

Implementation of Educational Service Quality Management at Teladan Kertasemaya Vocational High School Indramayu

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Abstract: The purpose of this research was to reveal and describe how Teladan Kertasemaya Vocational High School in Indramayu Regency implement their management of educational service quality in terms of planning, controlling, and quality improvement. This study used a qualitative descriptive method with interviews, observation, and documentation instruments. The subjects were school stakeholders who played a role in managing the educational service quality at Teladan Kertasemaya Vocational High School. The collected data was then analyzed through qualitative data analysis, including data reduction, data presentation, and conclusion. The result of this research shows that Teladan Kertasemaya Vocational High School quality planning was conducted twice in an academic year, in January and June, considering several things such as the school budget, necessary resources, facilities, learning outcomes targets, the learning system, as well as the reward and punishment system. The quality control was conducted by taking care of all resources. The quality improvement implemented at Teladan Kertasemaya Vocational High School has successfully achieved various achievements both in academic and non-academic fields in various regional and national-level competitions.

Keywords: Educational Service, Quality Management, Vocational High School.

INTRODUCTION

One element that is essential to guaranteeing the continuation of human life is education. Through education, humans could have more intelligence, have a good attitude, and have the ability to live. Education takes a part to play a role in the importance of development and development efforts of a nation (Rahman et al., 2022). A nation without the quality of its human resources would find itself unable to keep up with the rapid development of modern times. In summary, having highly qualified human resources is essential to a country's advancement (Mantiri, 2019). The ability of a nation to produce human resources that are not only abundant but also of high quality and demonstrate a high degree of discipline is largely dependent on the quality of its educational system. As a result, they have the potential to become dynamic people, innovators, motivators, and development drivers (Rokhani & Purnami, 2021).

One type of education in the national education system of the Republic of Indonesia is vocational education. the objective of vocational

education is to guarantee that young people are prepared for the labor markets of today and tomorrow, to concentrate on the demands of leading businesses, and to ensure that the worker qualifications that vocational school graduates receive are competitive (Lytvyn et al., 2020). The ability of graduates to fill positions in the commercial and industrial sectors of the labor force serves as a measure for evaluating the effectiveness of vocational high school education (Sujimat et al., 2021).

Vocational high schools are currently facing numerous complex challenges and competition in the era of globalization. This is due to the expansion of the global education market and also influenced by the internal dynamics of education within the country. In the current globalized period of increased competitiveness, vocational high schools must adjust to the changing needs of the commercial and industrial world by adding new skill competencies or improving current ones (Rokhani & Purnami, 2021). The 2003 Law No. 20 on the National Education System requires an education

system that can realize a learning environment where students actively develop their potential, possess personalities, self-control, intelligence, noble character, and skills necessary for themselves, as well as spiritual and religious strength. Thus, all educational institutions, including vocational high schools, have an obligation to make sure that the instruction they provide satisfies what is required. Accordingly, educational institutions must comprehend and use high-quality service management in their capacity as providers of educational services (Supriyatno et al., 2017).

When service quality management first started off, it was mostly used in the manufacturing and industrial sectors. But as it developed, it also found use in the field of educational services. The emergence of service quality management in the field of education has encouraged educational establishments to implement it. This is due to the strategic role that service quality management plays, which has led to its widespread adoption and acknowledgment in both the industrial and educational sectors. As a result, organizations like educational services are coming around to the idea of providing quality services (Sudodo, 2017). A comprehensive study of research and practice regarding the quality of a service or offering referred to as service quality management. It focuses on understanding how to organize all activities in delivering services and offerings (Tjiptono, 2004).

The service quality management applied in the academic field serves as a tool for managing all the resources possessed by educational institutions, aimed at enabling every individual involved in the educational institution to take part in improving job performance and to have the ability to fulfill tasks and work with full dedication, thereby being able to produce and provide services that are appropriate or even exceed the expectations of education consumers (Rabiah, 2019). The quality of service given by educational institutions is a multidimensional aspect that influences customer satisfaction. The quality of a service cannot be assessed only through the perspective of the school. The school's perception of the quality of service offered cannot be used to evaluate the quality of service. The quality of service offered must be assessed from the consumer's perspective. Educational services will be considered as having quality if they satisfy their expectations, and services will be perceived as missing quality if they fail to meet and give what customers desire (Kotler

& Keller, 2012). Quality education ensures completeness, effectiveness, and efficiency in managing all aspects involved in the education process (Haramain et al., 2019). In order to achieve customer satisfaction, educational institutions need to improve the quality of their services, which can be conducted by speeding up service delivery and simplifying the service process. According to Yeong et al (2022) the quality of service is classified into five main types: reliability, empathy, responsiveness, assurance, and tangibles.

Teladan Kertasemaya Vocational High School is one of the best Vocational High Schools in Indramayu. Established in 2000, Teladan Kertasemaya Vocational High School has achieved various achievement in various fields, both at the regional and national levels. One of the latest achievements is in the prestigious event among National Vocational High Schools, the Festival Vokasi Satu Hati 2024, organized by Astra Honda Motor Safety Riding and Training Center Deltamas, Cikarang, West Java where Teladan Vocational High School managed to secure the second place in this event. This achievement is a result of effective learning outcomes from the educational services provided at Teladan Kertasemaya Vocational High School.

Teladan Kertasemaya Vocational High School, like other Vocational High School institutions also faces various challenges and complex issues, as experienced by communities undergoing changes influenced by global changes. If Teladan Kertasemaya Vocational High School aims to achieve an improvement in the quality of its educational services to produce the best graduates who become high-quality human resources capable of competing and working in the global era, it is important to take action and conduct studies on the quality management of services implemented by Teladan Kertasemaya Vocational High School. This is to ensure the quality of its services remains intact as one of the best Vocational High Schools in Indramayu, ensuring that its quality is always guaranteed and effectively meets the needs of its students. Based on this, the purpose of this study is to examine and describe on how

quality planning, quality control, and quality improvement are implemented in the educational services offered by Teladan Kertasemaya Vocational High School.

METHODS

The purpose of this study was to reveal and describe the educational service quality management implemented at Teladan Kertasemaya Vocational High School, which is located at Jl. By Pass Kertasemaya No. KM. 47, Desa Kertasemaya, Kecamatan Kertasemaya, Kabupaten Indramayu, West Java. The research takes a qualitative descriptive method. The subjects of this study include several stakeholders involved in managing the quality of educational services at Teladan Kertasemaya Vocational High School. In line with the qualitative technique, the researcher actively analyzes the data, enriching information, correlations, comparisons, and discovering patterns based on the original data (Suryabarata, 2011). To obtain the necessary data, the researcher utilized several data collection techniques including observation, interviews, and documentation. The collected data are then analyzed through continuous and inductive qualitative analysis involving data reduction, data presentation, and data conclusions (Kurniawan, 2018). Data validity is ensured through persistent observation and triangulation techniques, which involve checking the validity of numerous sources using different methods and times (Helaluddin & Wijaya, 2018).

FINDINGS AND DISCUSSION

Educational Service Quality Planning at Teladan Kertasemaya Vocational High School

Educational Service Quality Planning according to Nukman et al. (2017) is a process that involves analyzing needs, data collection, data analysis, identifying needs, formulating objectives regarding educational provision, developing alternative actions, and operationalizing work plans. Educational Service Quality Planning takes place at the start of each academic year or semester (Sormin, 2017). Teladan Kertasemaya Vocational High School conducts Educational Service Quality Planning at the start and middle of the academic year, from January to June, guided by the School Self-Evaluation or EDS (evaluasi diri sekolah) and the standards of the Internal Quality Assurance System or SPMI (Sistem Penjamin Mutu Internal),

as well as the signing of integrity pacts by all school stakeholders.

Some of the main considerations in the Educational Service Quality Planning at Teladan Kertasemaya Vocational High School include; the results of the School Self-Evaluation (EDS), available school budget, required resources, necessary facilities, learning outcome targets, teaching and learning systems, as well as the reward and punishment system for educators, staff, and students. As for the long-term plan in the Educational Service Quality Planning at Teladan Kertasemaya Vocational High School, it aims to regain achievements in various levels of competitions, starting from the district, provincial, to national levels. The short-term plan involves updating and innovating the learning system while considering the sense of belonging of all stakeholders towards the school.

Stakeholders of Teladan Kertasemaya Vocational High School involved in the Educational Service Quality Planning at Teladan Kertasemaya Vocational High School include the school principal, foundation chairman, head of school committee, vice principals, and each department head. This aligns with Tanzeh (2018), which suggests that in planning educational provision, the school principal needs to involve all school stakeholders to ensure that every stakeholder understands the objectives and direction of the educational provision to be achieved. In planning the quality of education services at Teladan Kertasemaya Vocational High School, the dissemination of the school's vision, mission, and objectives is also carried out. The dissemination of the school's vision, mission, and objectives at Teladan Kertasemaya Vocational High School is routinely conducted by the principal during flag ceremonies, as well as through school activities conveyed by educators.

The vision of Teladan Kertasemaya Vocational High School is "Islamic, Excellent, and Competitive", the missions of Teladan Kertasemaya Vocational High School are; (1) educating and training students to become Islamic young generations. (2) educating and training students to be skilled, competitive, and innovative. (3) educating and training

students to be individuals who master reliable science and technology (IPTEK) and strong faith and piety (IMTAQ). (4) educating and training students to be assets for development in various fields. (5) educating and training students to achieve excellence at the national level. The goals are; (1) to provide opportunities for graduates of junior high schools (SMP) or Islamic junior high schools (MTs) to be educated and trained to become skilled workers. (2) to reduce the dropout rate of junior high school (SMP) or Islamic junior high school (MTs) graduates. (3) to produce graduates who are ready for employment. The activities of socializing the vision, mission, and goals at Teladan Kertasemaya Vocational High School are in line with Tanjung et al (2022), which states that in Educational Service Quality Planning, schools are required to regularly socialize all visions, missions, and goals to every individual in the school and all stakeholders involved.

Educational Services Quality Control at Vocational High School Teladan Kertasemaya

Controlling or supervision is a set of management activities that attempt to assess the effectiveness of each individual's job as well as the effectiveness of certain methods and tools used to achieve goals (Sutejo, 2023). Every educational institution unit needs to carry out controlling or supervision activities so that the established pathways can work properly and fulfill educational goals effectively and efficiently (Supriyatno et al., 2017).

In the quality control activities of educational services at Teladan Kertasemaya Vocational High School, educators' performance is intensified, with teaching suitability and ability serving as benchmarks. Learning achievement is measured through learning evaluations following teaching and learning activities, as well as practical activities. Facilities and infrastructure are also integral to the quality control process. The school principal, assisted by the vice principal for facilities and infrastructure, consistently ensures the suitability of facilities and infrastructure, especially those directly supporting the teaching and learning process. If there is a mismatch in all school resources, an evaluation will be conducted and alternative actions will be taken. Teladan Kertasemaya Vocational High School's quality control of services is consistent with Apiyani et al (2022), which explains that in the process of improving the quality of education, control over all resources owned by educational institutions, both human resources and

infrastructure, is necessary to assess the extent of the results achieved from these resources.

Quality control in quality management is a routine activity designed to assess and measure the quality of services or products provided to consumers (Widiansyah, 2019). To prevent discrepancies in educational services at Teladan Kertasemaya Vocational High School, a rotation of vice principals in each field is conducted every two years. This is aimed at renewing performance and providing stakeholders of Teladan Kertasemaya Vocational High School the opportunity to contribute innovations in educational services.

Improvement of Educational Service Quality at Teladan Kertasemaya Vocational High School

Continuous improvement is an essential component of comprehensive quality management. Continuous improvement is carried out at multiple scales, including incremental improvements and breakthrough innovation (Supriyatno et al., 2017). The results obtained from continuous quality improvement in education services at Teladan Vocational High School always receive an "A" accreditation rating. Additionally, Teladan Vocational High School has also accomplished numerous achievements at both the regional and national levels. For instance, Teladan Vocational High School has received numerous awards in their Motorcycle Engineering and Business departments. Teladan Kertasemaya Vocational High School secured the third place in the national Honda Technical Skill Contest in 2017 and secured the second place in the same competition in 2024. Furthermore, in 2023, at the competition for Appropriate Technology or Teknologi Tepat Guna (TTG) held by the Regional Government of Indramayu Regency, Teladan Vocational High School successfully achieved the third place by creating the innovation of tracker driven pullyen technology. From the multimedia department, Teladan Vocational High School also managed to secure third place in the Acfest Movie Award (Anti-Corruption Film Festival) 2021 organized by the Indonesian Corruption Eradication Commission or

Komisi Pemberantasan Korupsi (KPK). Their fashion department has created its fashion brand called "Tabula" which has collaborated with various fashion industry organization like Rabbani. Additionally, in sports such as Karate, Teladan Vocational High School has also achieved various accomplishments. Those achievements accomplished by Teladan Kertasemaya Vocational High School are the success of the effective and continuous implementation of quality management in educational services.

Supportive factors influencing educational services at Teladan Vocational High School, Indramayu Regency, include well-equipped and well-maintained facilities such as classrooms that are carefully attended to and made as visually appealing as possible by creatively decorating the classroom walls, as well as laboratory rooms always ready for use with complete laboratory equipment. The quality of educators and educational staff, the implementation of the curriculum both from the government and the foundation, can be well-implemented and not deviate from the established guidelines. Improvement and addition of school facilities, such as the recent expansion of the mosque, renovation of sports fields, and repair of school buildings, as well as the expansion of school land, also play a significant role. This is consistent with Fadhli (Fadhli, 2017) that factors influencing the improvement or enhancement of the quality of school services include professional human resources in education, curriculum implementation, and educational facilities. However, hindering factors in providing education at Teladan Vocational High School include the school's proximity to the Pantura route and railway tracks, which sometimes result in noise during learning activities and other activities.

CONCLUSION

Teladan Kertasemaya Vocational High School has proven a complete approach to educational service quality planning, control, and continual improvement. Through thorough planning led by self-evaluation processes and stakeholder interaction, the school aligns its objectives with the needs of its students and community. Quality control mechanisms ensure that resources are effectively utilized and that teaching standards are consistently met. Moreover, the school's commitment to continuous improvement is evident in its track record of achievements and awards both at regional and national levels. Despite challenges

such as proximity to noise sources, Teladan Kertasemaya Vocational High School remains dedicated to delivering excellent education through well-maintained facilities and a skilled workforce. Overall, the school's success reflects its commitment to excellence and continuous enhancement in providing quality education services to its students.

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