

IMPLEMENTATION OF QUALITY EDUCATION THROUGH HUMAN RESOURCES IN VOCATIONAL HIGH SCHOOL

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ABSTRACT

The research aims to investigate the Implementation of Education Quality, especially the quality of education at the Vocational High School level. The data collection method was carried out using questionnaires and interviews. The data analysis techniques use descriptive methods. The results showed that the quality of human resources and infrastructure is important to support the success of the teaching and learning process. Human Resources at State Vocational High School 13 Jakarta (SMK Negeri 13, Jakarta) have supported the school's success, both in the teaching and learning process and school operations. The principal, vice principal, teachers, and administrative support staff have been able to provide services according to student expectations, such as teachers and employees being fair in treating every student, the principal serving and solving every problem faced by his students, programs prepared by the principal to hone students' interests and talents are always updated to realize continuous improvement and to improve student achievement.

Keywords: Quality of Education, Human Resource, Vocational High School

1. INTRODUCTION

The quality of human resources at all levels of educational institutions requires serious attention, because, educational institutions that empower quality human resources will produce quality graduates (Boon et al., 2019; Nuryanto & Pambuko, 2019; Sayed & Ahmed, 2015). The need to improve the quality of workforce education to support economic growth through increasing per capita income so that Indonesia becomes a middle-middle-income country (Nusraningrum & Does, 2018). The opportunity to develop all knowledge for workers who are in accordance with the labor market is indispensable, to enable them to earn an income that can meet their living needs. Types of quality human resource that has skills or expertise in a particular field by means of school or formal and non-formal education (lawyers, doctors, teachers, etc.), skilled workforce in a particular field through work experience (pharmacists, surgeons, mechanics, etc.), workforce that relies only on physical strength (porter, transportation workforce, housekeeper, and so on (Nusraningrum & Does, 2018) The quality and capability of Indonesia's workforce as a whole is still relatively low in terms of productivity, both in terms of rate and growth. Indonesia as a member of the ASEAN Economic Community is obliged to adjust the quality standards of workforce education in order to fulfill a competitive workforce, especially with the workforce in the ASEAN region. In February 2023, the open unemployment rate was recorded at 5.45 percent and the average workforce wage was 2.94 million rupiahs per month in Indonesia (BPS, 2023)

2. METHOD

This study used descriptive quantitative research methods explaining that quantitative research methods are methods based on the philosophy of positivism, used in researching the sample and study population. This study used data collection techniques through questionnaires, observations, and interviews. The target population of the study was 62 teachers, 19 education staff, and 963 students in SMK Negeri 13, Jakarta. Samples are taken between 10%-15% or 20%-25% or more (Sugiyono, 2019). The type of sampling used is random sampling (simple random sampling). The sample used amounted to 110 respondents taken from vocational students, and 30 teachers who filled out questionnaires. Meanwhile, interviews were conducted with the Principal, Vice Principal, and 4 education staff. The measurement scale uses the Likert scale and the data analysis techniques used in this study include quantitative data analysis techniques and descriptive data analysis techniques.

3. RESULTS AND DISCUSSION

3.1. Result

Table 1. Teacher (Respondent)

<i>Respondent</i>	<i>Sum</i>	<i>Percentage (%)</i>
Male	10	33.3
Female	20	66.7
Total	30	100 %

<i>Age</i>		
25 -31	3	10
32 - 38	5	16,7
39 - 45	3	10
46 - 52	6	20
53 - 59	13	43.3
<i>Period of Service</i>		
1 - 7	7	23.3
8 - 14	6	20
15 - 21	7	23.3
22 - 28	7	23.3
29 - 35	3	10
<i>Education</i>		
S1	29	96.7
S2	1	3.3

Table 2. Student (Respondent)

<i>Respondent</i>	<i>Sum</i>	<i>Percentage (%)</i>
Male	52	47.3
Female	58	52.7
Total	110	100 %
<i>Age</i>		
19	3	4.5
18	5	13.6
17	3	25.5
16	6	23.6
15	13	32.7
<i>Class Level</i>		
XII	43	39.1
X	67	60.9
<i>Majors</i>		
Office Administration	49	44.5
Accountancy	33	30
Marketing	28	25.5

Table 3. Principal And Vice Principal Interview Results

<i>No.</i>	<i>Question</i>	<i>Principal</i>	<i>Vice Principal</i>
1.	How important is the quality of education for schools?	Very important, quality appears something that is the main target of all and also implemented, or which is the main target to lead to better. Whether or not a school is good can be seen in its quality.	Very important, to increase stakeholder trust in schools
2.	How do schools describe the quality of education? And what are the things that can improve the quality of education for schools?	By making the vision, mission, and goals of the school to be achieved and targets to be achieved both in programs, processes, and outputs. What can improve the quality of schools: human resources through training, seminars, practices in the company for teachers, and suggestions that are lacking to be equipped with better quality as a means for work and service improvement to customers.	Judging from the number of enthusiasts or registrants, as well as the absorption of graduates in the industrial or work world
3.	What kind of service does the school provide to its customers?	In providing information, administration, education, and teaching.	Improvement of work services, facilities, infrastructure, and others.

<i>No.</i>	<i>Question</i>	<i>Principal</i>	<i>Vice Principal</i>
4.	How do schools identify customer needs?	The need for manpower is needed by the business world and the industrial world. 1) the need for the necessary facilities, 2) the need for a comfortable, safe, and clean environment.	With effective communication between the school and customers.
5.	What are the quality standards of the learning process?	The quality standard of the learning process refers to the SKKNI (Indonesian National Work Competency Standard) curriculum imposed by the government.	Teaching and learning activities is running well, as well as achieving Graduate Competency Standards
6.	How do schools develop programs of activities oriented towards continuous improvement in order to improve school performance?	By making long-term school work plans, medium-term school work programs, and short-term school work programs, conducting evaluations to find out which ones can be implemented and which ones cannot, and what causes the work programs cannot be implemented, solutions must be found. and create minimal targets 95% of the targets that have been determined must be achieved, and look for weaknesses to be minimized.	Evaluate the programs that have been implemented.
7.	How is the development of the quality and quantity of school infrastructure?	For the development of school quality and quantity, because all are funded by the government, the school proposes school facilities both quality and quantity needed which are supported by their human resources based on a needs analysis made previously.	Good
8.	How do schools measure customer satisfaction?	Create a format of suggestions, ministry observations, and suggestion boxes that are opened weekly. From satisfaction statements and suggestions, customer satisfaction presentation is analyzed and graphs are made.	Conducted through interviews and filled out questionnaires by customers.
9.	How do schools measure the quality of their education?	Measuring the quality of education: 1) graduates in the world of work, 2) satisfaction in the world of work using alumni labor, 3) the number of applicants who enroll in schools, and 3) the results of national test scores obtained.	In addition to the increased National Examination value, it can be seen from the readiness of graduates in the world of work
10.	How can schools improve the quality and quantity of students?	1) student and teacher discipline in KBM must be better, 2) increase the number of learning hours for example by conducting material deepening, 3) increase PKL work time (Field Work Practice, 4) Increase KBM both quality and quantity, 5) Make student discipline, 6) Communication between teachers and parents, 7) Improve teacher quality, 8) Holding extracurricular activities. The way to increase the number of students is the capacity made every year which enrolls more than 2,500 prospective new students, the average capacity each year is only < 350 students.	For quantity, according to government rules of learning
11.	How do schools evaluate their performance?	By looking at the results obtained from good programs made by teachers, vice principals, the Head of Administration and their staff then analyzed and made advantages and weaknesses.	For quality, with improved discipline and process quality
12.	What actions are schools taking to make continuous improvements?	From the results of the analysis, shortcomings, and advantages of work results, it was closed to obtain inputs from teachers, vice principals, and administration to make improvements both in the work program and the results.	An evaluation is carried out between work results and work plans, as well as evaluating the quality of graduates

No.	Question	Principal	Vice Principal
13.	How has the school's performance progressed over the past 5 years?	The results of the school achievement briefing are unstable or have ups and downs, for example: 1) Average score in 2012/2013: 8.10, 2) Average score in 2013/2014: 8.00, 3) Average score in 2014/2015: 6.62, 4) Average score in 2015/2016: 7.19.	Conduct continuous supervision and supervision

Table 4. Teacher Questionnaire Results

No.	Statement	Average (\bar{X})	Median (Me)	Modus (Mo)	Standard Deviation (SD)
1.	The school always identifies and strives to meet the needs of its internal customers in terms of facilities and infrastructure.	3.8	4	4	0.6
2.	The school always updates educational and learning materials in accordance with specified standards.	3.9	4	4	0.5
3.	The school always strives to provide satisfactory service and bonuses to motivate the performance of its teachers and employees.	3.7	4	4	0.7
4.	The school always strives to provide and meet the needs of teachers in supporting the teaching and learning process.	3.7	4	4	0.7
5.	The school empowers the recognition/reward system to reward the performance of its employees.	4.6	5	5	0.5
6.	The services provided by the school are in accordance with customer expectations.	3.9	4	4	0.6
7.	Guru dan Karyawan mempunyai peranan yang penting dalam meningkatkan mutu pendidikan.	3.8	4	4	0.5
8.	Teachers and employees participate in school decision-making.	4.2	4	4	0.8
9.	Schools give teachers and employees the freedom to carry out their duties.	3.6	4	4	0.7
10.	Schools authorize teachers to assess student progress.	3.6	4	4	0.6
11.	The school always develops employee engagement in all departments to manage all aspects of quality.	3.5	4	4	0.8
12.	All employees have the authority to make decisions proportionally.	4	4	4	0.7
13.	All employees do a lot of brainstorming activities.	3.8	4	4	0.7
14.	All employees have an important role to play in achieving school success.	3.8	4	4	0.6
15.	All employees have the authority to control and improve all aspects of the quality of their work.	3.4	3.5	4	0.5
16.	All employees understand the importance of their contribution and role in the organization.	4	4	4	0.6
17.	All employees take part in the establishment and implementation of school programs and school decision making.	4	4	4	0.7
18.	Schools always use objective information as a basis in the decision-making process.	4	4	4	0.6
19.	The school always uses objective analysis of facts and information to improve all aspects of quality.	4	4	4	0.6
20.	The school always observes internal processes and the external environment to produce independent and objective information based on quality	4	4	4	0.6

<i>No.</i>	<i>Statement</i>	<i>Average (\bar{X})</i>	<i>Median (<i>Me</i>)</i>	<i>Modus (<i>Mo</i>)</i>	<i>Standard Deviation (<i>SD</i>)</i>
	principles.				
21.	The school always strives to provide the required information and data accurately and reliably.	3.9	4	4	0.6
22.	Schools always analyze data and information using valid methods for the purposes of the educational process.	4.1	4	4	0.6
23.	All forms of decisions made by the school are based on the data obtained.	4.1	4	4	0.4
24.	Sekolah menggunakan bukti-bukti yang valid dan informasi yang objektif dalam memecahkan masalah.	4	4	4	0.6
25.	Schools always set continuous improvement targets at certain standards.	4.1	4	4	0.5
26.	The school is always raising the standards it wants to achieve.	4	4	4	0.6
27.	The school always considers input from customers to improve the quality of learning.	4.2	4	4	0.7
28.	The school always conducts training and development to improve the quality of its human resources.	4	4	4	0.6
29.	Schools always strive to improve the quality of their education optimally.	4.1	4	4	0.6
30.	The school always investigates opportunities for continuous improvement of school facilities and infrastructure in supporting educational activities.	3.5	3.5	3	0.5
31.	The school always strives to provide complete facilities to support the learning and education process.	4.1	4	4	0.7
32.	The school always conducts comparative studies on the quality of service of competitors.	3.7	4	4	0.6
33.	Schools are making the shift from traditional systems to computerized systems in collecting and analyzing data.	4	4	4	0.6
34.	All teachers and employees acquire training and development programs regularly.	3.8	4	4	0.7
35.	The school always observes the outside environment to follow up on consumer needs.	3.9	4	4	0.6

Table 5. Student Questionnaire Results

<i>No.</i>	<i>Statement</i>	<i>Average (\bar{X})</i>	<i>Median (<i>Me</i>)</i>	<i>Modus (<i>Mo</i>)</i>	<i>Standard Deviation (<i>SD</i>)</i>
1.	The school always identifies and strives to meet the needs of students. (In terms of school infrastructure)	3.7	4	4	0.7
2.	The school provides accurate/error-free and timely services to students.	3.3	3	4	0.9
3.	The services provided by the school are in accordance with the expectations of students.	3.3	3	3	0.8
4.	Teachers always innovate in the learning process so that students do not feel bored.	3.6	4	4	0.7
5.	The school always makes continuous improvements to both infrastructure and learning methods to motivate students' interest	3.7	4	4	0.9

No.	Statement	Average (\bar{X})	Median (Me)	Modus (Mo)	Standard Deviation (SD)
	in learning.				
6.	Schools always apply the right learning methods and strategies to increase students' interest in learning.	3.7	4	4	0.7
7.	The school always strives to create a comfortable atmosphere so that students can focus more on the teaching and learning process in the classroom.	3.7	4	4	0.7
8.	The school implements a participatory learning process by conducting many discussion activities to encourage students to think creatively and productively.	3.9	4	4	0.7
9.	The principal is fair in his treatment of every student.	3.8	4	4	0.7
10.	Teachers are fair in treating every student.	3.4	3	3	0.9
11.	Employees are fair in their treatment of every student.	3.4	3	3	0.7
12.	The teacher assigns assignments that are in accordance with the objectives of the subject to each student.	3.6	4	4	0.8
13.	Teachers present learning activities that can foster good cooperation between students.	3.9	4	4	0.6
14.	The Principal serves and solves every problem faced by his students.	3.5	3	3	0.8
15.	Teachers give assessments fairly according to the ability of their students.	3.6	4	4	0.9
16.	The principal provides fair treatment according to the student's grade file.	3.6	4	3	0.7
17.	Teachers carry out various learning activities to increase students' interest in learning.	3.7	4	4	0.7
18.	Teachers manage classes effectively so that all student time can be used productively by providing many opportunities for students to ask questions, practice the material, and interact with other students.	3.8	4	4	0.7
19.	Programs developed by the Principal to hone students' interests and talents are always updated to realize continuous improvement.	3.7	4	4	0.7
20.	The Principal always improves learning programs to improve student achievement.	3.7	4	4	0.8
21.	The school always strives to meet the needs of students through continuous improvement of facilities and infrastructure to support the student learning process.	3.6	4	4	0.9
22.	The school always provides complete equipment and adequate facilities to enable students to carry out practicum activities.	3.5	4	4	0.9
23.	The school always strives to improve its services in terms of the learning process so that students can easily understand the subject matter delivered.	3.7	4	4	0.8
24.	The school always strives to improve its services in terms of the use of school facilities so that they can be put to good use by students.	3.7	4	4	0.9
25.	The school always strives to improve its	3.7	4	4	0.7

No.	Statement	Average (\bar{X})	Median (Me)	Modus (Mo)	Standard Deviation (SD)
	services in terms of school administration so that it can run easily and without errors.				

3.2. Description Of Education Quality Analysis

Quality Education is still the concept of text as literate, numeracy, and limited to what can be measured, while teachers who are considered important with regard to the quality of Education have not been widely involved in teaching and Education (Sayed & Ahmed, 2015). Students are said to be successful when the evaluation of learning has indicators such as; Students can complete schoolwork in accordance with the established quality and applicable regulations (Nusraningrum et al., 2022). Many experts express their point of view on the concept of quality or quality of education. One of them is the EFA Global Monitoring Report, UNESCO, 2005, which states that there are five dimensions related to the quality of education. The five main dimensions that affect the quality of education are learner characteristics, enabling inputs, teaching and learning, outcomes, and contexts (Benavot et al., 2005).

3.2.1. Enable Inputs Dimension

Table 6. Results of Calculating the Input Quality Dimension (Enable Inputs)

Indicator	Respondent	Percentage (%)				
		Strongly Disagree	Disagree	Neutral	Agree	Totally Agree
Quality of Learning Materials (School Buildings, Classrooms, Books & Teaching Materials)	Teacher	0	0	14.5	64.5	21.1
	Student	1.1	8.8	24.1	54.8	11.2
Quality of Human Resources	Teacher	0.3	8.5	38.8	43.1	9.3
	Student	0.3	2.2	20	60.6	17

It can be concluded that some students still argue that schools do not always identify and try to meet student needs, schools do not always make improvements to infrastructure, and learning methods, or create a comfortable atmosphere to motivate student interest in learning (Closs et al., 2022; Valtonen et al., 2021).

3.2.2. Dimensions of Teaching and Learning

Table 7. Dimensions of Teaching and Learning

Indicator	Respondent	Percentage (%)				
		Strongly Disagree	Disagree	Neutral	Agree	Totally Agree
Quality of Teacher Teaching Methods	Teacher	0	0	32.2	56.7	11.1
	Student	0.2	4.5	27.6	55	12.7
Quality of Teachers Conducting Assessments or Feedback for Students	Teacher	0	0	10	56.7	33.3
	Student	0	11.8	28.7	48.2	11.4

It can be concluded that most of the teacher's students are able to perform the appropriate tasks in the evaluation, giving tasks that are in accordance with the objectives of the subject to each student after that giving a fair assessment according to the ability of their students (Safrudiannur & Rott, 2021; Yao et al., 2019).

3.2.3. Dimension of Contexts and Environments

Table 8. Contexts and Environments Dimensions

Indicator	Respondent	Percentage (%)				
		Strongly Disagree	Disagree	Neutral	Agree	Totally Agree
Knowledge and Infrastructure that Supports Education	Teacher	0,3	1	20,2	66,4	12,1

Community Expectations	Teacher	0	1,1	20	64,5	14,4
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The services provided by the school are in accordance with customer expectations. The school always considers input from customers to improve the quality of learning. The school always observes the outside environment to follow up on consumer needs (Brooks, 2022; Forrest, 2020).

4. CONCLUSION

The principal, vice principal, teachers, and administrative support staff have been able to provide services according to student expectations, such as teachers and employees being fair in treating every student, the principal serving and solving every problem faced by his students, programs prepared by the principal to hone students' interests and talents are always updated to realize continuous improvement and to improve student achievement. However, there are still some students who argue that schools do not always identify and try to meet student needs, schools do not always make improvements to infrastructure, and learning methods, or create a comfortable atmosphere to motivate student interest in learning. The school has provided satisfactory services and bonuses to motivate the performance of teachers and employees, empower the recognition/reward system to appreciate the performance of their employees and provide and meet the needs of teachers in supporting the teaching and learning process. The quality of teaching methods teachers have been able to analyze data and information using valid methods for the purposes of the educational process.

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