

Management of Quality Development of Vocational High School Accredited “A” In Improving Competitive Advantages in Jambi Province

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Abstract. *The problem studied in this dissertation is why the implementation of quality development management can make the accredited 'A' VHS to be a good academic and non academic achievement to excel in Jambi society. The objectives of this research are to: (1) find the innovation profile in the implementation of quality development management of private Vocational High School to increase the competitive advantage in Jambi Province. (2) The factors of successful implementation of quality development management in private Vocational School increased the competitive advantage in Jambi Province. (3) The contribution of quality development to achievement in private vocational high schools in increasing the competitive advantage in Jambi Province. This research uses qualitative approach, where data collection technique is done through observation, interview, and documentation, and for testing data credibility is done triangulation with case study of VHS Yadika Jambi City, VHS Attaufiq Jambi City and VHS Dharma Bhakti 4 Jambi City. The results of this study indicate that the three VHS shows the implementation of quality development management in accordance with the demands of innovation so that they are able to compete, even superior to the existing SMK Negeri in Jambi Province and demand by the community due to the commitment and high discipline of all existing resources In VHS all runs the task of building a quality school, support from foundations, high commitment to always provide the best service, always make changes towards continuous improvement, activate various extracurricular activities, build relationships and make MOU with business world And the industrial world, providing something different that does not exist in other VHS, the look of a grand building, as well as the ever-expanding management towards high quality and robust human resources support. In conclusion the implementation of quality development management in accordance with the demand for innovation in the accredited VHS "A" has been able to make the school quality and achievement so as to increase the competitive advantage in Jambi province.*

Keyword: *Development of quality, Private Vocational High School, superior to compete*

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I. Introduction

Development in management is an effort to increase knowledge and skills so as to meet the demands of the organization in the face of development and competition. (Daryanto: 2013: 84) [4]. Quality is everything that determines customer satisfaction and change effort toward continuous improvement. Which basically refers to a number of product features, whether direct or attractive, as well as attractive features that satisfy the customer's wishes and thereby satisfy the use of the product, the quality consisting of everything that is free from deficiencies or damage. (Vincent Gaspersz: 2001: 5) [18].

Accreditation is a feasibility assessment activity of the program and / or educational unit based on predetermined criteria (Law Number 20 Year 2003 regarding Sisdiknas, Article 1 paragraph 22). School / madrasah accreditation is a comprehensive assessment process of the feasibility of the unit or educational program, whose results are realized in the form of recognition and feasibility ratings issued by an independent and professional institution. (Fatkhuri: 2016: 5) [6].

Vocational High School (VHS) is very necessary to improve the quality of education as a foundation for students to pursue education to higher education and the needs of the world of work. One of the efforts to improve the quality and relevance of secondary education is to raise the national standard of quality gradually so that these vocational secondary education graduates can compete with secondary education graduates in other countries. Then approach the business world and the industrial world to collaborate with these vocational high

schools in developing planning, development of subject matter, implementation of activities, and assessment of teaching programs.

In jambi province there are many private SMK that they should prioritize the quality of education. However, from the data obtained from the National Accreditation Board of schools / madrasah (BAN-S / M), the Jambi Provincial Accreditation Board shows that not all private VHS in Jambi province have received good accreditation value, as shown in the following table:

Table 1. State of Accreditation Value of Private SMK in Jambi Province 2016/2017

No	Number of Private Vocational Schools	Accreditation Value	Percentage
1	4 VHS	A	16%
2.	15 VHS	B	60%
3.	6 VHS	C	24%

Source: processed from documents obtained from diknas Jambi Province 2017

Based on the above background researchers want to reveal how quality school management that is accredited "A". In this case the researcher wanted to reveal how the implementation of quality development management that is in the accredited private SMK "A". In accordance with the data obtained from the Education Office of Jambi Province, there are only 4 private VHS accredited "A" namely: VHS Unggul Sakti, VHS attaufiq, VHS Dharma bhakti 4, and VHS Yadika.

Of the four VHS that is the location of research only 3 schools because the Vocational High School S Sakti not willing to be studied. So the location of this research is VHS Yadika with accreditation value 95, VHS Attaufiq with accreditation value 90, and VHS Dharma Bhakti 4 with accreditation value 86. With consideration of accreditation value "A" indicates that VHS has a high quality , And has the characteristics of excellent schools or effective schools that can compete in Jambi society.

The three research sites mentioned above will be examined in terms of quality development that they do seen from the standard of education quality. In this case researchers want to see how they manage the schools so they can excel by obtaining accreditation "A" with a very high value so they can compete in Jambi province. Of the three VHS it is seen that each of them shows excellence and has its own characteristics. Researchers want to uncover whether their superiority begins with the clever they manage it, and whether the value of 'A' accreditation they earn is the result of quality management by applying quality development management or just plain they polish it so that they get that value, or because it interferes Foundations that make them obtain the value of accreditation 'A' as one indicator of the importance of an educational institution. Researchers want to reveal how they implement quality development management so that they are superior and able to compete in Jambi Province.

The problem of this research is the application of education management, in education is demanded a new innovation which is divided into three parts namely planning, implementation (implementation) and evaluation. However, the researcher only focuses on implementation, so the researcher just wants to see how the elements of innovation that exist in the implementation are related to the quality development management in the accredited 'A' VHS. In the sense that researchers are encouraged to see further how the elements of innovation in quality development management can be implemented by the headmaster of VHS who is accredited 'A' so that this school shows the achievements achieved while other SMK has not. On the success of innovation implementation in quality development management in three VHS this becomes a problem to be found various reasons why the implementation of quality development management can make A-accredited VHS to be a good academic and non academic achievement to excel compete in Jambi society.

II. Literature Review

a. The Concept of Quality Development Management

Development (development) has a broader scope in an effort to improve and enhance knowledge, abilities, attitudes and personality traits. So in other words development is more emphasized on improving the ability to do work in the future, which is done through an integrated approach with other activities to change work behavior. (Danang Sunyoto: 2013: 145) [3]. According to Sallis (1993: 107) [12] in Rohiat affirms, "Quality does not just happen. It must be planned for quality needs to be approached systematically using a rigorous strategic planning process. Strategic planning is one of the major planks to TQM. Without clear long-trem direction the institution can not plan for quality improve ". (Rohiat: 2012: 52) [11]

In essence a quality organization is an organization that always consistently oriented to the goals and objectives, so that optimally can provide services to customers. The characteristics of a quality organization are as follows:

- a) Focus on the customer.
- b) Focusing on efforts to prevent problems.
- c) Investments in humans.

- d) Have a strategy to achieve quality.
- e) Treat complaints as feedback to improve.
- f) Make policy in planning to achieve quality.
- g) Strives for an improvement process involving everyone.
- h) Establish qualified facilitators to lead the improvement process.
- i) Encourage people who are perceived as having creativity and are capable of creating quality.
- j) Describe each person's roles and responsibilities.
- k) Have a clear evaluation strategy.
- l) Sees quality as a way to improve service satisfaction.
- m) Have a long-term plan.
- n) Sees quality as part of the culture.
- o) Improve quality as a must strategy based on a particular mission of the organization. (Veithzal: 2013: 256) [17]

he quality improvement program should involve all persons working in an institution. Principals, teachers, and staff are responsible for their role in delivering quality services. Strengthening staff commitments and utilizing them is a key aspect of TQM. The quality system should be a vehicle to assist staff in solving their problems, with no intention of controlling them. The important thing to remember is that staff are the ones producing the quality. Therefore, their achievements need to be considered and considered. Educators must educate should remember that the message quality is basically very simple. Quality is about doing the usual things in a great way. (Edward Sallis: 2012: 263) [5].

Quality schools are not for schools, but for students and the community. Any rupiah or personnel issued by the community in the framework of educational and learning activities should not be interpreted as the price of a school, but the price of the quality of the process and the educational product or the desired learning. Here is the essence that schools should have a minimum service quality standard (MSQS), particularly in relation to the following:

- a) SMLM principals' performance relating to the implementation of leadership and administration duties. Administrative tasks include academic, personnel, infrastructure and facilities, finance, community relations, student services, special services, relationships with committees, and institutional development.
- b) SMLM ethos and teacher performance related to work discipline, learning process and evaluation, teaching achievement, giving feedback to students for academic and non-academic interest, counseling guidance service to students, professional development activities, class administration, and other nonacademic tasks .
- c) SMLM administrative performance related to archiving, typing, duplication, financial management, mail delivery, and other relief services.
- d) SMLM community participation on children education, especially in the field of financing, education of children at home, monitoring children's learning, giving input for the good and improvement of school performance, and others.
- e) SMLM the carrying capacity of learning, such as learning aids, laboratory tools, libraries, books, school environment, and others.
- f) The SMLM of the students' learning ethos, related to the general discipline of the school, the discipline of learning, the personal order of the students, the participatory activities, the extracurricular programs, and so on.
- g) SMLM learning achievement of students, especially curricular and extracurricular learning achievements, including preastation for competition or competition programs. (Sudarwan Danim: 2012: 77) [13].

Eligibility of the program and / or educational unit refers to the SNP. SNP is a minimal criterion of the education system throughout the jurisdiction of the Unitary State of the Republic of Indonesia. Therefore, the SNP should be used as a reference to map the full profile of school quality. In Article 2, paragraph 1, the scope of the SNP includes: (1) the content standard; (2) process standards; (3) the competency standards of graduates; (4) standards of educators and education personnel; (5) standard of facilities and infrastructure; (6) management standards; (7) standard of financing; And (8) educational assessment standards. Accreditation activities are expected to be a driving force and can create a conducive atmosphere for the development of education and provide guidance to ensure continuous quality of schools / madrasah, and continue to achieve the expected quality.

a. Competitive Advantages

Competitive advantage is the competitive environment in an organization that wants to be successful must be more patient. (Naceur Jabnoun: 2008: 136) [8]. In accordance with the word of God in the letter of Ali-Imran verse 200:

Meaning: O ye who believe, be patient and strengthen your patience and keep on alert (on the borders of your land) and fear Allah, lest you be lucky. (Q.S Ali-Imran: 200). (Anonymous: 2008: 121) [1]

TQM in education is basically a management approach that focuses on quality aspects by creating a culture of quality, prioritizing customer satisfaction, improving processes in a sustainable manner, and involving each member in order to face global competition and the existence of educational organizations in the future. As knowledge of labor becomes increasingly important as a source of competitive advantage, the capacity to learn becomes more and more important to the organization. Adaptation to the environment and continuous improvement can be facilitated by creating learning organizations. A leader can enhance learning and innovation within the organization by encouraging experimentation, reflection, knowledge entry, information sharing, knowledge dissemination, system thinking, and mental model improvement. (Gary Yukl: 2015: 360) [7]

Innovation is excellence. By innovation we create new features in a new form. (Suryana: 2014: 35) [14] Innovation means daring to create a change from the non-existent, daring to bring a change of habit from the unfamiliar, dare to do something from that has never been done. (King Bambang Sutikno: 2010: 423) [9]

A superior educational organization will be able to compete for excellence over similar organizations in the region as well as in the areas where the educational organization is located. The superior category educational organization seems to be that its entire team works hard, is moral, takes on a continuous process and is developed in the educational process, especially in schools. Because the process of education in schools has a very important role to provide the foundations for the development of superior human, moral, and hardworking characters provide the basis for the development of academic skills and life skills. The students in the superior category education units and achieve superior mastery of science and skills in the field of study or subjects he studied. (Syaiful Sagala: 2013: 245) [15].

III. Research Metode

This research uses qualitative design with naturalistic approach (naturalistic inquiry). This approach is chosen to obtain a complete, natural, and comprehensive portrait of research settings. It is said with a naturalistic approach because the field situation is natural or natural, what it is, and not manipulated. The most enduring qualitative research tradition is a commitment to participate rationally in the demands of beneficial social change and the dynamism of the intellectual community that guarantees the future. (Norman K. Denzin: 2009: 82) [9]. Qualitative research departs from the assumption of social reality that is unique, complex, and double. This means that qualitative research is the right approach to reveal phenomena in private school environments. Especially in private vocational schools.

In qualitative research can be studied and explored and understood human experiences or groups such as beliefs, suffering, pain, frustration, beauty, hope, and ideals that have been formed and experienced by humans as real life in daily life against a number of respondents Required, documents, and observations or observations to obtain important information about research data based on the perceptions and experiences of interlinked respondents consisting of elements of school principals, vice principals, heads of departments, teachers, and students at private accreditation vocational schools A "The. Research subject is a reliable information source to get data either through observation, interview, documentation.

As revealed by Burhan Bungin, that research information in qualitative research, related to how the steps taken by researchers to data or information can be obtained. Therefore, in this discussion the important thing is that researchers "determine" informants and how researchers "get" informants. (Burhan Bungin: 2009: 107) [2].

After determining the setting of the research, subsequently determined the subject of research with purposive sampling technique. This purposive sampling strategy is then determined by the principal as a key informant, with the consideration that the principal has a lot of information related to the process of implementation of quality management. Through purposive strategic informant sampling, a number of informants / participants consisted of 1 vice principal for curriculum (1 waka kurikulum), 1 head of department, 1 teacher of each department, 1 administrative staff and 4 students Students of each majors. The selection of informants is based on the consideration that they have some information related to this research. It is also based on the consideration that in qualitative research unknown terms of representation.

Sources of data in this study, is information obtained through observation, interviews, and documentation, whether structured or not, documentation, visual materials, as well as record and record information in VHS. This is because the accuracy of choosing and determining the type The data source will determine the accuracy and richness of data or information obtained. Data will not be obtained without a data source. (Sutopo: 2012: 49) [16].

Researchers focus on obtaining information (listening, seeing, asking, processing, summarizing, etc.) from the main data sources, namely: observation, interview, and documentation as follows: 1) interview with informants in VHS by preparing question materials based on indicators- Theoretical study indicator. 2) Non-

participant observation by observing the events and phenomena happening during the learning process, and 3) Documents obtained in VHS in the form of reports, notes and archives. The source from which the researcher data obtained matches the problem under study. So the main source of data comes from interviews mendalaam, non-participant observation, and documentation. The subjects or informants that are determined are the leaders of VHS, teachers, education personnel and stakeholders.

Techniques or strategies of data collection using observation approach, interview, and documentation by way of: On Observation researchers collect field data by acting as outsider (outsider) first, then began to enter the research setting as insider (insider). In the interview the researcher undertakes unstructured and open-ended interviews, while keeping track of the important points. Whereas in the documentation the researcher did 1) documented the diary during the study 2) looked at or requested participants' diaries, 3) analyzed the available documents, 4) requested photos, sound recording images and so on.

The data obtained from the observation and interviews still need supporting data in the form of documented data which include: number of students, number of teachers, number of staff, number of facilities and infrastructure, etc. How to get the data is through hard copy or soft copy. The results of the data from the documentation are matched with observations and interviews.

Stages in this study started from the preparation of research which is the first step in research conducted and in the preparation of research is a preliminary study. Up to the last stage of this research is the conclusion of the research results and the writing of the report.

IV. Result And Discussion

1. How is the concept of innovative quality management development planning implemented in private vocational high schools in increasing competitive advantage in Jambi Province "?
 - a) The existence of private high school commitments to show differences with state vocational high schools.
 - b) The existence of Religion payload given in Private Vocational High School.
2. How are the success factors of implementation of quality development management that can improve competitive advantage in VHS Yadika, At-Taufiq and Dharma Bhakti 4?

Each VHS has its own factor to show its success: in VHS Yadika Jambi The principal mentions the term "To Gether Management". With the understanding that everything in this school is done together, with the division of tasks in each according to the decree that has been determined. The planning process undertaken at SMK Yadika Jambi is to start with the work program and School Budget Admission Plan (RAPBS) prepared as a guideline for the implementation of activities in the management and development of SMK. Activities aimed at improving the quality of this school. Among these activities are: Improving the quality of curriculum, increasing the Academic Value, Improving achievement, Improving the quality of educators and education, Improving the quality of graduates, Improving the quality of facilities, Increased financial receipts, Improved PSB, Improvement of environmental management.

While in VHS Attaufiq the success factors are: very dependent on the foundation ". All policies run at Attaufiq's vocational school are doing what the foundation says. The headmaster's position and all his subordinates are just symbols. The truth that gives the full policy is the foundation. The foundation strongly monopolizes the policies undertaken in this Attaufiq vocational school. There is no single decision made by the headmaster without prior coordination with the foundation. Additional or characteristic that exist in SMK Orfiq the most is tahfizul Qur'an. From the beginning of the admission of new students it appears that students who enroll into Attaufiq vocational are those who want to add Koran memorization. Then when asked how the quality of out put from SMK Attaufiq headmaster replied: "we are here always prioritize honesty, we never engineer the value of students, we follow all the correct learning procedures, we never give assistance to students when UN is implemented, because when Acceptance of new students, who can enter the SMK At-Taufiq is a prospective student who really qualified, we only accept students who already memorized juz 30, meaning here is very much considered memorize Tahfiz children.

While SMK Dharma Bhakti 4 management process that occurs in this school is "simple management". The principal always functions the vice principal, the head of the department, and the people around him. All the problems that occur principals never work alone, but always involve subordinates, and always form a team work. So if there is a clear problem level of settlement, which stage will be fixed. Always solve the problem according to the tupoksi of each part.

3. How is the contribution of quality development management to the achievements achieved in VHS Yadika,At-Taufiq and Dharma Bhakti 4 in increasing competitive advantage in Jambi Province?

In VHS Yadika In the implementation of the learning process seen that in SMK Yadika Jambi always run in an orderly manner. From the results of the observation can be concluded that the learning process is carried out very disciplined. All teachers teach according to their competence. Teachers implement learning always prepare learning tools. The vice chairman of the curriculum field is very disciplined reminding teachers

to prepare RPP every time teaching. The results of observation in teaching and learning process seen that the implementation of learning took place very effective, calm, and all instructional instructions made neatly. Students study in air-conditioned rooms, learning by using In Focus. The teacher explains the material through In focus. Then each student holds a computer unit. Students learn to wear practice clothes according to their majors. When conducting an evaluation of the teaching and learning process, the teacher is obliged to make the grid problem first before making the problem to be tested to the students. After making a grid about a new teacher make a problem to be tested to students. The number of tested questions is the same as the number of lattice problems as described above. Teacher-created questions should be verified first by the vice principal of the curriculum field and known by the new principal tested to the students.

The results of comprehensive observation in SMK Yadika Jambi can be concluded that the success factor that they get is consists of several elements. To realize the vision and mission of SMK Yadika Jambi, there are several critical success factors:

- a) Curriculum / learning. The availability of curriculum, lesson plans, and implementation of competency-based KBM and refers to the implementation of the four learning pillars (learning to know, learning to do, learning to be, and learning to life together) and creativity and innovation.
- b) Organization and management. The existence of effective organizational structure and management and efficient and bureaucratic and supported by a reliable management information system.
- c) Facilities and infrastructure. Availability of facilities and infrastructure (facilities) in accordance with the needs of training programs and development of production units.
- d) Manpower. The availability of professional human resources (educational staff and educators) with a high commitment.
- e) Financing. The availability of funding support in accordance with the kebuturhan program.
- f) Learners / students. The existence of learners who have the attitude and behavior, knowledge, and skills that fit the needs of the business world / industry.
- g) Community participation. The existence of the community, DU / DI which always play a role, participate in the development and improvement of quality.
- h) School environment / culture. The existence of an ASRI school environment that considers the harmony of environmental components (Abiotik, Biotik, and Kultural).

Other supporting factors found from the observation in SMK Yadika Jambi is the creation of values that must be guided and used as a reference in acting and behaving in this vocational school. The values are as follows: Togetherness, Transparency, Responsibility, Mutual trust, Mutual respect, Discipline, Creativity and Innovation, Excellent service.

As in VHS Attaufiq At the meeting with this foundation will be discussed all the problems that occurred a week ago. If there is a problem in any unit, it will be solved together. Each unit will address the problems that occur in each unit. After all the units convey the problem, then the foundation menaggapi, and provide solutions. SMK Attaufiq provides an additional program to its students with full discipline and neatly arranged. The implementation of PSG as usual in a vocational school is carried out in Attaufiq with a full management of regularity, as seen in Attaufiq's On The Job Learning (Ojl) program. Besides OJL there are some additional programs at VHS Attaufiq namely: Parents-Teachers Meeting, Caring Days, Book Swap (sharing books, sharing knowledge), Field Trip, ITC (Interest and Talent Center), Congregational Prayer, Makan Berjajah It's a sunnah , Fiqhunnisaa, Shodaqoh Jum'at, Barbe -Q (Used goods with quality), Tasyrik Days.

Finally, VHS Dharma Bhakti 4 Jambi City is every fresh teacher's year given refresher by giving training for 3 full days. Begin by dividing tasks, setting hours and so on. Bring in sources from the Provincial supervisor. During this training all teachers have to prepare all the teaching tools. Starting from making syllabus, annual program, semester program, menhanalisis SK and KD, and make RPP. In this vocational school there is a book agenda controlling the implementation of teaching and learning process. This agenda should be filled by the teacher every day each time in the classroom to teach. Once filled wajiib submitted to the deputy head of curriculum. If a teacher does not fill the agenda and does not submit to the curriculum, then the teacher is considered absent and the honor will also be deducted. Since the enactment of this classroom activity agenda, teachers rarely abandoned duties for fear of not being able to fill this agenda which will result in a wage cut. In addition, it is in SMK Dharma Bhakti 4 is CCTV that always control the work of teachers in the classroom. Such supervision is very effective to discipline the implementation of teaching and learning process in VHS Dharma Bhakti 4.

V. Conclusion

An accredited 'A' Vocational High School A quality management development in the improvement of competitive advantage in Jambi Province is conducted on three VHS namely VHS Yadika Jambi, VHS Attaufiq Jambi, and VHS Dharma Bhakti 4 Jambi. And the results of research that can be concluded are:

The concept of innovation that makes private vocational high schools excel in the community is the innovation of quality development planning in different services with public vocational high schools such as commitment of all resources in private schools to always give the best to its stakeholders, high discipline in All activities, as well as the unique circumstances found in private vocational schools not available in public vocational high schools. VHS Yadika, At-taufiq and Dharma Bhakti 4 have demonstrated excellence with the accreditation value of 'A' and made new breakthroughs in education management, from planning, executing, to management models showing elements that are closely related to fulfillment The academic needs of students, in order to gain special attention from the community and become the choice for the community.

Success factors from the implementation of existing quality management development at VHS have been seen well. Good programs in this VHS shows its superiority. This shows that the strength as a private institution is determined from the policy of its leader to create a quality program. Solidarity Responsible work teams become the initial strength in creating a quality work program to continue to gain public trust. Accreditation both as a quality assurance process and institutionally gained the trust and recognition of the community. Accreditation results have become a reference for the community in assessing the quality of education services. Quality accreditation shows a quality education.

The contribution of quality development management to achievement has been clearly seen, where the implementation of education conducted in private institutions, especially vocational schools is very good and discipline, carried out with full responsibility. The learning process begins with a complete learning tool. The management of every activity in the school shows the outstanding performance of all the citizens of the school. Existing resources work in accordance with their respective competencies, clear and regular division of tasks make quality work. And every time always shows improvement in everything to give innovation as a sign of being given a sense of urgency. Achievements obtained in VHS is very much both academic and non academic achievement. They do everything in accordance with the quality standards of education consisting of standards of Content, process standards, graduate competency standards, educator standards and education personnel, equipment and infrastructure standards, management standards, financing standards and educational assessment standards that all those standards have been met . All activities in the school are evaluated by the leader and reported to the foundation. Reports are submitted in a transparent manner and have documentary evidence that can be seen by all school residents and interested communities.

VI. Recommendation

In line with the details of the problems and benefits of this research for the development of science, the following recommendations are as follows:

1. The quality development management applied in the accredited "A" VHS should be a model for other VHS that have not been accredited "A" in order to model the way in which private institutions are always guided by the quality standards of education and have a high responsibility to do Continuous improvement. The commitment to give the best to customers from all the resources that exist in schools with private status is expected to be able to carry out all the duties and obligations to remain superior in the community.
2. The superiority of a school is determined by various aspects, qualified and responsible leadership, management based on applicable standards, reliable human resources and a quality assurance system that is always applied in everyday execution, all of which is always carried on with discipline.
3. Private schools can excel and be able to compete in society if they have TQE (Total Quality Education) in the sense of always running all activities in accordance with quality standards and must dare to show one characteristic that is not owned by other schools. Coupled with the appearance of a good building and good facilities and infrastructure to be a special attraction for the community sense of kinship and application of Islamic values greatly give a tremendous influence on all school citizens in particular, and society users in general.

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