

IMPROVEMENT OF TEACHING SERVICE QUALITY STANDARD AT VOCATIONAL SCHOOL, A CASE STUDY AT SMKN 4 MALANG

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ABSTRACT

The research study was about process of teaching, facilities supporting learning achievement, and school programs to improve learning quality of output SMKN 4 Malang. Research done with qualitative approach by case study model. Data analysis used to Miles-Huberman technique. The results showed SMKN 4 Malang implemented learning active model, teachers prepared learning design (RPP), learning media, game simulation and slides presentation. Students are assigned to work on projects that require the growth of creative learning. The learning process has the support of adequate facilities ranging from the common manifold facilities to specialized facilities. Learning evaluation not only at learning result but involved learning processes. Work practice done in 1 year duration, Meanwhile in others school the program done 6 mounts. Teachers competency improvement by teacher soft skill program and student soft skill program. The lack must to improve at SMKN 4 Malang is headmaster and teachers senior monitoring to junior teachers, and monitoring to students work practice program.

Keywords: *teaching, learning quality standard, vocation*

INTRODUCTION

Vocational education is part of formal education in Indonesia education system, the purpose SMK (Vocational High School) is develop technical expert. In formal regulation, SMK defined "SMK, is one form of formal education unit which organizes vocational education in secondary education as a continuation of the SMP, MTs, or other forms of equal or advanced learning outcomes recognized the same or equivalent junior high school" (Peraturan Pemerintah Republik Indonesia Nomor 66 Tahun 2010 Tentang Perubahan Atas Peraturan Pemerintah Nomor 17 Tahun 2010 Tentang Pengelolaan Dan Penyelenggaraan Pendidikan).

The existence of SMK very strategic in preparing citizens of Indonesia, the ongoing development of government requires a workforce ready to work and skilled. SMK be the answer to these problems, it is in line with the objectives of the SMK as described in Peraturan Pemerintah Number 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan as follows:

Function of Secondary vocational education: a. improve, appreciate and practice the values of faith, character, and noble personality; b. improve, appreciate and practice the values of nationalism and patriotism; c. equip learners with the ability of science and technology and vocational skills of the profession in accordance with the needs of the community; d. increase the sensitivity and the ability to appreciate and express the beauty, subtlety and harmony; e. channel their talents and abilities in the field of sport, good for the health, physical fitness and achievement; and f. improve physical and mental readiness for independent living in the community and / or continue their education to higher education (PP No 17 Tahun 2010 Pasa; 76 ayat 2).

Implementation of vocational education were differences than other secondary education, as proposed in the regulation points cc that CMS works to equip learners with the ability of science, technology and vocational skills of the profession in accordance with the needs of the community. The statement asserted that vocational education is an effort to provide knowledge and skills to learners in life.

However, in practice vocational function is deemed not run optimally. Suryadi (2010) suggested that there are symptoms consistent vocational education program, insulated with the real needs of business and industry, where the education program's is still supply driven. The opinion states that have not happened relevance of the competency of vocational graduates with the needs of the workforce and industry. it is not excessive if the statistical data still showed a fairly high unemployment rate in the vocational school graduates. Unemployed graduates of vocational occurs because vocational education carried out on the basis of supply driven, vocational education programs implemented on the basis of government policy is not based on community needs or demand driven.

Improved quality of learning should refer to the concept of education quality management, it constituted that education management needs to implement a quality management model called Total Quality Management (TQM). Sallis (2003) describes TQM as a philosophy of continuous improvement, which can provide a set of practical tools to every educational institution to meet the needs, desires and expectations of its customers, current and future.

Vocational education problems are not only related to the relevance of that is considered still low but also including the issue of the graduates quality, as the implications of learning process. People perception viewed vocational school as a second choice because in vocational learning is seen as less serious, cases of fighting between students still dominated by SMK children, children who play truant in school hours is mostly done by vocational students. These problems lead to a vocational school to send their interest is still low even though the government has already made a motion "SMK BISA". The core of the problem is the quality of learning vocational education is still low so that graduates do not have the ability and readiness to welcome the world of work.

This research resulted in a standard and the operational concept of service-oriented vocational learning on improving the quality of graduates. The results of future research, is expected to be an example and benchmarking other in implementing vocational learning services. So the quality of vocational learning

will increase, and vocational school graduates more attractive to the world of industry and business.

METHODS

This study used a qualitative approach, type of research is a single case study with a phenomenological approach. The presence of researchers do when observing an ongoing basis according to the schedule or outside the specified schedule. The research was conducted at SMK Negeri 4 Malang. Data in the form of facts and events relating to the process of learning, support facilities and programs to improve the quality of learning in SMK Negeri 4 Malang. Sources of data include the Principal, Vice Principal Curriculum, teachers, and students. The data collection is done by observation, interview and documentation study. The process of data collection is done by snowball, information obtained from key informants further followed in other informants with the hope of obtaining more complete data. The collected data were analyzed by analysis techniques Miles Huberman. Data analysis was carried out during and after data collection is done. The process includes processing, organizing, splitting and synthesis of data and look for patterns, disclosure is important, and the final determination as to what is being reported.

RESULTS

A. Quality Standart of Learning Service in SMK Negeri 04 Malang

Data obtained on the standard of learning quality services are grouped into three sections: lesson planning, implementation and evaluation. The detail findings are presented in Figure 1.

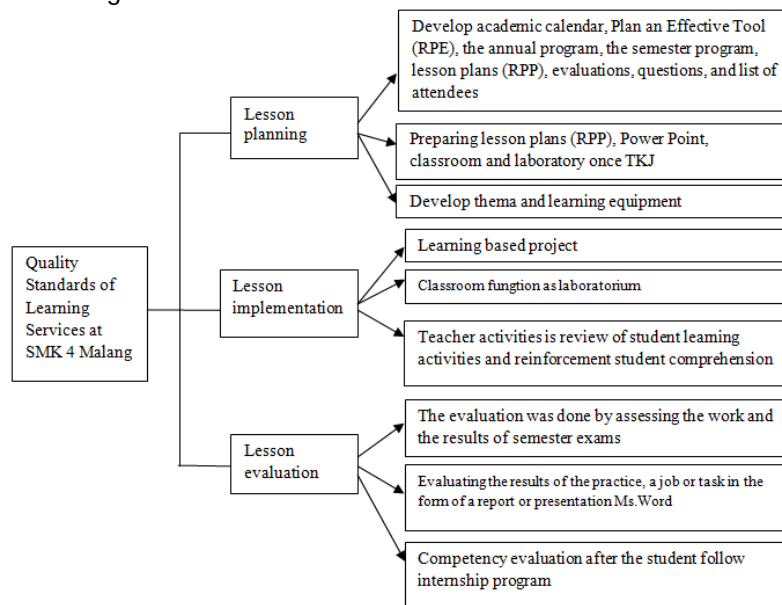


Figure 1. The results Quality Standard of Learning Service SMK 4 Kota Malang

B. The Supporting Facilities of Learning Process

Some facilities were perceived as supporting the success of the learning process at SMK 4 Malang is in Figure 2.

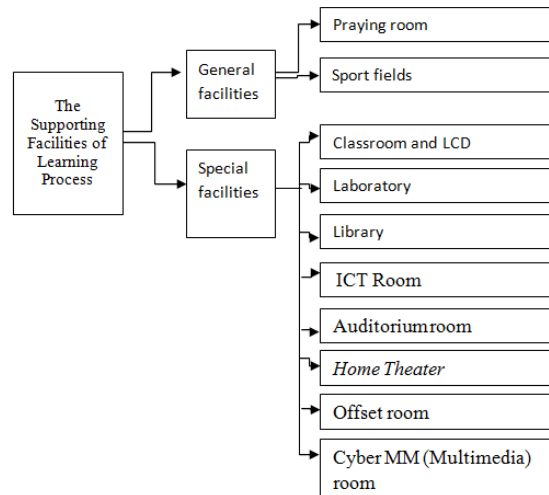


Figure 2. Results of Supporting Facilities of Learning Process

C. The Programs of Learning Quality Improvement in SMK Negeri 04 Malang

The success of the learning process quality at SMK 4 Malang supported by some innovation program organized by the school. These programs are in Figure 2.

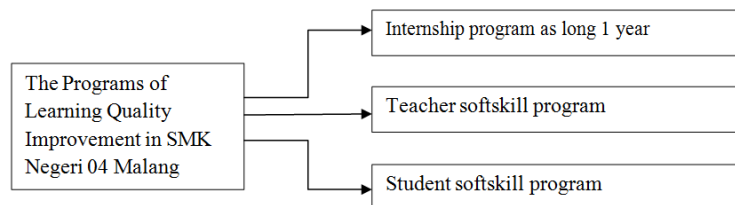


Figure 3. The Results of Learning Quality Improvement Programs

DISCUSSION

A. Quality Standart of Learning Service in SMK Negeri 04 Malang

SMKN 4 Malang oriented toward improving the quality of learning, because it is only through quality learning vocational graduates will be able to compete with other education graduates. Judging from the vision SMKN 4 Malang which equip graduates with the ability of a qualified work or continuing in higher education. Quality learning process becomes a necessity in the educational process at the school.

Quality learning can be described as The Teaching Quality Framework endeavours to encompass not only a number of important institutional factors but some of the social and cognitive factors related to students (Chalmers: 2008). Quality learning is a effort pattern which covers not only institutional but also a

number of factors including cognitive and social factors are controlled by the student. The statement stated that the quality of learning is not only related to the main components of the learning process but it encompasses a number of cognitive and social factors of a learner.

Another explanation put forward a number of roles that teachers in the learning process, in order to the individual teacher is enabled to develop a sense of professional identity in relation to the collaborative ideas and attitudes that drive the inquiry (Yeigh: 2008). A teacher is expected to have the ability to develop sensitivity associated with ideas and behaviors in depth. Spearheading the quality of learning is a teacher, to achieve quality learning teacher should be able to develop professional awareness in developing ideas, behavior and encourage the students a deep understanding. The teacher asked able to combine ideas and behaviors that can increase students' understanding of the learning undertaken.

Observing the research findings with the concept of quality learning can be put forward some of the things that can be used as a standard of quality learning. Quality learning is the optimization of educational components that can support the increasing knowledge, skills and abilities of students. Quality learning can be achieved if teachers are able to collaborate between the ideas of the behavior so that it can be used as examples by the students. Results of quality learning is reflected in the behavior of graduates who are not only capable of cognitively but also in social intelligence and ability to solve problems in society.

B. The Supporting Facilities of Learning Process

The learning process is determined by the quality of some components, the three main components that determines the curriculum, teachers and support facilities. Curriculum components not specifically discussed in this study considering the defined national curriculum, discussion specifically made against two other major components, namely the learning process and support facilities.

Learning support facilities at SMK has differences with other schools, given the more dominant vocational learning with practice activities. Peraturan Menteri Pendidikan Nasional Nomor 40 Tahun 2008 tentang Standar Sarana dan Prasarana Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan (SMK/MAK) stated that the learning support facilities in SMK consist of:

- a. Group Space General Learning consists of: 1) classroom, 2) library, 3) laboratory space biology, 4) laboratory space physics, 5) laboratory space chemistry, 6) space science laboratories, 7) computer laboratory, 8) space language lab, 9) space engineering drawing practices.
- b. Group of Space Support consists of: 1) boardroom, 2) the teachers' lounge, 3) space administration, 4) places of worship, 5) counseling rooms, 6) the infirmary, 7) space organization of student, 8) latrines, 9) warehouse, 10) of circulation space, 11) playground / sports.
- c. Specific Learning Space group includes spaces adapted to the practice of program membership.

Under the regulation facilities to support vocational education consists of three categories, where each category is adjusted to the field of skills being taught. SMKN 4 Malang has educational facilities in line with the school's area of expertise

is graphic. As already described in the research results these schools have specialized learning facilities ranging from the shape of laboratories, libraries, and places of worship.

Facility management learning can be described as a process of cooperation utilization of all educational facilities effectively and efficiently (Imron, A. Maisyaroh, Burhanuddin. 2003). The existence of well-equipped schools are not the only drivers of quality learning fulfilled, a facility will be very useful when used in accordance with their functions well. The existence of school facilities at SMK 4 Malang relatively more complete than the other schools would be very good if the facility is utilized to the optimum.

C. The Programs of Learning Quality Improvement in SMK Negeri 04 Malang

Connectedness between education and development like two sides of a coin that turns and complement each other. Development of a country does not only require material capital but also requires human capital as the executor of the construction. So is education, the output process of education requires land jobs as implementing science and knowledge already mastered. Awareness of the importance of alignment between education and development has been recognized by the leaders of Indonesia. Since the First Five-Year Development Plan from 1969-1974 Indonesian government began to think of a mix between education and development is carried out. One well-known educational policy at that time was the link and match between education and the world of work (Tilaar, 1995). In the development of the policy was changed into an apprenticeship program, dual education system and changed again to practice and industry. Suartika, et al. (2013) describes the Dual System of Education contains several definitions, namely:

- (1) PSG consists of the combined subsystems and subsystems of education in school education in the workplace / industry;
- (2) The PSG is an educational program that is specially engaged in the provision of education of professional expertise;
- (3) the implementation of education programs in schools and the workplace / industry systematically integrated and synchronized, so mampu achieve educational goals that have been set; and
- (4) the process of education in the working world is more emphasis on work activities while learning (learning by doing) directly on the real state.

Interest industry practice is to give the opportunity for vocational school students to explore and appreciate the circumstances of the actual business world in accordance with the program of study expertise ". Based on these explanations can be argued that the SMK is one type of secondary education that aims to provide provision abilities and skills to students. One of the featured programs in vocational education is an apprenticeship or internship. In the context of the implementation of Curriculum 2013 the program was still carried out, it is explained in the structure of vocational curriculum.

The process of vocational education carried out with a duration of learning as much as 48 hours of lessons per week. The structure consists of a subject. group of basic subjects areas of expertise (c1); b. a group of subjects basic skills program (c2); c. subject group membership package (c3). While the area of expertise that is set in the curriculum in 2013 include a. Technology and Engineering; b. Information and communication technology; c. Health; d. Agribusiness and Agro-technology; e. Fisheries and Maritime Affairs; f. Business and Management; g. Tourism; h. Arts and Crafts; i. Performing Arts (Permendikbud RI Nomor 70 Tahun 2013).

SMKN 4 Malang as one of the areas of vocational education institutions have a learning orientation in the field of information and communication technology. There are 6 courses that specifically develops the skills-based learning. SMKN 4 Malang has an internship program that is different from other schools. If at another school internship is only implemented for 6 months held on to fourth semester of class XV, an intern at the school was held for one year starting from the 3rd semester class XIV semester grade 5 XV. The learning process is theoretically implemented in half of 1 to 3, and continued in the 6th semester as maturation and preparation for national exams.

Procedures internship program begins with determining the appropriate place student interns with departments in SMKN 4 Malang. Determination of internships are usually taken from institutions previously had worked with the goal of which institutions are used as a place for student internships. "The few companies that conduct competency tests before being accepted for an internship in their company". After that, the school conduct socialization to the parents regarding the importance of apprenticeship, internship procedures and other provisions related to the internship. Once the apprenticeship is determined, then dividing the students placed in internships in accordance with the majors. "If the division place apprentice carried out by the department, the placement tailored to the abilities or competencies possessed by students, but if decisive publicist, then do not look at the competence of the students in the placement.

Observing the implementation of internships in SMKN 4 Malang can be argued that the school is conducting apprenticeship with preparation. Apprenticeship process is done by determining policy on apprenticeships, internships one-year policy designed to enable the students to have a broad and thorough experience in the world of work. Whereas in other school internship is only held for six months. Long internship difference is one factor that makes SMKN 4 Malang graduate better prepared to work compared to other vocational graduates.

Improving the quality of learning outcomes in SMKN 4 Malang is also supported by teachers and students soft skill courses. These programs provide reinforcement to increase the professionalism of teachers while for the students performed with the aim to explore issues facing students learn. Both programs are carried out regularly under the guidance of senior teachers who have been assigned school. Implementation of the program is to help schools in planning and implementing policies to increase the competence of teachers and students' learning problems that must be dealt with school. Program softskill teachers

directly related to the performance of the teacher, the better and orderly implementation of the program, the teacher quality can be guaranteed.

CONCLUSION

Quality learning process is supported by a variety of preparation that teachers do. The planning process of learning do teachers to prepare lesson plans, preparing instructional media, media practices and an attractive presentation. The combination of learning is done from learning in the classroom, laboratory and library. Students are also given a variety of case studies and the development of various skills creation. Students SMKN 4 Malang more fun when learning is done in an interactive dialogue than the conventional way teacher lectures. Students are given the task by the system project, the students are required to make a project activity, they are asked to draw up the project, carry out and report it. System learning is seen as a challenge to the students so that they are more active and creative. Mechanisms do berbasasarkan result of performance evaluation and project learning of the student. In addition to the evaluation based on the results of teachers also conduct an evaluation process, teachers observe directly the process of the student project.

Support learning facilities at the school is very good, very school facilities and infrastructure support its development expertise six departments in the school. Laboratory and in-class design and sesimple attractive as possible in order to facilitate students in learning, there are some classes that doubles as a laboratory. The dual functionality allows students to absorb knowledge and practice.

The internship program at this school different from other schools, which is used quite a long time, namely one year. The advantages obtained by the students has a long experience in the activity in the world of work. They are not only familiar with their work can also understand the culture and work obligations that must be undertaken by a worker.

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