultivate new leadership capabilities and organizational strengths to flourish in today's volatile, uncertain, complex, and ambiguous business landscape [3]. Emerging from conventional approaches, instructional leadership, and its accompanying

Branch, distributed instructional leadership, are two important educational leadership theories with significant impacts on this study [4]. Leadership qualities can bolster a leader's capacity to address and handle professional challenges that may emerge in the workplace [5].

Quality assurance (QA) is a notion that pertains to performance measures established by authorities to evaluate the effectiveness of educational institutions, ensuring that the learning outcomes align with the specific requirements of each society [6]. On the contrary, quality assurance refers to the implemented procedures, processes, and standardized systems that provide support and ensure the efficient delivery of educational services [7]. Enhancing the measurement of the correlation between the aforementioned four elements and TVET can be achieved through