

Integrated Quality Management Practices in the Technical and Vocational Education in Indonesia: A Lesson from the SMKN 7 Samarinda, East Kalimantan Province

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Abstract—In the face of an increasingly strong and competitive globalization era, implementation of Integrated Quality Management System (IQMS) in the vocational schools is very important for the long-term success of school organizations and is a source of excellence in order to create performance and productivity towards achieving continuous quality management. This study aimed to describe: (1) the implementation of IQMS in the State Vocational High School in Samarinda based on school quality management; (2) the level of achievement of IQMS at State Vocational School in Samarinda according to school quality management; and (3) the obstacles of IQMS implementation in the state vocational high school in Samarinda. This study used a qualitative descriptive design and selected one of the state vocational high school in Samarinda that implemented the IQMS, i.e. SMKN 7 Samarinda. The structured interview and library research used to explore information about the implementation, level of achievement, and the obstacles that the school faced during IQMS implementation. The results showed that: (1) the IQMS implication in the SMKN 7 Samarinda had been implemented according to the IQMS indicators; (2) the level of achievement of IQMS implementation in the SMKN 7 Samarinda reach the good criteria with increasing number of students and increasing educators' competency, teaching and learning facilities and infrastructures, and established a conducive work and learning environment; and (3) the obstacles to the IQMS implementation in the SMKN 7 Samarinda, i.e. some teachers still lack to use technology in the learning process and often used traditional way to teach, and lack of commitment in quality assurance from the internal school. Despite some limitation, it can be concluded that the IQMS implementation in the state vocational high school in Indonesia, especially in Samarinda based on the evidence in the SMKN 7 Samarinda can increase the school performance and quality assurance.

Keywords—integrated quality management system (IQMS), technical and vocational education (TVE), Samarinda, Indonesia

I. INTRODUCTION

In the current era of globalization, relations between nations have become a world without borders, both in the form of geographical, political economy and socio-cultural

boundaries. None of the countries around the globe that not related to each other in the context of diplomatic and cooperation between countries. Competitive advantage from human sources is needed to make competitiveness between the countries. If there is no competitive advantage with calculated bargaining power, relationships and cooperation will only occur to dominate each other, not need each other.

Indonesia is one of the countries with a fairly rapid economic development at this time and is predicted to become one of the countries with positive welfare growth [1]. The positive growth of Indonesia's welfare inclusively dominated more by the demand for public services from the middle class which are increasing in number. This shows that most of the work generated by services grows in the service sector. The growth of this service sector requires skilled and competent human resources. Technical and vocational education is the key to meeting market needs for superior and skilled human resources to meet the demand for services from the public sector [2].

On the other hand, the fate of Indonesian education is not as smooth as the economic growth is built. The 20 percent budget for education from the total state budget cannot yet be fully utilized for educational purposes, so it is natural that in many regions witnessing the physical condition of schools is very concerning both elementary and secondary levels, the existence of school operational assistance (BOS) and free school campaigns, not increasing quality and quality of students [3]. On the contrary, it worsens the quality of education in the future. On the other hand, he continued, improving the quality of teachers is in line with the demands of the times and changes in labor requirements, still far from the expectations and targets of the long-term development plan (RPJP) in the education sector. Then the curriculum changes that still caused controversy, as evidence that the Ministry of Education and Culture had never planned an established and integrated national education system.

Educational institutions are then burdened with more severe competition factors in maintaining the existence of schools both academically and non-academically. According to data from the Ministry of Education and

Culture in 2018, there were significant developments in the number of schools, in Indonesia there were 9,315 Vocational High Schools (SMK) in year 2005/2006, 9,892 SMK in year 2006/2007 and 10,239 in year 2007/2008 [4]. It means there is even a growth rate of up to 347 SMK, every year in Indonesia from the same data for East Kalimantan alone there is an average growth of Vocational School equivalent to 15 Vocational Schools every year. Schools are currently burdened with good status or predicates given by the community and by proving their achievements, such as international standard schools, ISO standard schools or excellent schools that are able to be used to attract the attention of prospective students. The reason is that schools that are currently not only based on territory but competition also come from the formation of private schools which are generally made with a management system that is better managed to survive economically than public schools that have received assistance from the government. About competition, management is how to develop loyal customers for excellence in competition. As a result, to market education, total quality management (TQM) is required. TQM not only for the management of manufacturing and management services but for education service management [5]. By understanding TQM in education, an institution will be able to meet the needs and desires of stakeholders.

II. METHODS

This study aims to describe, analyze and renew management quality with educational management innovation in order to achieve quality development. This research is qualitative research. Qualitative research is a research method based on the philosophy of post-positivism [6], used to examine the condition of natural objects (as opposed to experiments) where the researcher is a key instrument, the technique of data collection is triangulated (combined), data analysis is inductive/qualitative and the results of qualitative research emphasize the meaning rather than generalization. While descriptive research is the most basic form of research, which is describing or describing phenomena that exist, both natural and engineered. Descriptive research has several variants, but this study emphasizes case studies. Case studies are methods for collecting and analyzing data regarding a case for wider theory of practice [7].

The data in this study can be statistical and non-statistical data. This research requires deeper identification, especially in the process of identifying SWOT in school management. So that all data and documents related to all managerial processes of researchers feel worthy of investigation. The data sources in this study can be divided into two types which are described as follows:

A. Primary Data Sources

Sources of primary data collected by research directly from the source. The preferred source is a source that comes from school stakeholders, such as principals, teachers, and students. Data extraction techniques are used in structured interviews [8].

B. Secondary Data Sources

Secondary data sources in this study can be in the form of school history data both documents and photographs related to research. the data is collected based on the steps in the library research [9]. Then the latest managerial data, both the results of financial performance and staff performance as well as photographs that reflect the latest managerial conditions that can support the quality of the content of the study.

III. RESULTS AND DISCUSSION

A. Implementation of IQMS in the SMKN 7 Samarinda

The SMKN 7 Samarinda since 2008 has pioneered to create quality standards in the teaching and learning process. In order to realize the quality standard, the SMKN 7 Samarinda created a quality culture in the school environment with the spirit of togetherness to realize a quality education and that has a foundation of good moral values as taught in religion and manners. The process of developing a school quality culture can begin with the development at the level of spirit and values, namely by identifying the various spirit and values of the quality of school life adopted by the school, for example the spirit and values of discipline, spirit and values of responsibility, spirit and values of togetherness, spirit and values of openness, spirit and values of honesty, spirit and values of life spirit, spirit and social values and respect for others, and unity and unity. Therefore, there is no systematic development of the school's quality culture without the identification of various spirits and values that can be used as a foundation.

The assessment of a quality management system can be carried out in several ways such as; auditing the quality management system, reviewing the quality management system, and self-assessment. Audits are used to determine the extent to which the quality management system requirements are met. Audit findings are used to assess the effectiveness of the quality management system, detailed guidelines for conducting this audit are given in quality standards.

The quality assessment in the SMKN 7 Samarinda viewed from the initial process about the rational quality management system to the assessment or evaluation of many things that must be corrected to get maximum results. IQMS requires the seriousness of all stakeholders to carry out thoroughly which includes interest and motivation, training, knowledge, and commitment to carry out all established standard operational procedures, as well as understanding and capability of internal stakeholders in making decisions and implementing them [10, 11].

B. Level of Achievement of IQMS Implementation in the SMKN 7 Samarinda

Comparing the quality management system with the level of achievement in the SMKN 7 Samarinda, the quality management system approach given by the group, among others; Strengths and weaknesses, provide achievement for generic models, provide a basis for continuous improvement, and contain provisions for external recognition.

The quality management system in this study focused on leadership. Based on the data, experience factors are important in achieving IQMS indicators. Leadership must support and create harmonious working groups among principals, teachers, and external parties (school supervisors). The majority of teachers have realized their responsibilities as educators by applying innovative and information technology-based learning models. However, some senior teachers still have problems using technological tools in learning and tend to use traditional methods of teaching. Students generally feel satisfied with the services provided, but expect continuous improvement. Overall, the level of IQMS implementation in the SMKN 7 Samarinda in the good criteria.

A good leader must have the following characters: (1) balanced responsibility, meaning responsibility for the work carried out and responsibility for humans or human resources who carry out the work; (2) positive role models, this illustrates that the meaning of role is responsibility, behavior, or achievement expected from a good leader must be a role model or example for employees who are subordinates. Leaders do what is expected from employees for example on time and discipline, then the leader must be able to behave and behave in fulfilling promises or carrying out their duties; (3) have good communication skills, meaning good leaders must be able to convey ideas concisely and clear and in the right way; (4) has a positive influence, meaning that a good leader has an influence on his employees and uses that influence for positive things. Influence is an art that uses power to move or change the views of others toward a particular goal or point of view; and (5) has the ability to convince other people, this means successful leaders are leaders who can use communication skills and influence to convince people others will be paradigms and direct them to total responsibility. Leadership in the schools still dominated by a "top-down" style must be minimized so that teachers and staff have the authority to make decision to execute management and responsibility by promoting a collegial and participatory approach [11].

C. Challenges of IQMS Implementation in the SMKN 7 Samarinda

Based on the results of primary and secondary data analysis, obtained several inhibiting factors in the implementation of IQMS in the SMKN 7 Samarinda, namely some teachers who do not understand how to use the instructional media based on information technology (IT), lack of enthusiasm of parents in filling out blanks of suggestions and criticisms that have been provided, often occurring power outages that can interfere with learning in language and IT laboratories, lack of guidance and counseling teachers.

In implementing quality management systems in educational institutions, the biggest obstacle is not the concepts that will be implemented, because the possibility of concepts can be adopted from other institutions. The biggest obstacle is from the internal side of the school itself. In addition, IQMS is not easy to implement as a tool for developing teacher competencies, lack of

understanding because there are many administrative tasks of teachers, and some teachers are still resistant to supervision [10].

The important thing to consider in implementing TQM is the obstacles that might be encountered. Several factors can influence this, namely the lack of constant goals so that organizations are hampered from adopting quality as management, the existence of short-term thinking, the existence of individual evaluations that are only carried out through consideration scale or annual report. To overcome that obstacles and challenges, a strong commitment is needed to build a quality culture in vocational schools, especially from among principals, teachers, students, and external stakeholders through industrial organizational integration and resource-based view theory providing a useful framework for analyzing comprehensively and systematically industrial sector related to competitive advantage [2].

IV. CONCLUSION

The implementation of quality development management in the SMKN 7 Samarinda in enhancing competitive advantage in the East Kalimantan Province, Indonesia is proven by the commitment of public secondary schools to show differences with private vocational secondary schools, ready to work together in a solid and responsible team, management that is organized in every activity, strong government support and control, and a good work plan. The contribution of management to the development of the quality of achievements in the SMKN 7 Samarinda in enhancing competitive advantage in the East Kalimantan Province is the existence of a quality assurance system, including carrying out responsibilities and authority properly, management responsibilities, work standard arrangements, local excellence and global education-based national education standards, as well as evaluations in all activities.

Teachers' awareness to develop competencies both within the school environment, as well as outside the school environment through various kinds of professional teacher organizations is the most fundamental thing in implementing IQMS. Principals play a role in providing positive support for improving the performance and quality of teachers and staff through a variety of cooperative policies and reducing "top-down" patterns and also give opportunity to the teacher to develop teacher professional leadership [11, 12]. Students' parents are also important to be involved in implementing IQMS accompanied by strengthening the government's commitment to facilitate cooperation among markets and industry with vocational schools so that graduated students have competencies that are in line with market and industry demand.

In general, the quality of technical and vocational education in the East Kalimantan Province developed by applying the IQMS with a focus on improving leadership competencies, teacher competence, and fulfilling accreditation from external parties. IQMS implementation will improve the performance of teachers and staff in making decisions and carrying out responsibilities based on the principles of collegial and participatory approaches.

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