



The Study of Learning Process Standard Accomplishment in Vocational High Schools During Covid-19 Outbreak in Indonesia and Malaysia

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Abstract. The objectives of this study are to ascertain the level of learning process standard accomplishment in vocational high schools during the Covid-19 outbreak in Indonesia and Malaysia; and identify the elements that are the barriers to and sources of support for that success. For the purpose of this study, a survey was conducted to collect both qualitative and quantitative data. Three vocational high schools from Indonesia and Malaysia were chosen as the sample for this study using purposive sampling, which took into account the best, middle, and worst vocational schools. FGD, questionnaires, documentation, observation, and online interviews were used as data collection methods. The validity and reliability of the questionnaire were confirmed by expert validation. The qualitative data with a were studied using an interactive analysis model, the quantitative data analysis used were analyzed using descriptive analysis approaches. The study's findings show that Malaysia and Indonesia have done a good job of meeting the required standards for schooling. A balanced policy and implementation are the driving force. The aspect that can be compared include the fact that Malaysia and Indonesia have both successfully met process standard requirements for their national education standards, almost to the same extent. Additionally, the concept for process standards in Indonesia may already be sound, and there are certainly clear measuring tools available, but there are some shortcomings, particularly in terms of resources' capacity to absorb educational policies and the fundamental knowledge to master science and technology.

Keywords: study · national standards · learning process

1 Introduction

In 2013, the Human Life Growth Index (HDI) ranking for Indonesia was 121st out of 187 nations in terms of the future development of human life. A global comparison of life expectancy, literacy, education, and living conditions is provided by the HDI. This status is still significantly worse than that of the Philippines, Singapore (18), Brunei Darussalam (30), Malaysia (64), and other Southeast Asian nations (114). Only a few

notches separate our nation from Vietnam (127), Laos, Cambodia (138), and Myanmar (149).

The Indonesian government has created eight National Education Standards that serve as guides for management in order to develop capacities and form a respectable national character and civilization in order to educate the nation's life in order to fulfill these high aspirations. National Education Standards are described as the minimum requirements for the educational system in all jurisdictions of the Unitary State of Republic of Indonesia in Law Number 20 Year 2003. (Article 1 Paragraph 17). With the implementation of Government Regulation Number 19 Year 2005 concerning National Education Standards, national education standards now include standards for content, process, graduate competency, education personnel competency, management, management, financing, and education assessments that must be improved on a planned and regular basis (Article 35 Paragraph. The eight National Education Standards in Indonesia are 1). Graduate competence standard, Content Standards, Process Standards, Educators and Education Personnel Standards, Management Standards, Education Management Standards, Education Financing Standards, and Educational Assessment Standards.

The government has released a new Government Regulation (PP) as an amendment to PP Number 19 Year 2005 to accomplish the functions and aims of national education through the dynamics of community, local, national, and global developments. A new regulation, Government Regulation Number 32 Year 2013 Concerning Amendments to Government Regulation Number 19 Year 2005 on National Education Standards, was signed by Susilo Bambang Yudhoyono, President of the Republic of Indonesia, on May 7, 2013.

The curriculum should serve as a tactical tool for initiatives to maximize each student's potential. In the current educational system in Indonesia, students are the subject of instruction, not its aim. The idea that students are empty vessels waiting to be filled with a lot of curriculum material. A lot of learning strategies are carried out through teacher-centered instruction. This is what ultimately resulted in graduates who were not critical of their time since students were trained to accept what they received in school in a particular way. Students are perceived as passive beings who must comprehend the information offered to them by their teachers.

“Because every policy choice is a decision, there is no clear line that can be drawn between policy making and decision-making. However, policies provide a plan of action that directs the many choices made in accomplishing the chosen goal”. Because every decision is a decision, there is no real difference between making policies and making decisions. However, policies represent a set of steps that control a wide range of choices chosen to carry out objectives. A good policy has a few telltale signs. By following the indicators, every work unit leader can use the indicators as a reference and to direct their policies. Making decisions based on complete, valid, trustworthy, objective, and current data is one of the signs of effective policy. Data that meet these requirements can only be yielded through research studies [2].

Education is a deliberate and planned effort to create a learning environment and learning process so that students actively develop their potential to have the qualities of religious spiritual strength, self-control, personality, intelligence, and noble character, as well as the abilities needed by themselves, society, nation, and state [3, 4].

Therefore, it may be inferred that better awareness and planning should be made in order to execute education, and that the planning must be thorough and organized. To put it another way, the learning process can be carried out to the fullest to maximize students' potential. The students are expected to have the spiritual qualities, good self-control to contribute in social situation, a tough attitude, high intelligence, virtuous character, and the required skills for themselves, society, the country [3, 5, 6].

An educational organization's goals and objectives should be taken into account from a strategic perspective. This suggests that an educational institution's objectives will inspire concepts for advancement, enhanced efficiency, or quality-related research [7]. A strategic process results in decisions and activities that direct the nature of the program, what is accomplished, and why [8]. A practical method called strategic planning can assist in customizing a good, service, or activity to meet the needs of the target audience. Improved program performance, resource utilization, comprehension of the program context, decision-making, communication with users and customers, and political support for the program are all benefits of strategic planning [8, 9].

According to Government Regulation Number 69 of 2013, which is a national education standard connected to the implementation of learning in one educational unit to achieve graduate competency requirements, process standard is a criterion regarding the implementation of the education process standard (Government Regulation Number 32 Year 2013). It is clear from this standard procedure that each educational unit is subject to regulations regarding how this educational process should be carried out. As a result, teachers can utilize the process standard as a reference when performing their responsibilities [10, 11, 6, 12]. Teaching in the framework of traditional educational procedures involves more than just imparting knowledge; it may also be seen as a process of controlling the environment. The students must be at the center during the teaching and learning process. Students' character, civilization, and quality of life are to be shaped through this. Students' potential to master the required competencies must be empowered by the learning process. In order for each person to be able to be lifelong learners and build a learning society, empowerment aims to promote the achievement of specified abilities and behaviors [13, 14].

Although "learning" is the term utilized in its execution, the teacher's role as a teacher is not eliminated because conceptually, teaching also refers to imparting knowledge to students. The phrases "teaching" and "learning" have a single, interrelated meaning. Since teaching is an activity that can result in student learning, it cannot be considered an act of teaching if no one is affected by it [15]. Thus, the teaching term also includes the procedures involved in student learning. Academic competence, occupational competence, cultural competence, and cultural competence are only a few of the competencies that must be possessed by students in order to face every difficulty and impediment in a quickly changing existence. Hence, the purpose of learning is not to assist children become experts in a variety of subjects, but rather to teach them a variety of skills that will enable them to overcome challenges as communal life evolves [14].

Indonesia needs to establish student-centered learning. Learning methodologies including problem-based learning, collaborative learning, project-based learning, and others must be developed by teachers and schools with support from the government

and society. The objectives are to increase students' capacity for learning, make learning more relevant to their lives, and make learning a necessity so they can continue to study throughout their lives. This study is crucial for realizing that quality education at the central, regional, and educational units can be achieved effectively and efficiently in accordance with developments in science and technology, needs, and characteristics of educational units and regions. The PP on SNP, which has been in effect for about 8 years, encouraged the need to conduct SNP Achievement Study. The purposes of this study are to determine the level of learning process standard achievement in Yogyakarta vocational high schools during the Covid-19 outbreak; and identify the barriers to and sources of support for that achievement. The overall goal of this study is to ascertain how well Indonesia's educational standards have progressed since PP Number 19 Year 2005 concerning National Education Standards was passed. In addition, this study seeks to determine how high the quality of learning process achievement was in Yogyakarta vocational schools throughout the pandemic, as well as the challenges and elements that contributed to the accomplishment of the learning process standards at Yogyakarta Vocational High Schools during the Covid-19 outbreak.

2 Method

To ascertain whether the learning process standards had been met and to calculate the contribution of each indicator, the Survey method was utilized as the assessment method. To identify the elements of strengths, weaknesses, opportunities, and problems in reaching management standards, the discussion approach was also applied in the form of concentrated conversation. According to the goals of this study, the data and information needed to address the research questions would be gathered. Data is gathered from the various sources, including the Reviewing papers pertaining to the topic of this research, such as documents on education management and ownership, served as one method of collecting data from the literature study and document review. Three vocational high schools in Indonesia and Malaysia were chosen as the sample for this study using purposive sampling, which took into account the best, median, and worst vocational schools. FGD approaches, questionnaires, documents, observation, and online interviews were all used as data collection methods. The validity and reliability of the survey were confirmed by expert validation. The questionnaire instrument was validated by experts for its validity and reliability. Utilizing data triangulation and the informant review technique, the validity of the qualitative data was confirmed. This study was quantitatively and subjectively analyzed using descriptive and interactive analytic approaches.

3 Finding and Discussion

The achievement of accreditation at vocational high school level in 2021 is presented in Fig. 1. There are three national education standards with the lowest average achievement at the vocational high school level, namely Facilities and Infrastructure Standard, Educators and Education Personnel Standard and Graduate Competence Standard. The National Education Standard with the lowest average achievement is the Standard for Educators and Education Personnel, which is 82.2. The next lowest is the Standard for

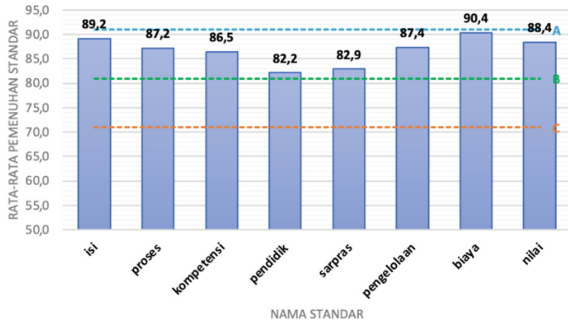


Fig.1. Achievement of accreditation for vocational high school in 2021

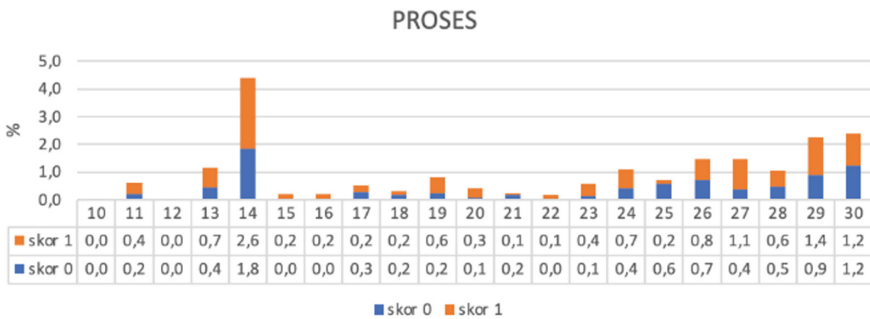


Fig. 2. Process Standard

Facilities and Infrastructure, which is 82.9. Although the scores are in the lowest position of the vocational high school level, both standards have met good criteria.

Meanwhile, the achievement of the standard educational process at the Pafa Vocational High School level in 2021 is described as follows (Fig. 2).

Based on the graphic above, there are no questions answered D or E by more than 10% of schools. This means that there are no difficulties for schools in meeting this standard. What seems rather difficult to fulfill by quite a number of schools is point 14, namely the use of textbooks by students in the learning process. In learning activities that include aspects of planning, implementation, and evaluation. The comparison is drawn as follows (Table 1).

Based on the previous data, the implementation of education in Indonesia and Malaysia is almost the same. It means that the achievement of process standards is both in the good category. Since Malaysia was originally a British colony, the educational system there is based on the UK. Malaysia advances in terms of education as a result of the UK's high priority on the education for its colonies. In contrast to Indonesia, which was a former Dutch colony, this colony just wanted to extract the wealth of their colonies. The main mission of the Malaysian Ministry of Education is to build a world-class education system to realize the full potential of every individual in addition to fulfilling the aspirations of the Malaysian people. It is evident that Malaysia has a strong desire to make its education go international. The royal mandate to produce Malaysian

Table 1. The comparison of planning, implementation, and evaluation

Aspects	Country's score	
	Indonesia	Malaysia
Planning	89.03	86.30
Implementing	87.92	88.12
Evaluating	89.17	85.90

education of the highest caliber has been realized through different advancements and innovations in the field of education.

Malaysia's expectation is to develop the economy based on knowledge or skills to face of competition with other countries. This is what motivates Malaysia to take action to raise the standard of its human resources through higher educational standards. If you look at Malaysia's Basic Philosophy of Education, it almost resembles the ideals and educational objectives that are practiced all over the world. Malaysia, on the other hand, has a philosophical basis that derives from its identity. This is based on the 1996 Education Deed's idea of state-run education, which says "Education in Malaysia is a continuous effort towards developing individual potential as a whole and in an integrated manner to give birth to a balanced and harmonious human being in terms of intellect, spirit, emotion and body based on belief and obedience to God. This effort is aimed at producing Malaysian citizens who are knowledgeable, having noble character, responsible and having ability to achieve prosperity and contributing to the harmony and prosperity of family, community, and state."

Analysis results of Indonesian and Malaysian education quality standards are explained as follows. First, Education Quality Standards in Indonesia are categorized to have good concept and clear measuring tools. In fact, in its implementation, there are still deficiencies in many things related to the intelligence of human resources in digesting an educational policy and skills that minimal mastery of science and technology. Second, the implementation of Education Quality Standards in Malaysia has experienced many improvements, but the substance of the curriculum contained in the Education Act has never changed and stable according to the principles of standard lessons in Malaysia. Third, Malaysia tends to be more advanced in the field of education because the curriculum used is standard and there are no frequent changes to the curriculum. This is contrast to Indonesia, there are frequent changes in policies and curricula where the technical implementers in Indonesia are slow to develop. 4. Another influential factor in the progress of education in the two cognate countries is the former colony. In this context, Malaysia was British colony, while Indonesia was colonized by the Dutch. This colony affects the education system in the countries.

Because Malaysia was once a British colony, the education system there essentially adopts much of the UK system. Malaysia's educational development is a result of this. One explanation is the UK's intense interest for its colony's educational system. Compared to Indonesia, a former Dutch colony, it is distinct. In this situation, the Netherlands only wished to reap the benefits of its colony's wealth without giving it a comprehensive

education [18]. According to the major purpose statement of the Malaysian Ministry of Education, the state of Malaysia has a great aim to make its education system more global. It is stated that “Realizing a world-class education system to realize the full potential of every individual, in addition to fulfilling the aspirations of Malaysian people.”

To fulfill the royal mandate to elevate Malaysian education to a global standard, numerous improvements and modifications have been made to the country’s educational system. In the post-independence era, there are different rankings, including the 1957–1970 era, the 1971–1990 era, the 1991–2000 era, and the 2001–2010 era. The challenges posed by the effects of globalization, liberalism, and the advancement of communication and communication technology have led to a number of changes and advances in the Malaysian educational system at the start of the 21st century. The current challenge for Malaysia is to create a knowledge-based economy, or K-economy, in order to compete with other nations. Malaysia needs to produce highly trained, competitive human resources across a range of areas [19, 17].

Based on the Basic Philosophy of Education in Malaysia, it has nearly similar values to the goals of education which are carried out around the world. Malaysia does, however, have a philosophical base that stems from its identity. The 1996 Education Act states that in Malaysia, education is a sustained endeavor to maximize each student’s potential as a whole and to combine these efforts to create humans with balanced and harmonious mind, spirit, emotions, and body and who believes in and obeys God. This statement is based on the state education philosophy that was developed in 1988. This initiative aims to produce Malaysian citizens who are intelligent, upright, responsible, and who seek to prosper in order to contribute to the harmony and success of the family, society, and nation [20].

The idea of a holistic education administration is the result of a powerful harmony coming together in this way. As a result, if Malaysian education is governed by four deeds—the Education Act of 1996, the Private Higher Education Institutions Act of 1996, the 1996 State Higher Education Council Deed, and the 1996 State Accreditation Board Act—then (1996). This makes it quite evident how mature and solid the education model being used is. In-depth analysis reveals that despite a change in leadership, these regulations have remained constant from one phase to the next [14, 16].

The Malaysian Ministry of Education develops the educational program. Malaysia’s educational program is comparatively consistent. New Curriculum for Low Schools is the name of the curriculum utilized in Malaysia’s low-performing schools (KBSR). KBSR was piloted in 302 low schools in 1982, according to data from the Malaysian Ministry of Education. The full implementation of KBSR has been accomplished since 1988, and as of 2007, it is still in use. The use of English as the language of education for science courses was revised in 2003, and the use of English as the medium of instruction for science and mathematics was expanded in 2005 [17]. From the data above, it can be determined that the Malaysian Ministry of Education has not significantly altered the current curriculum. The Ministry just made changes in some areas as a result of evaluations of earlier implementations and also reorganized the caliber of its teachers. Students who have a preference for science and technology education can attend technical and vocational high schools to prepare for a career in the state’s industrial sector. Programs that enable prospective students to become professionals or professionals in

a number of technical and technical domains are provided by the Malaysian Ministry of Education [8].

Educational standards which in practice reflect the level of student mastery of the content or subject matter are very useful for various purposes. For teachers, educational standards are reference for formulating strategies, methods, approaches and teaching planning or known as Lesson Plan (RPS), including preparing syllabus and teaching evaluation. For students, educational standards are useful for preparing themselves in learning and can determine how to learn and understand the subject matter that must be mastered. For parents, educational standards are useful as a reference for the level of their children's ability to master the subject matter, so they can effectively help their children learn at home. For school principals and governments at various levels, educational standards are very useful as a reference in curriculum preparation, taking tests, conducting evaluation and providing guidance to teachers, students, and schools.

Educational standards in Indonesia and Malaysia are prepared by professional associations for each subject. The level or standard level that must be achieved is generally based on the "nature of the subject", the level of education (classes and educational units), and the age of the students. What is meant by the nature of the subject is that there are subjects that are tiered or vertical, such as Mathematics. This subject requires students to master a certain topic before continuing to study or studying the next topic (there is a pre-requisite). However, there are also subjects that are "by nature" not tiered and must be sequential, for example History or Sociology. Teachers can teach and students can learn a topic without having to master a previous topic. Systematics in learning depends on the order made by the teacher without any level of topics to be studied.

For countries that follow a federated/decentralized system such as United States, Germany and Finland, education standards are set by each state. However, for countries that adhere to a unification government system, such as Japan, Netherland and Indonesia, education standards are prepared by the central government and enforced nationally. In the last ten years, United States has tried to formulate and develop national standards and national curricula, but in practice these national standards and curricula are only used as a reference, and daily teaching practice still refers to the standards set by each state. In Finland, previous standards and curricula are made and implemented by each province, but since 1970 they have drawn up and agreed on a national standard and curriculum that is used by all schools. It should be noted, that based on international research known as Trends International of Mathematics and Science Study (TIMSS), Finland is the country with the highest level of mastery of its subject matter for several years in a row. For Indonesia, originally standards and curriculum (note: education standards are implicit in the national curriculum) are national, but since the change in the government system from centralization to decentralization, the standards and curriculum are handed over to each region, region, and even each school.

The educational standards set forth in PP Number 19 Year 2005 concerning SNP are based on an educational approach that is viewed from the Input-Process-Output or IPO system comparable to the standard system of education in Malaysia. This approach is an approach commonly used in economics, especially in industrial/production processes. In this production process, education is seen as having components of Input, Process and Output. From the eight standards, it can be identified that the inputs included are

CAR Standard, Facilities and Infrastructure Standard (5), and Financing Standard (7). Included in the process components are Process Standard (2), and Management Standard (6). Meanwhile, the output components include Graduate Competency Standard (3), and Educational Assessment Standard (8).

4 Conclusion

From the explanation of the data that the author presents above, it shows that the achievement of process standards in national education standards in Indonesia has been well achieved, as Malaysia does. Process standards in Indonesia can be categorized have good concept and have clear measuring tools. Unfortunately, in its implementation, there are still deficiencies in many things related to the ability of resources to digest an educational policy and minimal skills in mastering science and technology.

The implementation of the Standards of Education process in Malaysia has also experienced many improvements, but the substance of the curriculum contained in the Education Act has never changed and stable according to the principles of standard lessons in Malaysia.

The result of the comparison of the implementation of Standards of Education process in the two countries is that Malaysia is equally clear on the direction of its education quality policy and is relatively stable than Indonesia. It means that it often experiences changes in its education quality policy. Basically, schools in Malaysia and Indonesia are not much different. A prominent difference from the education of the two countries is in the name of the level of the two countries.

The level of education is also different. For example, at the secondary school level, Malaysian secondary school is taken in 5 years, while in Indonesia it is taken in 6 years. In contrast to Indonesia, there are frequent changes in policies and curricula. The technical implementers in Indonesia are slow to develop. Another influential reason for the advancement of education in the two countries is the former colonies of different countries. This has at least affected the education system in both countries.

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