

# VOCATIONAL SCHOOL QUALITY ASSURANCE PERFORMANCE ASSESSMENT IN PREPARATION OF SCHOOL SELF EVALUATION IN PANDEMIC TIME COVID 1

by Zainal Arifin, Syukri Fathudin Achmad Widodo ., Giri Wiyono, Agus Sutikno, dan Darmono

## ABSTRACT

This research is motivated based on the results of preliminary observations and field observations, namely: (1) the quality of vocational graduates is still low, especially with the current world problem, namely the Covid 19 pandemic. (2) there are still several educational quality standards that need to be improved and even improved. achievement. (3) many SMKs have implemented a school quality assurance system, but why is the quality of their graduates still low. The purpose of this study is to determine the assessment of school principals, teachers, school committees, and vocational school students in order to capture the efforts made by SMK quality assurance, especially in the preparation of School Self-Evaluation (EDS) as the main capital in the accreditation activities of the school concerned.

The research method used is descriptive quantitative research methods. The study population was Vocational High Schools (SMK), while the sample took 4 Vocational High Schools that had implemented a Quality Assurance System, especially QMS ISO 9001: 2008 or QMS ISO 9001: 2015, namely SMKs in D.I Province Yogyakarta and Central Java with 1 SMK each in each district / city. The research data was collected based on the results of distributing questionnaires (instruments), interviews, observations, documentation studies, and Focus Group Dissection (FGD). The research instructors were the principals, teachers, school committees, and the relevant SMK students. The research data were analyzed descriptively quantitatively to see to what extent the level of achievement of the eight National Education Standards (SNP) that had been set in the RPS.

The results of this research are: (1) schools in implementing the school quality assurance system through its EDS have used four stages, namely standard setting, standard compliance, continuous evaluation, and quality improvement. (2) the school has taken the correct and appropriate steps in achieving its vision and mission based on the formulated SPMI guidelines, (3) the school has implemented eight SNPs ranging from standards: graduates, content, processes, educational assessments, educators and educational staff , educational facilities and infrastructure, education management, and financing standards properly. (4) each SMK has the same or different strategies and methods in achieving the vision and mission of the school.

Kata Kunci: *performance, quality assurance, and school self-evaluation*