

Research Article

Management of Quality Assurance (Quality Assurance) at State Vocational High Schools (SMKN) (Multi-Site Study at SMKN 2 and SMKN 3 Banjarbaru)

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ABSTRACT

This study aims to determine the management of Quality Assurance (Quality Assurance) in two vocational schools, namely SMKN 2 and SMKN 3 Banjarbaru starting from planning, implementation, monitoring and evaluation. The type of approach used is a qualitative approach with a qualitative descriptive method. Data collection techniques using observation, interviews, and documentation. The results of the study indicate that (1) The total involvement of all elements of school management in the planning process will be able to realize the implementation of effective internal quality assurance. (2) The existence of official supporting documents (SK, SOP, Job Description and valid measurement instruments) will support effectiveness in implementation and supervision. (3) Availability of competent human resources who understand the main tasks or job descriptions will make the implemented program a success. (4) There is a commitment from all elements of management in producing good quality graduates as well. (5) Supervision that is focused on (input, process and output) and carried out in stages according to the position and level will be able to reduce errors or irregularities. (6) Evaluating activities sequentially through stages and carried out in stages according to position and level will facilitate the process of continuous improvement (Continuous Improvement). (7) Evaluation with Self and Peer Assessment will be able to reduce the quality gap. The conclusion of this research is quality Assurance Management (Quality Assurance) here at SMKN 2 and SMKN 3 Banjarbaru) has been going well enough to get better school quality.

Keywords: Management, quality assurance (quality assurance), Vocational High School (SMK)

Introduction

In the world of education, educators should not produce damaged products. Therefore, quality assurance must be carried

out from the beginning of the educational process. Each education unit must implement a quality assurance system to ensure the realization of quality in every stage of school

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activities, which consists of input, process and output of education management (Sani et al, 2018). If there is an error in the input and process of education management, it should be improved immediately so that the process and educational outcomes can be more optimal. Quality assurance efforts in educational units must be carried out by implementing a quality assurance system both internally and externally.

Educational Institutions for Vocational High Schools (SMK) have been demanded by the National Accreditation Board for Schools/Madrasah (BAN-SM) in terms of quality assurance. The focus of vocational education is to equip students with skills, mastery of knowledge, attitudes and professionalism as well as competencies needed in the world of work and industry, and emphasize learning by doing and hand on experience methods.

According to Amin (2016), through the empowerment of Vocational Schools which has been started since 2007, the public's interest in entering Vocational Schools has increased. In the face of this free competition, continuous efforts are made to improve the quality of skilled and intelligent vocational high school graduates so that vocational schools can truly show their motto "SMK BISA" which is a habit that includes "competence, communication and vocational" (Kemdikbud, 2016).

With these demands, the problem is the low quality of education and the problem of relevance to the development of community needs in the increasingly open Industrialization and Globalization Era.

One of the efforts to improve education quality management is to do with quality assurance. Quality Assurance is preventive in nature where it is a planned and systematic activity implemented in the quality management system to ensure that a product

will meet quality requirements (Usman, 2019). Education quality assurance can be seen from two sides, namely internal and external quality assurance. Internal quality assurance includes academic supervision, school self-evaluation, customer feedback, corrective actions and internal quality audits. While external quality assurance can be in the form of accreditation and certification (Effendi, 2017).

In terms of improving the quality of education, a standard or reference is needed in achieving and maintaining that quality. In this case, the role and function of quality assurance (quality assurance) is very much needed, because as a prevention or anticipation of errors from the beginning to the end (getting things right first time, every time) Crosby (Usman, 2019).

Quality Assurance is concerned with design, quality towards the process and guaranteeing product quality in accordance with predetermined standards (Usman, 2019). Crosby Usman (2019) regarding "zero error", or zero defect, then quality assurance consistently produces products according to special standards or does a job correctly from the beginning to completion (getting things right first time, every time).

The Primary and Secondary Education Quality Assurance System consists of two components, namely the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SMPE). SPMI is a quality assurance system carried out by all components in the education unit. The implementation of SPMI is intended so that quality fulfillment can be planned, implemented, and evaluated internally by the education unit. SPME is a quality assurance system implemented by the government, local governments, accreditation agencies and educational standardization institutions. The implementation of SPME is intended so

that parties outside the education unit can find out the quality of an education unit after conducting an evaluation by an external party.

So, The research was conducted at the Banjarbaru City Vocational School, because based on the consideration that the average score of the computer-Based National Examination or UNBK for State Vocational High Schools (SMKN) was not satisfactory. In the 2018/2019 academic year, the UNBK scores for SMK students in South Kalimantan still scored zero (*trackrecord.com*). Furthermore, the 2019/2020 Academic Year for the winners of the highest UNBK scores at the SMK in South Kalimantan are students from SMKN 1 Banjarmasin with a total score of 381.00. In second place, from the Telkom Banjarbaru Private Vocational School with a total score of 379.00. Meanwhile, third place from SMKN 3 Banjarmasin with a total score of 354.50 (*trackrecord.com*).

SMK Negeri 2 Banjarbaru, is one of the Technology Group Vocational High Schools that has been certified ISO 9001 in 2008 from SAI Global. Based on alumni data where alumni have worked spread across all lines of work, both Government agencies, State-Owned Enterprises, Regional-Owned Companies, private companies (Cosultants, Contractors, Distributors and Service Cars, Mines and so on) Armed Forces (TNI and Polri), as well as the ability to open employment (Entrepreneurs). This is because the debriefing provided while at SMK Negeri 2 Banjarbaru is not only Education and Training. However, they are equipped with mental readiness, entrepreneurship, discipline and a well-established attitude of adaptation. SMK Negeri 2 Banjarbaru also produces students who are able to compete in the World Level Event. The accreditation score for SMKN 2 Banjarbaru is A, and already has an ISO certificate in 2008.

In 2020, precisely in December, SMKN 2 received a Center of Excellence (CoE)

certificate. Monitoring and Evaluation Activities at the Vocational Center of Excellence (CoE) Overseas Cooperation received a very satisfactory score of 95. The priority CoE for the care service/care giver sector is a program to develop a center of excellence for vocational schools that aims to improve the quality of vocational education. Then for the performance assessment of the Head of SMKN 2 in 2020, he also got a score of 97, which is Very Good. Academic and non-academic achievements continue to be obtained by SMKN 2 students, seen the latest student achievement data in December 2020, where 3 (three) SMKN 2 students received gold and silver medals in a prestigious national event, namely the Student Work Competition (LKS) National Vocational High School level to XXVIII.

SMK Negeri 3 Banjarbaru is a school that is ready for the Inclusive School program. This vocational school accepts students from Children with Special Needs (ABK). SMKN 3 runs two components of quality assurance, both internally and externally. SMKN 3 Banjarbaru has an accreditation score of B (Good). This SMK has 5 (five) Deputy Principals who are competent in their fields with the aim of improving the quality of the SMK, namely the curriculum, student affairs, facilities and infrastructure, public relations and quality testing. Then The performance assessment of the Head of SMKN 3 in 2020 also got a score of 97, which is Very Good. SMK Negeri 2 Banjarbaru and SMK Negeri 3 Banjarbaru are Vocational High Schools that carry out education quality assurance both internal and external quality assurance.

Moving on from the discussion that has been described previously regarding Quality Assurance in State Vocational High Schools, this study aims to find out more about Quality Assurance in terms of planning, implementation, supervision, evaluation in

State Vocational High Schools (SMKN), Multi site studies at SMKN 2 and SMKN 3 Banjarbaru.

This study aims to determine the management of Quality Assurance (Quality Assurance) in two vocational schools, namely SMKN 2 and SMKN 3 Banjarbaru starting from planning, implementation, monitoring and evaluation

Material and Methods

The type of approach used is a qualitative approach with a qualitative descriptive method. The research was carried out using a descriptive qualitative approach with a multi-site design. Qualitative research requires careful planning to determine the place, participants and start data collection, this plan is emergent or changes and develops according to changes in findings in the field (Sukmadinata, 2017). This qualitative research process involves important efforts, such as asking questions and procedures, collecting subject-specific data, analyzing data inductively and interpreting the meaning of the data (Creswell, 2010). The multi-site studies are a form of qualitative research that can be used primarily to develop theories drawn from several similar research backgrounds,

The data in this study are data related to quality assurance at SMK Negeri 2 and SMK Negeri 3 Banjarbaru. While the data sources are the Principal, Deputy Principal, educators and education staff. The data were obtained using interview, documentation, and observation techniques. The data obtained were analyzed through three stages of activity, namely data reduction, data presentation, and drawing conclusions. To test the validity of the data sources of the findings in this study, the authors use the technique of triangulation of sources, triangulation of data collection techniques,

and triangulation time. After obtaining data that is considered sufficient (saturated), then to the analysis stage, in which this study uses descriptive data analysis methods. In this data analysis, researchers describe and describe Quality Assurance. The stages of multi-site research must go through two stages, namely (1) individual site data analysis (individual site analysis), and (2) cross site analysis.

Results and Discussion

Results

Case data finding 1: SMKN 2 Banjarbaru

Quality assurance planning

First planning First, School Top Management conducts an in-depth analysis and assessment of the condition of the institution (school), second forms the formation of a steering committee, and thirdly a document drafting team and most importantly builds a commitment to be able to implement a quality management system in their respective work environments in accordance with their main duties and responsibilities. The purpose of this plan is that all elements of the work unit can be directed at work, are effective, efficient and there are standards in work so that they know the achievements in work.

Implementation of quality assurance

Implementation of quality assurance, namely all elements of workers carry out and carry out their work in accordance with the main tasks of the leader or direct supervisor and program their work, with the aim that all work processes are carried out as planned.

Quality assurance supervision

Supervision is carried out in stages and those who carry out supervision are Top Management, vice-chairman and senior teachers. Supervision is carried out by

superiors to their respective subordinates and is adjusted to the level and scope of work of each unit.

Quality assurance evaluation

The evaluation process is as follows peer evaluation is carried out. The Deputy Head of Quality Management will evaluate the Principal, the Principal to the Vice Head of Curriculum and so on. Prior to peer evaluation, the evaluation process is carried out independently or self-assessment.

Case Data Finding 2: SMKN 3 Banjarbaru

Quality Assurance Planning

The planning process is the first. The management elements create their respective planning concepts. The two concepts were discussed in small groups according to their field of work, the three results of small discussions were presented in the teacher council's annual plenary meeting to be jointly approved, the four plenary results were ratified as the School Annual Work Program (PKTS).

Implementation of Quality Assurance

Implementation All elements of management will work in accordance with the 8 SNPs, so that inputs, processes and outputs can run smoothly and according to expectations or goals. All elements of workers carry out and carry out their work in accordance with the main tasks of the leader or direct supervisor and program their work.

Quality Assurance Supervision

Supervisors are appointed by the principal according to the SK that has been approved. 2 Types of Supervisors First Internal supervisor: Principal, 5 Deputy Headmasters, and senior teachers appointed by the principal. Second, schools can also ask

external supervisors: school supervisors, LPMP, Prov. Bawasda, BPKP) for guidance.

Quality Assurance Evaluation

Evaluation Process, namely Studying self-evaluation instruments or other instruments from external supervisors, analyzing weaknesses/weaknesses, and finding their own solutions, and/or following up on suggestions from external evaluators. To see the process of Evaluation Results in the implementation of Quality can be seen in the Quality Report.

Discussion

The total involvement of all elements of school management in the planning process will be able to realize the implementation of effective internal quality assurance.

The involvement of management elements consisting of the Principal, Deputy Principal, Quality Management Team, Educators, Students, in the planning process will result in more effective implementation of internal quality assurance. The principal and his work team, namely the Deputy Principal (Vakasek) for Student Affairs, Quality Management, Public Relations, Curriculum and Sarpras, are involved in program design meetings, before carrying out their activities such as official supporting documents (SK, SOP, Job Description) and Instruments. valid measurement). Then the Wakasek will provide direction and guidance to the team under them (Head of Department, Educator and Educational Staff). The internal quality assurance system can run well in the education unit if there is an element of quality assurance in its management. The quality assurance element can be in the form of quality assurance of school education which is an independent team outside of school management which at least contains representatives of other leaders and

committees in the education unit (Sani et al., 2018). If the education unit's resources are insufficient, this quality assurance function becomes the task of the existing management team in the education unit. Ideally, the School Quality Assurance Team (TPMS) has an internal quality auditor in charge of auditing the academic field. However, it is very rare for educational units to have auditors, so the position of auditors can be replaced with teachers who are assigned to evaluate quality compliance based on a predetermined quality compliance plan (Sani et al., 2018).

The involvement of teachers and administrative staff is the most important thing in implementing quality assurance. Efforts to involve them have benefits such as, firstly it can produce good decisions and more effective improvements because it includes the views and thoughts of those who are involved in the work situation, secondly, it increases the "sense of ownership" and responsibility for decisions by involving people who have to carry them out (Usman, 2019).

Rusdi (2018) explains that quality is not easily achieved in a moment, to get the desired quality requires hard work from all stakeholders in the school. Safe, comfortable and conducive conditions ensure the implementation of quality assurance will run well, (5) focus on team work, carried out in an effort to realize shared goals. Success requires the hard work of all elements in the school environment. The principal, the board of educators, educational administration staff, and students must be maximally involved in the implementation of learning. Muflihah and Haqiqi (2019) explained that in the implementation of quality improvement management, the principal must always understand the school as an organizational system. Principals in building human resources through personnel management.

Humans are school members who work in synergy in a collegial management and emphasize the importance of human relationships (Usman, 2019). According to Usman (2019), the effectiveness of teamwork depends on the maturity level of the team, which consists of four phases, namely forming, storming, norming, and performing. In forming an effective team, the team, according to Sallis et al. (2003) requires: 1. Clearly defined roles; 2. Clarity of intent and purpose; 3. Basic resources for work; 4. Its accountability and the limits of its authority; 5. A plan; 6. A set of rules; 7. How to use suitable tools in solving problems; 8. Development of beneficial team behavior.

The involvement and empowerment of teachers and administrative staff in decision making and problem solving is very important because it can increase the sense of ownership and responsibility for the decisions made, and can enrich insight and views in a decision. However, the freedom that arises from such involvement and empowerment is the result of planned control. Control is carried out on the method of implementing each process, in this case employees who standardize the process and those who are also trying to find ways to convince everyone to be willing to follow the procedure (Usman, 2019). If the planning process is carried out seriously, the school or madrasa already has a quality education component (Effendi, 2017).

In addition, if the Top Management or Principal can carry out planning, organizing, staff movement, monitoring and evaluation, good management will be obtained. Quality assurance or quality assurance occurs if the principal can carry out good leadership, because it becomes the foundation for the success of management. The success of the vice principal in the field of curriculum, student affairs, infrastructure, human

resources, public relations and others depends on the principal as a leader in controlling his direction (Effendi, 2017). because it becomes the foundation for the success of management. The success of the vice principal in the field of curriculum, student affairs, infrastructure, human resources, public relations and others depends on the principal as a leader in controlling his direction (Effendi, 2017). because it becomes the foundation for the success of management. The success of the vice principal in the field of curriculum, student affairs, infrastructure, human resources, public relations and others depends on the principal as a leader in controlling his direction (Effendi, 2017).

The existence of official supporting documents (SK, SOP, Job Description and valid measurement instruments) will support effectiveness in implementation and supervision

The existence of official supporting documents is intended so that all elements of the work unit can be directed in working, effectively, efficiently and there are standards in work so that they know their work achievements. Each work unit has begun to know its work standards, so that the inspection burden becomes lighter because all processes have been arranged in such a way that any errors/deviations can be identified at every stage. Widiensyah (2019) states that quality standards are written documents containing various criteria, measures, benchmarks or specifications of all activities of implementing an organization's quality to realize its vision and mission, so that it can be assessed as quality in accordance with the provisions so as to satisfy the internal and external stakeholders of the organization's quality.

The school's internal quality can be achieved through several stages, namely the

school sets the standards to be achieved, the school establishes the implementation procedure, the school develops an implementation model, and finally the school makes an evaluation tool that can measure its achievement. To provide quality education in schools, referring to the SISDIKNAS Law Number 20 of 2003 article 51 paragraph (1) that schools in implementing or managing education should at least be guided by the minimum services that have been determined and guided by the provisions of school-based management or madrasah (SBM). Schools in meeting the expected quality of graduates should be able to organize the steps well.

The availability of competent human resources who understand the main tasks or job descriptions will make the implemented program a success

The availability of competent human resources and understanding the main tasks or job descriptions will make the program implemented a success because competent human resources can innovate and compete and adapt to the demands of the times and can guarantee an effective and efficient way of working. The work atmosphere becomes more pleasant because of the clarity and firmness of the duties, responsibilities and authorities in each position and personnel as well as the clarity of the relationship between the work units involved in carrying out an activity. The principal gives full trust to his team, namely the Wakasek consisting of 5 Wakasek (Curriculum, Quality Management, Student Affairs, Public Relations and Sarpras) to carry out their respective work programs.

Based on the results of the principal's interview, SPMI is in the internal quality assurance of schools through the Plan, Do, Check, and Act (PDCA) steps. In implementing school guarantees by using the Plan, Do, Check, and Act models. Based on data in the field to control so that quality can

be continuously improved by means of: First, the planning step (Plan), the principal with the management ranks or formulates the vision, mission, short-term goals, makes a SWOT analysis to measure strengths and weaknesses, opportunities and challenges, as well as formulating the direction of school policies in improving the quality of students through training programs or workshops. The principal determines the program plan to ensure the quality of service and the quality of graduates through five fields in the school, namely: public relations, student affairs, curriculum, general administration and the Fullday School Program. In preparing the program, it must be a total holistic process concerned with ensuring integrity outcomes.

There is a commitment from all elements of management in will produce good quality graduates as well

There is a commitment from all elements of management in producing good quality graduates because with the commitment all standards that have been designed can run according to their respective duties and work functions and without commitment from all parties involved, it is difficult to carry out the Continuous Improvement Process. (continuous improvement) at the educational institution.

Rusdi (2018) explains that the commitment of school supervisors and school boards must have a commitment to quality. If they do not have the commitment, the quality transformation process will not be able to start because even if it is implemented, it will fail. Each member needs to motivate quality/value efforts.

According to Effendi (2017) Quality assurance is all systemic planning and activities needed to provide confidence (trust, certainty, assurance) that the quality of the output (goods or services) will meet the

quality requirements that have been set. The focus of quality assurance activities is on the plan level (upstream) and not on the output (downstream).

The implementation of quality assurance in the field of education requires a high commitment from all elements involved in the education process. This commitment is mainly reflected in optimal performance in providing educational services to consumers, especially students who are primary, according to their needs. If all consumers in an educational unit are committed to providing quality educational services, then the quality of the learning process carried out will increase (Sani et al., 2018).

Supervision that is focused on (input, process and output) and carried out in stages according to the position and level will be able to reduce errors or irregularities.

Supervision that is focused on (input, process and output) and carried out in stages according to the position and level will be able to reduce errors or irregularities. Supervision that is focused on (input, process and output) is carried out to check the backwardness of the plan for fulfilling the quality of education that is running in the education unit. Focus on implementability of inputs (budget and resources) and implementability of processes (eg implementation and quality of training processes). Then, to focus on this output, it is more directed to examine the results of the implementation of quality fulfillment in education units. This evaluation can be done by referring to the indicators of output, outcome and impact of quality fulfillment activities.

Supervision must occur at all levels of work in the organization, this is to provide less opportunity for errors to occur in carrying out established procedures, as well

as evaluating improvements in procedures that are not appropriate or not in accordance with efforts to achieve goals effectively. and efficient (Usman, 2019). Within the framework of quality control, in all of this the monitoring tools and procedures are the packaging of the right for the first time and always right for the next time, supervision leads the process in work to zero defects, to lead to these things, things must be fulfilled following (Suryadi, 2009):

1. Building quality is integrated into the whole process.
2. Errors and errors must be eliminated.
3. Stop the work if it is wrong and continue the work so that it is correct.
4. Think only about how to do things right.
5. Think that 60 percent potency is enough for success.
6. Errors and mistakes can be eliminated if we work together as a team.
7. Group work as the key to success, it would be better with seven leaders from one leader.
8. Find solutions to problems that have arisen and will arise;

In order for the process to take place according to standards, it is necessary to carry out an audit of all elements of the quality of education and inspection procedures as well as the use of continuous feedback so that quality assurance is obtained. In the system of guaranteeing and improving the quality of education, LPMP as a service institution of the director general of PMPTK through the directorate of education and training development should be able to build a network of guarantee and improve the quality of education that involves education units, supervisors, and city district education offices (Amri, 2013).

The development of an assurance system and quality improvement within the framework of the national education system requires investment with a focus on changing patterns of understanding and changing work culture among people, especially those in managerial positions. The change strategy starts from building what, for what, why and how with sensitivity training, simulation, and case analysis (Amri, 2013).

Evaluating activities sequentially through stages and carried out in stages according to the position and level will facilitate the continuous improvement process

Evaluating activities in a chain through stages and carried out in stages according to the position and level will facilitate the process of continuous improvement (Continuous Improvement) because of the clarity and firmness of the duties, responsibilities and authorities in each position and personnel as well as the clarity of the relationship between the work units involved. in carrying out an activity.

Continuous (constant) innovation, improvement, and change are the concern of the school and make it an environment for continuous improvement activities. In developing a culture of continuous improvement, the principal's first task is to give trust to his school community and delegate authority to the appropriate level so that his staff are also responsible for quality improvement (Usman, 2019). Continuous and continuous improvement, starting with group development and must be supported by team work (Rusdi, 2018).

Evaluation of quality fulfillment is a systematic and independent testing stage to determine whether the implementation and results of quality compliance are in accordance with the planned strategy and whether the strategy is implemented

effectively and in accordance with the objectives (Sani et al., 2018). Evaluation is a process to determine the level of success of the implementation of activities that have been programmed through monitoring the importance of the value of a program and determining whether the results are effective or not (Suryadi, 2009). Evaluation is a form of assessment using a set of standards, there are two types of evaluation based on the evaluation goals and objectives, namely formative evaluation and summative evaluation (Sani et al., 2018).

According to Rusdi (2018) states that Continuous improvement is a concept of continuous self-improvement or self-improvement that gets full attention, because this has become part of the characteristics of global competition in order to successfully advance the production of goods, services and process quality within the company. Quality improvement is not successful just like that, but is strategically strategically possible phase by phase, so that an organization is able to make a major, continuous improvement, so the organization must be structured appropriately.

According to Ula (2013) continuous improvement is a continuous effort to make improvements in every organization and is a process that never ends. Public interest in entering a certain educational institution will increase if the institution is able to guarantee a high percentage that its graduates will be accepted at the next level or absorbed directly by the world of work (Ula, 2013). Institutions that have succeeded in achieving this are efforts and innovations that are carried out continuously in the process (Ula, 2013).

Evaluation with Self and Peer Assessment will be able to reduce the quality gap.

Evaluation with Self and Peer Assessment will be able to reduce the quality

gap because the evaluation is directed at preventive actions in the future, to find out individual performance can be better if it is based on action plans and the development of student progress. An understanding of the current conditions gave birth to the idea of the need to change work procedures from compliance with merely implementing regulations to awareness of professional compliance, in which educators and education staff make improvements and improvements on the basis of self-professional management.

According to Luqman (2017) self-evaluation is very important in the overall quality assurance because it serves as a foothold in determining policies and guidelines as well as strategic plans for higher education institutions. Self-evaluation is the first step that must be passed and carried out in the higher education quality assurance cycle. Self-evaluation is an analysis of internal conditions related to the strengths and weaknesses of the institution and an analysis of external conditions related to the opportunities and threats that will be faced by the institution/institution.

School Self-Evaluation is an instrument for implementing the Education Quality Assurance System which is carried out by each education unit as an accelerator program in improving the quality of education management and services (Presidential Instruction of the Republic of Indonesia Number 1 of 2010) (Prayoga, 2020).

In quality assurance efforts, there are four principles for a quality assurance system: 1) the existence of a coordinating agency to create a quality assurance scheme (LPM); 2) submission of self-evaluation report/by the unit to be evaluated; 3) field assessment by the accreditation agency and 4) report to the public on the evaluation results.

According to Anshori (2010) self-assessment is defined as “monitoring of one's own levels of knowledge, performance, abilities, thinking, behavior and/or strategy”. Based on this, it shows that self-assessment is an activity to monitor the level of knowledge, skills, skills, behavior and or strategies carried out by a person in dealing with a given or performed task. The same thing is also found in Permendikbud No. 66 of 2013 where it is stated that self-assessment is an assessment technique by asking individuals to express their strengths and weaknesses in the context of achieving competence in terms of attitudes, knowledge and skills. Self-assessment makes individuals monitor and individually measure their own knowledge and understanding of certain concepts that have been studied or known. Explains that this assessment and analysis can be carried out by utilizing peer experts from outside the study program or higher education institution. From this understanding it is clearly stated the importance of objectivity as part of efforts in seeking the sustainability of a study program. So, to maintain objectivity, it is required to utilize peer experts outside the study program or even outside the relevant higher education institution. According to Anshori (2010) peer assessment as a response to the appearance of others in various forms, for example in written or spoken form. In fact, peer assessment is more than just providing a response. Peer assessment is an activity to make decisions on the work of study partners.

Conclusion and Recommendation

Conclusion

The conclusion of this research is quality Assurance Management (Quality Assurance) here at SMKN 2 and SMKN 3 Banjarbaru) has been going well enough to get better school quality.

Suggestion

Based on everything that is observed, it is known, then there are several suggestions as follows:

1. For schools that are the object of research to maintain and improve the internal quality assurance process in their institutions so that they can become Reference Schools for other schools, especially in South Kalimantan.
2. For school quality assurance actors to be able to innovate, be committed and continue to learn so that they can continue to make sustainable quality improvements.
3. For other researchers, this scientific work can be used as a reference and reference for research on internal quality assurance because this research seeks to maintain standardization in educational institutions, especially Vocational High Schools (SMK).

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