

# A COMPLIANCE STRATEGY OF NATIONAL STANDARDS FOR EDUCATION IN STATE VOCATIONAL HIGH SCHOOL (SMKN 2 KISARAN)

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## *Abstract*

The purpose of this research is to know: 1) The fulfillment of national standards of education in SMK Negeri 2 of Asahan District; 2) The principals' strategies in the effort to meet national education standards in SMK Negeri 2 of Asahan Regency range; and 3) constraints encountered in the effort to meet the national standards of education in SMK Negeri 2 of Asahan Regency range. Research this thesis uses a qualitative approach with a descriptive method. Collection techniques using interview techniques, observations and study of acceptable while to strengthen the validity of data findings and authenticity of research, then the researcher refers to the use of standard data validity consists of credibility, transferability, dependability and confirmability. The results of this research are: 1) The fulfillment of national standards of education in SMK Negeri 2 of Asahan Regency as a whole is well-fulfilled, it is evidenced by the achievement of a very good accreditation level (A) of 7 (seven) programs Expertise managed by SMK Negeri 2 range; 2) The strategy of the school principal in the effort to meet the national education standards in SMK Negeri 2 The range is a delegation of authority to the subordinate based on its principal considerations, implementing supervision, monitoring, evaluation and optimizing School-owned resources; and 3) Factors that also affect the fulfillment of SNP in SMK Negeri 2 range is a commitment and solidarity, loyalty with leadership, engagement in decision making.

**Keyword:** *Strategies, Perception, Education Standards*

## INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that learners actively develop their potential to have spiritual, religious, self-control, personality, intelligence, and skills required, society, nation, and state.

The burden of change that leads to an update and the actualization of resources is a challenge awaiting education that must do much. Various steps of improvement have been made in order to improve education services to the quality education, among others through various training

and the improvement of competency of educational personnel, procurement of books and learning tools, improvement infrastructure education and quality improvement of school management. However, various quality indicators have not shown significant and equitable improvement, especially in areas, still indicating a condition of concern. Implementation of the policy in the field, of course requires the commitment and hard work of the school manager and all stakeholders. In this regard by not ignoring other factors, the headmaster has a strategic role. It can motivate, guide and accompany teachers to work on improving their status and making quality improvements sustainably. In addition, the research results of Triwiyanto (2013:166) concluded that the national standards of education were made as a foundation to determine activities and improvements to the program to achieve educational objectives.

In general, the success of the headmaster in carrying out their duties and functions can be sought through various means, among others: improving the staff professionally, improving the quality of teachers, arranging and improving school programs, To maintain relationships with an intimate and unified society, and to prepare and manage the necessary facilities, manage procurement, utilization and financial reporting of schools.

To improve educators ' competence is required prerequisite educators and educational services are adequate from school policy forgiveness. The results of Supriyadi's research (2011:47-56) also found that implementing prerequisite policies for improving educators ' competence in schools is very important because educators are the spearhead of school education.

The one of the school subsystems that meets educational standards is learners. Learners as a school input of excellence have to meet a range of predefined criteria that includes various aspects of both cognitive, affective and psychomotor. Srtategi applied to the school principal in relation to the student recruitment policy as inputs will affect the process and output to be generated. Often still encountered in the field, the recruitment of students as input in the school has not been fully oriented on various aspects comprehensively but more referring to the cognitive aspects and the high achievement/academic value achieved. The consequently, the school outputs are not as expected. Other subsystems in fulfilling national education standards are educators/teachers. Teachers as education executor play a major role in determining the process of learning to teach in particular and generally the education process. The

principal strategy in this case can be done through the establishment of teacher recruitment criteria as well as through Preservice and inservice for the teacher. This avoids the lack of professional teachers who will eventually result in a less learning process that can achieve optimal results. Therefore, the school principal's policies and strategies in this regard are decisive. The results of Subroto's research (2011) stated that educators' competence empowerment is influential in the performance of educators and education quality. This means that the service will be good if it is backed by a competent educator and educational force.

Another important subsystem also that needs attention and fulfillment of national education standards is the curriculum. The curriculum is an educational program that is planned and is designed to achieve the objectives of the education that has been specified. Nasution (2012) mentions that each curriculum reflects the wishes, ideals, demands, and needs of society. Schools established by and for the community, it is reasonably educational to pay attention and respond to voices in the community. The principal's strategy with respect to the curriculum and development will affect the achievement of the education program. Principals are also required to have a management strategy in the form of adequate frameworks in the management of the school.

This is as said by Terry (1996:1) that management is a process or framework, involving the guidance or influence of a group of people toward organizational objectives or real intent. In relation to this, the principal can implement appropriate management, among others can be done through school based management (SBM). Where through SBM, the principal has full authority over the management of the school. The fulfillment of national standards of education is also determined by the headmaster's ability to empower all school citizens and communities to participate actively in the management of education. In the end, various principal strategies as outlined above, will not fully guarantee the implementation of the national standards of education and the efforts to improve the quality of the school that led without adequate facilities and infrastructures and the active participation of the community, especially parents of students.

The facilities have an important role in teaching and learning process in particular and generally in education process. Rusyan, DKK (1992:21) states that in the process of learning to teach there are main components in the form of instrumental inputs that demonstrate the qualifications and completeness of facilities and infrastructures needed to

be able to take part in teaching and learning process as facilitative factors. The phenomenon in the field is still found there is a facility and facilities that are not fully adequate as well as education standards. Therefore, the school principal's strategy in the form of concrete measures in the fulfillment of quality through the fulfillment of national standards of education and quantity of facilities and infrastructure/education facility must be more optimized.

The school's strategy to increase community participation, especially parents in school education is an integral part of the overall principal's strategy in fulfilling Education standards. This active participation is especially in the participation of parents in solving various problems in school education. Mudjiarto (2002:24) states that a phenomenon that develops in schools, many relationships between parents and schools is very concern. The rarely do parents attend a school invitation, both in the official event and a student's advisory event, and often the presence is represented in others. The various phenomena and problems above, demanding the presence of expertise of the school principal in empowering all potential in the implementation of schools through real strategies are planned, effective and efficient so that the fulfillment of standards The education and quality improvement of the school will be achieved optimally according to the objectives.

The State Vocational High School 2 Kisaran (SMKN 2 Kisaran) is one of the vocational schools in Asahan district based on the results of early observation conducted by researchers is SMKN 2 Kisaran which has fulfilled expectations above. SMKN 2 The range is a school that has sufficiency in terms of facilities and infrastructure. Not only that in the operation of the school is also supported by a very good teacher, which is set in two strata and has conformity with all the expertise programs that are in the schools. Another virtue of the school is also shown to be A very good accreditation (A) of the seven skills programs that have been raised by the school as well as achievements gained and support of stakeholders.

Based on the explanation, the problem that will be studied in this research is formulated as follows; How to fulfill national education standards in SMKN 2 Kisaran? What are the constraints experienced in the efforts to meet national education standards in SMKN2 Kisaran ?

## **LITERATURE REVIEW**

The word "strategy" comes from the Greek word *strategos* formed from the *stratos*, meaning military (Grant, 1997:11). Lawrence R. Jauch and

William F. Glueck stated that strategy is a unified, thorough and integrated plan that associates the excellence of corporate strategy with environmental challenges and designed to ensure that the main objectives company can be achieved through proper implementation by the company. In the English Dictionary, the strategy is a careful plan of achieving a specific goal (Alwi, 2005:1092). There is also a strategy objective, which is the target to be achieved in order to position and competitiveness of the business stronger.

The headmaster as a manager is also expected to make changes in a better direction that is a change in the work culture of an organization. A change in the low working culture is expected to be changed with a productive culture because of the influence of superiority leadership that is more focused on the autonomy or independence of members. The leader did would directly influence the culture in the organization he led (Asri Laksmi Riani, 2011:17).

The supervision is a professional activity conducted by school supervisors in order to assist the principal, teachers and other education professionals to improve the quality and effectiveness of the implementation of education and learning. Nur Abadi (2012:6) concluded that supervision is a surveillance activity with guidance and coaching that is carried out by someone who has more ability to help serve the education workforce in improving their skills The professionalism of teachers to be more capable in carrying out tasks.

According to Sahertian (2000:19) suggests that supervision is the effort to provide services to teachers both in groups and individuals in improving teaching. According to Purwanto (2005:28), the supervision is a coaching activity that is planned to help teachers and school officers to do their work effectively. Lazaruth (1988:33), suggests that supervision is the procedures of giving direction to and providing critical evaluations of the instructional process, that is, supervision is a procedure that aims to provide direction and to conduct a critical assessment of the teaching process. Adam and Dicky (1953:5), supervision is a service particularly concerned with instruction and its improvement. It is directly concerned with teaching and learning and with the faktors included in and related to these proces-teachers, pupils curriculum, material of instruction, sociophysical environment of the situation, it means supervision is a key service related to improved learning.

Besides, there is a financial goal, namely the target that is determined by the management of financial performance (Reksohadiprojo,

2003:2). According to Robert M. Grant There are three important roles in management strategies namely: Strategies as supporters for decision making, strategy as a means of coordination and communication, and strategy as a target strategy concept will be combined with Mission and vision to determine where the company will be in the future (Grant, 1997:23). In principle, the strategy can be grouped by three types of strategies, management strategy, investment strategy, and business strategy. The management strategy includes strategies that management can do with the orientation of macro strategy development. Investment strategy is an investment-oriented activity. The business strategy oriented to the functions of management activities (Rangkuti,2008:7).

The opinions and definitions of the above strategy it can be understood that a strategy is an important step that a person or leader needs to be able to achieve in order to obtain success or profit. Both Materically and Moryl. According to Kotler (1984:470) that the success or failure of the objectives is determined by the chosen strategy. This indicates that the strategy is part of the planning. Therefore organizations that develop strategic management systems can have greater possibilities in achieving success than those who do not.

The school principal's strategy in improving school quality is certainly triggered by an increasingly uplifting challenge to provide optimal results by empowering resources that are optimally owned so that it can be achieved a satisfaction especially from the customers or users of the education service itself. In order to achieve the managed educational objectives, the school principal is also required to have adequate strategies in the quality acceleration program of the school and it is not separated from effective leadership patterns. According to Made Pidarta (1988:175) that effective leadership always utilizes cooperation with various parties to achieve the goals or objectives of the organization. Thus the managers/administrators in this case the principal will get a lot of help of mind, spirit and energy.

The various descriptions above it can be concluded that a strategy is an effort or steps that the headmaster takes to achieve the organizational objectives, which can be measured from the indicators of vision making, and mission, goal setting, Strategy determination, and strategy implementation. The main functions and objectives of the national standards of education are as the basis for the implementation of education in Indonesia. In the Government regulation 19 years 2005 concerning national standards of education, the article 2 is mentioned that

the national scope of education standards includes: (a) standard content; (b) standard process; (c) standard competency of graduates; (d) the standards of educators and educational personnel; (e) standard of facilities and infrastructure; (f) standard of management; (g) financing standards; and (h) education assessment standards.

The strategy developed by the school principal in the program should cover the entire subsystem-subsystem in a single unit of a quality school system as each of these subsystems affects each other. The subsystems in a quality school system include: 1) learners, 2) Educators/Teachers, 3) curriculum, D) management, and 4) facilities and infrastructures, as well as the participation of parents in the organizing of education. The quality organizations are organizations that prioritize customers, both internally and externally. The optimizing units, sub units, programs and departments must operate as effectively and efficiently as possible. For each member/staff in this organization should be able to understand the strategy, vision and mission of the organization.

If the organization is qualified, then automatically the policies that are set up will be qualified. Because only the qualified organization is capable of developing, always improving, acceptable and able to survive. Edward Sallis (1993:78) confirms that the educational institutions are not stationary entities. They exist only so long as they fulfill a useful purpose. They and their environment are in constant state of change and to adopt a biological analogy, all institutions have a "life cycle". The one reason for frequent failure in the implementation of total quality by the manager is that many managers do not understand the total quality as a concept. Especially if it should carry out its obligations related to improving the quality system. The process of one of the most interesting parts of the improvement of the quality improvement system based on the principle of customer satisfaction, appreciating people, continuous improvement and speaking by facts, escapes.

Based on the theory and opinion on the quality as mentioned above, it can be tensile synthesis, that the quality of the school is a result or product is good and perceived to satisfy the customer, which can be measured from indicators; academic achievement, professionalism of teachers, completeness of facilities, and customer satisfaction.

## **METHOD**

This research was conducted in SMKN 2 Kisaran. The implementation of this research was planned from December 2018 to June

2019. This type of research is qualitative with methods of descriptive approach. A descriptive approach is one of the types of research that aims to describe systematically, factual, and accurate about the facts, and the nature of a particular population, or to try to describe the phenomenon in detail. Arikunto (1998:309) states that descriptive research is a research intended to collect information about the status of existing symptoms, namely the condition of the symptoms according to what is done at the time of research.

The source of the research data is directed at the search for data from the school principal, deputy principal or teacher. The data retrieval starts from the school principal as a key informant using snow-ball sampling. The data is also derived from the source of the secondary from the teachers, staff, students, parents and from the Education office. The data achievement will be terminated while no more variations of data appear or surface or have a naturation. So the amount of the research informant is not determined exactly depending on the level of data needs required. In qualitative research data analysis is generally divided into three levels; Analysis at baseline levels, analyses at the time of field data collection, and analysis after completion of data collection. The essence of data analysis in qualitative research is data reduction, because in qualitative research the collected data must be deep and adequate according to the focus and purpose of the research. To strengthen the validity of data from the findings and to maintain the validation of the research, the researcher refers to the use of standard data validity suggested by Lincoln & Guba (1985:123), consisting of credibility, transferability, dependability and confirmability.

## **RESULTS AND DISCUSSION**

This research is aimed at analyzing the research exposure to reveal the findings of the field research that is guided to the focus and formulation of the problem of the research. Based on the results of interviews, document and observation studies, the first findings that can be put forward as the findings of this research related to the fulfillment of national standards of education in SMKN 2 Kisaran as a whole already. This is evidenced by the achievement of A very good accreditation level (A) of 7 program of expertise managed by SMKN 2 Kisaran. School as a provider of educational services must certainly pay attention to the quality of service to be able to compete and gain trust from the community. The



various efforts are prepared to support the success of the program impacting the school image.

The Government regulation has set a minimum standard of education system that is applicable throughout the jurisdiction of the unitary State of the Republic of Indonesia for educational institutions. The standard is contained in the National Education Standards (SNP) consisting of eight points, namely the graduation competency standard, the content standard, process, management, assessment, educator and education, facilities and infrastructure, and financing education.

The SNP serves as a basis for the planning, implementation, and supervision of education in order to realize a quality national education; Guarantee the quality of national education in order to educate the life of the nation and form the character and civilization of the nation dignified; and planned, directed and sustainable the SNP in accordance with the demands of changing local, national, and global lives.

In the SNP which has been strengthened in some regulations of the Minister of Education, in addition to regulating the standards that must be fulfilled in the education, in which there is also the following quality indicators that can be used as criteria quality assessment of the school. As for example in the competency standard graduates (SKL) There are assessment guidelines in determining the graduation of learners. The matters set out in SKL include the minimum competency standard for graduates of education, minimum competency standards for graduates of subjects, and competency standards of minimum graduate subjects. In addition, in the SKL there is also a quality indicator that is shared in the competence of knowledge, skills, and attitudes. The fulfillment of the indicator is then made the basis of assessment for the quality assessment of a school.

The SMKN 2 Kisaran range that has managed to achieve SNP minimum is actually allowed to set a new standard above the set limit. However, the newly established standard should be analyzed and founded in school self-evaluation (EDS) which is part of the Internal Quality Assurance System (SMP) process. EDS is an internal evaluation process involving stakeholders to see the school performance based on SNP which is used as the basis for drafting RKS and RKAS in improving the quality of education in schools consistent and sustainable, and as an input for education investment planning in Asahan regency.

After successfully reaching the SNP minimum target, SMKN 2 Kisaran range is expected to conduct school management development

based on required needs around the school environment. The addition of other standards such as being a love environment (through the program *Adiwiyata*) and the establishment as a referral school becomes a boost in quality improvement. In the effort to develop management also develops the school ecosystem, shaping the quality culture, literacy culture, and character education. In shaping the quality culture of activities focused on improving the quality of schools and the learning done.

The findings of this research show that the school's strategy in the efforts to meet the national standards of education in SMKN 2 Kisaran range is a delegation of authority to the subordinate based on his/her student considerations, implementing supervision, monitoring, evaluation and optimizing of school-owned resources. A delegation of authority is a submission of authority, duty, or responsibility. Thus, the delegation of authority is a process of handover of duties, or responsibilities in a company or organization of superiors against the *Bahawan*. A delegation is done by dividing the task, authority, rights, responsibilities, obligations, and accountability, which are defined in a description/description of duties in the organization.

The necessity of delegating authority especially in the fulfillment of SNP in SMKN 2 This range is more emphasis to allow subordinates to accept delegation to learn something new and have the opportunity to do something, and the new produce better decision making in various aspects related to the school; The work will be completed quickly if the delegation is given to the appropriate and responsible subordinate, and performs the task accordingly; The headmaster has many opportunities to seek and accept increased responsibility from high level managers; make better decisions; effective delegation speeds up decision making; and training subordinates (Deputy Headmaster, teacher or officer) to assume responsibility, assessment and increase confidence and willingness to take the initiative. The supervision related to SNP in SMKN 2 Kisaran range is summarized in the implementation of good managerial supervision carried out by the supervisor and the headmaster itself. Besides, as one of the pillars of education quality guarantor, the supervisor has the task and authority to build and monitor assessment and reporting implementation of national education standards in school.

The third findings of this study indicated that the factors that contribute to the fulfillment of SNP in SMK Negeri 2 range is a commitment and solidarity, loyalty with leadership and engagement in decision making. The spearhead of SNP fulfilment is the commitment of

the school citizens to perform the flexibility of their responsibilities. This commitment is divided into three components namely affective, sustainable and normative commitments. The three components of commitment are based on the school in carrying out the task. The affective commitment relates to the emotional relationship of the school citizen to his school, identification with the school, and involvement of the school citizen with the activities at the school. School members with high affective commitment will continue to be teachers and staff in school because they have a desire for it. Influential commitments (affective commitment) include the emotional state of the teacher or the officer to merge themselves, adapt, and mingle directly within the organization. In other words, one becomes a member of the organization because that it's want.

## **CONCLUSION**

The fulfillment of national standards of education in SMKN 2 Kisaran as a whole is well-fulfilled, this is evidenced by the achievement of A very good accreditation level (A) of seven program of expertise managed by SMKN 2 Kisaran. The principal's strategy in meeting the national Education standards in SMKN 2 Kisaran range is the delegation of authority to the subordinate based on the consideration of the police, implementing supervision, monitoring, evaluation and optimizing Resources owned by the school. Factors that contribute to the fulfillment of the SNP in SMKN 2 Kisaran range is a commitment and solidarity, loyalty with leadership, engagement in decision making. Through the strategy of fulfillment of national standards of education in SMKN2 Kisaran should be continuously motivated, increasing the commitment and loyalty of the school residents to have a high spirit in the implementation of individual tasks and School. Teachers should be able to increase performance performance from time of work, this is intended for SMKN 2 Kisaran range can continue to be a quality school and referral school by continuously striving to meet the management standards of the time to Future. The education office of North Sumatera Province and the ranks should be able to give serious attention to the fulfillment efforts of this national education standard, considering SNP is a reference in the implementation of education and quality improvement nationally.

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