

Quality Control System of Learning in Vocational School

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Abstract: This study aims to verify, describe and interpret data about the quality control of learning SMKN. The research used descriptive method with qualitative approach, Data collection is done through interview, observation and documentation study. The results of the research showed that the quality control system is comprehensively conducted, ranging from: 1) quality control in the preparation of learning program, such as in making learning program, preparation of teaching, making teaching materials, evaluation planning, 2) quality control of learning implementation including: the implementation of teaching, evaluation of learning outcomes, and 3) follow-up quality control. To consider that vocational education is implemented by double system form, which is implemented in schools and also practical work in business and industry, the quality control of learning in vocational school is not only conducted by the principal, school supervisor through academic supervision activities, it is also involving external society, such as business and industry (DUDI) and professional associations, especially in the preparation of learning programs, the formulation of competencies that must be owned by students, in the implementation of learning programs and assessment or examination of competence, especially related to the productive field. Implication this is conducted so that the learning programs and student competencies developed in schools in accordance with the demands and needs of the world of work.

1 INTRODUCTION

Vocational High School has a strategic role in realizing Indonesia's reliable resources, according to Malik Fajar (in Dedi Supriadi, 2002: iii): "Vocational education is an expensive but highly strategic investment in producing skilled and skilled Indonesians in their fields in accordance with the needs of the community and its people, especially the needs of business and industry ". Thus vocational education has a strategic role in the effort to build a prosperous and dignified productive nation. This role makes vocational education as the foundation of the people and nation of Indonesia is growing up.

Nowadays, the presence of vocational education is important in development, because the product of vocational education is capable of producing skilled human beings so that it becomes a bridge between the interests of society and the interests of the state. Vocational education is expected to be a means in improving the quality of Indonesian human beings, because it is not possible in a state that still faces limited funds to create a dominant Indonesian human

educated college level. Therefore the vocational school level is the best alternative in order to improve the quality of whole Indonesian people.

To consider the position of vocational school is so strategic, the government set proportional policies SMU-SMK (Senior-vocational high school) as stated in Renstra 2005-2009 and Renstra 2010-2014, by changing the composition ratio of the number of public schools and vocational from 30:70 to 70:30 therefore the development of schools vocational becomes increasing.

This condition shows the increasing awareness and expectation of society to SMK as an institution that can provide useful skill as a preparation for job search or entrepreneur. Similarly, also hope and attention of government and business world to vocational education is still high, because this institution is still reliable in produces the skilled workforce needed by the business world/industry, therefore the government seeks to increase the number of vocational school students, projected each year will increase significantly.

Expectations and roles that are so high on vocational education in the development of quality human resources can not be realized optimally, because in reality there is still a gap between hope and reality. The problem is mainly related to the mismatch between the ability of graduates with the demands of the world of work / industry or the ability of vocational high schools to produce graduates who are ready to work (H.Muhajir, 2006, Nuriana, 2006, N.Sukmadinata, 2002)

The occurrence of conditions as above because in the implementation of education in vocational schools still indicate the weakness. According to Indra Jati (2001: 111-112). One of the weaknesses of vocational education is in terms of practice, such as: 1. less prepare students to enter the work field, inefficient, less able to maintain relevance to changes in the labor market, less current, difficult to change alias conservative. 2. viewed from the aspect of the system, the education prevailing in the old vocational school the old model is less in line with the demands of the business / industry.

With the weakness as above, it has been attempted various improvements and improvements, both concerning the curriculum, competence of teachers, competency standards graduates, facilities and infrastructure, learning systems, cooperation with the world of work, by through this improvement is expected the quality of SMK graduates in accordance with expectations business as well as society, due to the indicators of a good vocational education program if it is equally relevant to the needs of business / industry, since the measure used to measure the ability or success of a vocational school graduate is a measure of the world of work (Dikmenjur 2001: 254). Thus in curriculum development, the organization of education and the development of student competence in SMK can not be separated from the demands of the world of work and industry, this is because. Graduates of vocational schools are said to be qualified, not enough to be proved by the value of diplomas, but proven by the ability to work, whether they can perform the task well or not (Suharsimi (1988: 243).

To respond to the demands and expectations of business and industry, vocational schools are required to develop relevant curricula and learning programs, collaborate with industry, improve teacher competence and equip educational facilities and infrastructure that enable students to learn and work effectively and implement management quality education or TQM well, therefore, Directorate of Vocational Secondary Education (2002: 586) stated: "In order to respond to the challenges of employment

problems a vocational education institution is required and capable of implementing TQM". One important element in TQM implementation that needs to be done well is in terms of control, the school is prosecuted to control the quality of the toll, so that the plans and educational programs that have been prepared can be done properly. According to Nana Syaodih (2006: 44), Total quality control is not just an approach or strategy but rather a system and even a way of life to achieve goals effectively and efficiently in order to meet the demands of users through continuous improvement. In control, there are activities assessment or measurement and improvement. Other things that are assessed and improved are not only the objectives of the plan and the implementation of activities (Nana Syaodih, 2006: 38)

Based on the problems and challenges faced by the SMK above, the researcher is encouraged to conduct research with the intention to get descriptions of quality control implemented at SMKN in Bandung, specifically done on SMKN 1 and 3 as an effort in realizing the purpose of vocational school education, produce graduates who have the ability to become skilled workers or become entrepreneurs and follow further education.

2 LITERATURE REVIEW

2.1 Concept Quality Control

Quality control has an important role in management, this activity is done to ensure that the management process runs effectively and efficiently. According to Koontz (in Nana Syaodih, 2006: 38) that there are two kinds of control activities, namely assessment or measurement and improvement. Other matters assessed and improved not only the target, but also the plan and execution of tasks.

Quality control, a routine technical activity system designed to measure, maintain and monitor the whole process or activity in producing products and services to ensure that the quality of the products or services produced in accordance with quality requirements or standards that have been set so that can always satisfy or meet customer expectations. (Amitava Mitra, 2001: 9, Tzvetelin Gueorguiev, 2006 Ishikawa, 1985: 50, Chirtopher Winch, 1996).

Regarding into the definition, in the quality control there are standard elements as the basis for monitoring and repair efforts. James R.Evans and William M.Lindsay (2005: 340) stated: "Any control system has three components: (1) a standard or goal,

(2) a means of measuring accomplishment, and (3) comparison of actual results with the standard, along with feedback to form the basis for corrective action.”

Nowadays, the concept of control has evolved and is applied to total quality control. Total means because it embraces all the aspects that exist and engages in organizational activities. In the context of education to produce quality education (graduates) is not only determined by a teacher and also other personnel, then other aspects of curriculum, its implementation and evaluation system used as well as facilities, and community participation.

Control is an action performed by management or leadership to direct people, facilities and objective functions to achieve the established goals, both short-term and long-term goals and achievements must be efficient.

Control is an organizational tool, which is done to produce quality products or services that produce and customers feel satisfied. Quality control, to fit the data associated with the activity process, is always and complete as well as integrated as well. The main purpose of quality control is to make measurements and improvements in order to optimally (NS Sukmadinata, 2006).

Quality control, is a process, which consists of: 1) quality planning process; planning, namely the preparation of goals and standards, 2). Real performance measurement, 3). Comparing performance with standard performance, 4) improving performance. (J.M.Juran 1988: 165, N.S.Sammadinata 2006: 52, Turney1992: 242, Ishikawa, 1985). Quality control has a function of measurement and improvement, then this activity has four components, they are:

- Observer tools that detect, observe and measure or direct activities
- An appraisal tool that evaluates the performance of an activity
- Tool modifies the behavior to change performance if required
- Tools for disseminating information to other tools.

2.1.1 Role and Position of Vocational Education

Vocational education as an educational institution at middle level which aims to prepare learners to work in certain field, preparing students to continue to higher level and become an entrepreneur, but among these objectives, the main function and purpose of SMK is preparing students to work in a particular field (Dedi Supriadi.2002, Ralph C.Wenrich, 1988).

Therefore, the Vocational Education in the development related to the preparation of productive people, namely human and work that has the ability to match the expectations and demands of the workforce. That was mentioned by Shoemaker (Suharsimi 1988) which states ”vocational education is essential for and must relate to the productivity if people, not only in competence, but in attitude towards one’s occupation and willingness to produce”. As well Ibhade Joy Ojeaga and Philomena Oghogho Uhunmwangho 2010) In view of the strategic role vocational and technical education plays in the production of competent and skilled manpower for socio-economic, industrial and technological advancement of the society. ”Because the purpose of vocational education is preparing students to face workforce, so it needs to provide a real learning experience to them. Workforce environment is place to learn. This is because learning by doing is crucial for vocational education, therefore a close relationship with the workforce is the key of successful vocational education“ (Soeharto, 1988, Ralph C.Wenrich, 1988).

3 METHOD

The research used qualitative approach, with the aim to describe and analyze the learning quality control activities at SMKN 1 and 3. In this research the researcher tries to understand by review and studying deeply and comprehensively on phenomena related to quality control effort done by school administrator’s curriculum or learning programs that have been prepared can be done well. The sources of data in this study are the Head of School, Head of Program, and Teacher. Data collection was conducted by interview and documentation study.

4 RESULTS AND DISCUSSION

4.1 Quality Control on the Development of Learning Plans

Control of teaching plans, directed at teachers in the case of: 1) development of teaching plans, including: annual and semester program, syllabus and lesson plan, media preparation / learning aids, preparation of student tools and materials 2) preparation or preparation of teaching materials, such as: modules, books, dictates, etc. 3) development of evaluation plans, such as daily / weekly learning plan, semester

or final stage. This controls were performed by supervisors and principals through academic supervision activities or in meetings before the school year begins. The basis or criteria for carrying out supervision are the standards or guidelines set by the education and cultural ministries. Especially for productive subjects group, quality control was conducted by involving the elements of universities that are courses in accordance with existing skills programs in SMK, business and professional associations, such as ASITA (Association of the Indonesian Tour and Travel Agency), ISI (Association of Indonesian Secretaries) IAI (Indonesian Institute of Accountants) ASPRINDO (Association of Indonesian Retail Companies). Referred to by business world or professional association in giving input is work competency standard that has been established by government (SKKNI - Indonesian National Competency Standards) or professional associations. These elements provide suggestions or inputs related to the lesson material presented, the implementation of learning and the formulation of competencies that must be owned by students. This was implemented to fit the needs of the world of work. This occupation analysis is important in the development of SMK curriculum. Pointed out by Soeharto (1988): "The results of analysis will provide much assistance to curriculum development and prerequisite skills in each occupation." This indicates that education in vocational schools is inseparable from the world of work. Even Shoemaker (in Suharsimi 1988) stated: "curriculum for vocational educations starts with a job and end with the student on job". Community control over training institutions such as Vocational High School is important. That is important to do to maintain public trust. It has been implemented on several countries such as France, Germany and England, as stated by Richard Koch and Jochen Reuling (1988): A key function of public quality control is to establish confidence amongst all the people concerned in the quality of training provided. Furthermore, the target of public quality control is directed to the developing factors of individual students, such as: (training content/curricula, personnel, training aids, training organization) and/or in output standards for learning results/examination requirements.

Meetings with the world of work in curriculum discussions are conducted regularly before the new school year begins. This activity is called synchronization or validation of the implementation curriculum. Through the activities allow the

curriculum especially for productive programs more quality.

4.2 Quality Control on the Implementation of Learning

The quality control of the learning implementation was conducted by the school principal or the vice principals and supervisors of learning that classified in the classroom or in the laboratories or learning outside the school such as practice in the industry. Quality control of leaning activities is when students practice in any industry, not only giving them experience in the form of work practices that does match their expertise, but also professionals give them constructive criticism of their skills on work practices. It is useful for school to improve the curriculum, learning materials and learning processes conducted in school. Quality control can be evaluated by professionals during the competency exam by analyzing the competencies of students to face workforce demand using criteria that are applied in the work environment.

Supervision is implementation of quality control that can be done by headmaster or supervision. Supervision was carried out directly to the classroom also through the CCTV screen installed in each class, as well as filling in the journal of class activities that teachers must complete each time the pursuit, the principal asked to the students.

This control is important to be done by the principal for the activities carried out in accordance with the plan and if found irregularities can be immediately carried out remedial action. Oakland (in Dorothea, 2002: 104) stated: the leadership in quality management must know is to implement the control of the process and system and improve its ability.

4.3 Follow-Up Quality Control

As a follow-up to the implementation of quality control, the principal meets regularly with the chief of skills programs and teachers to discuss and seek solutions for improvement. As well as meetings at the end of the school year by inviting elements of universities, business world and professional associations during the validation and synchronization activities of the implementation curriculum. Follow-up of the implementation of controls in the form of efforts to improve or improve the curriculum and plans or learning programs, such as improving the lesson materials, the suitability of competency standards with teaching materials, subject sequence, accuracy and evaluation plan, the appropriateness of the learning approach, the

improvement of lesson plan, the material analysis. Follow-up control is also aimed at improving the implementation of learning, both implemented in the classroom, in the laboratory and practice in the workplace. Increased ability of teachers, conducted through internship activities at the company, deliberations of subject teachers (MGMP), training that conducted.

5 CONCLUSIONS

Quality control carried out on SMKN 1 and 3 has described the integrated quality control means the guidelines or standards set by the Ministry of Education and Culture and the criteria of ability required in the world of work or by professional associations were steps in the quality control program. Control is conducted by the principal by involving the world of work, professional associations and students as a major customer in school. The objectives of the overall control cover the curriculum, planning, implementation and evaluation of learning. Follow-up quality control in the form of improvement and refinement, and continuous control activities were implemented because the demands and development of science and technology that used in the world of work continues to grow this thing by itself demands the knowledge, attitudes and skills of SMK graduates.

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