Quality Assurance System at the State Vocational School During the Covid-19 Pandemic

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Abstract. The pandemic period has had a very significant impact on the world of education. SMKN 2 Yogyakarta, Indonesia made a quality assurance system to withstand and be able to excel in the competition between educational institutions during the pandemic. This study has a purpose to comprehend the importance of quality assurance with good quality activities in SMKN 2 during the pandemic. This study used an approach of the qualitative case study. The researcher has conducted document studies, direct observations, and interviews with the school headmaster, vice principals, teachers, and the quality assurance staff. Data collection, data reduction, presentation, and findings were all part of the data analysis process. The results of the study indicated that: the system of quality assurance of SMKN 2 has been accomplished and reviewed by using structured design, school residents and the community also participate in the process of implementing and evaluating the quality assurance system.

Keywords: Quality Assurance System · Total Quality Assurance · Quality Improvement

1 Introduction

According to the Constitution of the Republic of Indonesia No. 20 of 2003, in order for students to actively develop spiritual powers, self-control, noble character, and other outstanding capabilities by themselves and become the best human resources in society, education has the conscious and purposeful goal of creating a learning environment and learning process. From this understanding, we realize the important role of education, especially the formal education, which is an opportunity in building the nation. Therefore, quality is important in education, because a quality nation is determined by the high and low This template, modified in MS Word 2007 and saved as a "Word 97–2003 Document" for the PC, provides authors with most of the formatting specifications needed for preparing electronic versions of their papers. All standard paper components have been specified for three reasons: (1) ease of use when formatting individual papers, (2) automatic compliance to electronic requirements that facilitate the concurrent or later production of electronic products, and (3) conformity of style throughout a conference proceedings.

Juran [1] argued that a product or service that complies with requirements must also satisfy the needs or expectations of users. Non-compliance with a number of requirements could be the underlying cause of the poor quality of education. Poor program design, inadequate buildings, an unpleasant work environment, weak systems and procedures, tight work schedules, a lack of resources, and a lack of staff development are included into a few examples of the low quality of education [2].

The quality of education can be defined as the balance provided by the education manager between the needs of stakeholders and services. The philosophical foundation of high-quality school development education is aligning school inputs, processes, outputs and outcomes with the needs of stakeholders and all related parties [3]. One strategy for enhancing educational standards is to improve the quality of human resources, starting by regulating education personnel, regulating improving the quality of education, regulating education finance, and educational infrastructure. The whole thing is from the education management needed to achieve real educational goals [4].

Whether we realize it or not, In Indonesia, there is still a lot of concern about the education system's quality. In many schools in Indonesia, the education system is still far from the National Education Standards (NES) [5]. The low urge to compete within education graduates is one indication of the weak of Indonesian educational quality. The lack of graduate results that are in line with the student's aims, as well as the fact that graduates do not meet the requirements set established by the workforce, is the primary factor contributing to the low competitiveness of education graduates. As an employee of the agency where the business world is growing day by day, it begins to be problematic for schools to put improvement of the graduate standard [6].

In order to maintain the HR programs to be superior and able to compete, multiple programs must be created, both inside and outside of the educational system. When schools use quality assurance, they produce quality results [5] that are accordingly to national education standards and even more [5].

Education quality assurance is also very important so that educational institutions can survive and excel in the competition between educational institutions, therefore each academic institution must ensure the integrity of its education [7]. SMKN 2 Yogyakarta seeks to build a planned and organized quality assurance system. SMKN 2 Yogyakarta always strives to create programs that ensure teaching in schools meets the expectations of all customers, in this case, parents and students. The basis is a continuous evaluation conducted by the school. In addition, the mentality of leaders consistently puts quality first in everything they do. Activities in schools that involve management, teaching, and learning also establish close cooperation with external partners such as ISO and PT TUV, which always offer incentives to contribute to the attainment in educational institutions in order to gain a competitive benefit and maintain fierce competition.

However, the previously anticipated quality assurance activities did not proceed as intended during the Covid-19 epidemic., this is due to several circumstances that required a reorganization of the quality assurance system. Because remote work, preserving physical distance, and distance learning are regulated by government regulations, it is crucial to look into the quality assurance methods used at these institutions.

This study is based on the findings by Hakim and Herlina [8], who affirmed that a number of characteristics define the quality of education.; 1) the number of students enrolled in school; 2) the number of accomplishments; 3) the graduation competition aimed at institutions engaging in education. In the opinion of Sulaiman and Wibowo [9], education with high level assurance is a planning, attaining, monitoring, and evolving process that institutions must implement consistently and continually.

Another analysis conducted by Nail Aly Joseph Akpovi in Total Quality Management in Public Higher Education of California indicated about the existing quality assurance system in universities. Astuti [10] asserted that the Online Learning Outcomes Quality Assurance Model throughout the Covid-19 Pandemic has been realized by doing preparation, practice, and quality control. Meanwhile, Muhajarah and Riskha Fabriar [11] claimed that with the aid sources like the internet and e-learning platforms, educators may organize learning while dealing with the Covid-19 pandemic and retain the quality of instruction.

This study examines the operational system of the internal quality assurance Yogyakarta State Vocational School and the oldest industrial vocational school in Indonesia during the Covid-19 pandemic. This is an originality in this current study, namely examining the existing quality assurance system in educational institutions that focus on vocational schools during the pandemic of Covid-19, where quality assurance activities must prioritize health procedures and are carried out in unconventional settings, such as working from home and in the office. To undertake quality assurance activities in the survival context, organizational stabilization, and quality maintenance of education, specific considerations and approaches are required. Therefore, this study focuses on figuring out the way to implement quality assurance in education at SMKN 2 Yogyakarta during the Covid-19 pandemic.

2   Method

Qualitative descriptive analysis is the type used in this study, to evaluate the quality system at SMKN 2 Yogyakarta, Indonesia, during the Covid-19 outbreak. To ensure this, the researcher uses a purposive sampling technique that targets informants according to the experience and ability of the informants so that it can provide information that is appropriate and related to the theme to be studied.

Researcher used observation, documentation, and interviews as data collection methods. By digging information through school principals, vice principals, teachers, guardians and students of SMKN2 Yogyakarta which refers to the pandemic era quality control procedures that apply in schools. Various activities related to the quality assurance were observed and documented by researcher, as well as some other supporting information.

The data analysis used is Milles & Hubberman [12], which involves collecting data from all research findings before moving on to data reduction, in this situation, the researcher carries out two essences of works; sorting and selecting the available data as a research topic. After concluding and presenting the study's conclusions, the researcher subsequently conveys the data from the data reduction outcomes.

3   Findings and Discussions

The quality assurance program of SMKN 2 Yogyakarta is divided into three periods: quality assurance planning, implementation of quality assurance, and evaluation of quality assurance. The explanation is in the Fig. 1.

3.1   Quality Assurance Planning

In the time of the Covid-19 outbreak, a quality assurance plan was sought to organize and advance teaching manner to have better quality at SMKN 2 Yogyakarta. In order to realize the expectations of stakeholders, quality assurance must be performed consistently. In this regard, the headmaster who organizes the SMKN 2 Yogyakarta said: Quality assurance must be a major aspect of the strategy, it does not just happen. The success of the planning process will suggest the right approach for SMKN 2 during this pandemic.

They said that SMKN 2 confirmed it as the QA team of SMKN 2; Planning for quality assurance is crucial because it influences how processes work, makes organizations more effective, and gives operations a clear direction, especially during current pandemic. Therefore, plans are the most important part of quality-focused performance management. Hence, in order to make the school desired goal reached out, the principal creates a comprehensive strategy that is collaborated with the teachers and other stakeholders.

One of the plans for SMKN 2 Yogyakarta in the quality assurance system, during the pandemic in particular, derived from observations and documentation is to: 1) strengthen education and studies; 2), support leadership; 3), enhance quality through innovation programs; 4) optimize of development; and 5), qualified to pass.

SMKN 2 Yogyakarta has prepared resources, staff, educational facilities and infrastructure, leadership, and quality of services provided by the organization to its clients as part of its quality assurance strategy during the epidemic. Thereof, a strategy is required for the quality plan's implementation within the time of Covid-19 pandemic from numerous parts of the plan.
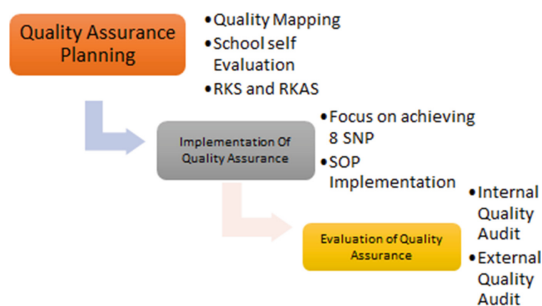

Fig. 1. SMKN 2 Quality Assurance Program

Each element of the teaching unit has a responsibility to raise the quality of teaching. An innovative strategy is required to raise educational standards in order to create culture of excellence permeates every aspect of the school. Education management must at the very least specifically refer to both the internal and external quality assurance systems in order to ensure that quality is maintained in all of its elements. Thus, to develop a quality plan, schools must first conduct a school self-assessment by comprising all school members, including school residents, principals, vice principals, teachers, parents, and students. The findings of the school's self-assessment serve as the base.

The Ds statement claimed that the realization of school self-assessment is undertaken out to enhance the quality of operational plans and budgets for schools and improve the morale of the community in schools by involving the entire school sector, which is done in a purposeful, systematic, and impartial manner. Based on the results of the school's self-assessment, schools prepare activity plans, and school budgets, as the basis for developing quality schools.

A number of internal quality assurance approaches that can be used in quality assurance planning, such as: 1) component approach, which concerns on the quality approach and some representatives of the structural education management in an effort to guarantee or improve the level of quality of student learning outputs, particularly online learning usage that presupposes redesign; 2) The relationship outline method puts emphasis on strengthening the bond between the institutional structure and the department of education management. It is believed that the quality of student learning outcomes will be more affected by internal quality assurance of schools on the pattern of better interactions among members. Planning at SMKN 2 Yogyakarta, according to the principal, is the first program for ensuring educational quality. Curriculum is one of the specific factors that should be taken into account when monitoring quality assurance at SMKN 2. In order to successfully complete the curriculum, it is required to give close attention towards its organization and set goals and objectives. At SMKN 2, the curriculum management process is implementing the quality assurance curriculum. Quality learning has support from learning resources, an assessment method to monitor academic progress, and educational facilities that are subject to quality control.

SMKN 2 plans to use an online-based quality assurance system since the pandemic of Covid-19 and it is focused on the standards set already. The plan of Quality Assurance System comprises several elements of the school which include field supervisors, school committees, pedagogic supervisors, leaders, teachers, and student assistants. Through this commitment, it is hoped that all parties can realize schools that meet good quality standards.

3.2 Implementation of Quality Assurance

Before implementing the quality assurance system, SMKN 2 Yogyakarta first formed a quality assurance team. By issuing a Principal Decree outlining the formation of a quality assurance team and its job descriptions, the principal forms the team. One of his or her responsibilities is to develop a plan to help schools meet the eight national education standards and to establish the ground rules for the system of carrying out school activities by creating Standard Operating Procedures (SOP).

The implementation of quality assurance in SMKN 2 entails the fulfillment of quality policies, quality targets and quality educational processes, along with the need to prepare the resources, personnel, educational infrastructure and facilities, as well as the leadership and the standard of services the institution offers to schools. Customer service is guaranteed by following the eight standards of national education. To implement the eight National Education Standards, schools implement the guidelines of the National Education Standards Agency. DH, who is the curriculum deputy head, stated that even though it corresponds to national education standards, the quality assurance team asked us to collate and build an appropriate curriculum for educational needs and collaborate with pesantren due to the dynamics of school development.

The development of the curriculum at SMKN 2 and the accomplishment of graduate competences are among the objectives for fulfilling content criteria. Schools analyze and diagnose the diverse needs of all school components as they implement curriculum development by looking at the needs of students, society, and societal expectations. The school's curriculum development team creates curriculum with the goal of addressing the needs of both the school community and society. This was stated by MS, who mentioned that school committees and school supervisors were involved in the implementation of curriculum development. It results in curriculum development that is current, follows the pace of the times, and takes into consideration the complexity of societal demands.

The prepared curriculum is then used to instructional activities in schools, in which the epidemic has altered certain governmental restrictions like physical separation. The learning method is only confined to online learning and face-to-face learning, according to MS, a teacher at SMKN 2. So, learning continues to follow health protocols and does not reduce the quality of education.

According to SMY, the learning approach at SMKN 2 utilized a Zoom meeting or Google Meet. This Zoom meeting is not held in a traditional classroom setting because we are in an Islamic boarding school. The information is presented virtually by the teacher, and after that, the class listens together and engages in learning exercises. Due to the fact that high school pupils are not permitted to briefly engage with strangers, including teachers, learning takes place online.

This was confirmed by the Deputy Head of the Curriculum Section who said that Students and teachers at SMKN 2 were able to contact with one another even during pandemic using chat, webmail, and other means because to the adoption of Google meetings/Zoom meetings as a communication and informational tool. So, the implementation of Google/Zoom meetings in a pandemic situation is processed data that has been given greater meaning. Information is frequently brand-new and unfamiliar to the user. At SMKN 2, the usage of a management information system assists staff and principals produce periodical reports. As a result, the use of information systems and human resources in SMKN 2 is balanced.

It is possible to demonstrate that the adoption of a quality assurance system succeeds in the fulfillment of eight national education requirements that must be executed, even throughout the pandemic, by making reference to the applicable governmental legislation. The level of education and learning that all parties have set as their expectations

has been achieved through the optimization of the following factors: standards for content, techniques, graduation requirements, teachers and other educational professionals, facilities and infrastructure, administration, funding, and evaluation.

3.3 Evaluation of Quality Assurance

Internal and external quality assessments are the two methods used in SMKN 2 to evaluate the quality assurance system. The school's quality assurance team and the principal conduct internal quality assessments as a kind of self-evaluation. They offer an evaluation that is based on adjusting to established standards. While BAN S/M, the Education Office, and ISO conduct the external evaluation (Fig. 2).

As stated by SMY, an official inspection of internal and external quality is conducted to distinguish past and ongoing non-conformities, as well as further problems that may arise, so that action can be settled to correct potential improvements. SMY said the school's internal audit process exercises self-assessment for strengths and weaknesses as a basis for strengthening strengths and establishing plans for future development. Schools might spot opportunities and dangers to improve educational standards, emphasize the value of corrective action, and modify programs as necessary. By identifying the challenges encountered, schools can limit the type of improvement required.

Evaluation of quality assurance at SMKN 2 includes the carrying out of quality policies, quality targets, and procedures for education quality, as well as the provision of manpower, resources, educational infrastructure, and educational facilities. The institution provides its clients with the eight national education requirements. As a result, SMKN 2 is able to evaluate the level of performance based on the eight NES outcomes. Eventually, stakeholders can receive official reports of school results and progress achieved.

The self-evaluation of SMKN 2 has an effect on increasing educational standards. In schools, in accordance with the National Education Standard, it is possible to create a systematic school development plan, budget for revenues and expenses, and use Self-Assessments to gather data on school administration.

Through internal and external audit processes, it is expected that data and information on educational and learning performance can be used for future school growth. Schools can accurately design development plans, but it will also be simpler to predict and assess future achievement with accurate and trustworthy data. This makes it simpler for
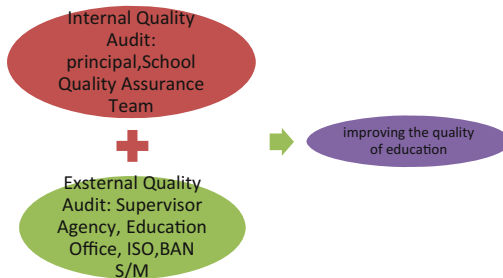

Fig. 2. Evaluation Of Quality Assurance

educational institutions to show the results of them to run the program in improving the quality. Planning for quality assurance involves gathering and analyzing data to assess the success of results [12].

Enabling all school units to consistently improve quality based on a predetermined strategy is how quality assurance activities in schools are implemented [13, 14]. The quality improvement planning process in learning areas in schools is based on the school's vision of a future state, which is realized by considering at environmental cases for the following ten years [15, 16]. To develop good students, a quality industry, and fierce competition, quality assurance is a planned, systematic activity that is taken, and proved to provide customers enough trust that a product or service will fulfill specified quality requirements [17, 18]. In order for Indonesians to compete in international competition, quality assurance of the education is being implemented with the goal of improving the performance of Indonesians as a whole in the areas of the heart, mind, taste, and sports [19, 20].

4   Conclusion

Based on the description above, it is obvious that the quality assurance system of SMKN 2 Yogyakarta is implemented through systematic planning, involving schools and community members, performance and other quality assurance. The quality assurance system of SMKN 2 Yogyakarta is running and is proven with the Eight Standards of National Education achieved in the implementation of education and learning in schools.

The discoveries of this study are expected useful to build educational institutions that focus on quality assurance that will assist them survive and evolve in a competitive academic environment. The findings of this study can only be used for SMK institutions that are similar. They cannot, of course, be applied to other educational institutions. This discovery also aims to help other researchers do research in a variety of settings and contexts and establish scientific sources for managing education.

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