

## IMPLEMENTATION OF EDUCATOR QUALITY IMPROVEMENT PROGRAM

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**Abstract:** Educators who have the greatest role in determining the quality of education: teachers and principals. School effectiveness refers to the strengthening of all school components as a place of learning organization based on the main mission and functions of each in a program structure to ensure students learn and achieve predetermined results, namely the goal is to achieve competence. Education management is a management process to carry out educational tasks by using all resources efficiently to achieve goals effectively. Optimizing resources for school strengthening is the most appropriate choice to realize superior independent schools. This research is a type of qualitative descriptive research. This study uses a qualitative descriptive research design to determine the implementation of the quality improvement program for educators at SMK Islam 2 Durenan. This research uses qualitative descriptive analysis techniques that use interpretation of the data obtained so that it becomes clear and meaningful information. The steps taken in this research are observation and data collection through observation, then drawing conclusions. The results of data collection and conclusions show that SMK Islam 2 Durenan, especially the Automotive Light Vehicle Engineering department, is suitable for carrying out the learning process for students. Which includes educators who have been trained and complete facilities and infrastructure for private schools.

## INTRODUCTION

One definition of education is the endeavor to educate the national life and cultivate integrity, noble character, knowledge, and skills among Indonesian citizens. A person's ability to express themselves more fully increases with education. In Law No. 20/2003 on the National Education System, the objectives of national education are formulated, namely "The development of the potential of students to become human beings of faith, devoted to God Almighty, noble, knowledgeable, capable, creative, independent and become democratic and responsible citizens" (Uno, H. B. 2022).

Teachers and principals are the two educators in schools who have the biggest influence on the standard of instruction. Strengthening every element of the school as a learning organization in accordance with its primary mission and functions within a program framework to guarantee that students learn and attain planned results—specifically, competence—is referred to as school effectiveness (Ali, M. F., & Nuryani, L. K. 2023).

An effective school is one that is supported by all significant internal and external components and has competent, open, and responsible administration to successfully and efficiently accomplish the school's vision, purpose, and objectives (Solihati, T. 2020).

Education management is the process of carrying out educational duties by making appropriate use of all available resources in order to accomplish objectives. Optimizing, managing, and controlling resources is what school management entails. The best way to achieve excellent independent schools is to maximize resources for school strengthening (Baidowi, A. 2020).

Factors causing the decline in the quality of school education include educational effectiveness, efficiency, and standardization. Specific problems in the field of education include the incompetence of educators and education personnel, facilities and infrastructure, teacher welfare, student performance, equitable distribution of educational opportunities, relevance of education, and the high cost of education (Wulandari, D. 2021).

Accordingly, the government has established eight standards for the quality of education: content standards, graduate competency standards, education process standards, facilities and infrastructure standards, management standards, education financing standards, education assessment standards, and educator standards (Qadafi, M., Sumarni, A., Dina, A., & Fransiska, S. 2023).

With these 8 national standards of education, school graduates are able to compete both locally and internationally. In order to fulfill the state government's goal of improving the quality of its graduates, every school needs good management to run its activities. If managed well, it can be used as a tool to guide school activities and help everyone in the school achieve its goals. The expected quality of graduates must be improved by methodically planning as part of the education management process; it is not only a problem that is undervalued and seen as straightforward. The creation of quality improvement plans, the execution of quality improvement management, the monitoring and assessment of enhancements, and, lastly, the execution of programs that have been modified and enhanced during the monitoring and

assessment phase to raise the caliber of graduates are all included in quality improvement management (Flora Krisnawati & Yulianto, 2018).

Almost every element of human existence has changed as a result of government policy paradigm shifts and scientific and technological advancements. By acquiring and refining science and technology that are pertinent to human life, a number of issues may be resolved. But these shifts have ushered mankind into a time of more fierce international rivalry. We must keep growing as a country and raise the caliber of our human resources if we want to compete on a global scale. Enhancing the caliber of human resources is crucial and has to be carried out throughout the growth process in a "planned, targeted, focused, effective, efficient and productive manner." Given the pressing need to raise the caliber of human resources, the public and private sectors have collaborated on a number of projects to provide higher-quality education and will keep working toward this objective. All parties involved in education expect and deserve high-quality education. Everyone will undoubtedly choose to attend a high-quality school. Accordingly, in order to stay competitive and avoid falling behind, educational institutions such as schools must be able to provide high-quality services.

## **RESEARCH METHODS**

This research is a type of qualitative descriptive research. The theoretical basis is used to guide the research focus in accordance with the facts in the field. The research was conducted on Tuesday, October 7, 2024, at 09.00-10.30 which was held at SMK Islam 2 Durenan, which is located on Jl.Raya Kendalrejo No.28, Ngrandu, Kendalrejo, Kec Durenan, Trenggalek Regency. East Java 663881.

This study uses a qualitative descriptive research design to determine the implementation of the quality improvement program for educators at SMK Islam 2 Durenan. This research uses qualitative descriptive analysis techniques that use interpretation of the data obtained so that it becomes clear and meaningful information. The steps taken in this research are observation and data collection through observation, then drawing conclusions (Mataputun, Yulius. 2020). The data in this study are primary data. Primary data is data obtained or collected from the object of research from the person doing the research itself. Primary data is also referred to as original data or new data. The primary data obtained is data on SMK Islam 2 Durenan. Qualitative data must use validity techniques before analysis so that the data is truly valid. Data checking is an important cycle in research. The effort that can be taken by

researchers to obtain the validity of research findings is to examine the credibility of the findings.

## **RESULTS AND DISCUSSION**

### **RESULTS**

Based on the interviews, it was found that the learning process has been developed based on the learning objectives tool, the learning process has referred to the achievement of competencies, the teaching modules that teachers prepare before teaching have been compiled completely and systematically. Through guidance or mentoring activities, teachers receive evaluation from school supervisors and principals as feedback on learning activities that have been carried out and assessed.

Most teachers have also been able to manage the class well when learning starts, progresses and ends. Teachers motivate students to find out and investigate answers to the problems they face. Teachers use the scientific approach in the learning process so that students are happy to follow the learning process.

Teachers recognize and accept individual differences and try to use methods according to their students' characters. Not only that, teachers also utilize various learning media, learning resources, and other things needed in the learning process. Teachers monitor the learning process authentically and comprehensively. School principals or supervisors conduct monitoring. Teachers evaluate learning outcomes and follow up on the evaluation results or the results of the learning process.

This school also has a relationship with corporate agencies, one of which is the Daihatsu and Honda companies. This SMK also has quite complete facilities and the state of the building as a very adequate learning facility, as well as a beautiful, comfortable and well-organized school environment. Additionally, this is supported by sufficient facilities such as tidy and comfortable classrooms, practical rooms with all the necessary equipment, a mosque for places of worship, a sports field, a parking lot, a clean and tidy canteen area, and tidy and comfortable offices and teacher rooms. Regarding learning in the practice room, students always obey the rules and focus on the ongoing learning. Such as wearing a complete practice uniform and safety when the practice takes place, then always listening to instructions from the teacher and the class is always in a comfortable and conducive state. So that knowledge or material from the teacher can be conveyed to students.

Productive teachers have made various efforts to improve expertise in the quality of student learning in vocational schools. Such as using variations in learning, motivating students with various media and giving reinforcement and sanctions. Efforts made by teachers can one time increase positive activities and reduce negative activities. Productive Teachers become facilitators in providing learning facilities for training places or practicing the knowledge gained by productive teachers and students at school. In addition, this is an effort to introduce students to the world of work and provide the work experience needed.

In terms of very complete facilities, adequate facilities and infrastructure, teachers who have good competence, and leadership from the principal and his staff, the researcher feels that SMK Islam 2 Durenan is suitable and ready to carry out learning activities for students.

## **DISCUSSION**

Conducted by observation and interviews with Productive Teachers at SMK Islam 2 Durenan who teach Automotive Light Vehicle Engineering subjects by asking questions to sources with points related to the program to improve the quality of educators and education personnel.

Education management is another name for the program designed to raise the caliber of teachers. There are several perspectives on the fundamental idea of education management. Planning, organizing, directing, and managing organizational resources to be successful and efficient in reaching objectives is what Usman defines as management in its broadest definition. In a limited sense, school management include information systems, supervision/evaluation, and program planning tasks for schools and madrasas. According to Suryosubroto, education management encompasses eight key elements: 1) collaboration to achieve educational goals; 2) the process of achieving educational goals; 3) assessment of education management using a system framework; 4) assessment of the effectiveness of resource utilization; 5) assessment of leadership; 6) assessment of the decision-making process; 7) assessment of communication; and 8) assessment of education management as administration that possesses the competency standards and fundamental competencies of each specific subject. In order to accomplish national education goals, education management is the endeavor of organizing a group of people to coordinate and collaborate in the field of education by guiding their potential in line with the characteristics of the country. This is because by attempting to organize the formation of education (Toino, E., & Yahiji, K. 2023).

The competency profile of Vocational High School teachers in the Automotive Light Vehicle Engineering expertise program can be categorized into four dimensions of competence

covered in this formulation: pedagogical and professional competence in the Automotive Light Vehicle Engineering study field related to the teacher's ability to carry out learning. The personality competence dimension emphasizes that teachers must have personality traits that reflect educators and teachers. The social competence dimension refers to the position and role of teachers in social situations that require cooperation and communication in order to interact with others.

According to Suyanto (2007: 3-4) quoting Houle, academically for a teacher to become a professional, he must have several characteristics, namely: Strong knowledge bases, individual competence-based hiring practices, a selection and certification system, healthy peer cooperation and competition, high professional awareness, ethical principles (code of ethics), a professional sanction system, individual militancy, and a professional organization are all necessary. Automotive Light Vehicle Engineering Vocational High School teachers who have professional competence will master the scientific material that is their field of duty, and be able to develop this scientific material creatively in their work as teachers by using information and communication technology facilities. In addition, competence in the form of expertise, proficiency, and skills is in accordance with quality standards through certification set by industry and professional associations.

Productive teachers have made various efforts to improve expertise in the quality of student learning in vocational schools. Such as using variations in learning, motivating students with various media and giving reinforcement and sanctions. Efforts made by teachers can one time increase positive activities and reduce negative activities. Productive Teachers become facilitators in providing learning facilities for training places or practicing the knowledge gained by productive teachers and students at school. In addition, this is an effort to introduce students to the world of work and provide the work experience needed.

## **CONCLUSIONS AND RECOMMENDATION**

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The results of observations and interviews of productive teachers of Automotive Light Vehicle Engineering at SMK Islam 2 Durenan provide a fairly good view, where productive teachers have participated in several training and certification of expertise in their fields to improve their professionalism in teaching, as well as being facilitators and motivators for their students. The school also has a relationship with corporate agencies, one of which is the Daihatsu and Honda companies as well as collaborating the curriculum with additional



programs with company programs so that at graduation for students who dominate can become candidates to work in the company. After observing that the school has quite complete facilities, adequate facilities and infrastructure, teachers who have good competence, as well as the leadership of the principal and his staff, the researcher feels that the SMK Islam 2 Durenan School is feasible and ready to carry out learning activities for students.

## RECOMMENDATION

Based on the conclusions, the following suggestions can be made: (1) For the Education Office, establish a policy for teacher development, especially in the field of study through competency-based integrated training. In addition, policies are strictly implemented in accordance with applicable laws and regulations; (2) For Vocational High Schools, coaching is carried out according to the competency needs of teachers; proportional assignment and responsibility; and implementation of policies based on existing regulations, maximizing the facilities and infrastructure of Vocational High Schools as much as possible (3) For Teachers, continue to carry out and maintain active and independent training and do a lot of internships or Industrial Practices (PI) as needed.

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