

Improving Vocational School's Learning Quality Through School-Based Management

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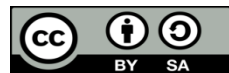
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ABSTRAK

Program Peningkatan Mutu Pendidikan berbasis Manajemen Berbasis Sekolah (MBS) perlu dilakukan secara terus menerus untuk menjaga kepercayaan masyarakat, sehingga mutu pendidikan akan menghasilkan tenaga profesional yang dapat mengisi pekerjaan sesuai dengan profesinya di Komunitas. Tujuan penelitian ini yaitu menganalisis mutu pembelajaran di SMK berbasis manajemen berbasis sekolah. Jenis penelitian ini yaitu kualitatif. Pendekatan penelitian yang digunakan dalam penelitian ini adalah penelitian kualitatif. Untuk memperoleh data penelitian digunakan instrumen penelitian berupa pedoman wawancara (berupa angket), pedoman observasi dan dokumentasi. Sampel data yaitu warga sekolah yaitu kepala sekolah, guru dan tenaga kependidikan serta komite sekolah. Teknik analisis data menggunakan analisis deskriptif kualitatif. Hasil penelitian yaitu peningkatan hasil pendidikan telah dilakukan sesuai dengan kebijakan pemerintah melalui 4 tahapan desain yaitu evaluasi capaian pendidikan, perencanaan evaluasi pendidikan, peningkatan mutu pendidikan, dan pemantauan mutu pendidikan. SMK telah menerapkan 4 prinsip utama Manajemen Berbasis Sekolah/MBS yaitu Prinsip Otonomi, Prinsip Fleksibilitas, Prinsip Partisipasi, dan Prinsip Inisiatif.

ABSTRACT

The School-Based Management (SBM)-based Education Quality Improvement Program must be carried out continuously to maintain public trust so that the quality of education will produce professionals who can fill jobs according to their profession in the community. This study aims to analyze the quality of learning at SMK based on school-based management. This type of research is qualitative. The research approach used in this research is qualitative research. Research instruments were used as interview guidelines (questionnaires), observation guidelines, and documentation to obtain research data. The sample data are school residents: the principal, teachers, education staff, and the school committee. The data analysis technique uses descriptive qualitative analysis. The result of the research is that government policies have improved educational outcomes through 4 stages of design, namely evaluation of educational achievements, planning of educational evaluation, improving the quality of education, and monitoring the quality of education. SMK has implemented 4 main principles of School-Based Management/SBM: the Principle of Autonomy, the Principle of Flexibility, the Principle of Participation, and the Principle of Initiative.

1. INTRODUCTION

The human personality is greatly influenced by the education, experience and life lessons it gets. Various norms of life and the reality of living life experiences will teach individuals about realistic and idealistic limits during the life process (Habiba, 2008; Sulaiman & Ismail, 2020). This also makes a nation pay great attention to the implementation of education for every nation's child, including Indonesia, which has established one sector (sector) of government to take care of every educational process nationally. Of course, this is intended as an effort to create a quality and superior education system for the nation's next generation (Arifudin, 2019; Mukhtar, 2013; Sulaiman & Ismail, 2020).

A quality (superior) education system is the hope for every generation in continuing life. This is because education is the main capital for the nation's children in adapting and surviving in the life of society, nation and state. The need for education also takes the full attention of all the nation's children,

because various changes are so fast and sophisticated along with technological developments (Hardiansyah & Mas'odi, 2022; Hasbullah, 2007; Sudarsana, 2017). Thus, anyone who wishes to survive and be sustainable in life must be based on an awareness of the importance of quality education.

Education in Indonesia has undergone various changes or reforms in response to the rapid changes and progress of the times, as well as technological developments. This is also a concrete form of efforts to respond to global demands that not only prioritize thinking skills and competitive attitudes, but emotional-spiritual abilities, as well as prioritizing the building of collaborative networks to catch up with the rapid progress of the times (Argina et al., 2017; Kemal & Hasibuan, 2018; Lisnawati, 2018). Education reform in Indonesia is also interpreted as the future direction of the nation as the embodiment of equal opportunities and rights for every child of the nation. Equal opportunity is intended to guarantee quality education for all people (Arbagi, 2020; Fatimah & Santiana, 2017; Kamara & Dadhabai, 2022). Furthermore, quality education will become a fundamental foundation in optimally developing the potential and achievements of the nation's children, as a first step in realizing well-being in the future.

Educational reform does not come with a sudden and static concept, but has dynamics that are very fast and modern with the help of technological sophistication (Garba et al., 2015; Sahudra et al., 2021). This is because the dynamics of education are in line with various problems that are present in the midst of the process of providing education. Thus, the progress or decline of a nation is very dependent on the quality or quality of education. In principle, education is an effort to develop human resources (HR) as creators and servants who are responsible for the progress of the nation. The progress of education nationally is inseparable from the awareness and willingness (enthusiasm) of the community to take part in education, so that they can update information and changes that occur in a global scope (Basoglu, 2018; Suryadi et al., 2022). This is in line with the acceleration of access to communication and information in a borderless world.

Globally, the quality of education does not only present high competitiveness between individuals or groups, but rather appreciates each other's existing potential and is willing to work together to advance the nation. Furthermore, the quality of education should not depend on the numbers or letters issued by the institutional accreditation setting standards, because the quality of education is dynamic and continuous which requires serious management on an ongoing basis (Djailani & Ibrahim, 2014; Fitri, 2021; Raharjo, 2018). Improving the quality of educational institutions must refer to aspects of institutional management and administration. This managerial system will be a reconstructive effort for the advancement of educational institutions. More importantly, this can be seen from the formation or arrangement of educational competency goals and standards. Then, these goals and standards become a national education reference used by education providers in each unit and area of education providers. From this, it can be classified as a minimum standard level, normal to excellent (Liu et al., 2015; Triwiyanto, 2013).

Furthermore, education management becomes the driving force for direction as well as a design for the efficiency of school/madrasah management. This is because the leadership is given the freedom to develop the potential of the madrasa according to the target, shared vision and mission. Likewise, madrasas/schools are also encouraged to open as wide a coordination space as possible with the community through school/madrasah committees and student guardians, as well as the community around the school/madrasah (Ikbal, 2018; Khikmah, 2020; Shulhan, 2018). Thus, equal distribution of educational services will lead to the concept of fairness for all "school/madrasah citizens".

In fact, relevant research on improving the quality of education and school-based management has been examined from various scientific perspectives. Among them discusses the aspect of sorting various alternatives to improve the quality of education (Aziz, 2015), principal's leadership role and managerial competence for the development of school quality (Kurniawati et al., 2020), basic concept of school-based management (Hamid, 2013), efforts to improve school quality (Pratiwi, 2016), dynamics of elementary school quality development (Muhammad & Rahman, 2017), school-based management on improving the quality of education in Aceh (Aminah et al., 2015), solutions for improving and developing the quality of education (Ismail, 2018), and implementation of school-based management (Ahmad & Wahidy, 2020).

Based on the description above, it can be understood that there have been many studies on relevant studies on school-based management. Likewise, this study has not focused on improving the quality of learning. On this basis, the research seeks to deepen the research theme. The aims of this study is to analyze the quality of learning at SMK based on school-based management.

2. METHOD

The research approach used in this research is qualitative research, namely a research procedure that produces descriptive data, in the form of written or oral data and observable people and behavior as research objects. To obtain research data, research instruments were used in the form of interview guidelines (in the form of questionnaires), observation guidelines and documentation. While the sample data that will be used as a source of informants are school residents, namely the principal, teachers and education staff as well as the school committee representing the parents of students and the community in the school environment.

Government policy related to the Mechanism for Improving the Quality of Education at the Education unit level through the socialization of the SMP directorate in Jakarta on 26-28 October 2021 that improving the quality of education is an action taken by an education unit to improve the results of the implementation of education so that it is in accordance with the direction of the established education policy.

Determination of education policy is of course through increasing the effectiveness and efficiency of educational processes and activities which are carried out through 4 (four) stages of preparing an Education Quality Improvement Plan as follows: (1) Evaluation of Educational Achievements; (2) Educational Evaluation Planning; (3) Education Quality Improvement; and (4) Monitoring the Quality of Education.

3. RESULTS AND DISCUSSION

Results

Educational Achievement Evaluation

The *first* step that must be carried out by school members in preparing a plan to improve the quality of education is to evaluate educational achievements, which include the following: first, the study program already has vocational specifications. It has been found on the school profile that Mitra Bakti Husada Vocational School has 3 specific departments namely Nursing Assistant, Clinical and Community Pharmacy Assistant, and Culinary Administration and has followed the National Accreditation Board standards with accredited A results.

Second, graduates from the Nursing Assistant, Clinical Pharmacy Assistant and Community study programs, most 90% have been accepted to work in hospitals around Bekasi and a small 10% continue to a higher level of education. For the Culinary Study Program, because it has only been 2 years, there is no graduate profile yet.

Third, the assessment of the competencies and attitudes of the Mitra Bakti Husada Vocational High School graduates is essentially due to what is obtained during their education in the form of knowledge, skills and attitudes and values that are reflected in the habits of thinking and acting, look very different when compared to when they were just admitted. Mitra Bakti Husada Vocational School. After graduation it looks more professional, more polite and courteous.

Educational Evaluation Planning

After the educational achievement evaluation stage can be carried out, then the next step is to enter the educational evaluation planning stage. According to the Study Program at Mitra Bakti Husada Vocational School, there are 3 Heads of Study Programs, namely the Head of Nursing Assistant Study Program, the Head of Clinical and Community Pharmacy Assistant Study Program and the Head of Catering Study Program. Each Head of Study Program must finalize the RKS and RKAS before being handed over to the deputy principal of the school.

In this case at the beginning of each new school year the teachers who will teach must make an RKS and RKAS for teaching materials. The RKS and RKAS are collected at each Head of Study Program before being handed over to the Deputy Principal. The vice principal for curriculum will invite a meeting of all the Heads of Study Programs and subject teachers to discuss the RKS and RKAS point by point. After the RAK and RKAS are cooked, there are no corrections. The vice principal in the curriculum field submits it to the school principal for approval.

Education Quality Improvement

In the context of efforts to improve the quality of the Mitra Bakti Husada Vocational School, efforts have been made by the school community consisting of the Principal, Educators and educational staff to provide services to students as follows: *First*, the teaching and learning process has been carried out towards the goal of becoming a quality and superior health vocational secondary education center in its ranks, namely by facilitating field work practices both outside of school in collaboration with various

hospitals and health centers, pharmacies drug factories and hotels. -hotels located around Bekasi, as well as practices that are facilitated quite adequately in schools for Nurse practice, Pharmacy Practices including Pharmacies and Bogo Tata practices in the form of modern kitchens.

Second, providing quality education, knowledge and skills in accordance with the development of science and technology (IPTEK) based on faith and piety (IMTAQ) by involving students in various arts and sports competitions both held domestically and abroad. *Third*, guiding students to become health workers who are highly dedicated and skilled at providing health services according to their areas of competence. Therefore, students and teachers of Mitra Bakti Husada Vocational School are often asked to help several government agencies, including to assist nurses for health workers at the Puskesmas and at the Posyandu, during the Covid-19 period to help the police and Koramil agencies that carry out Covid mass vaccinations at schools and at outside of school.

Fourth, it has not yet been achieved to become a Health Vocational Secondary Education Center that is of high quality and superior in its ranks, but Mitra Bakti Husada Vocational School is currently improving itself by improving its facilities and infrastructure with modern equipment. In this regard, ADB will provide a grant of IDR 5 billion in August 2022 to build a 3-storey school with 20 classrooms including 2 large multi-purpose rooms, practice rooms for 3 study programs for nursing assistants, pharmacy and catering, and a modern canteen and basketball court which can be converted into a ceremonial field that can accommodate 400 students and 30 educational staff. After the infrastructure facilities are completed, the status of the school will be endeavored to become a leading school in the Bekasi area. This is where the need for program activities to improve the quality of education based on SBM continuously so that the dream of becoming a pre-eminent school is to become a quality and superior health vocational secondary education center in its ranks.

Education Quality Monitoring

Related to the school management process including the teaching and learning process at Mitra Bakti Husada Vocational School in order to improve the quality of education which is carried out in a continuous improvement manner, that the teaching and learning process has mostly been carried out in accordance with the school's mission and vision that As explained by the school principal that the process teaching and learning is in accordance with the vision and mission of Mitra Bakti Husada Vocational School aimed at producing health people, for the Nursing Assistant Study Program and clinical and community Pharmacy Assistant, not for the Culinary Study Program the vision and mission of Mitra Bakti Husada Vocational School have not been included, because this Study Program only 2 years and has not yet obtained an operational permit. At each graduation of class XII every year it becomes a routine in order to create professional staff as health workers, a professional exam for nursing assistants and clinical and community pharmacy assistants is carried out by the Professional Certification Institute (LSP).

Mistakes made by school residents are immediately corrected early. for example errors were found in the learning and teaching process for example teachers were found to be teaching not in accordance with the curriculum and RAK and RKAS which had been approved by the principal in this case Ka. The study program concerned immediately reprimanded the teacher and immediately made improvements to the material, replacing competent teachers if necessary.

The study program evaluation results that cannot be continued are discontinued or continued with modifications. When the Culinary Study Program was launched 2 years ago, there was a hospitality study program. After evaluating the Hospitality study program, it turned out that this study program could not be continued because there were very few enthusiasts so it was not profitable business because the number of students who registered was not balanced with the costs that had to be spent to facilitate the teaching and learning process, in connection with these conditions the school principal made the decision to do not open a hospitality study program and propose that those who have already registered with the hospitality study program to join the Culinary Study Program. This decision was welcomed by the students and the school committee representing the parents of the students.

Application of School-Based Management in Improving the Quality of Education at SMK Mitra Bakti Husada Bekasi

Improving the quality of education applies the Kaizen theory, namely Continius Improvement (improvement/improvement of the quality of education is carried out continuously). In this regard, at Mitra Bakti Husada Vocational School, teachers and administrative staff as members of the school stated that the system implemented by the school principal is Continous Improvement in all lines, so errors can be detected earlier.

The implementation of continuous improvement in the quality of education includes *first*, increasing the morale of school principals, teachers and school administrative staff. *Second*, the workplace

becomes cleaner, tidier and orderly. *Third*, schools become more comfortable and safe. *Fourth*, the use of classrooms is more optimal. *Fifth*, simplify routine maintenance. *Sixth*, clearer Standard Operating Procedures (SOP). *Seventh*, reduce operational costs. *Eighth*, inventory control is more effective. *Ninth*, improve the image of the school. *Tenth*, reduce the complaints of students and parents of students and the surrounding community.

Second, the principle of flexibility. Mitra Bakti Husada Vocational School in school management has utilized and empowered school resources as optimally as possible to improve the quality of education so that it can be more agile and responsive to the problems it faces. Flexibility is adjusted to the needs of both the learning and teaching process and other activities. Principals must make flexible decisions. For example, first, teachers are allowed to take part in the MGMP (Subject Teacher Consultation) to share information to improve learning abilities. Second, productive teacher training under the auspices of competency competency associations.

Third, the principle of participation. In the process of improving the quality of education, school residents are encouraged to participate directly in the process of making decisions on implementation and evaluation. An example of a framework for receiving grants from the government, in the form of BOS, BPMU and KIP, school principals always work closely with relevant school residents, including the school committee as representatives of student guardians.

Fourth, the principle of initiative. Has SMK Mitra Bakti Husada implemented the principle of initiative? In school management Human Resources are explored and developed into initiatives in activities to improve the quality of education. Various initiatives emerged in school management activities, including in an effort to develop initiatives the following activities were carried out: (1) Teachers who will take part in the MGMP (Subject Teacher Deliberation), namely the Gema subject teacher community, share information to improve teacher abilities. (2) In addition, if teachers also want to take part in Productive Teacher training conducted by the Professional Certification Institute (LSP).

Discussion

Schools are required to manage their own education unit activities and not completely depend on the government. This means that schools are given regional autonomy authority in the field of education. In this regard, there are 4 main principles of SBM that must be implemented, including, *first*, the principle of autonomy. In this case Mitra Bakti Husada Vocational School has implemented the principle of autonomy in school management both in the teaching and learning process and in managing resources in the form of infrastructure and school finances.

As stated above, school management carried out by school members shows the independence of schools to design and carry out school activities through RAK and RKAS which are discussed together to produce teaching and learning activities adapted to the educational calendar that has been set by the government. The principle of autonomy gives the authority of the school principal to regulate and manage school funds by involving school members so that they can finance school activities (Adipratama et al., 2018; Minsih et al., 2019; Yulius, 2020). School funds are obtained from student guardians in the form of teaching and learning costs including KIP funds (Smart Indonesia Cards) and assistance from the central government called BOS funds and the Regional Government of West Java Province called BPMU (Universal Secondary Education Assistance) as well as international financial institutions such as ADB.

The use of School Funds originating from BOS funds (School Operational Fees) sourced from the Central Government according to the provisions includes being used for: (1) Paying bonuses and routine transportation for private teachers; (2) Purchase of reference and enrichment books for collection in the library; (3) Funding for remedial learning activities, enrichment learning, strengthening exam preparation, sports, art, youth scientific work, Scouts, Youth Red Cross, School Health Enterprises (UKS); and (4) Payment for daily tests, general tests, school exams and reports on student learning outcomes.

Deliberations are held to create a sense of belonging to the school so that it can form the basis for school members to take responsibility for improving the quality of the school (Pramungkas, 2020; Suliswiyadi, 2019; Yulius, 2020). In order to improve the quality of schools every semester IHT is held regularly for teachers and school administrative staff outside of school. This needs to be done to increase participation, namely expressing opinions, correcting and criticizing what has been done by the Principal to get input, in addition to learning new things from competent sources.

Likewise, school administrators were allowed to participate in the socialization of the new DAPODIK policy (Education Basic List). DAPODIK data is a database that contains data on students, teachers, administrative staff and other employees. DAPODIK is really needed for various policies including for monitoring, for example: DAPODIK which is always requested by the Ministry of Education and Culture if you want to know about the Education unit, the implementation of receiving government

assistance in the form of BOS, BPMU and KIP. Therefore, DAPODIK is often referred to as the heart of the school (Komalasari et al., 2021; Kurniawan et al., 2022).

The implications of this research show that school-based management can improve the quality of learning in vocational schools. By implementing school-based management, vocational schools can be more focused in managing learning programs and available resources. This can help increase student motivation and involvement in learning. However, this research also has limitations. One of them is the use of a limited sample. This research only involved one vocational school, so the results cannot be generalized to all vocational schools in Indonesia or abroad. Then external factors are not controlled. This research does not control for external factors that can affect the quality of learning in vocational schools, such as support from parents or the availability of resources outside of school. Therefore future research is expected to be able to conduct similar research by considering the limitations of this research.

4. CONCLUSION

The implementation of school-based management in improving the quality of education at Mitra Bakti Husada Bekasi Vocational School is carried out by the principal and other school members by implementing the principles of Continuous Improvement at all levels. Mitra Bakti Husada Bekasi SMK has implemented 4 main principles of School Based Management / SBM, namely the Principle of Autonomy, the Principle of Flexibility, the Principle of Participation, and the Principle of Initiative, so that the implementation of School Based Management in improving the quality of education runs smoothly. In this case, the activities of the principal as a manager try to coordinate with various parties in a deliberative manner in finding a way out of the problems faced.

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