International Conference on

VTET

Research and Networking 2010

Exploring Best VET Policies and Practices through Research and Networking Initiatives

SEAMEO VOCTECH
Southeast Asian Ministers of Education Organization
Regional Centre for Vocational and Technical Education and Training

Certified System
Quality ISO 9001

RESULTS OF SELF EVALUATION PROFILE OF INDONESIAN VOCATIONAL SENIOR SECONDARY SCHOOLS

M. Bruri Triyono
(Lecturer in Engineering Faculty and VET Graduate School of Yogyakarta State University- Indonesia)

bruritriyono@yahoo.co.id

Best practices and policies on VTET management and resource generation

Conference Committee,

Dr- Parzono

23rd – 24th June 2010
The Rizqun International Hotel
Brunei Darussalam

RESULTS OF SELF EVALUATION PROFILE OF INDONESIAN VOCATIONAL SENIOR SECONDARY SCHOOLS

M. Bruri Triyono
(Lecturer in Engineering Faculty and VET Graduate School of Yogyakarta State University)
bruritriyono@yahoo.co.id

Best practices and policies on VTET management and resource generation

ABSTRACT

Since 2005, the Directorate of Technical and Vocational Education (DTVE), Ministry of National Education (MONE) Indonesia has developed an international standard for vocational senior secondary schools (ISVS). One of these standards is to guarantee graduates' competence in their occupation to enable them to be accepted in the work place. The development of the ISVS is dependent on the specific problems in each school, including their culture. To understand the problems and to provide problems solving alternatives, the ISVS needs a self evaluation program.

The ISVS measures school performance in Indonesia using 11 (eleven) indicators and three categories, which are assessed through self evaluation. The categories are "best", "good", and "fair". The self evaluation program has a scoring of 1 to 3 and has been implemented in 179 schools. The Graduate School of Yogyakarta State University (GSYSU) in collaboration with DTVE has prepared the guides used for the self evaluation program; these include instrument of self evaluation and a guide to fill out the instrument, a guide to analyze data, and a guide to repot the result of self evaluation.

Based on the findings, high number of ISVSs achieved highly or "best" category in four indicators from eleven: financial indicator 104 ISVSs or 59%, facility and equipment indicator 84 ISVSs or 47%, assessment indicator 48 ISVSs or 27%, and school image indicator 63 ISVSs or 36%. Similarly, ISVSs that achieved "good" category have same indicators as the "best" category: financial indicator 47 ISVSs or approximately 27%, facility and equipment indicator 49 ISVSs or 28%, assessment indicator 74 ISVSs or 42%, and school image indicator 53 ISVSs or 30%. The last three indicators get the "fair" category and for the schools in this category require full assistance. These include teacher indicator 168 ISVSs or 95% (this is the lowest score), educational staff indicator 151 ISVSs or approximately 85% and on accreditation indicator is 143 ISVSs or 81%.

Keyword: Self evaluation, Vocational Senior Secondary School

BACK GROUND

Directorate of Technical and Vocational Education (DTVE), Ministry of National Education (MONE) Indonesia has developed the program of international standard for vocational senior secondary schools (ISVS) since 2005. The goal of this program is preparing ISVS to enter the free trade in region of Asia and Pacific, the graduates to have good competition of skill work, and guarantee graduates' competence in their occupation to enable them to be accepted in the regional or international work place.

Accelerating of ISVS profile can be achieved by applying the school base management. The ISVSs should be able to develop their resource in the school and environment. To develop their resources including teacher and student qualification the schools should be based on their specific problem and culture. For that reason, schools have to be able doing evaluation in their school. The purpose of evaluation is to gets accurate information about good school performance that has had, ideal improvement that school wants to get it, and specific problems in each school.

The result of evaluation in each school that was done by itself and the school performance improvement is called self evaluation. The ISVS should be done the self evaluation because all of the activities in the self evaluation will show performance in each aspect and we know the level of improving program. While using the information of self evaluation result, the school can determine the implementation strategy according to the goal of school program. The result of self evaluation shows school profile in the level of program achievement, better and weakness condition in all aspects. The data in the school profile can be used for revision program that is suitable to the main goal of school development. Realizing that self evaluation in ISVS is important to improve the main goal of school development to achieve the standard of international school. In the other hand, the principle of continuously evaluation take guarantees the sustainable of good school performance.

SELF EVALUATION

Self evaluation is one of the kinds of evaluation programs that can be used to know, to understand and to realize the profile of institution including quality and performance institution in the recent time. According to all of information, the institution will use them as a data base for the future condition that wanted. Self-evaluation is a continuous process that is governed by the needs of the institution rather than the requirements of external bodies. Nevertheless, schools are accountable to their stakeholders; they need to be in a position in which to provide convincing evidence of their success and a clear plan of action to demonstrate how to improvements will be made (DfES and Ofsted: p4).

There is a distance between current condition that showed in dash dot line and ideal condition of institution in dash line (Figure. 1). In addition to the general condition of institution, ideal condition usually is better than current condition. The meaning of institution here is the education institution including ISVS. We cannot reach the ideal condition if we do not force ourselves to do something. In the other hand, we can find out the real school profile if we do the self evaluation on the right track and involve the external institution. The impact of self evaluation will increase the quality of school performance (showed in solid line). Based on these profiles of self evaluation; The ISVS will plan the good program to achieve the ideal goal.
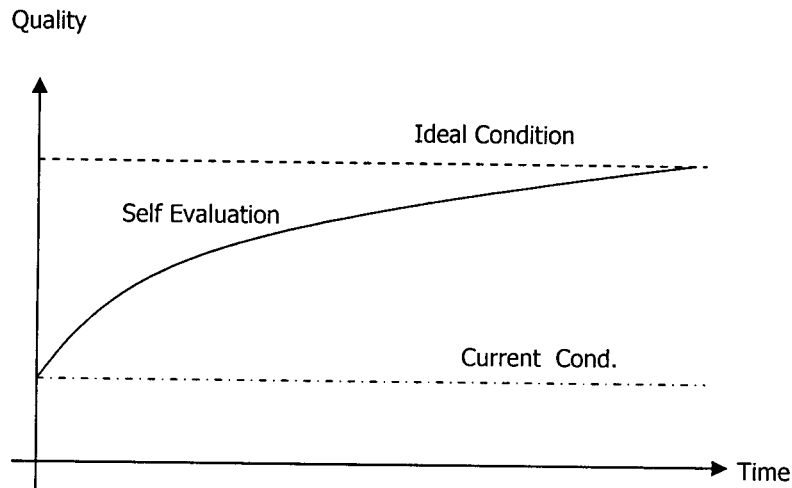
Quality

Fig. 1: Current condition and ideal condition (Charles, Bayne and Wood:2000)

The mean of recent and ideal condition for Indonesian ISVS is based on performance indicators ISVS refer to Guiding Quality Assurance for International Standard School in Secondary School and Madrasah (MONE,2007), and Implementation of ISVS that is developed by DTVE (2007). There are 11 (eleven) indicators as a profile of Indonesian ISVS: Accreditation, Curriculum, Instructional Program, Instructional Assessment, Teacher, Educational Staff, Facility/ Equipment, Management, Finance or Funding, Student, and School Image.

Accreditation: Quality of ISVS is guaranteed by the best score of accreditation that they get and so the properness of education program. The minimal key of performance indicator is when the school gets in term of accreditation in grade "A" certificate of accreditation. The institution which is responsible for the school accreditation in Indonesia is The Body of National Accreditation for School and Madrasah (BAN S/M). If ISVS gets grade "A" periodically, it means that the school is acceptable in good quality, good performance, and fulfill the standard quality assurance of education.

Curriculum: Quality of education depends on the implementation of the successful curriculum. Curriculum is a reference to make syllabus and instructional planning. As a sign of good curriculum, the implementation is indicators of achieving minimal key performance: 1) to apply the curriculum of each grade education, 2) to apply the system of credit semester, 3) to fulfill the content standard of education, and 4) to fulfill the standard competency of graduate.

Instructional Program: Implementation of good instructional program in the process of teaching and learning will make learning condition effective and efficient. Instructional program should be suitable to student's aptitude, interest, maturation, and psychological development. The minimal key performance indicator as a sign of successful instructional program is implementing the process standard of instructional.

Assessment: The good performance of school can be showed by implementation of the successful assessment. The assessment should be done to handle quality assurance as a responsibility and accountability of school performance to the stakeholder. The

3

teachers will do instructional assessment to know the improvement of students, the level of learning experience, and to make remedial for bad performance of student continuously.

Teacher: Quality of each school depends on the performance of teacher according to the teacher task professional. Teachers have role strategy to do planning, teaching, evaluating, coaching, and to train the student in instructional program. The minimal key performance indicator as a sign of teacher successfully is implementing the education standard of instructional.

Education Staff: To guarantee good performance of school, education staff especially the school head masters should be shown their capability in professional task to lead as manager in administration and education field. The minimal key performance indicator as a sign of education staff successfully is implementing the national school head master standard.

Facility and Equipment: Quality assurance in school can be shown by fully equipped facility and equipment that suitable to contribute the instructional program, in line, and sustainable development. The minimal key performance indicator as a sign of facility and equipment successfully is implementing the national standard of facility and equipment for education.

Management: School management for international school standard should be applied the school base management. The minimal key performance indicator as a sign of school management successfully is implementing the national standard for school management.

Funding or Finance: The other indicator that influence in the good school performance is school funding. School has to provide and find out the good strategy to collect funding sources. The minimally funding sources are infestation, operational, and personal funding. The minimal key performance indicator as a sign of the successful funding is implementing the national standard for school funding.

Student: Student enrolment as a raw input in school international standard has to be in good quality and use the selection system which is valid and reliable condition. In case of education process, student are demanded to be discipline, good spirit of learning, good achievement, good personality, good attitude and aptitude. For the graduates condition should have score national examination (NE) better than mean score province of NE and certificate of competency that acceptable in work force.

School Image: Quality of school will be assured by stake holder claim in condition of school capability, satisfy of student parents, and decreasing of unemployed person. School image can be showed by graduates that they proud as school alumni because they felt easy to find jobs, realize entrepreneur, and having good competency.

METHOD

Data in this evaluation were collected through questioner and observation as a primary data and documentation as a secondary data (Figure. 2). The instrument that used to collect data has developed by graduate school of Yogyakarta State University and DTVE. All of the instrument have used to all respondent and separate in six group respondent. They are school head master; teachers; education staff especially who works in administration, technician and librarian; students; student parent; and graduate student

4

as an employee. Each school will collect the data and then to analyze until to find out the profile of self evaluation. According to the result of self evaluation, there are three categories; best, good, and fair.
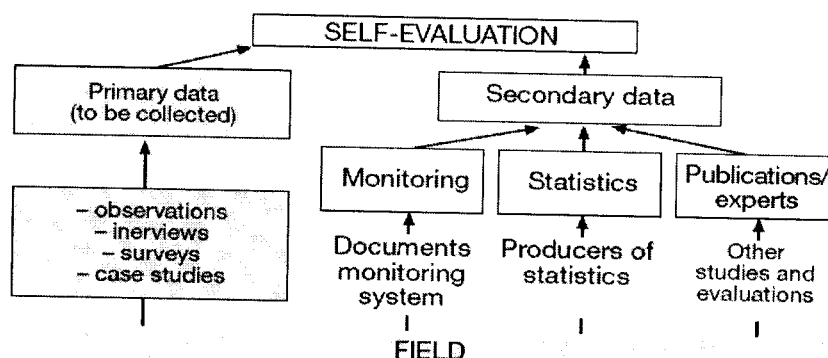

Figure 2.: Data Collection in Self Evaluation (Keränen: 2004,p20)

The scale scores that used to analysis eleven indicators are score 1 - 3. The three categories have score range in three qualitative description, they are:

- Best : score > 2.55 = fully autonomy and as a developed school

- Good : 2, 25 – 2.55 = autonomous school

- Fair : score < 2.25 = require full assistance

The ISVSs that were involved as research subject are 179 schools and they are spread in 33 provinces in Indonesia. The eleven indicators have analyzed in national or regional grouping. In line that, the result of all ISVS self evaluation profile are presented each indicator in national condition.

FINDINGS AND DISCUSSION

National Profile of self evaluation in Category:

According to the three categories in the result of self evaluation, there is only a slight percent in best category (2%) or three ISVSs, whereas in fair category we find out 53% or 94 ISVSs (Table 1). The result shows the amount of ISVSs needs coaching or assistance from external institution as a part of school development program. Even tough there are enough ISVSs in good category (45% or 81 Schools), however the condition have not meet international standard.

Table 1: National Profile of ISVS in Category

No	Category	Sum of ISVSs	%
1	Best = Fully autonomy and as a developed school	3	2
2	Good = Autonomous school	81	45
3	Fair = Require full assistance school	94	53
	TOTAL of ISVS	179	100

In this case, external institution means education institution such as higher education and training centre in vocational and technical education. The external institution will look clearer like it's happen and can get real problem that cause low school performance. It is deference if there is no external institution, the real bad problem maybe covered by the other condition that wants to be good presenting.

National Profile of self evaluation in 11 Indicators:

The eleven indicator in national profile gets mean score 1,930 or 64% in range 0 to ideal score 3 or 100%. The fact explains in national condition, that all of ISVS need assistance to achieve international standard, but if we look in each indicators, there are variation of scoring in range 1.72 – 2.54 (Figure 2). From the eleven indicators, we find only four indicators that have score >2.1, they are assessment (2.26), facility/equipment (2.39), funding (2.54), and school image (2.25). In line that, there are three indicators in the low score, they are accreditation (1.70), teacher (1.47), and educational staff (1.79). The result presented that the lower score is teacher. According to the observation data, there are two aspects that make happen in the lower condition for teacher indicator, both aspect are communication in English and participation in workshop or seminar for professional development. The English score for teacher is below minimal standard that defined for ISVS in Indonesia. The teacher in order to take a part in workshop or seminar for professional development is low; they do not have enough time to be participant.
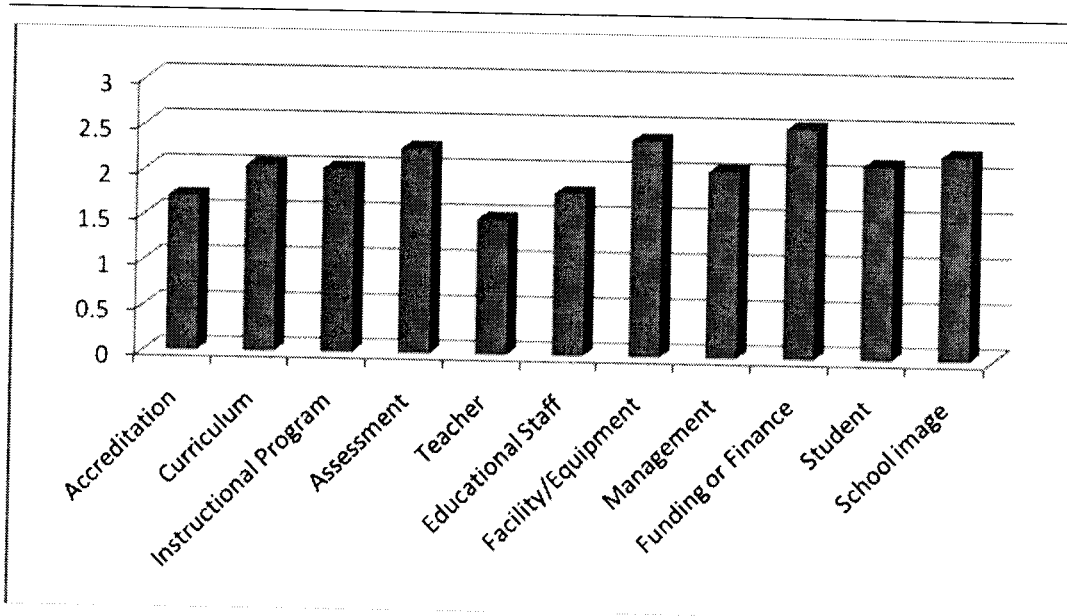

Figure 2: National Profile of ISVS in 11 Indicators

If we look profile ISVSs each indicator in category, there are two group indicators in contradictive condition. The upper group with four indicators in the best and good category is financial indicator, facility and equipment indicator, assessment indicator, and school image indicator. The other hand is the lower group in fair category with three indicators: teacher indicator, educational staff indicator and accreditation indicator.

The figure of the best category in each indicator are financial indicator 104 ISVSs or 59%, facility and equipment indicator 84 ISVSs or 47%, assessment indicator 48

ISVSs or 27%, and school image indicator 63 ISVSs or 36%. Similarly, ISVSs that achieved "good" category have same indicators as the "best" category: financial indicator 47 ISVSs or approximately 27%, facility and equipment indicator 49 ISVSs or 28%, assessment indicator 74 ISVSs or 42%, and school image indicator 53 ISVSs or 30%.

The last three indicators get the "fair" category is the lower group. For the schools in this category require full assistance. These include teacher indicator 168 ISVSs or 95% (this is the lowest score), educational staff indicator 151 ISVSs or approximately 85% and on accreditation indicator is 143 ISVSs or 81%.

Table 2: Profile Each Indicator in Category

No	Indicators	ISVSs in Categories		
		Best	Good	Fair
1	Financial	104	47	28
2	Facility and Equipment	84	49	46
3	Assessment	48	74	56
4	School Image	63	53	63
5	Management	7	48	124
6	Student	12	63	104
7	Curriculum	9	50	120
8	Instructional Program	12	34	123
9	Teacher	2	9	168
10	Educational Staff	1	27	151
11	Accreditation	7	9	163

CONCLUSION AND RECOMENDATION

The "best" categories in the self evaluation of ISVS are financial indicator 104 ISVSs or 59%, facility and equipment indicator 84 ISVSs or 47%, assessment indicator 48 ISVSs or 27%, and school image indicator 63 ISVSs or 36%. The "good" categories are financial indicator 47 ISVSs or approximately 27%, facility and equipment indicator 49 ISVSs or 28%, assessment indicator 74 ISVSs or 42%, and school image indicator 53 ISVSs or 30%. The "fair" categories are teacher indicator 168 ISVSs or 95%, educational staff indicator 151 ISVSs or approximately 85% and on accreditation indicator is 143 ISVSs or 81%.

The lowest mean score is teacher indicator. This is real condition that need specific program to solve the main problem. DTVE and other institution education should be do together and take collaboration to improve good quality and quantity of the teacher.

Two recommendations are required solve the problem in this case. 1). the first priority to develop the ISVS is to improve the teacher, educational staff, and accreditation

indicators, 2). the ISVSs which are get the best category, should becoming assistance for the ISVSs in fair category, especially in the best category of their indicator.

REFERENCES

--------------.(2005) *Guiding of Self Evaluation on School Department*. Jakarta: The Body of National Accreditation for Higher Education MONE Indonesia.

--------------.(2006) *Improving Performance Through School Self Evaluation*. www.ofstead.gov.uk-2006.

--------------.(2007). *Guiding Quality Assurance for International Standard School in Secondary School and Madrasah*, Jakarta: MONE Indonesia

--------------.(2007). *Implementation of ISV*, Jakarta: DTVE Indonesia

--------------.(2007). *Project Planning and Implementing Tools*. http://www.asq.org.

--------------.(2003) *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*, Jakarta: Sekneg

Heimo Keränen. (2004). *Self-Evaluation Workbook for Local Action Groups*. Helsinki: Ministry of Agriculture and Forestry.

Hoy Charles, Colin Bayne dan Margaret Wood. (2000) *Improving Quality in Education*. London : Falmer Press

Neuman, W. L. (2003) *Social Research Methods: Qualitative and Quantitative Approaches*. 5th Edition. Boston USA: Pearson Education Inc.

Certified System
Quality ISO 9001

"Together We Excel"

SEAMEO VOCTECH Regional Centre, Brunei Darussalam

Certificate

Presented to

DR. M. BRURI TRIYONO

(Paper Presenter)

International Conference on

TVET Research and Networking 2010

"Exploring Best TVET Policies and Practices through Research and Networking Initiatives"

The Rizqun International Hotel, Brunei Darussalam

23-24 June 2010

AWANG ALIAS BIN HAJI ABU BAKAR

Centre Director

UNESCO
Bangkok

TF

UTM
UNIVERSITI TEKNOLOGI MALAYSIA

UNIVERSITAS NEGERI YOGYAKARTA

NETHERLANDS

Ministry of Education
Brunei Darussalam

SURAT IJIN / PENUGASAN
Nomor: 548/H.34/LN/2010

Mengacu surat dari Direktur Program Pascasarjana Universitas Negeri Yogyakarta Nomor: No.1973/H34.17/KP/2010 tanggal 14 Juni 2010, dengan ini Rektor Universitas Negeri Yogyakarta mengijinkan/menugaskan:

No	NAMA	Jabatan, Pangkat	PT TUJUAN
1.	Prof. Soenarto, Ph.D. NIP 19480804197412 1 001	Guru Besar Pembina Utama Madya, IV/d	Brunei Darussalam
2.	Prof. Pardjono, Ph.D. NIP 19530902 197811 1 001	Guru Besar Pembina Utama Muda, IV/c	Brunei Darussalam
3.	Dr. M. Bruri Triyono, M.Pd. NIP 19560216 198603 1 003	Lektor Penata, III c	Brunei Darussalam

Unit Kerja   : Program Pascasarjana Universitas Negeri Yogyakarta
Keperluan   : Mengikuti *International Conference on Vocational Tecnology Education* (VTE)
Waktu   : Tanggal 22 s.d 24 Juni 2010
Keterangan   : Sumber biaya dari UNY

Demikian surat ini diberikan untuk dilaksanakan dengan sebaik-baiknya dan setelah selesai agar melaporkan hasilnya.

Yogyakarta, 15 Juni 2010
Rektor,

Dr. Rochmat Wahab, M.Pd., M.A.
NIP 19570110 198403 1 002

Tembusan:
Direktur Program Pascasarjana UNY