Program Development as an Alternative Improvement of Service Quality and Results of Vocational Education

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Abstract: Teachers are at the forefront of improving the quality of education. Teaching and learning process is the beginning of the quality of vocational education. That is, the overall quality of education comes from the quality of the learning process conducted in the classroom. Quality improvement of human resources as early as possible can be directed in an integrated manner through various efforts by all components of the nation so that the younger generation can develop optimally in accordance with its potential. An educator should understand students' differences in the learning process by involving a number of interrelated components. These components include vision and goals to be achieved, used approaches, applied strategies, methods, techniques, and selected tactic. In teaching and learning activities, students have different potential talents, interests, and intelligences. If all the potentials can be processed, nourished, shaped, and developed, indeed, all of that potentials become something of value and benefit to humans. The success of a learning process can be known to what extent the process provides significant for students on cognitive, affective, and psychomotor. Therefore, the program development as an alternative is very much needed in improving the quality of service in vocational education.

Keywords: Vocational Education, Program Development, Quality Improvement

1. Introduction

The progress of a nation and state cannot be separated from the progress of education. The essence of education is essentially a process of communication which contains the transformation of life-long knowledge, values, and skills, from generation to generation. The condition of human life in the era of globalization cannot be avoided, but it needs to be lived and anticipated in the right ways. The rapid development of science and technology, the intense competition and the rapid flow of information encourage people to find effective ways to deal with globalization in order to remain in competition. The existence of the impact of globalization is marked by technological advances causing technology and vocational education is still not considered optimal in providing human resources as labor. Technology and vocational education has not been able to maximize the impact of technological advances in the labor market. Tilaar (2006) states that there are currently four major national education crises, namely issues of educational quality, external relevance or efficiency, elitism and management. The quality of education involves standards of content, processes, means of infrastructure, educators, and other standards. The relevance of education or external efficiency is measured by the success of the educational system to supply skilled workers in sufficient quantities for the needs of the development sectors. There are four matters to be discussed; the role of vocational education, the impact of

technological development, technological transformation in vocational education, and the utilization of technology in vocational learning. Finch, Curtis and Crunkilton, (1984) state that one of the main goals of vocational education is to improve the ability of learners to gain a better life than ever before. Miner (1974) states that the provisions learned in vocational education will be a provision to develop themselves in work. With the provision of the ability to develop themselves are expected to increase careers in turn and in turn their lives will be better (Karabel & Hasley, 1977). Globalization in education should be oriented to the conditions and demands of development. Educational management, which was originally a centralized bureaucracy, has now shifted to a decentralized era and has resulted in various patterns of educational delivery at different local conditions for all levels of society. Learning is a system that aims and should be planned by teachers based on the applicable curriculum. The planning of the learning program involves formulating the learning objectives, formulating the content / subject matter that must be learned, formulating the learning activities and formulating the learning resources / learning media that will be used, and formulating the evaluation of learning. The function of learning program planning is as a guideline for teacher activity in teaching and student manual and systematic learning activity. The planning of the learning program should be based on a system approach that prioritizes the integration of objectives, materials, learning activities and evaluation. The lesson plan is essentially a short-term plan by the teacher to be able to estimate the various actions to be taken in the classroom or outside the classroom. The learning planning needs to be done so that the teacher can coordinate the various learning components that are oriented and based on the formation of student competence, namely basic competence, standard material, learning result indicator, and grade based assessment. Learning outcome indicators serve as a tool to measure competency achievement. While the UN as a tool to measure the formation of competence and determine the action to be done if the standard competencies have not been achieved.

2. Literature Review

The mechanism of life that is an absolute desire is driven by the needs and effort required to achieve the desire. There is an educational goal to be achieved than a system is needed to achieve it. In this dynamic environmental situation, education management must be able to create an organization capable of providing satisfactory service to the community in general. At the same time, it can compete effectively in local, national, and even in a global context. In other words the world of education is now required to develop management strategies and operations that are basically much applied in the business world, as an anticipatory step against the new tendency to achieve and maintain its competitive position, so that it later can produce people who have quality human resources in accordance with the needs. Glasman and Biniaminov (1981) express that the effects of inputs on outputs are surveyed next, with a differentiation between student inputs and school inputs. Groups of student inputs include student background characteristics, school-related student characteristics, and student attitudes. Groups of school inputs include school conditions and instructional personnel. The context must be in accordance with the demands of self-development and graduation opportunities, government and community support, legal basis, responsiveness to the progress of science and technology, policy, values, and expectations, education autonomy, and globalization demands. In the context of education, the definition of quality includes input, process, output, and outcome. Output Education as a system should produce output that can be guaranteed certainty. School output in general is a school performance. School performance is a school achievement that results from school processes. School performance can be measured by its

quality, effectiveness, productivity, efficiency, innovation, quality of work life, and work morale. Therefore it can be concluded that the expected school output is the school achievement generated by the learning process and management in the school. Dale and Barbara (1992) state that in measuring the output of the educational system our first step is to compile data on the economic value of market labor activities. Our second step in measuring the output of the education sector is to estimate the value of nonmarket labor activities. While Popham (2003) mentions that accountability for quality has been given a harder edge, often in the face of opposition from the education profession, through standardised tests of cognitive skills.

Generally, output can be classified into two, namely output in the form of academic and output in the form of non-academic achievement. Output of academic achievement refers to teen scientific contest, subject contest, ways of thinking (critical, creative, divergent, reasoning, rational, inductive, deductive, and scientific). Non-academic output refers to high curiosity, honesty, good cooperation, high compassion towards others, high solidarity, tolerance, discipline, artistic achievement, art, and scouting. Long-term outcomes: Long-term impacts on the individual, social, attitudes, performance, spirit, system, income, career development, educational opportunities, work, development from graduates to develop, and quality in general. School management lies in all components of the school as a system, i.e context, input, process, output, outcome, and impact as management deals with the system, from planning, organizing, implementing, coordinating to controlling and evaluating. Leadership is in the human component, both educators and education personnel, as well as in learners, as leadership deals with many people. Educational institutions or schools produce educational output. This educational outcome can contain two definitions of output and outcome. With regard to this educational output we tend to have to distinguish between the meaning of output and outcome, so that we are not trapped and wrong in understanding it. What is meant by output according to Kaluge (2003) is the immediate outcome of education while outcomes are the long-term effects of the educational process such as acceptance in further education, achievements and subsequent training, employment opportunities, earnings and further prestige. Margaret, Martha and Michael (2002) agree to distinguish between output and outcomes and stress that the outcome of a program is the response of participants to the services provided in a program, while the output of the program is the number or units of services provided or the number of people who have been served.

Quality Improvement. The quality of the school includes inputs, processes, and outputs, noting that output is largely determined by the process, and the process is strongly influenced by the level of input readiness. Quality planning for example includes improving the quality of teachers, principals, counsellors, librarians, labors, the development of school committees, ratios, the development of teaching materials, lessons study, learning by doing, contextual learning, cooperative learning, the development of school committees, and the quality improvement of graduates.

The Role of Vocational Education. Wardiman (1998) states that vocational education is a type of education to enter the employment field and is earmarked for anyone who needs it and who benefits from it. The limits of the above vocational education indicate that vocational education is identical with the education of the workplace. Therefore, vocational education has different characteristics than general education. Some of the key characteristics are that vocational education is based on the needs of the world of work, the success of learners seen from the appearance in the world of work, responsive and

anticipatory to technology progress, focus more on "learning by doing" and "hands-on experience", and need support facilities for practical learning. Wardiman (1998) also states that in order to obtain human resources as a filler and driver of development, vocational education has many functions, including socialization, social control, selection and allocation, assimilation and cultural conservation and promotion of change. The function of socialization means that in vocational education there is a process of transmitting values and norms as a concrete of those values. The function of social control means that vocational education functions as a behavioral control to conform to values and norms, such as cooperation, order, discipline, and honesty. The function of selection and location means that vocational education serves to prepare, select, and place prospective workers in accordance with changes and developments in the labor market. The function of promoting change means that vocational education is not merely a function to transform what exists, but also functions as an agent of renewal and change. In addition, in addition to having many functions, vocational education can also provide enormous benefits, both for learners and the world of work and society. For learners, the benefits of vocational education, among others, are to improve the quality of self, preparation of self to be useful for society and nation, and adjustment to the confusion. For the world of work, vocational education is useful to get a qualified workforce and can help advance and grow business. For the community, vocational education can improve the welfare of the community, increase national productivity which ultimately can increase state income. There are a number of principles that need to be considered in order that the implementation of vocational education to be effective and efficient; a) Exercise tasks are performed in the manner specified in the workplace, b) Learners are trained in the habit of thinking and working as required in the work itself, c) The teacher has had successful experience in applying the skills and knowledge to the operation and work process that will be done, d) Since the beginning of practice there has been habituation behavior that will be shown in his work, e) Training is provided on real work.

The main challenge facing vocational education is how to meet the increasing demands of the job market due to the advancement of science and technology. Lie and Sorensen (1998) state that technological advances cause humans to be free from dependence on technology. This demands vocational education to carry out the right programs so as not to overload the technological progress. Therefore, learning programs in vocational schools are required to be responsive and anticipatory towards technological progress namely; School teaching programs are implemented within a certain learning period. Teaching programs that are the task of teachers are preparing an annual teaching program, semester teaching program and a weekly or daily program. A teaching preparation program and teaching programs at schools must be conducted in a demanding manner, so that the subject hour should be devised in face-to-face first and then a corresponding sustainability. In addition to the application of various learning models, in order to achieve the technological transformation process, it is necessary to implement technology development program of vocational school with technology character (Mariah, 2006). That is, all programs related to development must be focused with anticipation of technological progress and progress. Thus, complaints and criticism of vocational teachers who stutter the technology can be overcome.

3. Conclusion

The demand for quality vocational education institutions is increasingly urgent because of the increasingly tight competition in the workplace which is in harmony with the needs of stakeholders. The

success of improving the quality of education is a commitment and hope for all institutions of education providers. In anticipation of rapid changes and greater and more complex challenges, educational institutions should seek every means to improve the competitiveness of graduates and other academic products, such as through improving the quality of education. Stakeholders crave education for individuals to be ready-made, so they choose good and worthy educational institutions to ensure individual progress and excellence. However, at the global community level, educational institutions are also required to produce quality human resources in accordance with the times. Therefore it can be concluded that a) Positive and negative impacts are always occurring in technological developments so they need to be responded carefully and appropriately by vocational education, b)Technological advances can be utilized in vocational learning, c) Transformation of technology in vocational learning can be done by using various relevant learning models such as constructivist learning model and work based learning model, and d) To optimize technological transformation in the vocational learning field of competency development programs teachers should characterize technology.

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