

Quality Standards of Vocational High Schools Based on the Level of Community Satisfaction

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Abstract: This study aims to evaluate the community satisfaction level in relation to the quality standards of vocational high schools. Quantitative techniques are used in the research process. instruments for gathering data that include surveys, documentation, and literature reviews. Descriptive statistical techniques and percentage formulas are used in data analysis. According to the study's findings, the community in Kayuagung District is quite satisfied with the quality of the Vocational High School (SMK) based on: (1) expectations for graduates' abilities after attending SMK; (2) the community's perspective on the learning process's quality; (3) community satisfaction with the standards of educators and education staff is based on community knowledge about According to the study's findings, the community's level of satisfaction with the quality of vocational high schools (SMK) in the Kayuagung District is still subpar.

Keywords: Community Satisfaction, Quality Standards, Vocational School

A. Introduction

In the upcoming three years, vocational education will continue to encounter significant obstacles, particularly in efforts to increase its quality, relevance, and competitiveness (Suryana, 2020). In an effort to ensure the success of vocational education itself, it is necessary to increase the quality of service. The degree of graduate integration into the workforce serves as a benchmark for the effectiveness of vocational education. It can be argued that the vocational secondary education institutions where graduates study actually direct and prepare students to enter the world of work if graduates possess the skills required by the workplace (Salam & Soenarto, 2013). The greatest unemployment rate from senior secondary education, 10.38%, is at the SMK level, according to data from the Central Statistics Agency (BPS) for 2022 (Karindasari & Roesminingsih, 2022). According to the aforementioned facts, management of education connected to workforce preparation must be the main focus in order to improve the composition and standard of the labor force and increase its competitiveness and productivity in developing the local economy (Ar, 2009).

The management of quality schools can be enhanced by maximizing community support. From another angle, a great education is one that can satisfy societal demands. As a result, the purpose of this study is to evaluate the quality requirements for vocational high schools from the standpoint of the degree of community satisfaction. Before deciding on a policy related to the program to improve the quality of the educational institutions themselves, the government and the educational institutions themselves must conduct a perspective analysis of the level of public satisfaction with the quality standards of vocational schools.

Three vocational high schools, SMK Negeri 1 Kayuagung, SMK Negeri 2 Kayuagung, and SMK Negeri 3 Kayuagung in the Kayuagung District of Ogan Ilir Regency, South Sumatra Province, served as the subject of this study. The three SMKs are known to have accredited A status, appropriate standards of availability, and resources based on the findings of preliminary observations. Students have received assistance from the three schools in an effort to best foster their abilities, passions, creativity, and academic success. A new paradigm curriculum is being used, and it is being backed by excellent infrastructure and educational resources. The school also runs a program to improve the skills of teachers and educators, and the activities are set up in accordance with the guidelines for putting school administration into practice. The infrastructure, funding, and availability of facilities for instruction and learning all contribute to the school's support. The school also makes the most of the community's ability to participate in the oversight of how school policies are being carried out.

Vocational High School Quality Standards

In the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 34 of 2018 concerning National Standards for Vocational High Schools/Madrasah Aliyah Vocational Schools Article 2 paragraph (1) National SMK/MAK Education Standards consist of: (1) graduate competency standards; (2) content standards; (3) learning process standards; (4) educational assessment standards; (5) standards for educators and educational staff; (6) facilities and infrastructure standards; (7) management standards; and (8) standard operating costs.

According to the ISO 21001: 2018 standard, a vocational high school's quality may be determined by how committed its management is. As a result, schools that have adopted the standard have internal operations that have an impact on both quality and customer satisfaction. In order to achieve the school's objectives and make the institution effective. According to (Supardi, 2013), an effective school is one that has the capacity to empower every significant internal and external component of the school in order to effectively and efficiently carry out its vision and mission.

Social, cultural, and economic factors all contribute to the quality of SMK from a broader society perspective. From a social standpoint, society anticipates that SMK graduates will develop into intelligent, employable individuals. From a cultural standpoint, society anticipates that SMK graduates will play a role in society, have

ambition and ideas as independent entrepreneurs. Therefore, top-notch institutions satisfy graduate students, parents, the local community, and the government.

Level of Community Satisfaction with Vocational High School Quality Standards

Every vocational high school needs to measure community satisfaction in order to determine how satisfied the community is with the quality of the institution. Institutional managers can also use community satisfaction as a resource for creating and implementing initiatives to raise community satisfaction (Suandi, 2019). The level of community satisfaction with public institutions is crucial because it affects the standard of services provided to the general public. Public trust (high trust) increases in direct proportion to service excellence (Pasolong, 2010). If individuals receive good service and are happy, public trust will increase (Suandi, 2019).

According to Kepmenpan Number 63 of 2003 about General Guidelines for the Implementation of Public Services, the degree of client satisfaction is used to gauge the effectiveness of service delivery. When service receivers receive services in accordance with what is required and anticipated, service satisfaction is attained. Therefore, Community Satisfaction Index surveys are routinely carried out by all service providers. Four different methods—the Complaint and Suggestion System, Customer happiness Survey, Ghost Shopping, and Lost Customer Analysis—can be used to gauge community happiness (Tjiptono & Diana, 2003). In order to gauge community contentment, this study used a satisfaction survey.

With a survey research design, this study employs a quantitative methodology. Surveys are employed, in accordance with Syaodih (Hamdi & Bahruddin, 2015), to determine a general description of population characteristics. Using a Likert scale, a questionnaire (questionnaire) is the main method for gathering data. Documentation, observation, and literature reviews are used to gather secondary data. 300 parents of children from three vocational schools—SMK Negeri 1 Kayuagung, SMK Negeri 2 Kayuagung, and SMK Negeri 3 Kayuagung—made up the sample in this study. This study's sampling method, known as non-probability sampling, did not give every person of the population an equal chance to be chosen as a sample (Sugiyono, 2017).

The instrument must first satisfy the standards, namely valid and dependable, before being employed as a research tool. Therefore, assess the instrument's validity and reliability before using the questionnaire sheet to gather research data. Validity and dependability are requirements that must be met for a good instrument to be effective.

The research's data analysis method is descriptive quantitative. Quantitative descriptive research is that type of research where the researcher just seeks to explain the sample data and refrains from drawing generalizations about the population from which the sample was drawn (Sugiyono, 2017). In this study, statistical descriptive analysis methods were employed to rank each research variable indicator according to satisfaction criteria by contrasting the actual and ideal scores. By calculating the outcomes of each respondent's comments based on

the weight categories (1, 2, 3, 4, and 5), the final score is determined. The greatest value prediction multiplied by the quantity of surveys multiplied by the quantity of respondents yields the ideal score.

B. Methods

This study uses a quantitative method with a survey research design. According to Syaodih (Hamdi & Bahruddin, 2015), surveys are used to find out a general description of population characteristics. Using a Likert scale, a questionnaire is the main method for gathering data. Documentation, observation, and literature reviews are used to gather secondary data. 300 parents of children from three vocational schools—SMK Negeri 1 Kayuagung, SMK Negeri 2 Kayuagung, and SMK Negeri 3 Kayuagung—made up the sample in this study. This study's sampling method, known as non-probability sampling, did not give every person of the population an equal chance to be chosen as a sample (Sugiyono, 2017).

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From the results of calculating the comparison between the actual score and the ideal score, it is contributed by table 1 as follows.

Table 1. Score Percentage Criteria

No	% Total Score	Criteria
1	20.00 - 36.00	Not satisfied
2	36.01 - 52.00	Less satisfied
3	52.01 - 68.00	Quite satisfied
4	68.01 - 84.00	Satisfied
5	84.01 - 100	Very satisfied

C. Results and Discussion

The characteristics of the respondents in this study based on age, gender, education, and occupation. According to age characteristics, 52 respondents, or 52%, were between the ages of 35 and 50. According to the respondents' gender makeup, 72 respondents (72% of them) were men. According to the respondents' educational background, 50 respondents (or 50%) held high school diplomas or an equivalent. According to the respondents' work, 29 respondents (49%), or the majority of the respondents, were independent business owners.

Measurement of community satisfaction with the quality of Vocational High Schools (SMK) in Kayuagung District was measured with a questionnaire consisting of 30 questions containing indicators of SMK quality based on the National SMK/MAK Education Standards, namely: (1) graduate competency standards; (2) content standards; (3) learning process standards; (4) educational assessment standards; (5) standards for educators and educational staff; (6) facilities and infrastructure standards; (7) management standards; and (8) standard operating costs. The community's satisfaction with the caliber of vocational high schools in the Kayuagung District was statistically analyzed in the section below.

1. Based on sub-indicators, community satisfaction with the competency quality standards for Vocational High School graduates (1) Belief in and loyalty to the Almighty, (2) Nationality and love of the motherland, (3) Personal and social character, (4) Literacy, (5) Physical and Spiritual Health, (6) Creativity, (7) Aesthetics, (8) Technical aptitude, and (9) Entrepreneurship. Based on a comparison between the total score obtained from the respondents' answers and the ideal score obtained from the highest score or weight multiplied by the total respondents, the results of the respondents' answers to the competency standards of Vocational High School graduates were determined. Data analysis yielded a total percent score of 64% by comparing the overall score with the ideal value. Community Satisfaction with the competency quality standards for graduates of Vocational High Schools falls into the Fairly Satisfied category according to the percentage score criteria that was employed. Based on the abilities of graduates who attended SMK Negeri in Kayuagung District, the analysis's findings indicate that the community is generally satisfied with SMK graduates in that district. According to the respondents' responses, the sub-indicator of technical skills held by SMK graduates is where the community is most satisfied with the highest quality standard of competence of SMK graduates. Therefore, it can be said that graduates with strong technical skills and abilities in comparison to other sub-indicators are what the general public expects from SMK graduates in terms of quality.
2. Community satisfaction with the content standards for Vocational High Schools based on sub-indicators (1) knowledge; (2) skills; (3) attitude. The results of the respondents' answers to the content standards for Vocational High Schools based on a comparison of the total score with the ideal score

obtained a total percent score of 65%. Thus, when referring to the percentage score criteria used, Community Satisfaction with the content standards for Vocational High Schools is in the Fairly Satisfied category. Community satisfaction with the highest SMK content standards based on respondents' answers is in the skills sub-indicator. The results of the respondents' answers are in accordance with the results of the respondents' answers on the standard indicator of graduate quality. Community expectations of the quality of SMK graduates are graduates who have high technical skills and abilities compared to other sub-indicators.

3. Based on the indicators learning planning, execution, and assessment, the community is satisfied with the typical learning process for graduates of vocational high schools. The total percent score is 74% based on the outcomes of data analysis using a comparison of the total score with the ideal score. Community Satisfaction with the standard of the vocational high school learning process is thus included in the Satisfied category when referring to the percentage score criterion utilized. According to the analysis's findings, the community has a favorable opinion of the Kayuagung District's vocational learning system. The community is unaware of the specifics of how learning is planned, put into practice, and evaluated at State Vocational Schools in the Kayuagung District. However, the outcomes of the educational process show that SMK students are seen as having talents and abilities that are valued by the community.
4. The degree to which the community approves of the criteria used to assess the quality of education at vocational high schools, which are: (1) valid; (2) objective; (3) fair; (4) integrated; (5) open; (6) comprehensive and continuous; (7) systematic; (8) based on criteria; (9) accountable; (10) dependable; and (11) authentic. The Satisfied category includes the responses of the respondents to the standards for evaluating vocational high school education based on a comparison of the total score obtained from the responses of the respondents with the ideal score obtained by the total percent score of 80%. According to the findings of the analysis above, the community is happy with the assessment standards used by the school.
5. According to indicators of competency requirements and qualification criteria for teachers, instructors, and education staff, the community is satisfied with the standards of educators and education staff for vocational high schools. The proportion of the overall score is 74% according to the findings of a comparison between the total score and the ideal score. Community Satisfaction with the Standards of Vocational High School Teachers and Education Staff Therefore, when referring to the percentage score criterion applied, falls into the Satisfied category. SMKs in the Kayuagung District can show the profiles of educators, instructors, and education staff who are competent and have the necessary educational credentials, according to community satisfaction with the standards of educators and education staff.

6. Based on the following indicators, the community is satisfied with the infrastructure standard for the vocational high school: (1) Land standard; (2) Building Standards; (3) General Learning Room Standards; (4) General Practice/Laboratory Room Standards; (5) Standard Practice Room/Skills Laboratory; (6) Leadership and Administration Room Standards; and (7) Support Room Standards. Based on the data analysis findings and a comparison of the overall score with the ideal score, the respondents' responses on the standard of infrastructure for graduates of vocational high schools yielded a total score of 67%. In light of the percentage score criteria in use, Community Satisfaction with the Infrastructure Standard for Vocational High Schools falls under the category of Fairly Satisfied. According to the analysis's findings, the community has higher expectations for school facilities. This indicates that the neighborhood anticipates that students will have access to better study and practice spaces.
7. The following guiding concepts underpin community satisfaction with the management standards of vocational high schools: (1) independence; (2) justice; (3) transparency; (4) cooperation; (5) participatory; (6) efficiency; and (7) accountability. Based on the findings of a comparison study of the total score with the ideal score, the respondents' responses to the management criteria of Vocational High Schools, which were based on the total percentage score, earned a total percentage score of 56%, which is included in the category of Fairly Satisfied. The respondents gave the openness, participatory, and accountability sub-indicators the lowest scores in their responses. According to the analysis's findings, the community does not yet believe that the school has enlisted community input to raise the standard of instruction, and it also does not believe that the school has implemented the principles of transparency and high accountability in the funding process.
8. Public approval of vocational high schools' regular operating expenses, which also include non-personnel running expenses. Based on the responses provided by the respondents, an examination of the total score in comparison to the ideal score yielded a total score of 66%. Community Satisfaction with the Standard Operating Costs for Vocational High Schools falls into the Fairly Satisfied category according to the percentage score criterion that was employed. According to the analysis's findings, the community is not yet very satisfied with the financing process, particularly when it comes to non-personnel running costs. This indicates that the community still has a lack of learning facilities as a result of inadequate management of non-personnel financing.
9. The Kayuagung District's overall level of community satisfaction with the caliber of vocational high schools falls into the category of Fairly Satisfied. Therefore, it can be said that from a community perspective, the level of satisfaction with the quality of Vocational High Schools (SMK) in the Kayuagung District is still not ideal.

According to the study's findings, the community in the Kayuagung District is quite happy with the vocational high school (SMK)'s level of excellence. Based on the skills of alumni who attended SMK, the community is quite pleased with the caliber of SMK graduates. Graduates with high technical skills and abilities in comparison to other sub-indicators are expected to meet community expectations for the caliber of SMK graduates. The findings of this analysis support the notion that emphasis must be given to student competence in order to improve educational quality in accordance with DU/DI needs. In order for students to meet the requirements for DU/DI, schools are supposed to give provisions in the form of skills or expertise (Karindasari & Roesminingsih, 2022).

Regarding the effectiveness of the learning process in SMK, respondents from the community were unable to provide specific information regarding the methods used at SMK Negeri in the Kayuagung District for planning, implementing, and assessing learning. However, the outcomes of the educational process show that SMK pupils are regarded as having recognized competencies and capabilities.

SMKs in the Kayuagung District can show the profiles of educators, instructors, and education staff who are competent and have the necessary educational credentials, according to community satisfaction with the standards of educators and education staff. The community also has higher expectations for the facilities at schools. This indicates that the neighborhood anticipates that students will have access to better study and practice spaces. The neighborhood does not believe that the school has enlisted its help to raise the standard of education. As one of the school's positive attributes in fostering the caliber of graduates, SMKs are purportedly required to cooperate with the community and stakeholders (Ali, 2013).

Additionally, the general public does not believe that schools have yet embraced the concepts of transparency and strict accountability in the financial process. This explains why money is a factor that is challenging to quantify since it involves sensitive and private information (Ali, 2013). The lack of learning facilities that the community still experiences as a result of the non-maximum management of non-personnel funding also contributes to their low level of satisfaction with the financing process. The school was still unable to provide the community a system of openness and accountability of school financing, according to the community's response to the quality of financial management. Schools in this situation need public relations management that can enlighten the general public. Many organizations, particularly educational institutions, are currently going through a crisis of public confidence in carrying out their regular educational activities. As a result, public relations play a crucial function within any internal institutional organization, particularly educational institutions (Hakim, 2019).

D. Conclusions

The following conclusion can be reached in light of the findings of the study and the debate: 1) Based on the abilities of alumni who attended SMK, the community is quite pleased with the school's graduates; 2) According to

respondents' responses, the skills sub-indicator reflects community satisfaction with the strictest SMK content standards. The results of the respondents' responses match those of the respondents' responses to the common measure of graduate quality. Graduates with high technical skills and abilities in comparison to other sub-indicators are expected to meet community expectations for the caliber of SMK graduates; 3) The community has a favorable opinion of the Kayuagung District's vocational education system. Despite the fact that they are unaware of the specifics of how learning is planned, implemented, and evaluated at State Vocational Schools in the Kayuagung District. However, the outcomes of the educational process show that SMK students are seen as having talents and abilities that are valued by the community; 4) The community is pleased with the school's application of assessment standards. SMKs in the Kayuagung District can show the profiles of educators, instructors, and education staff who are competent and have the necessary educational credentials, according to community satisfaction with the standards of educators and education staff; 5) There are more demands placed on educational facilities by the community. This indicates that the neighborhood anticipates that students will have access to better study and practice spaces; 6) If the community does not yet believe that the school has incorporated community input to raise the standard of instruction, it is unlikely that they will believe that the school has applied the principles of transparency and high accountability to the funding process; 7) The general public is not yet very satisfied with the financing method, particularly with regard to non-personnel running expenditures. This indicates that the community still has a lack of learning facilities as a result of inadequate management of non-personnel financing; 8) From the viewpoint of the community, there is still room for improvement in the degree of satisfaction with the quality of vocational high schools (SMK) in Kayuagung District.

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