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The Influence of School-Based Management on the Quality of Education in Private Vocational High Schools and Its Impact on employment Competitiveness

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Abstract

Empirical studies and literature studies on school-based management have indeed been carried out by many researchers and academics before. However, most have not discussed the implementation of SBM specifically in terms of curriculum and learning processes. Based on this, this study intends to deepen knowledge about SBM, especially regarding influence on the quality of education in private vocational high schools and its impact on employment competitiveness. According to the findings of several previous research, the impact of implementing SBM has demonstrated positive results in several aspects of the school, including student attendance, academic achievement, and school management specifically in terms of curriculum and learning processes. as well as the effect of SBM on employment competitiveness show that there are six elements that help students become more competitive, including strong school-community ties, curriculum that adheres to industry standards, qualified teachers, modern facilities, and infrastructure that meet industry standards, availability of adequate funding for the vocational high schools program, and motivated and enthusiastic students. Additionally, there are five factors that prevent students from becoming more competitive at the vocational high school level. These factors include teachers' subpar abilities, a lack of government and industry collaboration, subpar facilities and infrastructure, minimal and restricted sources of funding for schools, and graduates who lack the skills and motivation to find employment. so that it can be concluded that SBM greatly influences the quality of educators and employment competitiveness.

Keywords: school-based management, quality of educators, employment competitiveness

1. Introduction

Based on data from the Central Statistics Agency of Indonesia, the open unemployment rate in Indonesia as of August 2022 was 5.86%, or 8.42 million people. The highest unemployment was among graduates of vocational high schools or also known as *Sekolah Menengah Kejuruan* (SMK) in Indonesian, reaching 9.42%; in second place were graduates of high schools, at 8.57%; then junior high schools, with 5.95%.(Rochadi, et al., 2022). These statistics findings demonstrate that the state of education in our country at the moment falls short of what society expects. The low quality of graduates, insufficient problem-solving, or a tendency to be patchy, even more project-oriented, are characteristics of this phenomena. As a result, the community is frequently let down by the outcomes of education. They keep raising concerns about how education fits into the dynamics of economic, political, social, and cultural life and how it relates to societal requirements (Grauwe, 2005).

Students attend school and choose a degree field with the hope of succeeding in the workforce. The abilities acquired through formal education could not be properly utilized when a person works in a position that is beneath their level of study (Salas-Velasco, 2021). Education happens horizontally when there is a mismatch between the field of study pursued and the work, as well as vertically when there is a mismatch between the level of education and job needs. Paying attention to the field of study studied is important because it allows for the analysis of different types of skills (Somers et al., 2019). The development of pupils' skills to perform particular sorts of employment is given priority in secondary vocational education. Building a skilled, employable, and competitive workforce is the main goal of vocational schools. Therefore, it is envisaged that education at the Vocational High School (SMK) level will contribute to the fulfillment of a trained and competent workforce in their sector (Pambudi & Harjanto, 2020). the Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System chapter II article 3

states that National Education functions to develop capabilities and shape national character and civilization in order to educate the nation's life.

Education not only provides general human capital, but certain fields of study also provide job-specific skills for the labor market (Boudarbat & Chernoff, 2010). The quality of graduates from educational institutions falls short of what is required by the labor market and development, both in the industries of banking, telecommunications, and other labor markets that have a tendency to put schools in jeopardy (Halik, et al., 2018). When regarded in terms of morals, morals, and national identity in the context of the nation's cultural variety, even the Human Resources (HR) that are produced via education as the future generation are not entirely satisfied.

Two reasons for this high unemployment rate are possible: either the competencies held by Vocational High School graduates are lower than those required by the business industry, or even the competencies taught in schools are not in line with the demands of business industry, or the absorption capacity of the Vocational High School graduates in the business industry is so small that they cannot accommodate all the Vocational High School graduates (Andriansyah & Kamalia, 2021). This is a significant challenge that the Indonesian government must meet in order to develop a skilled workforce that complies with the skills required by the workplace, in this case the business industry, whose relevance spans two dimensions, namely school and the workplace or society (Wirahadikusumah & Pribadi, 2011). One issue that is brought on by inadequate management of schooling or graduates who lack competence is the high unemployment rate. This has had a negative impact on the labor market, which is currently dominated by four industries: the maritime, agricultural, tourism, and creative economy. Some individuals become negative thinking about education as a result of this condition. Some people believe that since schools no longer guarantee good jobs, education is no longer able to give them vertical social mobility. Children's futures do not always get better because of school. One of the methods for achieving the development of children's personal excellence is to change the current paradigm of education to one that is quality-oriented (Saatcioglu, et al., 2011).

An effective strategic alternative to raise educational standards is education management. According to Solong, et al. (2020), the quality of education is influenced by a number of factors, including school management. The effectiveness of the curriculum, the numerous learning aids, the amount of class time, and the learning process will all be directly influenced and determined by school management (Triwiyanto & Juharyanto, 2017). Therefore, attempts to raise the quality of education must start with raising school administration, in addition to raising teacher caliber and creating learning resources.

The government's concern for social symptoms and efforts to raise the standard of education generally are reflected in the government's decision to allow schools a broad degree of educational autonomy. The giving of this liberty necessitates a more accommodating management style in schools in order to meet all preferences while effectively enabling diverse societal elements to support advancement and current systems in schools. It is within this framework that School-Based Management (SBM) emerges as an alternative to the new educational management paradigm being offered. In order to better the quality, effectiveness, and equity of education, as well as to take into account community demands and forge tight relationships between schools, communities, and the government, SBM is a concept that grants autonomy to schools in deciding on educational policy (Zaid, 2021).

Based on these conditions, a conceptual explanation of the problem of educated unemployment is urgently needed and is expected to be able to place the problem in its true proportions, especially regarding the function and position of the education system in relation to employment issues. Departing from the assumption that the increase in the unemployment rate is caused by the failure of the education system, it is necessary to have certain approaches in integrated education that synergize the relationship between the world of education and the industrial world where the success of the education system in Indonesia is able to improve the quality of industry and vice versa, the industry participates in development. competency-based vocational and vocational education, which will ultimately benefit the industry through the availability of a competent and work-ready workforce, thereby reducing production costs and risks as well as increasing industrial competitiveness.

2. Methodology

This study used a literature review methodology, identifying some relevant articles and then separating it depending on the quality and relevance of what was discovered. In order to have a deeper understanding of The Influence of School-Based Management on the Quality of Education in Private Vocational High Schools and Its Impact on Employment competitiveness in Indonesia, a narrative analysis using multiple pertinent and high-quality literature has been used. The three main elements of this study are as follows: introduction, which discusses the applicability of adopting SBM in the context of the quality of education in private vocational high schools, and impact on employment competitiveness. the second, the results, and the discussion, describe, and examine SBM implementation. Finally, we offer some conclusions and recommendations.

3. Result and Discussion

3.1 The concept and reality of school-based management of school quality

The development of the country depends on the quality of education. Schools consistently work together to improve education quality. This is because education involves constant progress, which takes time and effort. The educational process and educational results are two different ways that the quality of education can be evaluated. A quality educational process is when all components of education are involved in the educational process itself. factors in the education process, such as instructional methods, school recommendations, administrative assistance, infrastructure, and other resources, as well as the development of a supportive environment. However, when discussing educational outcomes, the term "quality of education" relates to schools' current performance (Priyambodo & Hasanah, 2021).

Various teacher training programs, the purchase of books and study aids, upgrades to other educational facilities, and improvements to school administration and management are just a few of the ways that efforts have been made to raise the quality of education (Usman, 2016). However, various indicators of the quality of education do not show significant changes,

Table 1. The lack of improvement in educational quality is the result of various reasons.

Autor	Factor
(Anwar, 2018) (Katuuk, 2014) (Madani, (2019) (Hidayat, et al., 2022) (Mariasari, 2013) (Tee Ng & Chan, 2008) (Fauzi & Amalina, 2022)	education is implemented and governed bureaucratically, making schools that give education are heavily dependent on rules, directives, and other bureaucratic decisions that sometimes do not correspond with the conditions of the local school.
(Mariasari, 2013) (Katuuk, 2014) (Newton, 2002) (Yulieana & Effendi, 2020)	The education development program focuses more on supplying educational inputs like teachers, curricula, educational facilities, books, and teaching aids, as well as other learning resources, with the underlying premise that if educational inputs are provided, improving the quality of education will follow naturally. This assumption turns out to be incorrect because input without a strong management procedure will not result in the desired output.
(Katuuk, 2014) (Firman & Tola, 2008)	Given the students' limited aptitude, there are too many areas of instructional information that they must master, making it impossible for them to fully master it.
(Newton, 2002) (Firman & Tola, 2008)	students' lack of enthusiasm in studying as a result of their own, their parents', and society's lack of motivation.
(Fauzi & Amalina, 2022) (Hoover-Dempsey, et al., 2002) (Walangadi & Butolo, 2022)	there has not been any community involvement in education implementation thus far, particularly from parents.

Based on table 1 above, the education quality has not improved due to a number of causes, including: First, education is implemented and governed bureaucratically, making schools that give education are heavily dependent on rules, directives, and other bureaucratic decisions that sometimes don't correspond with the conditions of the local school (Bandur, 2012; Hidayat, et al., 2022; Mariasari, 2013; Madani, 2019; Tee Ng & Chan, 2008; Katuuk, 2014). Schools consequently lose their autonomy, drive, and initiative to grow and expand their institutions, including raising educational standards. Second, the education development program focuses more on supplying educational inputs like teachers, curricula, educational facilities, books and teaching aids, as well as other learning resources, with the underlying premise that if educational inputs are provided, improving the quality of education will follow naturally. This assumption turns out to be incorrect because input without a strong management procedure won't result in the desired output (Newton, 2002; Yulieana & Effendi, 2020; Mariasari, 2013; Katuuk, 2014). While it is crucial to include a standard element in the delivery of education, doing so will not guarantee an increase in educational quality. Third, given the students' limited aptitude, there are too many areas of instructional information that they must master, making it impossible for them to fully master it (Katuuk, 2014). Fourth, students' lack of enthusiasm in studying as a result of their own, their parents', and society's lack of motivation (Newton, 2002; Firman & Tola, 2008). Fifth, there has not been any community involvement in education implementation thus far, particularly from parents. This has led to the perception that the administration of education is fully the responsibility of the government (Fauzi & Amalina, 2022).

The correct approach is required to solve the complexity of educational issues. It is envisaged that schools would be able to raise the standard of education through school-based management (Rini et al., 2020). In order to better the quality, effectiveness, and equity of education, as well as to satisfy the needs of the local community and build close cooperation between schools, the community, and the government, school-based management is a concept that grants autonomy to schools. In essence, school-based management will result in advancement in two related areas. Namely,

first the improvement of educational services and activities for community members, students, and parents of students. Second, the quality of the workplace for each organization's employee (Sutriadi, 2022).

Accoding to Epstein, et al., (2011) the adoption of school-based management the school's capacity to educate, teach, and prepare students to become qualified human resources will be known by parties other than the students. However, up until this point, the implementation of school-based management has not gone as planned. The productivity of school work to raise educational standards has not been able to produce the desired outcomes due to a lack of school-based administration. As a result, it is evident in students that their learning achievement does not correspond to their level of individual or classical learning completion. Therefore, it is desired that each school may implement school-based management so that what the school will accomplish can be reflected in the school program (Epstein, et al., 2011).

According to the findings of several previous research, the impact of implementing school-based management has demonstrated positive results in a number of aspects of the school, including student attendance, academic achievement, and school management specifically in terms of curriculum and learning processes (Amon & Anggal, 2021; Arar & Nasra, 2020; Ayeni & Ibukun, 2013; Ulfatin et al., 2022)

3.3 Impact of school-based management on employment competitiveness

The curriculum at vocational schools is made up of 40% theory and 60% practice, with different domains of competence divided into different majors. This curriculum is intended to produce graduates who are competent in their fields and are prepared to find employment following graduation. The government and the community assume that SMK can graduate students who can deliver high-quality work. This is as a result of assurances from institutions and the government that graduates of vocational high schools can compete in the workforce on a national and even international level. However. Based on data from the Central Statistics Agency of Indonesia, the open unemployment rate in Indonesia as of August 2022 was 5.86%, or 8.42 million people. The highest unemployment was among graduates of vocational high schools (SMK), reaching 9.42%; in second place were graduates of high schools, at 8.57%; then junior high schools, with 5.95%.(Rochadi, et al., 2022).

The effectiveness of implementing education can be determined by the standard of students' academic performance at school, the outcomes of competency exams, and the degree of relevance of graduates' integration into the sectors of work that are appropriate for their individual areas of expertise. Therefore, SMK needs to be integrated with local governments, business, and the community so they can constantly upgrade the quality of systems and learning materials that are updated in line with advancements.

Schools use a variety of management techniques to achieve quality of education and participant competency, hence enhancing the competitiveness of students enrolled in vocational programs. First is Teaching Factory Management (Islami et al., 2021; Rentzos et al., 2015; Wahjusaputri, 2021). Teaching Factory Management is carried out through a variety of learning activities in schools that use and put into practice integrated business industry standards, including a curriculum that is in line with business industry and the school's vision and mission, analysis of field conditions in accordance with business industry standards, and practicum funding.

The second is Partnership Management (Khurniawan, et al., 2020; Yoto et al., 2019) by employing management principles, such as selecting pertinent partner industries as partners, managing school resources with business industry and the community, Syncing the curriculum with business industry Establishing an MoU with business industry, preparing practical infrastructure and instructors in accordance with business industry competency standards, and realizing this collaboration all require explanation of objectives, forms, the timeline for carrying out the collaboration, and the duties and responsibilities of both parties.

The third is Integrated Quality Management (Irsyada et al., 2018; Wahyuni et al., 2017), consists of gathering information, formulating strategies, and implementing quality management programs by constantly involving committees, school members, and the community. It is carried out by the principal managing school resources to enhance the standard of the school using management principles, whose success is influenced by favorable collaboration between school members and the community.

Fourth Knowledge Management (Antikainen & Valkokari, 2016), is carried out by teachers and education personnel who create, store, share, and update knowledge to be used in classroom activities by storing knowledge in different hard file and soft file media. The fifth is Competitive Intelligence Management (Palilingan & Batmetan, 2019), is carried out by carefully examining the competitiveness of rivals to see what evaluations need to be made in order to remain competitive, and the last is Management of Experience Teaching Capability Training (Quesada et al., 2020) The government oversees teacher training to develop teaching abilities based on competency-based experience with national and international partner universities according to areas of expertise with various sets.

There are six supporting factors in implementing the quality of education and increasing the competence of students to increase the competitiveness of vocational students, namely quality school community relations (Eichhorst et al., 2015; Suroto & Hung, 2018; Nilsook et al., 2021; Quesada et al., 2020; Wahyuni et al., 2018; Yoto et al., 2019), Curriculum aligned with business industry (Islami, et al., 2021; Suroto & Hung, 2018; Yoto et al., 2019), Qualified teachers (Jariah, 2019; Quesada et al., 2020; Wahyuni et al., 2017), Up-to-date facilities and infrastructure with business industry standards (Suroto & Hung, 2018; Quesada et al., 2020; Wahyuni et al., 2017), Availability of sufficient funding for the SMK program (Quesada et al., 2020), and enthusiastic students (Islami, et al., 2021).

There are five factors inhibiting the achievement of the implementation of quality education and increasing the competence of students to increase the competitiveness of vocational students, namely the ability of teachers who are not optimal (Islami, et al., 2021; Suroto & Hung, 2018; Nilsook et al., 2021; Quesada et al., 2020; Wahyuni et al., 2018), Lack of cooperation with business industry and the Government (Feriyanto, 2018; Islami, et al., 2021; Suroto & Hung, 2018), Practical facilities and infrastructure that are not optimal (Feriyanto, 2018; Islami, et al., 2021; Quesada et al., 2020), School funding sources minimal and limited (Suroto & Hung, 2018; Quesada et al., 2020), Lack of competence and motivation to work for graduates (Feriyanto, 2018).

4. Conclusion

Based on a systematic review of several scientific articles and journals used in this study, it can be deduced that school-based management is an approach or endeavor to reform the educational system in order to realize effective education implementation through the provision of independent education by giving greater opportunity and authority to the school or stakeholders, in this case the principal, teachers, students, parents, and the community to manage and make decisions. School-based management in the context of Indonesian education is very important but insufficient if it is claimed to be a solution or answer to all the complex educational problems, but at least it can be a response to the rigidity and inflexibility of education management and finance in Indonesia at this time. Numerous challenges will unavoidably be encountered throughout implementation, particularly when attempts are made to alter the culture that has long been ingrained. Implementing school-based management frequently faces difficulties or roadblocks in the areas of managing curriculum and learning, managing students, managing educators and educational staff, managing facilities and infrastructure, managing finances, managing community relations, and managing school climate and environment. Even still, the difficulties or barriers that each school encounters when implementing school-based management policies undoubtedly differ depending on the circumstances, capacities, regional legislation, culture, and surrounding environmental factors. According to the findings of several previous research, the impact of implementing SBM has demonstrated positive results in several aspects of the school, including student attendance, academic achievement, and school management specifically in terms of curriculum and learning processes. as well as the effect of SBM on employment competitiveness show that there are six elements that help students become more competitive, including strong school-community ties, curriculum that adheres to industry standards, qualified teachers, modern facilities, and infrastructure that meet industry standards, availability of adequate funding for the SMK program, and motivated and enthusiastic students. Additionally, there are five factors that prevent students from becoming more competitive at the vocational high school level. These factors include teachers' subpar abilities, a lack of government and industry collaboration, subpar facilities and infrastructure, minimal and restricted sources of funding for schools, and graduates who lack the skills and motivation to find employment.

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