

Evaluation of Vocational High School Performance from Student's Opinion

Nur Kholis, Djemari Mardapi

Faculty of Engineering, Yogyakarta State University

Yogyakarta, Indonesia

nurkholisnk@uny.ac.id

Abstract— Vocational secondary education is currently being addressed by various parties. This is related to the government policy that is making serious efforts to empower the vocational secondary education sector with the long-term development plan of 2005-2025 on the change of ratio between Senior High School and Vocational High School which originally 70:30 in 2005 is expected to 30:70 in 2025. Also, the government policy on the revitalization of Vocational High School (SMK) in order to improve the quality and competitiveness of Indonesian Human Resources. A review of the extent to which the school has performed its duties and functions required an evaluation program. This is necessary in order to know the actual condition and performance of the whole school aspect –principals, teachers, education personnel, students, facilities and infrastructure–. It is required a good instrument in order to obtain good results of the evaluation program. A good evaluation instrument is a tool that can snapshot the condition of the object that gives an actual condition so that it needs to investigate the factors that affect school performance. Vocational secondary schools are educational institutions that have many practical activities, of course, performance evaluations need to be distinguished from general secondary schools. The development of the instrument must follow the rules of administering good instrument. Currently, the implementation of evaluation has not shown an evaluation on activities or processes of the whole school aspects. Based on the information obtained from the survey and review the existing evaluation tools, it is reflected that the evaluation still dominant in passive data documents, which still prominent in the form of data documentation than the form of process documentation. In addition, the evaluation is still dominant conducted from the external side. Therefore, in this paper, writer proposed the development of an evaluation instrument that features an internal evaluation and can capture the processes of school activities in realizing their vision and mission. The proposed evaluation involves an internal component of school i.e. students, which students' view of school performance needs to be explored.

Keywords—*school performance; vocational secondary school; evaluation.*

I. INTRODUCTION

Education is an important thing of human life in a variety of situations and conditions. In general, the quality of human beings will be better along with the level of education that has been taken. Of course, there are some people who have contrary to that condition. In a wider scope, education also

plays a role in the life of a nation and country. The quality of a country is strongly influenced by the quality of education.

Thus the importance of education, the Indonesian government from time to time has been trying to have a good quality of education system. This is reflected in the issuance of regulations and legislation that developed by the executive together with the legislature. At the moment, the basis for the implementation of educational programs is Law Number 20 of 2003 on the National Education System (Sistem Pendidikan Nasional, Sisdiknas). The law provides guidance for the national education system have to ensure equal distribution of educational opportunities, improvement of quality, improvement of relevance, and improvement of efficiency of education management. The system must be adaptive in facing the challenges of changing life demands at various levels from local to global or international, so it is necessary to build an educational system that is planned, directed, and sustainable [1].

The Law on the National Education System also stated that secondary education in Indonesia includes general secondary education and vocational secondary education. This secondary education consists of: Senior High School, Madrasah Aliyah (MA), Vocational High School, and Madrasah Aliyah Kejuruan (MAK), or other similar forms. Especially for vocational high schools (SMK) is organized, managed, and coordinated by the Directorate of Vocational High School (DPSMK). This is in accordance with the governance and organizational structure in Ministry of Education and Culture of Indonesia (Kementerian Pendidikan dan Kebudayaan, Kemendikbud) [2].

Especially for vocational secondary education is currently being highlighted by various parties. This is related to the government policy which is trying to empower the vocational secondary education sector. The government has arranged the long-term development plan of 2005-2025 on the change of ratio between SMA and SMK which originally 70:30 in 2005 is expected to 30:70 in 2025. In addition, the issuance of Presidential Instruction (Instruksi Presiden, Inpres) Number 9 The year 2016 on the revitalization of Vocational High School (SMK) in order to improve the quality and competitiveness of Indonesian Human Resources [3]. The policy should be evaluated -the extent to which the secondary education institution as the executor of the mandate of the law has carried out its duties and functions-. This evaluation is necessary to find out the actual and current condition of the institution

performance. It includes principals, teachers, education personnel, students, facilities and infrastructure. In order to obtain good evaluation results, it is required a good instrument.

A good evaluation instrument is a tool that can take a picture of the condition of the object. The result is expected to resemble the actual condition. In order to obtain a good instrument, it is necessary to conduct a thorough of the factors that affect school performance. Developing good evaluation instrument must pay attention to the rules of development of good instruments.

Based on a survey conducted at SMKN 2 Wonogiri and SMKN 3 Yogyakarta which has good quality in Central Java and Yogyakarta area, it is found that current evaluation related to school performance including: accreditation of study program or skill program, performance evaluation of headmaster, performance evaluation of teacher, and performance evaluation of education personnel. The evaluation of the study program is conducted by the School/Madrasah Accreditation Board (Badan Akreditasi Nasional Sekolah/Madrasah, BANS/M). There are eight aspects that should be evaluated, related to the eight educational standards set forth in Government Regulation Number 32/2013 on National Education Standards [4]. The performance evaluation of principals is conducted by the Education Office, the aspects considered to be evaluated including the seven main tasks and functions of the principal. For teachers and education, personnel is also conducted by the Education Office.

The evaluations above have shown a minimum of evaluation on activities or of school activities as a comprehensive institution. Based on the initial information obtained from the survey and reviewing the existing evaluation tools, it showed that the evaluation before still dominant in passive data documents, which is still prominent in the form of data documentation compared with the form of process documentation. In addition, the evaluation is still dominant from external parties. Therefore, in this paper, it will be proposed the development of an evaluation instrument that features an internal evaluation and can capture the processes of school activities in realizing their vision and mission. The proposed evaluation instrument involves an internal component of school i.e. students, which students' opinion of school performance needs to be explored.

II. CONCEPTS

A. Vocational Education

Vocational education is education that prepares people to work in the fields of commerce, craft, as technicians, or in supporting roles in professions such as engineering, accounting, nursing, medicine, architecture, or law, etc. The craft field is usually based on user activities traditionally non-academic but related to a particular trade or occupation. Sometimes, vocational education is referred to as career education or technical education. This education can take place in secondary schools, post-secondary schools, diploma programs, higher education, and can also be done with an apprenticeship system. At the post-secondary level, vocational education is generally carried out by a technological or

polytechnic institution, such as a university that has special programs on vocational [5].

The term vocational education is often also expressed as technical and vocational education. For example, in the state of Kuwait, the education is named as technical and vocational education. The meaning of this term is not much different, that is education that emphasizes the acquisition of knowledge, skills, and attitudes. It can be described as a unique form of an educational process that focuses on preparing students for work. Its success reflects what extent the ability of the teacher to transfer the correct knowledge, skills, and attitudes that most needed by the relevant industry. Therefore, technical and vocational education cannot be provided well unless the teacher can teach well based on the educational institution's development plan [6].

Vocational education can also be implemented online (in the network), many online vocational education providers are available on the internet network. Online education has begun to grow in popularity and makes it easier for students to learn the skills and soft skills of licensed or certified industry professionals [7].

The term vocational education in Indonesia has two meanings: vocational education itself and "vokasi" education [8]. This is in contrast to the formerly description. Although there are two different terminologies, both terms have the same meaning that is education which aims to prepare learners to have the provision to work or have the skill for entering the world of work. Further, Djemari Mardapi stated that the difference between the two terms is at the level of competence achieved by learners. The reference level of competence to be achieved is based on the level in the Indonesian Qualification Framework (Kerangka Kualifikasi Nasional Indonesia, KKNI). The three-year vocational education has level 2, then for four-year vocational education has level 3. While the "vokasi" education level is at level 3 to 4 [8]. After the change of government, the term vocational education is also used for secondary education. Kemendikbud stated that: "*In the subsequent development of vocational education that undertaken at the level of secondary education is still called 'vokasi' education and implemented at higher education level is also called 'vokasi' education.*" [9]

At the present, the government regulation of the Vocational Secondary Education Program in Indonesia is divided into two kinds of educational programs, namely 3-years and 4-years. Institutions implement 4-year education programs, as many as 12 schools while institutions implement 3-year education program as many as 13,155 schools. Based on the organizer of vocational secondary school, there are 3,349 public-schools and 9,818 private-schools [9]. Furthermore, the type of expertise that developed in SMK is as many as 9 expertise areas. Those are broken down into 48 skills programs. The skills programs are broken down into 142 skills packages. This is based on the Decree of the Directorate General of Primary and Secondary Education, Ministry of Education and Culture on the spectrum of Vocational Secondary Education Skills [10].

B. Performance

Performance for individuals, Fitzpatrick & Morrison stated that performance is a sequence of responses aimed at modifying the environment in a prescribed manner. For example, an aerobatic pilot runs a plane in the blue sky by removing white smoke as if creating a beautiful painting on canvas, that's an aerobatic pilot's performance. In National Assessment of Educational Progress (NAEP), a national representative and continuous evaluation of students in grades 4, 8, and 12, students develop collages about the importance of residence for them, such as former homes or friends' homes. In terms of modifying the environment, these students use markers, oil pastels, and coloured paper to turn a blank piece of paper into a collage of their memories from a place of residence that is very meaningful to them [11]. That description is one of the notions of performance seen from the individual. It can be interpreted that individual performance is a series of responses or actions aimed at modifying conditions in their environment according to existing rules.

Another opinion stated that performance is a form of manifestation, appearance, impact, or achievement of a work resulting in the performance of certain occupations, activities or functions within the prescribed time frame (Keban, YT ; Bernardin & Russel, Keban) [12]. This statement contains the meaning that performance has a specific time range. It means that performance evaluation should always be done within a certain time in order to keep the quality of achievement.

According to Wiener, performance is a trait or part of behaviour. In particular, performance is a composite property of some discrete behaviour that occurs over several time spans. In addition, it is also stated that performance is a behavioural trait which refers to a value that becomes expectations of an institution or organization. Thus, performance constructs are variables that differentiate between a set of behaviours performed by different individuals and a set of behaviours performed by the same individual at different times. This difference is based on how many behavioural groups (as a whole) tend to contribute or reduce organizational effectiveness. In other words, the variance in performance is the variance of behaviour in an expected organizational value [13].

Fielmen [14] stated the notion of performance is a quantitative and qualitative measure that describes the level of achievement of a target or determine a goal. Furthermore, other expert stated that performance is a combination of motivation that exists in a person and his ability to perform a job. When associated with institutions such as schools, performance is the work that can be achieved by all components of the institution or school in accordance with their respective authority and responsibility in achieving the goals of the institution or school [14].

C. Performance Evaluation

Initially, performance evaluation is a process of assessing the performance of individual employees over several time periods. Formally evaluation is an activity that rarely done. As a result, there is rarely any feedback on formal performance development. Then comes a model called performance

management. Performance management is an activity that is not only an evaluation It is usually defined as an activity that encompasses all of the company's activities in an effort to improve employee performance, starting with an evaluation of employee performance and feedback on their performance evaluation results, then continuing through training and rewards (such as salary increases and promotions of occupation). Thus, performance management is an ongoing process in identifying, measuring, and developing individual and team performance and aligning performance with organizational strategic objectives [15] [16]. Further, DeNisi & Smith stated that the scientific study of performance management is a relatively new phenomenon, while the scientific study of performance evaluation has existed long ago. However, under any condition, the idea associated with such activities for the improvement of company performance is a new phenomenon [16]. Meanwhile, Anthony, Banker, Kaplan, and Young [17] defined performance evaluation as a performance assessment activity that includes an activity or overall of performance value chain that has been done.

Based on those views it can be concluded that performance evaluation is an assessment action that performed on various activities refer to a set of values that be valid within an organization. The result of this evaluation is used as feedback that will provide information about achievements. That can be interpreted as individual and group achievements in an organization. When associated with an educational institution or school it can be interpreted that the performance evaluation is a series of measurement actions conducted on various activities refer to a set of values that be valid within a school. The results are then used as feedback that can provide information about the achievements of each individual or group together in a school organization.

D. Effective School Indicator

Creemers [18] summarized what he got from the first generation of an effective school study with the most commonly mentioned factor extrapolations in the study: strong leadership in education, high expectations of student achievement, emphasis on basic skills, safe climate And orderly, regular evaluation of student progress in line with the opinions of researchers [19] [20].

Other research and development of school-effectiveness are implemented in the United Kingdom, the United States and the Netherlands. Mortimore et al. [21] conducted a four-year study on the academic and social progress of 2,000 elementary school children at 50 schools selected randomly at London. These effective schools provide a foundation and material for the researcher to determine the characteristics of an effective school as follows: principal leadership; Involvement of the vice principal and teacher in policy decision-making, curriculum planning and in other programs; The consistency of teachers in an intellectually challenging, structured and persistent approach to teaching allows students to gain freedom and still focused on the topic being taught; A good working environment, where there is optimum communication between teachers and students; Recording procedures are maintained, effective monitoring of progress; Parental involvement in schools that encourage more open policy; A positive climate [21].

Purkey & Smith stated that schools are academically effective can be recognized based on their culture, including structure, process, value climate, and norms that emphasize successful teaching and learning. Important aspects of organizational structure related to academically effective schools are school-site management, instructional leadership, staff stability, curriculum articulation and organization, school-wide staff development, parental involvement and support, school-wide recognition of academic success, maximize learning time, district support [21]. These nine aspects are generic aspects that can affect a school's life journey. These aspects may be valid wherever but in a varying degree according to the circumstances of each school.

E. Student Engagement

Students are major stakeholders in an educational process. All activities designed by educational institutions towards the establishment of student quality. The quality includes aspects of cognitive, affective, and psychomotor. Pounder stated that the role of students should be considered in the implementation of evaluation of learning in the classroom. Pounder proposed a form of learning evaluation known as SET (student evaluation of teaching). In the field of education, the size of class effectiveness is very important; the factors that influence it are students, learning materials and teachers [22].

Besides, Suter states that student achievement is the result of the implementation of educational programs. Factors influencing it are curriculum management, school management system, teacher character, and instructional implementation. Of the several factors, the dominant factor is the management of the curriculum so that students can follow the learning well [23]. In addition, student involvement can be considered as the main model in understanding and compose problem-solving in schools. The manifestation of their involvement is a graduate from high school with sufficient academic and social skills to continue his studies and/or enter the workforce (Christenson et al. ; Finn; Reschly & Christenson) [24].

Students have involved in the educational process not only academically. They also strive to survive, regulate their own behaviour in reaching their goals. In fact, they challenge themselves to enjoy and exceed the challenges in learning. The involvement of students generally has a positive relationship with the desired academic, social, and emotional learning outcomes. In addition, it also reinforces the notion that effective instruction explicitly provides consideration and design for the role of student motivation on learning outcomes (Clem & Connell, National Research Council and Institute of Medicine; Russell, Ainley, & Frydenberg) [24].

Increasing the measure of student involvement through adequate psychometric features has added the strength and worth of student involvement as a useful aspect in school-based data for decision-making. There is a set of data generated from the research that suggested for educators to increase student involvement in decision-making related to efforts improving the quality of school (Appleton, Christenson, Kim, & Reschly; Christenson et al., Darr; Betts, Appleton, Reschly, Christenson, & Huebner, Fredricks et.al.) [24].

III. DISCUSSION

The current government policy, named Nawacita has taken vocational education as the main priority in the development of education. This is in accordance with the contents of Presidential Instruction No. 9 of 2016 on the revitalization of SMK in order to Improve the Quality and Competitiveness of Human Resources of Indonesia. Based on it, of course, SMK should immediately improve themselves to support the government's policy.

In order to produce a significant improvement so they should implement a good evaluation step. It must be taken in order to observe how far the SMK has performed its duties and functions. The evaluation needs to be done thoroughly including the performance of principals, teachers, education personnel, students, and the condition of existing facilities and infrastructure. Implementation of good evaluation activities required a good instrument as well.

A good instrument is a set of data collection tools or measuring tools that have high validity and reliability. Valid means the instrument can measure what you want to measure and provide the appropriate data. Reliable means measuring results consistent with different objects. When the instrument is used to measure different objects but relevant to the objectives of the measurement will produce almost the same data.

In the preparation of instruments need to consider factors related to the object that is measured or explored its information. Based on that description, various factors that affect school performance can be summarized as follows:

- a. strong leadership
- b. high expectations for student achievement
- c. Emphasis on basic skills
- d. a safe and orderly climate
- e. regular evaluation of student progress
- f. The involvement of the deputy headmaster in policy decision-making and teaching staff in curriculum planning and in other programs
- g. teacher consistency in an intellectually challenged, structured and persistent teaching approach enables students to gain freedom and stay focused on the topic being taught
- h. a good working environment, where there is maximum communication between teachers and students
- i. recording procedures are maintained, effective monitoring of progress
- j. parents' involvement in schools that encourage more open policy
- k. school-site management,
- l. staff stability
- m. curriculum articulation and organization
- n. school-wide staff development
- o. Parental involvement and support
- p. school-wide recognition of academic success
- q. maximized learning time
- r. district support

These factors can be made as a basic material for the development of the instruments that will be used to evaluate school performance. Because SMK is an object of evaluation

so researchers in developing the instrument should adjust the factors with existing conditions of it.

Furthermore, based on the results of research on the student's involved in the process of improving the quality of schools then students need to be involved in the implementation of school performance evaluation. This is well-founded considering that students as the first stakeholders are directly affected by school performance outcomes. Therefore, it is necessary to develop an instrument that can be used to explore students' views on the performance of each school.

IV. CONCLUSION

Preparation of school performance evaluation instrument that involves the students as the internal party as well as the first stakeholder needs to be arranged properly. This is the reason why the idea needs to be proposed because so far the evaluation of the existing school performance is done by external parties namely National Accreditation Board School / Madrasah (BANSM) and Education Office. In addition, schools in conducting such performance evaluations require considerable funding. Therefore schools need to find alternatives to other forms of evaluation by listening to the internal sounds, especially the learners/students.

In the implementation of such evaluation requires a good instrument. The developed instrument needs to refer to the factors that have been discussed. Of course, in developing the instrument should follow the procedures of good instrument development.

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