

The Analysis of Quality Assurance to School Reputation: Case Study of Vocational School SMKN 5 Bandung

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Abstract: *This research aims to determine how much influence the Internal Quality Assurance Agency has on improving the reputation of schools. The research method used is quantitative research methods. The sample in this study amounted to 104 respondents. The results showed that the Implementation of Internal Quality Assurance Standards (SPMI), Teacher Quality, Teacher Performance had a significant effect on the School's Reputation at SMKN 5 Bandung, either simultaneously or partially.*

Keywords: Internal Quality Assurance Standards, Quality, Reputation

1. Introduction

The government, in this case the Minister of Education and Culture, is making efforts to improve the quality of education in Indonesia through the Education Quality Assurance System. With this activity it is expected that the fulfillment of national education standards consisting of Graduate Competency Standards, Content Standards, Process Standards, Educators and Education Standards, Facilities and Infrastructure Standards, Financing Standards, Management Standards and Assessment Standards. Education Quality Assurance Standards consist of an External Quality Assurance System (SPME) and Internal Quality Assurance Standards (SPMI). schools must always be associated with improving quality. School performance associated with improving the quality of schools must meet at least three things, namely: (1) in accordance with predetermined requirements or conformance to requirements; (2) in accordance with the needs of the user or fitness for use; and (3) meet customer satisfaction or user satisfaction (UGM, 2002).

The measure of the success of quality assurance by the education unit in the Guidelines for Implementation of Education Quality Assurance by the Education unit (2017: 16) consists of output indicators, namely schools are able to carry out the entire cycle of quality assurance and quality assurance organizations, outcome indicators, namely the learning process and management of education units runs according to standards, and indicators of impact (impact), namely the quality of learning outcomes increases and the development of a quality culture. Meanwhile, the success of implementing quality assurance in educational units is influenced by:

- 1) Management commitment and leadership
- 2) Continuous improvement
- 3) Oriented to overall service user satisfaction (total customer satisfaction)
- 4) Active involvement of educators and education personnel (employee involvement)
- 5) Training (training)
- 6) Communication (communication)

7) Cooperation (teamwork)

1.1 Internal Quality Assurance System

In Government Regulation No. 19 of 2005 Article 49, what is meant by internal education quality assurance is the management of education units at the primary and secondary education levels applying school-based management: independence, partnership, participation, openness and accountability. Thus, the internal quality assurance of education in educational institutions takes the form of self-evaluation carried out by educational institutions. The goal is to improve performance and provide internal quality assurance, especially for educational institution stakeholders, such as teachers / lecturers, students, leaders, and employees

1.2 Education Quality

According to Permadi, (2015: 99) the quality of education services is relative (according to customer needs), and not absolute. In other words, the quality of education will be good and satisfying if it matches or exceeds the needs of the concerned customers. In education, what is meant by customers or clients (clients) is divided into two, namely internal customers and external customers.

1.3 Employee Performance Factors

According to Malayu S.P. Hasibuan (2016: 94) states that "Performance is a combination of three important factors, namely the ability and interest of a worker, the ability and acceptance of the explanation of the task delegation and the role and level of worker motivation". If the performance of each individual or employee is good, it is expected that the company's performance will be good too.

1.4 School Reputation

Reputation or image is defined as a picture of mind, which is a picture that is in a person's mind. (^ Holt, Rinehart and Winston Inc. 1996. The Holt Dictionary of American English. New York. P. 360. Image can turn out badly. or negative, if later it turns out that it is not supported by actual abilities or circumstances.

2. Methods

This study uses quantitative methods, and the sampling is purposive random sampling and using the proposed questionnaire to the respondents. Respondents' answers are in the form of an ordinal scale which will be transformed into interval data using the successive interval (MSI) method, and then data analysis uses Path Analysis and is carried out using SPSS 20 to speed up the analysis process.

3. Results and discussion

Structural equation model to be tested take the form of $Y = \rho y x_1 X_1 + \rho y x_2 X_2 + \rho y \epsilon$
And Test Multiple Linear Regression Analysis is shown as follows: $Y = a + b_1 X_1 + b_2 X_2 + \epsilon$

3.1. Results

Model 1

Referring to the Regression Model I output in the Coefficients table section, it can be seen that the significance value of the two variables, namely $X_1 = 0.000$ and $X_2 = 0.049$, is smaller than 0.05. These results conclude that Model I Regression, namely variables X_1 and X_2 have a

significant effect on Y. The value of R^2 or R Square in the Model Summary table is 0.122, this indicates that the contribution or contribution of the influence of X_1 and X_2 on Y is equal to 12.20% while the remaining 87.80% is the contribution of other variables not included in the study. Meanwhile, the value of ϵ_1 can be found with the formula $\epsilon_1 = \sqrt{(1-0,122)} = 0.878$.

Model 2

Path Coefficient Model II: Based on the Regression Model II output in the Coefficients table section, it is known that the significance value of the three variables, namely $X_1 = 0.001$, $X_2 = 0,266$ and $Y = 0.000$ is smaller than 0.05. These results conclude that Regression Model II, namely the variables X_1 , X_2 and Y have a significant effect on Z. The magnitude of the R^2 or R Square value found in the Model Summary table is 0.31, this indicates that the contribution of X_1 , X_2 and Y to Z amounted to 30.10% while the remaining 69.90% is the contribution of other variables not examined. Meanwhile, the value of $\epsilon_2 = \sqrt{(1 - 0.301)} = 0.699$.

3.2. Discussion

Based on the results of statistical tests that the internal quality assurance system variable has a significant effect on teacher performance, namely $0,000 < 0.05$. Furthermore, the test results show that the quality of education has a significant effect on teacher performance with a value of $0.049 < 0.05$. The results of the analysis of the effect of the internal quality assurance system on school reputation showed a significant value of $0.001 < 0.05$. And from the statistical test the quality of education has a significant effect on school reputation with a value of $0.026 < 0.05$. The results of the analysis of teacher performance variables have a significant effect on school reputation with a value of $0.000 < 0.05$. Based on the results of statistical tests, the variable internal quality assurance system has an effect on the reputation of the school and has a significant effect on teacher performance, which is $0,000$. While the indirect effect of the variable quality assurance through teacher performance on school reputation is the multiplication of beta values with beta values, namely: $0.059 \times 0.312 = 0.018$. Then the total influence exerted by the internal quality assurance system variable on school reputation is a direct effect plus an indirect effect, namely: $0.001 + 0.026 = 0.027$. Furthermore, through statistical tests, the variable quality of education has an effect on the reputation of the school through the variable teacher performance of 0.000 . While the indirect effect of the variable quality of education on the reputation of the school through the performance of the teacher's beta value, namely: $0.478 \times 0,000 = 0.000$. Then the total effect given by the quality of education on school reputation is a direct effect plus an indirect effect, namely: $0.478 + 0.000 = 0.478$. Based on the results of these calculations indicate that indirectly the quality of education through teacher performance has a significant effect on school reputation

4. Conclusion

Based on the results of the research exam conducted in Chapter IV above, it can be concluded as follows:

- 1) Internal quality assurance system variables significantly influence teacher performance. The quality of education has a significant effect on teacher performance. The internal quality assurance system has a significant effect on school reputation and the quality of education has a significant effect on school reputation and teacher performance variables have a significant effect on school reputation.
- 2) Variables Internal quality assurance system has a significant effect on school reputation through teacher performance. While the indirect effect of the quality assurance variable through teacher performance on the school's reputation. Then the total influence exerted by the internal quality assurance system variable on school reputation is a direct effect plus an

indirect effect, namely: $0.001 + 0.026 = 0.027$.

- 3) The variable quality of education affects the reputation of the school through the variable teacher performance. While the indirect effect of the variable quality of education on school reputation through teacher performance. Then the total effect given by the quality of education on school reputation is a direct effect plus an indirect effect, namely: $0.478 + 0.000 = 0.478$. Based on the results of these calculations indicate that indirectly the quality of education through teacher performance has a significant effect on school reputation.

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