EVALUATING THE IMPLEMENTATION OF ISO 9001:2008 STANDARD QUALITY MANAGEMENT SYSTEM TO THE RESULT OF DUAL SYSTEM EDUCATION PROGRAM IN ACCOUNTING PROFICIENCY AT SMK NEGERI 1 BAWANG IN THE ACADEMIC YEAR OF 2015/2016

UNDERGRADUATE THESIS

This undergraduate thesis is submitted in partial fulfillment of the requirement to obtain the degree of Bachelor of Education in Faculty of Economics

Yogyakarta State University



By: Fandi Galang Wicaksana 12818244001

ACCOUNTING EDUCATION STUDY PROGRAM
ACCOUNTING EDUCATION
FACULTY OF ECONOMICS
YOGYAKARTA STATE UNIVERSITY
2016

EVALUATING THE IMPLEMENTATION OF ISO 9001:2008 STANDARD QUALITY MANAGEMENT SYSTEM TO THE RESULT OF DUAL SYSTEM EDUCATION PROGRAM IN ACCOUNTING PROFICIENCY AT SMK NEGERI 1 BAWANG IN THE ACADEMIC YEAR OF 2015/2016

UNDERGRADUATE THESIS

By: FANDI GALANG WICAKSANA 12818244001

This undergraduates thesis had been approved a validation on June 7, 2016

To be examined by the Team of Undergraduate Thesis Examination
Accounting Education Study Program
Accounting Education Department
Faculty of Economics
Yogyakarta State University

Approved by, Supervisor

Abdullah Taman, M.Si.,Ak NIP. 19630624 199001 1 001

VALIDATION

The undergraduate thesis entitled

"EVALUATING THE IMPLEMENTATION OF ISO 9001:2008
STANDARD QUALITY MANAGEMENT SYSTEM TO THE RESULT
OF DUAL SYSTEM EDUCATION PROGRAM
IN ACCOUNTING PROFICIENCY AT SMK NEGERI 1 BAWANG
IN THE ACADEMIC YEAR OF 2015/2016"

By:

FANDI GALANG WICAKSANA NIM.12818244001

Had been defended in front of the Examiner Team on August 9,2016 an had been Successfully passed

THE EXAMINER TEAM

Name Position Signature Date RR. Indah Mustikawati, Chairman of Examiner 18-08-2016 & Examiner SE.,M.Si..Ak Abdullah Taman, Co-Examiner & SE., M.Si.. Ak Secretary Main Examiner Dhyah Setyorini, SE.,M.Si..Ak

Yogyakarta, August 2016

Faculty of Econimics Yogyakarta State Universuty

Dr.Sugiharsono, M.Si.

NIP. 19550328 198303 1 002,

DECLARATION OF AUTHENTICITY

I, the undersigned,

Name

: Fandi Galang Wicaksana

Student ID

: 12818244001

Study Program

: Accounting Education

Faculty

: Economic

Undergraduate Thesis Title: **EVALUATING THE IMPLEMENTATION**

OF ISO 9001:2008 STANDARD QUALITY

MANAGEMENT SYSTEM TO THE RESULT

OF DUAL SYSTEM

EDUCATION

PROGRAM

IN

ACCOUNTING

PROFICIENCY

AT **SMK** **NEGERI**

BAWANG IN THE ACADEMIC YEAR OF

2015/2016

Hereby declared that this undergraduate thesis is my own original work. According to my knowledge, there is no work or opinions written or published by other, except as reference or citation by following the prevalent procedure of scientific writing.

Yogyakarta, Mei 28th, 2016

The Author.

Fandi Galang Wicaksana NIM. 12818244001

MOTTO

"Barang siapa bertaqwa pada Allah, maka Allah memberikan jalan keluar kepadanya dan memberi rezeki dari arah yang tidak disangka-sangka dan barang siapa yang bertaqwa pada Allah, makaAllah jadikan urusannya menjadi mudah". (Q.S Ath Thalaq: 2:4)

"Verily, with the hardship, there is relief, so when you have finished (from your occupation), then stand up for Allah worship. And Allah is the only one you can hope for".

(QS. Al-Insyirah: 6-8).

Don't put till tommorow what you can do today (The Writer)

DEDICATIONS

With the mercy of God the Almighty, this simple work is dedicated to:

My Parent, Suhardi, and Sri Wahyuni, who always provide me their best support and prayer along my life.

My beloved sister, Ratih Puspitasari who always encourage me in every situation.

My beloved Reni Listyawati who always pray for me and give motivation to me during this thesis writing also introduced me about "true love and loyalty". Hopefully our ideals can be realized together. Aamiin.

EVALUASI PENERAPAN SISTEM MANAJEMEN MUTU BERSTANDAR ISO 9001: 2008 TERHADAP HASIL PELAKSANAAN PROGRAM PENDIDIKAN SISTEM GANDA PADA PROGRAM KEAHLIAN AKUNTANSI SMK NEGERI 1 BAWANG TAHUN AJARAN 2014 / 2015

Oleh: FANDI GALANG WICAKSANA 12818244001

ABSTRAK

Penelitian ini mempunyai empat tujuan yaitu Pertama, bertujuan untuk mendeskripsikan evaluasi konteks, input, proses, dan produk program PSG dengan diterapkannya sistem manajemen mutu berstandar ISO 9001:2008. Kedua, mendeskripsikan pelaksanaan PSG yang memuat tingkat efektivitas pelaksanaan PSG dengan faktor-faktor yang mempengaruhinya. Ketiga, mengetahui tingkat kepuasan pelanggan yaitu siswa dan DU/DI. Keempat, mendeskripsikan perbaikan kinerja Pokja Prakerin.

Jenis penelitian ini adalah penelitian deskriptif kuantitatif. Metode pengumpulan data yang digunakan dalam penelitian ini adalah dokumentasi, angket, wawancara, dan triangulasi. Metode analisis data yang digunakan adalah deskriptif kuantitatif dengan persentase.

Berdasarkan hasil penelitian diketahui yaitu Pertama, pelaksanaan evaluasi CIPP yaitu context, input, process, dan product dengan diterapkannya ISO 9001:2008 cukup baik. Kedua, pelaksanaan seluruh komponen PSG pada umumnya sesuai dengan ketentuan penyelenggaraan PSG, efektivitas pelaksanaan PSG pada Program Keahlian Akuntansi di SMK Negeri 1 Bawang ditinjau dari keterlaksaaan seluruh komponennya adalah efektif dengan persentase keterlaksanaan 76,2%. Ketiga, tingkat kepuasan pelanggan SMK Negeri 1 Bawang dikategorikan Puas, dari siswa dengan persentase 75,1% termasuk kategori Puas dan dari DU/DI dengan persentase 69,4% termasuk kategori Puas. Keempat, pelaksanaan ISO 9001:2008 pada program PSG di SMK Negeri 1 Bawang telah berjalan baik.

Kata Kunci : Evaluasi, Sistem Manajemen Mutu, Standar ISO, PSG, Kepuasan Pelanggan

EVALUATING THE IMPLEMENTATION OF ISO 9001:2008 STANDARD QUALITY MANAGEMENT SYSTEM TO THE RESULT OF DUAL SYSTEM EDUCATION PROGRAM IN ACCOUNTING PROFICIENCY AT SMK NEGERI 1 BAWANG IN THE ACADEMIC YEAR OF 2015/2016

By: FANDI GALANG WICAKSANA 12818244001

ABSTRACT

This study has four objectives: first, it aims to describe the evaluation context, input, process, and product of DSE program with implementing ISO 9001:2008 standard quality management system. Second, describes DSE implementation that contains about DSE implementation effectiveness. Third, find out the level of customer satisfaction, namely students also *DU/DI*. Fourth, describes performance improvement of *Pokja Prakerin*.

Type of this research is descriptive quantitative. Data collection methods used in this research are questionnaires, documentation, interviews and triangulation. Data analysis method used is descriptive quantitative with a percentage.

Based on the research results, it is known that: first, implementation of CIPP evaluation i.e. context, input, process, and product by implementing ISO 9001:2008 is quite good. Second, implementation of all DSE components in General in accordance with the provisions organizing of DSE, effectiveness of DSE implementation in Accounting Proficiency at SMK Negeri 1 Bawang reviewed from all of its components is effective category with the percentage of 76,2%. Third, the level of customer satisfaction at SMK Negeri 1 Bawang was in the satisfied category at 75.1% (students) also 69.4% (*DU/DI*). Fourth, implementation of ISO 9001:2008 on DSE program at SMK Negeri 1 Bawang have running well.

Keywords: Evaluation, Quality Management System, ISO Standards, DSE, Customer Satisfaction

ACKNOWLEDGEMENTS

Alhamdulillahirobbil'alaamiin, all praise be to Allah SWT, the Almighty, the Merciful, and the Owner of the universe who has blessed me with beautiful things in my life, so I can finish this thesis entitled Evaluating the Implementation of ISO 9001:2008 Standard Quality Management System to the Result of Dual System Education Program in Accounting Proficiency at SMK Negeri 1 Bawang in the Academic Year of 2015/2016. This thesis is written as partial fulfillment of the requirement to obtain the degree of bachelor of education.

In this thesis writing, I got supports from many people. Therefore, in this opportunity I would like to thank:

- 1. Prof. Dr. Rochmat Wahab, M.Pd.,M.A., the Rector of Yogyakarta State University
- 2. Dr. Sugiharsono, M.Si., the Dean of Faculty of Economics of Yogyakarta State University
- 3. Abdullah Taman, M.Si., my supervisor who always guided me during this thesis writing
- 4. Dhyah Setyorini, M.Si., the sources person who always gave comments ang suggestions in this thesis writing
- 5. Drs. Purwanto, the Principal of SMK Negeri 1 Bawang who allowed me to did my research at the school
- 6. Eri Kusumawati, S.Psi, the Quality Management Representative of SMK Negeri 1 Bawang who gave suggestions during my research
- 7. Suhardi, S.Pd, the Head of Development School of SMK Negeri 1 Bawang who gave suggestions during my research
- 8. Maryanto, S.Kom, the Vice Principal of Curicullum of SMK Negeri 1
 Bawang who gave suggestions during my research
- 9. Bahrodin, the Head of School Committee of SMK Negeri 1 Bawang who gave suggestions during my research

- 10. Ratna Dewi, S.Si, the Head of Dual System Education Program of SMK Negeri 1 Bawang who gave suggestions during my research
- 11. 17 Industry and Business Worlds as a Partner Institution of SMK Negeri 1
 Bawang for the cooperativeness during my research
- 12. All students of the grade XI 1,2,&3 of Accounting Program of SMK Negeri 1 Bawang for the cooperativeness during my research
- 13. Nata, Khabib, Kamil, Muji, Bayu, Rio, Hana, and Nanang who give me supports and courage. I love you
- 14. Comrade-in-arms of Accounting Education, especially Diksi I 2012 "we are family".
- 15. And all people, whom I cannot mention one by one, who gave me supports during this thesis writing

However, I realize that this thesis is far from being perfect, so any criticisms, ideas and suggestions for the improvements of this thesis are greatly approciated. Lastly, thank you very much and I hope that this thesis will be useful for the readers.

Yogyakarta, Mei 28, 2016

The writer.

Fandi Galang Wicaksana

NIM. 12818244001

CONTENS

COVER	i
APPROVAL SHEET	ii
VALIDATION SHEET	iii
DECLARATION OF AUTHENTICITY	iv
MOTTO	v
DEDICATIONS	v
ABSTRAK	vi
ABSTRACT	vii
ACKNOWLEDGEMENTS	viii
CONTENTS	X
LIST OF TABLE	xii
LIST OF FIGURE	xiv
LIST OF APPENDIX	XV
CHAPTER I INTRODUCTION	1
A. Background of the Research	1
B. Problem Identification	13
C. Problem Limitation	14
D. Problem Formulation	14
E. Objectives of the Research	15
F. Benefits of the Research	16
CHAPTER II THEORETICAL BACKGROUND	18
A. Theoretical Review	18
Review of Educational Program Evaluation	18
2. Review of ISO 9001:2008 Quality Management System	26
3. Review of Dual System Education	42
4. Implementation Effectiveness of Dual System Education with ISO 9001:2008 Standard Quality Management System	61
B. Relevant Research	67
C. Theoretical Framework	72
D. Research Questions	78

CHAI	PTER III RESEARCH METHOD	80
A.	Research Design	80
B.	Research Settings	81
C.	Research Subject and Object	81
D.	Operational Definition	82
E.	Data Collecting Method	83
F.	Research Instruments	85
G.	Instrument Testing	91
H.	Research Procedures	99
I.	Data Analysis Techniques	100
CHAI	PTER IV RESULTS AND DISCUSSION	103
A.	Description of Research Results	103
B.	Discussion	178
C.	Research Limitation	236
CHAI	PTER V CONCLUSIONS AND RECOMMENDATIONS	237
A.	Conclusion	237
B.	Implication	241
C.	Recommendation	241
REFI	ERENCE	245
A PPE	ENDIX	249

LIST OF TABLE

1	Component and Aspect of Monitoring and Evaluation of Dual System
	Education modified with Process Approach
2	Rating Component of Student Satisfaction65
3	Rating Component of Partner Institute Satisfaction65
4	Blueprints of Implementation of Quality Management System on DSE
	(Components of Input and Process Evaluation)87
5	Blueprint of Student's satisfaction in DSE
	(Product Evaluation Component)
6	Blueprint of Satisfaction Questionnaire of Partner Institution (Product
	Evaluation Component)
7	Blueprint of Quality Management System Implementation Toward ISO
	9001:2008 principles90
8	Blueprint of ISO 9001:2008 Process Approach Interview Toward DSE
	Implementation Components91
9.	Result of Student Satisfaction Instrument Validity Test on DSE Program in
	SMK Negeri 1 Bawang of 2014/2015 Academic Year93
10.	Statement Item Distribution of Student Satisfaction Instrument Validity Test
	on Each Aspect94
11.	Validity Test Result of Industrial and Business World Satisfaction Instrument
	on DSE Program in SMK Negeri 1 Bawang of 2014/2015 Academic Year 95
12.	Statement Item Distribution of Industrial and Business World Satisfaction
	Instrument Validity Test on each aspect96
13	Interpretation of Reliability Coefficient Score
14	The Test Result of Student Satisfaction Reliability toward DSE Program in
	SMK Negeri 1 Bawang of 2014/2015 Academic Year98
15	The result of Industrial and Business World Satisfaction Reliability toward
	DSE Program in SMK Negeri 1Bawang Academic Year 2014/2015 98
16	Effectiveness and Satisfaction Levels Core Range102
17	Data of Teacher / Staff in <i>Pokja Prakerin</i>
18	Data of Classroom

19	Data of Space else
20	Power Search and Absorption Graduated from SMK Negeri 1 Bawang
	Year 2013/2014 until 2014/2015
21	Details of Using Dual System Education (DSE) Implementation Costs
	Academic Year 2015/2016119
22	Summary of Dual System Education Implementation in Accounting
	Proficiency at SMK Negeri 1 Bawang
23	Implementation of Common Training and Educational Program components
	at SMK Negeri 1 Bawang
24	Implementation of Human Resources components at SMK Negeri 1
	Bawang
25	Implementation of Facility Components at SMK Negeri 1 Bawang144
26	Implementation of Educational Management Components
	in SMK Negeri 1 Bawang146
27	Implementation of Students Components in SMK Negeri 1 Bawang149
28	Implementation of Costs Components at SMK Negeri 1 Bawang
29	Implementation of Partner Institution Components in SMK Negeri 1
	Bawang
30	Summary of Factors Supporting of DSE implementation at SMK Negeri 1
	Bawang
31	Summary of Factors Inhibiting of DSE Implementation at SMK Negeri 1
	Bawang
32	Customer Satisfaction by Students on Accounting Proficiency
	of Dual System Education Program at SMK Negeri 1 Bawang
33	Customer Satisfaction by Partner Institutions in Accounting Proficiency
	of Dual System Education Program at SMK Negeri 1 Bawang
34	Summary of the Per Component Percentage of DSE Implementation
	at SMK Negeri 1 Bawang210
35	Implementation of Continuous Approach Principles232

LIST OF FIGURE

1	Process Approach in ISO 9001:2008	33
2	Dual System Education Model	52
3	Research Theoretical Framework modified from Stufflebeam (CIPP)	
	Model Evaluation	77
4	Research Procedure	99
5	Model 1 of DSE Implementation in Accounting Proficiency	161
6	Histogram Results of Student Satisfaction	166
7	Histogram Results of Partner Institution Satisfaction	169

LIST OF APPENDIX

1	Research Instruments	250
2	Instrument of Validation for Research	295
3	Research Data on SMK Negeri 1 Bawang	299
4	Research Letter	313
5	Photographs	319

CHAPTER I INTRODUCTION

A. Background of the Research

The globalization era causes competition in various aspects such as economy, politics, culture, social, and so on. It is indicated by the opening of ASEAN Economic Community in 2015 which makes the competition become strict. It is not only inside the country but also outside it or some other countries. This condition forces people to face some challenges. Therefore, the best thing to do is to actualize a better life through the improvement of quality and to create qualified human resources.

One of the efforts to make qualified human resources is through education. Education has a major role in the process of improve human resources. It is explained in law number 20 in 2003 chapter 2, which states that National Education System has functions to develop ability and build character also to make the dignity of country civilization. Those are intended to educate nation life, aimed to develop learners' potential so that they can be faithful and pious to God, can get knowledge, creativity, become independent, and become democratic and responsible citizens. Education is expected to be able to improve nation's life quality, educate human who has knowledge, skill, and good character. Therefore, government strategy related to national education development is needed to actualize those ideals.

National Education Department or as known as *Depdiknas* (2001:5) elaborates that there are three core strategies of national education development and those are: (1) distributing chances for education, (2) improving educational management quality, and (3) improving the educational relevancy and quality. The decision from ministry of culture and education (in *m.republika.co.id*) about educational distribution shows that starting from 2016, the 12 year of education is compulsory, so it can be assumed that education becomes the main needs of citizens' lives. This education is implemented in a one package with Universal Education Program which consists of: SMA, MA, and SMK. UEP gives wide opportunities for Indonesians to join qualified middle schools, to be facilitated by government, to be paid by center government, district government, and society. Then, with the presence of assumption through quality guarantee adopted by educational institution, it can be stated that related institution is doing an effort in improving educational quality and its relevance, in educational management (referred to human resources as educational process manager) and output from the educational process.

Bramley (1991: 9) explains that, "there are some effective results from education to improve human resource improvement related to quality management system, which are goal achievement, resource quality improvement (human resources or another resource), customer satisfaction, and internal process correction continuously. From four things that have been stated, the major element as the basic for development is the improvement of

human resource quality. If the human resources are professional and competent in their area, it can support the success of organization in attaining target.

In order to actualizing human resources which are qualified, government who is the caretaker of national policy attempts to actualize qualified educational development. It can be seen from curriculum improvement and development, evaluation system and educational facility renovation, learning material supplying and development, teacher training and some other educational servants. However, the truth is that government attempt has not been enough to obtain intended result in improving educational quality.

Therefore, the need of earlier attempt in improving educational quality right now before the next educational development is needed by evaluating educational results. Basically, evaluation is an important thing and is strongly needed in every educational system, because the evaluation can reflect how far the development and advancement of educational result. In addition, with the help of evaluation, the effectiveness and efficiency of program implementation which affect the progress and the regress of educational quality can be revealed. Stufflebeam (1971:47) states that the purpose of evaluation is to improve, not to prove. This statement explains that evaluation is aimed not to prove but it is to improve, develop, and revise.

According to Stufflebeam (in Popham, 1995: 25), the purpose of evaluation is not to prove something, but it is to improve and get information related to: 1) conformance between need and program objective, 2) strengths and weaknesses of strategy, equipment, and source used to realize the goal, 3)

accuracy and inaccuracy of program implementation for the sake of attaining program objective, 4) accomplishment of program objective which has been done compared to the program objective. Thus, the result of evaluation will be inputs or feedbacks which can be used as instrument to improve or revise.

In the other side, micro education is performed as the process of civilizing and empowering learners (Law of Republic of Indonesia number 20 in 2003 regarding national education system Chapter III, section 4, verse 3). Education can be commonly implied as planned and conscious business to realize learning process so learners are actively able to develop their potentials. In the same time, national education system must be able to interlace the quality improvement and its relevance also educational management efficiency in accordance with recent demands. In that case, planned, directed, and continuous renewal of education is required.

One of the educational renewals which focus on quality improvement is the standardization of quality management system. By implementing this quality management system, the quality of educational institution can be attained with the main goal is customer satisfaction. In addition, it is expected that there is a process of continuous refinement on school performance so that the quality and school output as an educational institution always undergoes a quality improvement from time to time.

In education world, the standard which is frequently used is ISO 9001:2000 which now has been upgraded into ISO 9001:2008. The philosophy of quality management views education as service and educational institution business as

a service industry and not as a process of production. Consequently, quality management perceives that educational product as a service industry which is a service given by educational management and all educational institution personnel for every customer in line with certain quality standard. Moreover, the organization will support the quality suitable with ISO 9001:2000 standard specifications which have been planned well. As it has been elaborated by Gaspersz (2005:17) that, "ISO 9001:2000 management system implementation can increase the trust and satisfaction from customer through quality guarantee which is systematically organized. The process of documenting in ISO 9001:2000 shows that policy, procedure, and instruction related to the quality have been planned well.

SMK Negeri 1 Bawang is an organization which implements educational and training service that have applied ISO 9001:2008 standard Quality Management System. This certificate is acquired from PT. Tuv Rheinland Indonesia as the institution that gives international quality certificate since 2007. This becomes the commitment for human resources in that school to give educational service applying 8 principles presented by Vincent Gasperz which are (1) focusing on customer, (2) leadership, (3) human resources involvement, (4) process approach, (5) system approach in management, (6) continual improvement, (7) factual approach in decision making, and (8) profitable relationship with supplier.

To actualize it, therefore, SMK Negeri 1 Bawang sets quality policy as a guide to improve educational service quality. Quality policy is addressed to all school community so that the vision, mission, and learning objective can be actualized and it may meet the requirement/customer satisfaction, set out the value to good service, in learning and teaching process, and make improvement continually through Quality Management System. In addition, there are quality target and work instruction made and implemented on every educational program. With the setting of quality target, school with its human resources can carry out qualified educational program so target achievement can be fulfilled. With the presence of work instruction, school may have a guide to run the activities in attaining educational objective which is oriented in educational quality improvement.

The implementation of ISO 9001:2008 standard Quality Management System in SMK Negeri 1 Bawang is to actualize school management fitting the ISO 9001:2008 standard Quality Management System and is to obey the principle so that it can satisfy customer expectation (Document of SMK Negeri 1 Bawang Quality in 2009). Customer, in this case, is internal customer (learners, teachers, and educators) and external customer (parents, societies, and graduate users). With this implementation, the educational quality can be improved because of better commitment.

The implementation of ISO 9001:2008 standard Quality Management System in SMK Negeri 1 Bawang is to do promotion, to use bilingual language, implement Dual System Education (DSE), graduate distribution, and

investigate graduates done by educators. The implementation of ISO 9001:2008 in academic area comprises sales skills, office administration, accounting, software manifestation, network computer technique, and dressmaking.

There is government regulation which regulates the vocational high school as educational institution that provides manpower (educational relevance). In laws number 20, 2003, section 15 related to National Education System, it is stated that vocational education is high school to prepare learners to work in certain area. It is asserted that vocational high school is high school which prioritizes learners' ability development to certain work. There is regulation from Ministry of Education and Culture decision number 0490/1992 about *SMK* cooperation with industrial and business world which aims to improve the conformance of SMK program with working world demands that is cultivated using mutually beneficial principle and based on the ministry policy. It is defined together by the ministry and the head, Kadin in 0267a/U/1994 and 84/KU/X/1994 at October 17, 1994 about Educational Council of National Vocation (central level), Educational Council of Province Vocation (regional level), and School Council (school level).

Based on some government regulations explained before, it can be stated that vocational high school is educational institution which becomes the bridge for educational world connected with working world directly. Vocational school set an effort to provide stimulation in the form of learning experience and interaction with outside world to develop learners' potency.

Thus, the implementation of *SMK* curriculum, the relevant learning material to competent standard in the working world, the learning activity in the class, and the practice in school and in industrial also business world, must be adapted. In order to improve the relevance and synchronize between curriculum in the school and working world demand, government sets a policy of link and match through Dual System Education.

According to work assembly of department of education and culture in 1993 (Mardi, 1997: 49-50):

"Link" is a state where education has functional relation with market demand as seen in its concept, policy, plan, and its program implementation.

"Match" is a state that developed programs are scouted and implemented in system of national education and can produce output which is able to fulfill graduate users' demand either from type, number, or quality requirements.

So, link and match concept is the presence of relation and correspondence between educational institution and working world demand in creating skilful graduates.

In order to actualize ready-to-work graduate, school as educational institution needs to create professional worker early. Therefore, educational program in accordance with that is Industrial Field Practice (as known as *Prakerin*) as the actualization of DSE. The implementation of *prakerin* in SMK Negeri 1 Bawang is conducted in the first period on September-November for three months in eleventh grade at first semester.

Based on interview result with student of *AK 3*, named Indriana Niti on June 23, 2015:

"...the provision of material in the form of theory and requirements related to *prakerin*, for some students, is not really clear. It affects students when they conduct the *prakerin*. Some students got confused. Moreover, there was a problem related to work placement because some students did not get the appropriate area".

It can be concluded that educational service and school training for *prakerin* program DSE has not been maximized yet. It is proven by the dissatisfaction of student toward service from school. In addition, the success of *prakerin* implementation is determined by those two parties, school and partner institution.

It is supported by Mrs. Dini Kun Zuraida, S.Pd, Si. As the Head of DSE programs in SMK Negeri 1 Bawang in 2011-now, she states that:

"...not all industrial and business worlds understand the major meaning of *Prakerin*, it is proven by the observation result that work placement of training program by industrial and business worlds for accounting proficiency program is not suitable with skill acquired. They did not use their skill because they got no chance in there. Moreover, they were only asked to input the data from customer, type a letter, and so on. For other proficiency programs in SMK Negeri 1 Bawang, there is no big problem regarding industrial and business world".

From that statement conducted by researcher with informant is Head of DSE program, it can be inferred that industrial and business worlds have not given full trust to learners. The evidence is that there are some students who did not work on the area that they master. Thus, they can't improve their proficiency well. In addition, industrial and business worlds still perceive a financial report as classified.

In order to anticipate those problems, the role of industrial and business worlds in *prakerin* program is very expected through: 1) making a curriculum together (related to competence in industrial and business worlds), 2) educational management, 3) program and result evaluation, and 4) graduate distribution (Department of Education and Culture, 1993). In that case, the industrial and business worlds need to synergize and synchronize themselves in order to maintain sustainability with the need-each-other principle and to create betterment through implementing evaluation.

In other side, based on interview result with one of industrial and business worlds representative, named Heru Cahyono on Desember 14, 2015:

"...the implementation of *prakerin* for this year in my working place, Post Office of Mandiraja Banjarnegara was quite different. When the time of dropping started, teacher or advisor who had responsibility to guide, direct, and give education to students were not there. Learners were only given letter of application so that they could have time to learn. Advisors did not coordinate with our party to discuss about the curriculum, training, experience giving for them though the educator came every one month. Consquently, students did not know what to do and they just followed instruction from our worker. It made learners could not learn well".

From that interview result, it can be concluded that customer satisfaction fulfillment for industrial and business worlds as the place of *prakerin* is not maximized. The truth is that industrial and business worlds had tried to work maximally so that students can improve their skill directly and apply their knowledge in accordance with the condition undergone during the *prakerin*. Yet, it is not supported by school personnel who are advisors as the facilitators between school and industrial/business world. In fact, there are some advisors which did not obey the rule in the implementation of Dual System Education

(DSE). Moreover, the school has committed to apply ISO 9001:2008, where school personnel is expected to obey the fixed requirements to achieve quality objective and customer satisfaction fulfillment (Vincent Gaspersz, 2003).

Looking at this case, the researcher is interested to do evaluation with the model of CIPP for one of programs in SMK Negeri 1 Bawang as the attempt to give input for leader as the step to take decision using the conclusion or analysis result of this research. Then, researcher may comprehend what aspects can influence the achievement level of program objective. From this evaluation result, it is expected that it can be inputs for school so that the program can be better in the next year.

Considering the implementation of ISO 9001:2008 standard Quality Management System for all proficiency program in SMK Negeri 1 Bawang, *prakerin* as one of Dual System Education realization, it is implemented and referred to Quality Management System, so that in can create good quality and educational service quality. in relation to it, based on interview result with Suhardi, S.Pd as the Head of DSE programs in SMK Negeri 1 Bawang in academic year of 2007-2011:

"....Before the implementation of ISO 9001:2000 Quality Management Standard which has been revised into ISO 9001:2008 in every proficiency program, SMK Negeri 1 Bawang in implementing *prakerin* program at the time of making report only makes work program and continue with evaluation. But, after the application of ISO 9001:2008 Quality Management Standard, it seems to be clearer and detailed. This is proven by the report which is suitable with Standard Operational Procedure that consists of quality policy, quality target, responsibility and authority, and quality management system. If we are talking about, the implementation of *prakerin*, of course, it is compulsory to make working program, operational plan, monitoring plan, and detailed procedure of evaluation, and evaluation result in the form of data that will be used to

understand the achievement level of quality target in educational activity implementation (in this case DSE)".

Then, in the end of interview, he adds:

"Problem that happened during the implementation of ISO 9001:2008 quality management standards is that all components of its educators must conduct the educational program with documented system, which is in fact, some teachers from particular programs did not do the documented quality management system because of administration task for teacher is increasing in order to fulfill the curriculum demands".

There is a conflict between plans which have been determined and the implementation in field that refers to continual improvement which sues every component of educators to conduct documented system activity. One of ISO requirements are documented system activity program.

According to Purwadi (2012: 53-54), "....Basically, the implementation of ISO 9001:2008 standard Quality Management System in school is a major thing, because ISO 9001:2008 standard Quality Management System focuses on educational service improvement from all sectors of service in school, started form Quality Management Representative, curriculum, facility and infrastructure, public relation, student service, head of study program, counseling guidance, and administration staff to get additional score, starts from administration system on all service sector in school, has files control, has work procedure which are operational and measurable, has basic guidance which is accepted by all school community, so school has measurable and planned performance clearly that everything that is done has clear result.

According to that, it is needed to know how far the objective achievement level on the implementation role of ISO 9001:2008 standard Quality Management System on working instruction/work mechanism particularly in

the implementation of Dual System Education which emphasizes the implementation of *prakerin* consists of: conformance of ISO 9001:2008 standard QMS on DSE with school quality standard, DSE implementation, customer satisfaction level after the program ends and the attempt for *PSG* program continual improvement.

From those explanation, researcher is interested in conducting research with the title of "Evaluating the Implementation of ISO 9001:2008 Standard Quality Management System to The Result of Dual System Education Program in Accounting Proficiency at SMK Negeri 1 Bawang in the Academic Year of 2015/2016".

B. Problem Identification

Based on the study background above, some problems can be identified.

Those problems are as follows:

- There is still an educational development strategy which does not run as expected, either on the side of the improvement of educational management quality or educational relevance in school level.
- Customer satisfaction (students also industrial and business worlds) on dual system education program with the implementation of quality management system conducted by school has not been optimal.
- 3. There is still expectation discrepancy between educational world and working world demands from the DSE.
- 4. There is a conflict between quality management system implementation and the realization in the field.

C. Problem Limitation

This research is limited to *prakerin* implementation aspect as one of media to conduct Dual System Education Program to industrial and business worlds in Accounting Program on policy application of ISO 9001:2008 standard Quality Management System at SMK Negeri 1 Bawang. Aspect which is studied is on the contexts of input, process, and DSE (as known as *PSG*) related to customer satisfaction in SMK 1 Negeri Bawang.

D. Problem Formulation

Based on the problem identification and problem limitation above, some questions related to the problem can be formulated. These are some problem formulations:

- 1. Has SMK Negeri 1 Bawang applied ISO 9001:2008 standard Quality Management System on Dual System Program in accordance with the fixed quality standard seen from context, input, process, and product aspects?
- 2. How is the implementation of Dual System Education Program in industrial and business worlds at SMK Negeri 1 Bawang academic year of 2015/2016 with the application of ISO 9001:2008 standard Quality Management System?
- 3. How is the internal (students of Accounting Proficiency) and external (industrial and business worlds) customer satisfaction in SMK Negeri 1 Bawang after the implementation of Dual System Education Program?

4. Has the betterment effort of *Pokja Prakerin* performance which affects the quality improvement of Dual System Education Program in SMK Negeri 1 Bawang.

E. Objectives of the Research

Every research has an objective or some objectives so that it can carry a meaning. Therefore, this research has some objectives and those are as follows:

- It is to understand the conformance between ISO 9001:2008 standard
 Quality Management System implementation on Dual System Educational
 program and quality standard determined by SMK Negeri 1 Bawang, in the
 aspects of context, input process, and product.
- It is to describe the implementation of Dual System Educational Program in industrial and business worlds at SMK Negeri 1 Bawang academic year of 2015/2016 with the application of ISO 9001:2008 standard Quality Management System.
- It is to understand the internal and external customer satisfaction level in SMK Negeri 1 Bawang after the implementation of Dual System Educational Program.
- 4. It is to describe the betterment effort of the Dual System Education program performance which affects the quality improvement of Dual System Education Program in SMK Negeri 1 Bawang.

F. Benefits of the Research

According to the research objectives which are going to be achieved in this research, this research is expected to give some benefits as follows:

1. Theoretically

- a. This research result is expected to give inputs in order to support the study of "Evaluating the Implementation of ISO 9001:2008 Standard Quality Management System to the Result of Dual System Education Program in Accounting Proficiency at SMK Negeri 1 Bawang in Academic Year of 2015/2016."
- b. The result of this research is expected to broaden knowledge of educational management particularly, in the implementation of ISO 9001:2008 standard quality management system to dual system education program at vocational high school.
- c. The result of this research can be used as a guide for the next research which has similar research object.

2. Practically

a. Schools

This research is expected to give information about evaluation of ISO 9001:2008 standard quality management system implementation to the result of dual system education program applied by related schools, so schools can evaluate and try to improve their educational quality in order to be better in the future.

b. Undergraduate students

This research is a research specified to learn ISO 9001:2008 standard Quality Management System applied in dual system education program in accounting area by *SMK*. This research can be used by undergraduate students as reference during lecturing activity and can give more knowledge, so the students may have provisions in the future.

c. Researcher

Researcher can enrich the knowledge about the implementation of ISO 9001:2008 standard Quality Management System in Dual System Education Program by *SMK*. Moreover, researcher can contribute directly in evaluation of educational policy by actualizing this work.

CHAPTER II THEORETICAL BACKGROUND

A. Theoretical Review

1. Review of Educational Program Evaluation

a. Definition of Evaluation

Evaluation is a series of activities to improve performance quality or productivity of an institution in executing its program. Through evaluation, the information about what has and has not been achieved will be acquired. After that, the information is used to refine a program. (Djemari Mardapi, 2004: 19).

That remark is supported by Stufflebeam (in Propham 1995: 25), who said that evaluation is examining something to refine the fourth assessment which are context, input, process, and product.

According to Nana Sudjana & Ibrahim (2004: 127), evaluation is defined as a process of deciding score based on certain criteria in which the process itself comprises finding and collecting data or information that is needed as a basis in determining score regarding evaluation object such as program, procedure, suggestion, way, approach, model, program result, and so on.

Whereas, according to Nana Syaodih (2005: 172), evaluation is a broad, complex, and continuous activity to know the process and the result of educational system implementation in attaining fixed objective.

A Joint Committee on Standards for Evaluation (in Purwanto & Atwi Suparman, 1999: 8) defines evaluation as a process to determine a score or effectiveness of activity for the sake of making decision.

Stufflebeam and Shinkfiels (in Eko Putro Widoyoko, 2011: 3) states that:

Evaluation is a process providing information which can be used as the worth and merit deciding consideration from the attained objective, design, implementation and impact to assist decision making, assist in making responsibility and improving understanding toward phenomenon. Based on the explanation above, the essence of evaluation is to provide information which can be used to assist decision making.

That definition, then, is developed by Brinkerhoff (in Eko Puto Widoyoko, 2011: 4) and it is stated that:

Evaluation is a process which determines how far an educational objective can be attained. In the implementation of evaluation, there are seven components and those are 1) focusing the evaluation, 2) designing the evaluation, 3) collecting information, 4) analyzing and interpreting, 5) reporting information, 6) managing evaluation, 7) evaluating evaluation.

The elaboration above is supported by Ralp Tyler (in Suharsimi Arikunto, 2009: 3) who explains that:

Evaluation is a process of data collecting to decide how far, to what extent, and how educational objective has been achieved.

From explanations above, it can be concluded that evaluation is an activity of information gathering systematically and continuously through measurement for collecting, describing, interpreting, and serving information and deciding the score or effectiveness in order to assist decision, policy, program, and next activity making and to be

consideration of decision making. The purpose of evaluation is to get accurate and objective information about program or activity.

b. Definition of Program Evaluation

In educational world, program evaluation is the essential thing to be done. Before examining closely about program evaluation, it is important to know the definition of program. Arikunto dan Jabar (2010:4) state that program is a continuous activity because it carries out a policy. It is also explained that program is a sort of activities so it means that program is also a system about series of activities.

According to Tyler (in Arikunto and Jabar, 2010:5), program is a process to find out whether the objective of education has been realized. Cronbach dan Stufflebeam (in Arikunto and Jabar, 2009:5) also elaborate that program evaluation is the attempt to provide information for decision maker.

The main point of program evaluation is to carry out information collecting activity related to evaluated object and its goal to provide material for policy maker in deciding the next follow up of a program. Kaufman dan Thomas (in Arikunto, 2008:40) explain that model of program evaluation can be divided into eight parts as follows.

- 1) Goal Oriented Evaluation Model, developed by Tyler.
- 2) Goal Free Evaluation Model, developed by Scriven.
- 3) Formatif Sumatif Evaluation Model, developed by Michael.
- 4) Countenance Evaluation Model, developed by Stake.
- 5) Responsive Evaluation Model, developed by Stake.
- 6) CSE-UCLA Evaluation Model, emphasize when the evaluation was done.
- 7) CIPP Evaluation Model, developed by Stuflebeam.

In this research, the researcher uses *CIPP Evaluation Model* developed by Stufflebeam for the sake of in-depth analysis regarding context, input, process, and product or result of a educational program.

c. Definition of CIPP Model Evaluation

This evaluation model views the evaluated program as a system in which those four components (context, input, process, and product) is a whole series. However, it is not a must that the evaluator has to evaluate those components if the importance is only related to one of or some of those components in a single program.

In this research, *Context, Input, Process*, and *Product* (CIPP) which is developed by Stufflebeam becomes the focus because this research puts concern to evaluation and because this approach sees the program or project as a system so if the program fails, the revision or improvement can be made. Evaluation using CIPP Stufflebeam also assists the process of decision making for institution, in this case, educational institution.

Model of CIPP evaluation is an evaluation model which consists of four evaluation components and those are context, input, process, and product. Components of CIPP evaluation model is in fact, components from the process of an activity. CIPP is the abbreviation of context evaluation which means evaluating context, input evaluation which means evaluating influx, process evaluation which means evaluating process and product evaluation which means evaluating the result.

According Stufflebeam (in Popham,2001:23), CIPP evaluation model can produce recommendation for four types of educational policy and those are 1) decision to determine the objective of education, 2) decision to determine the learning procedure design, 3) decision to improve the procedure, and 4) reexamination of decision based on procedure reaction and impact.

The explanation regarding evaluation aspects in CIPP model is as follows:

1) Context Evaluation

Context evaluation is an attempt to identify program demands, environments who influence the program implementation, and goals which want to be accomplished. The main orientation of context evaluation is to identify the strength and weakness of some objects such as institution, program, population or individual target, and giving direction to improvement. The major purpose of this type is to analyze status of whole object, identify weaknesses, identify strength to compensate the weaknesses, diagnose problems so the solution can be generated, and give description of program environment characteristic. Using context evaluation, data related to reason for deciding program objectives and priority of policy in SMK Negeri 1 Bawang can be served, then, particularly it is intended for dual system education.

Therefore, context evaluation in this research will reveal the conformance between fixed program objectives, problems, and incomplete needs. In this case, context evaluation is focused on some things which become the background of the program existence such as vision, mission, and institution goal, also condition and academic environment atmosphere in SMK Negeri 1 Bawang. Context evaluation also examines the availability of qualified document in quality management representative.

2) Input Evaluation

The purpose of input evaluation is to identify and measure system capability, program strategy alternative, procedural design for strategy implementation, budget, and schedule or plan making for operating the program. Input evaluation provides data to decide how to use the sources for achieving program objectives. It is related to relevancy, practicality, budgeting, intended effectiveness, and preeminent alternatives. Therefore, input evaluation in this research is the identification of sorts of input, strategies or educational training programs, resources, and alternatives used to attain the objectives.

3) Process Evaluation

Process evaluation is an evaluation to find out whether the program is appropriate with the plan. One of the goals is to give feedback to manager and his/her staff about the implementation whether it fits the schedule or not, and to use resources efficiently.

Evaluation in this stage is to help implementing decision, to what extent; the operational plan has been carried out, what should be revised. If those questions have been answered, the procedure can be monitored, controlled, and improved. Arikunto (2009) said that process evaluation refers to what activity done by the program, who will be responsible to the program, and when the program ends. In CIPP model, process evaluation is directed to how far the activity done in the program fulfilled the plan. In addition, Arikunto (2009:47) explains that there are four things should be answered in process evaluation and those are: 1) is the program implementation congruous with the schedule (in operational plan)? 2) Is the staff able to deal with the activity along the program? 3) Are the facility and infrastructure used optimally? 4) What are the obstacles faced during program implementation and is it possible to continue?

This evaluation detects or predicts weaknesses in program activity procedure design, in this case, the DSE program of operational plan as organizer of dual system education and its implementation provides data for decision in program implementation, and records performed procedure. In addition, process evaluation also notes how those components are implemented. This process evaluation can be done by monitoring activity, interacting continuously, and observing activity of program implementation. However, in this research, process evaluation is conducted by distributing questionnaire and in-depth

interviewing regarding implementation of research object. In this evaluation, the documentation about procedure of program implementation activity will help the activity of final analysis related to attained program result.

Therefore, process evaluation in this research comprises conformance between plan of *Prakerin* program operation and its implementation, monitoring and *Prakerin* implementation obstacle, also component implementation from research object.

4) Result/Product Evaluation

According to Arikunto and Jabar (2010, 47), product evaluation is directed to something which shows changes that happen. Product evaluation is the final stage from a series of program evaluation. The purpose of product evaluation is to measure, interpret, and assess program achievement.

In this phase, evaluation is used to assist policy maker whether the result has been attained and what to do after the program works. Thus, product evaluation is directed to something that shows changes on the input. The questions that can be asked are: what are results which have been achieved? And what to do after the program works?

In this research, product evaluation is based on program success criteria that have been determined with quality objectives such as graduate's skill to be accepted in working world, citizen credibility, and the need of SMK Negeri 1 Bawang graduates. In addition,

forming impression and organization performance improvement grounded on standard determined by quality management after the implementation of *Prakerin* related to consumer satisfaction are considered in this evaluation.

2. Review of ISO 9001:2008 Quality Management System

a. Quality Management System

In order to understand the quality management system, the definition about quality is needed. These are the explanations.

1) Quality Definition

Quality makes something become valuable and meaningful depended on from what side people view it. The definition of quality is observed from conventional definition which is describing direct characteristic of product such as performance, credence, easy usage, and so on. After that, based on strategic definition, quality is all things that can fulfill consumer desire or need (Gasperzs, 2001:4).

Apart from that, some experts have attempted to define quality as follows (Suardi, 2004: 21):

- a) Josep Juran suggests that quality is fitness for use to fulfill need and consumer satisfaction.
- b) Philip B. Crosby suggests that quality is conformance to what is required.

- c) Armand V. Fiegenbaum defines quality as full consumer satisfaction. Products or services have quality if it makes consumer satisfied.
- d) Garvin declares that quality is a dynamic condition regarding human product or manpower, process and task, also environment which fulfills or exceeds consumer expectation.

Based on those definitions about quality, there are some elements which discuss the quality definition accepted universally. Then, there are some similarities explained below:

- (1)Quality consists of effort to fulfill or exceed the consumer expectation.
- (2) Quality comprises product, service, process, and environment.
- (3) Quality is the description of dynamic condition.

2) Definition of Quality Management System

Vincent Gaspersz (2003: 268-269) states that quality management system is defined as a statement about how organization applies quality management practice consistently in order to fulfill consumer need and market. There are some general characteristics of quality management system as follows:

a) Quality management system comprises broad area of activities in modern organization. Quality can be defined through five main approach: (1) transcendent quality which is an ideal condition heading to excellence, (2) product-based quality which is product

attribute that meets the quality requirement, (3) user-based quality which is conformance or precision in product (commodities / services) usage, (4) manufacturing-based quality which is the conformance on standard requirements, and (5) value-based quality which is the excellence in competitive cost rate.

- b) Quality management system focuses on consistency of working process. It consists of some documentation levels.
- c) Quality management system is grounded on failure prevention so it
 is proactive, and does not detect reactive failure.
- d) Quality management system comprises objectives, customers, outputs, processes, inputs, suppliers, and measurements for feedback and feedforward. In English, it is called: SIPOCOM-Suppliers, Inputs, Processes, Outputs, Customers, Objectives, and Measurements.

In quality management system, there are terms of quality control and quality assurance. Quality control is technique, observing, evaluating, and following up activities so the fixed requirement can be attained, whereas quality assurance means all planned and systematic actions which are to assure consumers that the work result process of organization fits the requirement. Documents about working guide and work result record or note must be prepared. In every environment, consistent process of implementation is the key to make

continuous improvement effectively for the reason that it always gives expected product for consumer or market.

3) Quality Management Requirement

Organization, educational institution or company must assure that the quality management system is documented, implemented, and refined continuously in order to meet the International Standard requirement. Willi Susilo (2003: 29-30) explains that organization should:

- a) Identify the process or activity needed in the quality management system and make sure its implementation in all functions.
- b) Determine sort and relation of those processes.
- c) Determine the criteria and method needed so operating and controlling can proceed effectively.
- d) Ensure the availability of sources and information needed to support the operating and monitoring of those processes.
- e) Monitor, measure, and analyze those processes.
- f) Implement actions needed to achieve planned result and effort for process improvement continuously.
- 4) Benefit and Scope of Documentation of Quality Management System

 In the requirement which has been explained above, in order to apply quality management system, documentation is needed. In this discussion, there will be some benefits and scopes of documentation of quality management system, ISO 9001:2008, which needs a

"documented quality management system" and it is not a "documentation system". Vincent Gasperszs (2006: 57-58) explains these as follows:

a) Benefit of Quality Management System Documentation

The benefit of this documentation is that it can be a medium to communicate and connect information as evidence that all planned things have been done and it meets the requirement, and becomes knowledge that spreads and maintains experience.

- b) Scope of Quality Management System Documentation

 Quality Management System Documentation must cover:
 - (1)Documented statement from quality policy and quality goal, quality manual, documented procedure needed by International Standard.
 - (2)Documents by organization in order to guarantee the operating, planning effectiveness, and process control.
 - (3)Notes needed by International Standard.

b. ISO 9001:2008 Standard Introduction

In order to know and understand ISO 9001:2008, it is important to elaborate the definition and its benefits. Those are as follows:

1) ISO 9001:2008 Standard Definition

ISO is the abbreviation of International Standard for Organization and it is a world standard institution established to improve international commerce related to commodities and services. ISO is responsible to compose new standard or revise the existing standard. Standard proposed by ISO will be prepared by Technical Committee who represents organization or industry. ISO is headquartered at Genewa, Switzerland and supervises some national certificate agencies from 135 countries around the world.

Commonly, ISO is banded with quality product. Fixed standards will be reviewed during 5 until 6 years to ensure the standard is still relevant with the development of business world. Standard decided by ISO is not technical, but it is the requirement for company or organization in its applying (Silaban, 2011). While, ISO purpose is to develop and promote international standard of an institution as market or consumer expected (James G Patterson, 2010: 3).

Some standards proposed by ISO are to fulfill consumer needs. Silaban (2011) elaborates types of standard which have been submitted as follows:

- a) ISO 14000, that is an international standard for implementation of certain organization about its responsibility to environment.
- b) ISO 22000, international standard for a food and beverage production to guarantee its safety for consumers.
- c) ISO 27000, international standard for information system agency to be responsible for information security.
- d) OHSAS 18000, international standard for project implementation to be responsible for laborers' health and safety.

e) ISO 9000, international standard which becomes the requirement when there is company quality management system implementation.

Silaban (2011) also states that ISO 9000 standard is made by "TC-176" and it has launched 3 series of ISO 9000 as known as "The ISO 9000 Family", which are:

- a) ISO 9000; Quality Management System Fundamentals and Vocabulary, consist of fundamentals and quality management system concept and vocabulary also the definition used in each series.
- b) ISO 9001; Quality Management System Requirements, comprise standards launched by international organization which covers quality management requirement that should be met in quality management system implementation in ISO 9001 which emphasizes process approach.
- c) ISO 9004; Quality Management System Guidelines for Performance Improvements, are organization guidelines to achieve perfection through continual improvement.

After that, ISO 9001 is international standard which regulate quality management system. Therefore, it is usually called "ISO 9001, QMS". Note from 2008 revealed the revision year so ISO 9001:2008 is ISO 9001 quality management system from 2008 revision result. ISO 9001: 2000 is not far from the previous, ISO 9001:2000. The

difference between 2000 and 2008 is the process effectiveness implemented in an organization (Syukur, 2010: 65).

According to Vincent Gasperzs (2001: 6), ISO 9001:2008 is not product standard because there are no product acceptance criteria or requirements to be filled by product. Thus, company or organization that implements this standard cannot apply it and cannot inspect the product toward certain standard. In this case, ISO 9001:2008 is only a quality management system, so company or organization that implements and receives ISO certificate can declare that its quality management system has met the international standard, and it is not international standard product. It is indicated with the fact that there are no more specific criteria in product testing in ISO 9001, though it does not always happen when the product will be qualified as good. The explanation about ISO 9001:2008 quality management system can be seen in the diagram below (Gaspersz, 2008:285).

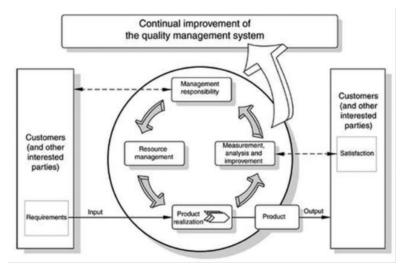


Figure 1. Process Approach in ISO 9001:2008

These are some elaborations regarding figure above:

(1) Customer

Customers are people who give inputs related to what to do by particular organization. In this case, customer suggestion is important inputs to determine the product process and quality served. Management has to be able to guarantee that those suggestions can be understood in organization and can be achieved. The success in organization is relevant to its ability in understanding and filling customer's need and expectation. If the need and expectation are completed, automatically, customer satisfaction can be realized.

(2) Management Responsibility

Management responsibility displays the management commitment to product quality which is produced before doing other activity. In this case, top management shows its ability to attain quality goals which has been determined. They have to show evidence and way to reach the organization goal. One of the evidences is the existence of management review. Management guarantees not to send inappropriate or low quality product.

(3) Resource Management

Organization has to be able to ensure the resources needed to conduct the quality management system and do the work to fill customer's satisfaction. The resources comprise manpower, facility, equipment, nature resource, and finance. The important thing in implementation is to determine who will do what. Someone who is given this task to do activity related to quality must have competence to do it. competence is based on proper education and training also skill and experience which has been acquired.

(4) Product Realization

Product realization in scheme consists of commodity or service making. Product is the result of process which comprises four categories namely service, software, hardware, and process material. Organization should plan required process to realize product which fits customer needs.

(5) Measurement, Analysis, and Improvement

a) Measurement

In decision making based on reality, the measurement result data is essential. Management have to plan measurement and monitoring activity such as:

- Customer satisfaction;
- System performance;
- Process conformance;
- Product or service conformance; and
- Organization or project goal attainment.

b) Analysis

In decision making, it is better to make information or measurement result which is collected accurately as the fundamental. Then, the decision or conclusion which will be addressed to know organization or company performance must be acquired and collected from accurate data and information. Data and information obtained from many sources will be analyzed to assess organization's performance, plan, and goal also identified improvement probability.

c) Improvement

Improvement action needs will emerge if there is any discrepancy from the inside or outside. Discrepancy from the inside is related to product, process, and quality system. Discrepancy from the outside is related to customer complaint and guarantee matter.

From the scheme above, customers has an essential role because of organization process input, particularly based on customer's need and expectation. From this inputs, product realization process commodity or service is determined. Realization result later on is assessed based on customer feedback. Those data is collected and analyzed later on to improve the process so that it will fit customer desire and expectation. Consequently, this quality management system implementation is undertaken by referring to understanding that a program is done and

always be improved continually fitting customer desire and expectation which is dynamic.

Quality management system model grounded on the process showed on that Figure (1) scheme above is process relation served in 4 up to 8 elements in ISO 9001 which is going to be clarified in chapter 4 in this research. That figure indicates that customer has important role to decide requirements as inputs. Customer satisfaction monitoring intends to evaluate the information about customer perception regarding whether organization or company has met customer requirement.

2) Benefit of standard ISO 9001:2008 Implementation

There are many benefits obtained from organization or company which has applied ISO 9001:2008 standard (Gaspersz, 2002:10), those are:

- a) Increasing customer satisfaction and credibility through systemic and organized quality warranty. Documentation process in ISO 9001:2008 shows that policy, procedure, and instruction related to quality have been planned well.
- b) Organization or company which has ISO 9001:2008 certificate is permitted to do advertizing in mass media that quality management system from organization or company has been acknowledged internationally. it increase company or organization image and also its competition power in global market.

- c) Company quality management system audit which has ISO 9001:2008 is undertaken periodically by register from registration institute so customer does not need to do quality system audit. This will safe customer expense and decrease quality system audit duplication form customer.
- d) Company or organization which has ISO 9001:2008 certificate is automatically listed in registration institute, so when potential customers want to find ISO 9001:2008 certificate supplier, it is possible to contact registration institute.
- e) Increasing quality awareness in organization or company.
- f) Giving systematic training to laborer and organization manager through procedures and instructions which are well defined.
- g) Positive changing in quality of culture from organization member because management and worker are encouraged to sustain ISO 9001:2008 which is acceptable up to three years.

From the explanation above, it can be inferred that ISO is a international standard available in an organization which fits market demands or satisfies customer. One of the standards that is used by company is ISO 9001, system to optimize organization service quality effectiveness and to do improvement or refinement continually in that organization.

Nasution (2005: 288) elaborates that the main goal of ISO 9000 is to:

- a) Achieve and sustain product or service quality which is produced so it can fill customer or buyer needs continually.
- b) Give trust to management that quality mentioned has been achieve and can be maintained.
- c) Give credence to buyer side that the quality meant has been or will be achieved in service or product sold.

From the discussion above related to quality management system and ISO 9001:2008 standard, it can be concluded that quality management system which has ISO 9001:2008 standard is documented procedure and standard practice for system management aimed to guarantee conformance from a process and product toward needs or certain requirement decided or specified by organization and customer.

3) ISO 9001:2008 Standard Quality Management Principle

Below is the eight quality management principles stated by Vincent Gaspersz (in National Education Department, "Education Strategic Quality management System Technical Guide in Line with ISO 9001:2008 Standard": 48-50) that is the fundamental for quality management system standard in ISO 9000 group, and it can used by educational unit leader to lead educational institution for performance improvement with emphasis in:

- a) Focusing on customer. Educational institution depends on internal and external customer and comprehends customer needs in the present moment or in the future. Filling and exceeding customer expectation is essential.
- b) Leadership. Educational unit leader determines goals and directions of the institution. Creating and taking care of internal environment where people involve themselves fully in goal attainment of education.
- c) Human resource involvement. Manpower in every level is the key of educational institution and its power in it may be able to be beneficial for education.
- d) Process approach. The intended result can be achieved more efficient if the resource and activity referred are managed as a process.
- e) System approach in management. Identify, comprehend, and manage process which gives benefits for effectiveness and efficiency of educational institution in reaching the goals.
- f) Continual improvement. Comprehensive and continual improvement of educational institution should become the static targets.
- g) Factual approach in decision making. Effective decision is based on data and information analysis.
- h) Profitable relationship with supplier. Organization and supplier are depended on each other and they benefit each other in order to improve their ability to reach certain value. Thus, this relationship is based on: (a) deciding and documenting requirements to be filled by school partner; (b) increasing both organization ability to be better; and (c) selecting, reviewing, evaluating partner performance to control product or output managed.
- 4) Supportive Factors, Obstacles, and Attempt to Overcome Obstacle

The success of ISO 9001:2008 standard quality management system implementation is influenced by some factors. According to Ek and Cheng (in Dorothea W. Ariani, 2002:174), there are some factors which support this implementation. Those factors are:

- a) Commitment from top management and staff.
- b) Understanding about quality management system.
- c) Quality performance culture in organization.
- d) Documented performance program and responsibility in each staff.
- e) Good communication from all organization either internal or external components.
- f) Funds availability.

Based on those factors, the most important factor is support and commitment from top management and staff. Without that factor, the implementation of this standard will not be achieved.

After that, in the implementation of ISO 9001:2008 standard quality management system in an organization, there are some obstacles and those are as follows:

- a) Lack of commitment.
- b) Lack of resources.
- c) Lack of participation.
- d) Lack of time constraint.
- e) Lack of understanding.
- f) Lack of monitoring.
- g) External limitation.

(Rudi Suardi, 2002:136)

Based on those obstacles in the implementation of ISO 9001:2008 standard quality management system, it is suggested that organization has to attempt to overcome those obstacles. There are some attempts to overcome those barriers in this implementation and those are as follows:

- a) Providing infrastructure for the implementation.
- b) Arranging training.
- c) Making performance indicator.
- d) Providing sufficient resource.

(Rudi Suardi, 2002:136)

Therefore, in order to make it happen, evaluation of quality management system for a program in vocational high school is needed. It is necessary to make an improvement on organization performance continually so that it meets the quality standard which has been determined before.

In order to meet the quality standard and to achieve the goal of quality policy, quality objective, and operation performance/planning instruction on an educational program, in attempt to educate graduates to be professional for facing global competition today, an organization is necessary to give good educational service so satisfying output and educational customer ease, through dual system program can be realized. Dual system program is the actualization of dual system education performance. Thus, dual system education is going to be discussed in the next section.

3. Review of Dual System Education

a. Definition of Dual System Education

Dual system education program is the attempt of educational institution to conduct its learning activity in school environment and outside school environment. This program is educational policy and begun when Prof. Dr. Wardiman Djojonegoro who occupied as ministry of culture and education (1994: 10) stated that, "Dual System Education is educational implementation which integrates systematically educational activity in school with education in industry.

According to Department of Education and Culture (1996:7), Dual System Education is:

An implementation of professional proficiency education which combines systematically and synchronizes educational program in school and expertise mastery program which is obtained through service learning program in the working world and it is directed to achieve certain proficiency level.

Another similar explanation is stated by Pahpahan (in Made Wena, 1996:16) who suggests that:

Dual system education is the implementation of vocational proficiency education which integrates systematically and synchronizes educational program in school and expertise mastery program obtained through service learning program in relevant interest, and it is directed to achieve certain expertise ability mastery.

From those definitions above, it can be inferred that it is implicitly referred to two parties which are institutions of vocational education and industrial/business worlds that simultaneously organize educational program and vocational training so they can achieve the fixed education goals.

According to *Dikmenjur* (vocational high education), Dual System Education characteristic as educational implementation system and vocational training is supported by some components, cooperative organization, additional charge, and sustainability.

b. Dual System Education Components

Dual System Education and educational training have seven components. Those components meant by *Dikmenjur* (1997: 2-4) are:

1) Common Training and Educational Program

Educational and training program on Dual System Education are compiled equally between vocational high school and partner institution done by synchronizing between vocational high school and competence in industrial or business world (as know as DU/DI). Then, it is mapped out by its skill types which shape that competence.

Program or curriculum from institution of vocational education nowadays, is developed and compiled based on National Education System Regulation No. 20 year 2003, which shows that education responsibility must include the society. Then, PP No. 29 year 1999 chapter 3 verse 2 about Vocational High Education emphasizes student preparation to be in working area and also to develop professional attitude to be able to work in certain field.

Educational and training program in Dual System Education must be agreed together between vocational education institute and partner institution such as recognizing process standard and standard in education and training.

2) Human Resources

Human resource in Dual System Education consists of educational worker and training, and non-educational worker. Teacher of Dual System Education is "individual which has ability or competence, teacher profession or teacher dominantly, but s/he has to have certain proficiency technique competence and have entrepreneurship spirit

(*Dikmenjur*, 1997: 1). "Whereas Dual System Education instructor is "individual who has certain expertise/competence, and has had entrepreneurship skill dominantly but s/he is also expected to have teaching competence (*Dikmenjur*, 1997: 1).

Human resources that are needed in order to implement this education are workers who have not only educational competence but also vocational proficiency and have quality insight and entrepreneurship.

3) Facility

Facility is something used to attain certain goal or help particular activity implementation. Learning process in dual system education is conducted in two places which are vocational high school and partner institution, so needs or facilities which support this learning is done simultaneously between both parties. In vocational high school, the facilities are meant to support vocational basic competence ability building to prepare the students for practice in industrial and business world.

4) Educational Management

Educational management is regulating, arranging or managing educational implementation so it can be proceeded well (Lecturer Team AP, 2010: 10)

Educational management in the implementation of dual system education has an important role regarding educational planning and

executing which includes teacher and instructor empowering. Moreover, it performs monitoring and evaluating simultaneously between vocational high school and partner institution, which are done in two places, vocational high school and partner institution.

5) Students

Students are learners who join the learning process in vocational education institute and listed as active learners in school also have chosen certain course to be mastered.

Students are not viewed as object, but the subject in the implementation of dual system education. Here, they are not only learning about material inside the class and laboratory but also adapting in behavior and culture order transpired on industrial and business world or as known as working ethos that cannot be obtained from conventional class.

6) Costs

"Costs of the implementation of dual system education comprise capital cost and operating cost (I Made Saputra, 2001: 16). Capital cost is constant expense which must exist in the implementation of dual system education. These costs consist of facilities and equipments needed in this implementation. Operating cost is operational expense for the implementation which comprises payment and transport (teacher and infrastructure), transport and participant

meal expense, assurance, practice material (disposable), test, certificate, administration, and report.

The implementation of dual system education is done in two places which are vocational high school and partner institution that give consequences related to its implementation costs. It becomes common responsibility between vocational high school and partner institution with group decision.

7) Partner institution

Dual system education is able to be implemented only if there is cooperation between vocational high school and related institution. This institution can provide the industrial and business world to develop vocational proficiency. Then, this institution has resources to support it and there is a willingness to cooperate with the vocational high school. This is the so-called, partner institution.

There should be a synergy between the components so it can actualize dual system education which is useful either in planning, implementing, or in evaluating phase.

c. Dual System Education Goal

All activities have a certain goal or goals. The arrangement of dual system education in vocational high school also has a goal. The main goal of dual system education is to improve the quality of graduates in vocational education institute, and based on the regulation that is used as a guide of the implementation of dual system education in vocational

high school (*SMK*). Thus, the goals of this implementation formulated by vocational high school directorate are as follows:

- Yielding manpower which has professional expertise (with knowledge, skill, and work ethos fitting the recent demands).
- 2) Strengthening the link and match between school and working world.
- Improving training and educational process efficiency for professional quality labors.
- 4) Giving admission and appreciation toward work experience as the part of educational process.

From those goals, it can be concluded that the main goal of this program is to optimize learning result on vocational education. Optimizing the learning result means trying to achieve vocational education goal maximally. In other words, it is to yield graduates from vocational education institute which have skill that fits the employment demands.

d. Implementation of Dual System Education

The implementation of teaching and learning activity in dual system education is done in two different places which are in school and in partner institution. Both educational organizations are a unity which is complete and cannot be separated in order to attain graduate competence achievement that is suitable with industrial and business world needs.

School and partner institution are expected to do planning, organizing, implementing, controlling, and evaluating on teaching and learning

activity in school or partner institution so that the actualization of high efficiency and effectiveness in the implementation of dual system education (DSE) comes true. According to Antoni (2002: 12-21), there are some matters to be examined in the implementation of PSG and those are:

1) Material

School and partner institution (PI) have to prearrange the educational content or material and what kinds of training to be learnt by learners in order to master the intended competence and also choose what material will be learnt in SMK and what material will be discussed in PI.

According to *Dikmenjur*, the content or material of training and educational program in the implementation of DSE is not separated from the consideration of recent content or curriculum material which consists of great component of educational program as follows:

- a) Normative educational program; is to equip and set the learners to be good citizens who have character and personality as an Indonesian. The content is similar to the recent curriculum.
- b) Adaptive educational program; is to equip students in mastering professional expertise and in developing themselves to face science and technology development.

- c) Vocational training and educational program; contains material related to certain expertise ability building which fits the course respectively. In this part, it can be specified as follows:
 - (1)Vocational theory; is about theory (concept and principle) regarding directly to related proficiency level.
 - (2) Vocational basic practice; is a basic practice to master work technique fundamentals which fit the professional expertise requirements.
 - (3)Productive proficiency practice; is an activity of direct and programmed working in authentic situation, to reach the proficiency level and professional work attitude (*Dikmenjur* 1997: 12).

2) Time

Based on government regulation number 29 year 1990 and the head of Ministry of education and culture number 1490 IV/1992, the implementation of DSE in *SMK* is conducted for about three years and can be extended up to three and a half years or four years. This extension is grounded on time necessity analysis result to achieve fixed professional standard.

3) Implementation Pattern

Pattern or model of the implementation of dual system education managing is related to the distribution of when learning process is done in *SMK* and PI. Then, there are four models or patterns of DSE

management which are day release, block release, hour release, and the combination of three.

Day release management needs agreement from six days learning in one week and is determined by how many days learning in school and how many days learning in PI. The implementation of block release needs an agreement of what month to learn in school and what month to learn in IP. Whereas in hour release management requires the decision of what hours learning should be freed from school and replaced with work hours in PI.

Dikmenjur gives some considerations in determining and prearranging the DSE management model and those are as follows:

- a) Normative education component, adaptive educational component and vocational theory sub component, and it can be done by its partner in school.
- b) Vocational basic practice sub component can be implemented in school and in partner institution as long as it has facilities which are appropriate with the resource availability needed for both parties.
- c) Productive proficiency practice sub component can only be done in partner institution where working process actually takes place in certain limitation. This activity can be implemented in *SMK* production which has operates professionally (*Dikmenjur*, 1996: 3)

Patterns of models of dual system education based on *Dikmenjur* (1996: 14) are divided into four types as follows:

	Model 1			Model 3				
Class I	Class II	Class 3			Class I	Class II	Class III	
(1)	(1)	(1)			(1)	(1)	(1)	
(2)	(2)	(3a)			(2)	(2)		
(3a)	(3a)	(20)			(3a)	(3a)	(3c)	
(3b)	(3b)	(3c)			(3b)	(3b)		
	Model 2					Model 4		
Class I	Class II	Class 3			Class I	Class II	Class 3	
(1)	(1)	(1)			(1)	(1)	(1)	
(2)	(2)	(3b)			(2)	(2)		
(3a)	(3a)	(2-)			(3a)	(3b)	(3c)	
(3b)	(3b)	(3c)			(3b)	(3b)		
Information (1) = Normative ability				= Learning process in school				
	(2) = Adaptive ability							
	(3a)	= Vocation		= Learning process in PI				
	(3b)	= Vocatio	onal basic practice	;				
	(3c)	(3c) = Productive proficiency p			э			

Figure 2. Dual System Education Model

a) Model 1, as follows:

- (1)Pattern of dual system education implementation is the most minimal.
- (2)Productive ability practice in industrial or business world is done only in the third year while vocational basic ability is implemented thoroughly in school.
- (3) This model is applied when school which teams up with industrial or business world in a small scale where the condition of facility, infrastructure, and manpower in industry is not possible to manage the vocational basic practice.

- (4)One of weaknesses of this model is that students are lack of experience in industrial/business world
- (5) This model can yield good quality of graduates if the facility, infrastructure, and manpower in school are able to give sufficient basic ability.

b) Model 2, as follows:

- (1)It is better that model 1.
- (2)Provisioning of productive ability in industrial/business world is conducted in the third year, but the industrial/business world has been included since it was in the second year to cope with vocational basic ability (effectively in three months), which can be done with block release, day release, or hour release pattern fitting the study program and partner institute condition.
- (3)This model is applied when school teams up with industrial/business world in intermediate and big scale where the condition, facility, infrastructure, and manpower are possible to manage the vocational basic practice.
- (4)The strength of this model is that students can get more experience in industrial/business world either when following the vocational basic practice or when joining productive skill practice.

(5) This model will be able to yield the better quality of graduates if the condition of facility, infrastructure, and manpower had by the school is able to give sufficient basic ability.

c) Model 3, as follows:

- (1) This model is better than model 2.
- (2)The involvement of industrial/business world has been started since it was in the first and second year to deal with provisioning of vocational basic ability, whereas productive ability is thoroughly given at the third year in industrial/business world. The pattern of implementation can be done with block release, day release, or hour release pattern fitting study program and being appropriate with partner institute condition.
- (3)This model is applied when school teams up with industrial/business world in a intermediate and big scale where the condition of facility, infrastructure, and manpower is possible to manage vocational basic practice and to have strong commitment on *SMK* development.
- (4)This model has much strength compared to model 1 and 2 because students can get much more experience in industrial/business world either when following basic practice in class I and II or when joining productive skill practice in class III.

(5)This model will yield better quality of graduates if the condition of facility, infrastructure, and manpower had by school is able to give sufficient vocational basic ability, so in the third year when students have their productive skill practice, they can use their skill as productive workers.

d) Model 4, as follows:

- (1) This model is the most ideal model (the improvement of model 3).
- (2)The involvement of industrial/business world is proper with what it is expected. It begins in the first year to cope with provisioning of vocational basic ability, while the productive ability has been started since it was in the second year, and will be continues in the third year. The pattern of implementation can be done with block, day, or hour release pattern in accordance with study program and fitting the partner institute condition.
- (3)This model is applied when school teams up with industrial/business world which has big scale where the condition of facility, infrastructure, manpower, and management in that industry is able to manage good vocational basic practice in class 1, so that in the second year, they are still given vocational basic practice.
- (4)This model has much strength compared to other models because students are able to get better experience in

industrial/business world since they are in class II, so that when they graduate, they have been independent and skillful.

(5)This model can produce better quality of graduates if the condition of facility, infrastructure, and manpower from the school is able to give sufficient vocational basic ability in class I, so in the second year, students have begun to get trust as productive labors.

Based on those four models determined by Dikmenjur, if we examine the practice of implementation patter in SMK Negeri 1 Bawang, this school applies the block release pattern. If it is associated with the implementation of four models by Dikmenjur, SMK Negeri 1 Bawang applies model 1, but the implementation of industrial practice is conducted in the second year and not conducted in the third year because the school focuses on preparation for **National** Examination. **Productive** ability practice in industrial/business world is implemented only at the second year, whereas the vocational basic ability is thoroughly implemented in school.

4) Assessment and Certification System

Evaluation of dual system education learning result is undertaken through assessment and certification using ISO 9001:2008.

Assessment is the effort to interpret measurement result by comparing it with certain criteria which have been agreed and measured in one

percentage (%) of result achievement. Whereas, what is meant by certification is the process of skill and capability admission in accomplishing particular tasks through skill testing process which refers to proficiency standard applied and admitted by working field (*Dikmenjur*, 1997: 3).

Assessment can be grouped into two matters: (1) learning result assessment in school comprises components of normative, adaptive, and vocational theory ability; (2) skill mastery assessment which is the assessment done to find out individual mastery level on the abilities which become the requirement to be admitted as an expert and to be able to do certain task. Skill assessment consists of: (a) competence test assessment; (b) professional test assessment; and (c) certificate. Based on the grouping of assessment type above, the certificate can be divided into some sorts in the implementation of dual system education in *SMK*. They are as follows: (a) educational certificate; (b) competency certificate; and (c) professional certificate (A. Muliati, 2007: 14).

5) Competence Test

Competence test is a process of assessment and measurement of individual skill mastery based on valid standard in certain working field and or grounded on agreement of certain employment (*Dikmenjur*, 1997: 3-4).

The material of competence test is composed by industrial and business world as a partner institution manager and vocational teacher which have certificate as particular competence examiner. The fundamental of competence test material composing is employment demand standard which is determined by partner institution, school, and school assembly.

Industrial competence certificate is given to students which meet the ability qualification. Competence certificate loads industrial identity, owner identity, score ability, rights, and authority. The certificate can be handled by partner institution which conducts the competence test or school committee, or both.

6) Professional test

Professional test is the process of measurement and assessment of individual skill mastery based on valid official standard in certain skill type (*Dikmenjur*, 1997: 4).

Professional test material is composed by professional association and school committee. The fundamental of professional test material composing is valid skill standard on related professional association.

Professional certificate is given for students who meet the professional requirement. Professional certificate loads the professional association identity, owner identity, right, and authority. It is signed by the party who has authority in professional association.

7) Institutional Cooperation

The implementation of dual system education needs an organization which is able to activate possessed resources and organize all activities to attain goals so it can proceed well.

8) Additional Worth

It is not only students who get additional worth but also the parties who cooperate in the implementation of dual system education, which are industrial/business world as partner institution, school, and learners. They get additional worth because of dual system education presence.

a) Additional worth for business world

- (1) They can understand correctly the quality of learners which learn and work in a company.
- (2)In certain occasion, the learners are workers who give benefits.
- (3)During the process of education through working in industry, workers are easier to control about the discipline for example, obedience to company regulation.
- (4)Business world can give task to learners to find knowledge, technology, and art which are relevant.
- (5)Learners can give satisfaction for industrial/business world because they participate to determine the future of next generation through dual system education.

b) Additional worth for school

- (1)It supports the educational goal to give professional skill for learners.
- (2)It decreases the cost of education.
- (3)There is conformance between the educational program and employment demand.
- (4)It gives satisfaction for educational organizer.

c) Additional worth for learners

- (1)Learning result will be more meaningful because after they graduate, they have skill as provision to develop themselves continuously.
- (2)Professional skill which is obtained from dual system education can lift their price and confidence.
- (3) The time to achieve professional skill is short.

9) Continual Warranty

The continuity of dual system education implementation is one of important foundations to warrant the quality of implementation of dual system education *SMK* or in industrial/business world. Implementation of dual system education requires certain regulation to regulate cooperative mechanism or institutional operation work in school level, district, province, and national. It is expected that it can produce one system which is solid that regulates rights and authority for each party, that later on the continuity of implementation of dual

system education is realized and does not harm other parties either school, school committee, or partner institution.

When this regulation has not been existed yet, foundation used in making cooperative document of dual system education managing is the result of cooperation from educational and cultural ministry with industrial/business world or other institutions which are ready to be partner.

4. Implementation Effectiveness of Dual System Education with ISO 9001:2008 Standard Quality Management System

a. Definition of Dual System Education Effectiveness

Effectiveness is program result achievement level with valid target (Mardiasmo, 2002: 4). I Made Supatra (2001: 12) states that effectiveness is an exact and accurate attempt so the success of fixed goal or target means the more of its effectiveness. Antoni (2002: 8) states that the implementation of dual system education in vocational high school (*SMK*) is effective because it can achieve the expected goals. The goal is the objective of dual system education in *SMK*. When it is related to the implementation of ISO 9001:2008 standard quality management system, the quality standard determined by *SMK* can be actualized optimally in achieving goals of dual system education.

According to Prosser (1950), vocational school will succeed if learning environment is provided similar with the environment they will work someday. Vocational exercise is effective if the given task in exercise has operational similarity with what will be used someday. Thus, learners are accustomed to do the task which represents the real work. They are given exercise so they can master it. The result is that they will get experience and can apply it in the working world.

After that, regarding the implementation of ISO 9001:2008 standard quality management system, it can be used as the criteria that dual system education program management has increasing performance from time to time as the effort to improve customer satisfaction.

Customer satisfaction can be actualized if the given service by certain educational organization/company can meet the customer expectation and demand. According to Kotler and Keller (2009:36), service is, "every action or activity which can be offered by one party to another, which is intangible and does not have cause of any possession. Service can be given in the form of merit to customer.

One of the factors which determines success level and enterprise quality, according to John Sviokla (in Lupiyoadi, 2009:50), is the enterprise ability in giving service care to customers. According to Parasuraman, Zeithaml, dan Berry (in Lupiyoadi, 2009:52), service cares can be said as having quality if they can complete servqual dimensions which are: 1) tangible or the ability of company in giving ability and performance of enterprise physical infrastructure which support to do the service care, 2) reliability or the ability of company to give trustworthy service accurately. 3) Responsiveness or policy to help and give fast and

exact service for customer with clear information, 4) assurance or knowledge, politeness, and ability to promote confidence for customer to company, and 5) empathy or giving sincere and single attention for customers with effort to understand consumer's demand.

From those suggestions about effectiveness, it can be inferred that the effectiveness of implementation of dual system education with the ISO 9001:2008 standard applying is an action which indicates success viewed from achieved or failed target that has been decided by *SMK* in planning of dual system educational program implementation with the goals that are demanded by customer satisfaction. If the result approaches the target, it means that the effectiveness is increasingly high and organization performance is much better in managing implemented program. The customer satisfaction is also increasingly high.

b. Effectiveness Assessing Component of ISO 9001:2008 Process Approach
 Implementation on Dual System Education.

In the applying of ISO 9001:2008 process approach on the implementation of dual system education which becomes dual system education effectiveness assessing target, there are seven components, which are educational training program, manpower, educational facility, educational management, students, costs, and partner institution. Whereas, that process approach comprises three elements which are customers, management responsibility, and resource management.

According to Dikmenjur modified with the process approach that is stated by Vincent Gaspersz, the monitoring and evaluation target of implementation of dual system education consists of:

Table 1. Component and Aspect of Monitoring and Evaluation of Dual

System Education Modified with Process Approach

N. C	DEGDONE EN	PROCESS COMPONENT			
NO	RESPONDENT	APPROACH	INPUT	PROCESS	ASPECT
	Deputy Head of	Management	Educational		DSE curriculum
1		accountability	training	-	Graduate component
1	Curriculum	External	C DI		Company requirement as
		customers	Company as PI	-	PI of DSE
		Разаумана		Educational	Implementation time
		Resources	-		Teacher and instructor
	Dalia Daalaata	management		management	Monitoring and evaluation
2	Pokja Prakerin	T		C414	Student readiness
	(DSE)	Internal customer	-	Student	Student placement in PI
		Resources	E		Operational cost of DSE
		management	Expense	-	Resources of its expense
		Management		Educational	_
		accountability	-	training	Programs in SMK and PI
		•			Teacher
			Manpower	-	School committee
3	Principal	To a second	Educational		Tools
	_	Resources management	facility	-	Material
			-	Educational management	Teacher and instructor
					Learning in SMK and PI
					Graduate marketing
			Manpower	=	School committee
			Educational		Tools
	School	Resources	facility	-	Material
4	committee	management	-	Educational	Certification of
			-	management	competence test
			Expense	-	DSE operational cost
		Management	•	Educational	
		responsibility	-	training	Programs in SMK and PI
		•	Manpower	-	Instructor
			Educational		Tools
		Resources	facility	-	Material
		management	-	E1 .: 1	Teacher and instructor
			-	Educational	Learning process in both
_	Partner			management	parties
5	Institution (PI)	Г. 1		G. 1	Student readiness
		External customer	-	Student	Student journal
		Resources	Cost		Operational cost of DSE
		management		-	Resources of DSE cost
		-	Company as PI of DSE	-	Company requirement as
		Internal			PI of DSE
		Customer			Company existence as PI
					of DSE

Source: Dikmenjur (1997: 5) with modification

c. Rating Component of Customer Satisfaction

In the implementation of ISO 9001:2008 Quality Management System in an organization, it is a must to improve organization performance from time to time. This improvement can be seen from the effort of management to serve customer. The customer satisfaction can be obtained through giving good quality service which fulfills customer satisfaction. The quality of service care is determined by five aspects, which are: tangible, reliable, responsive, assuring, and empathic.

According to Parasuraman, Zeithaml, dan Berry (in Lupiyoadi, 2009:52), rating aspects of customer satisfaction comprise:

Table 2. Rating Component of Student's Satisfaction

No	ASPECTS	INDICATORS	
1		a. Modern facilities	
	Tonoible	b.Sufficient facilities	
	Tangible	c. Staffs who master their business field	
		d. Workers who have capability, dignity, and dedication.	
2		a. Quick service	
	Reliability	b. Non-selective service care	
		c. Trustworthy service	
3		a. Satisfying service	
	Responsiveness	b.Capability in service	
		c. Actualizing positive response	
4		a. Showing polite and friendly attitude	
	Assurance	b. Assuring safety and pleasantness for customer	
		c. Satisfying <i>prakerin</i> service care	
5	a. Sincerity in giving service		
	Emphaty	b.Being attentive and caring to consumers who nee <i>prakerin</i> service	

Source: Parasuraman (2001) with modification

Table 3. Rating Component of Partner Institution's Satisfaction

No	ASPECTS	INDICATORS
		a. Recognize the tools and equipments which are used
1	Tangibla	b.Master the technology
1	Tangible	c. Master the business field
		d.Show capability, dignity, and dedication
	D. 11. 1.11.4	a. Quick service
2	Reliability	b. Non-selective service
		c. Trustworthy service for consumer

No	ASPECTS	INDICATORS	
		a. Satisfying service	
3	Responsiveness	b.Capability in giving service	
		d. Actualizing positive response	
		d.Showing polite and friendly attitude	
4	Assurance	e. Assuring safety and pleasantness for customer	
		f. Satisfying service care	
		c. Sincerity in giving service	
5	Emphaty	d.Being attentive and caring to consumers who need	
		service	

Source: Parasuraman (2001) with modification

In composing the monitoring and evaluation program of DSE implementation and actualizing aspect of customer satisfaction, according to *Dikmenjur* (1997: 6-7), it consists of:

- Aspect and item which becomes the monitoring and evaluation target.
- 2) Qualitative accomplishment
- 3) Assessment indicators:
 - VL: Very Low is scored with 1. It means that it has existed physically, been selected, and been determined but there is no planning for the implementation while the customer satisfaction accomplishment has been completed 20%.
 - L: Low is scored with 2. It means that it has physically existed, been determined, and had its planning for the implementation, but it has not been conducted yet whereas, accomplishment of customer satisfaction has been completed 40%.
 - S: Sufficient is scored with 3. It means that it has existed physically or been selected, been determined, been planned, and been conducted with the minimum accomplishment of 60% whereas

the accomplishment of customer satisfaction has been completed 60%.

G: Good is scored as 4. It means that it has existed physically or selected, been determined, been planned, and been conducted, with accomplishment of 80% whereas the accomplishment of customer satisfaction has been completed 80%.

VG: Very Good is scored with 5. It means that it has existed physically or been selected, been determined, been planned, and been implemented, with accomplishment of 100% whereas the accomplishment of customer satisfaction has been completed 100%.

B. Relevant Research

1. Research was conducted by Hernaini (2012) titled "Evaluation of ISO 9001:2008 Quality Management System Using CIPP Model, Case Study in Technocrat STBA of Bandar Lampung". This study points out that: (1) there is conformance between understanding of QMS ISO 9001:2008 Quality Policy and vision, mission, goal, and strategic plan of Technocrat STBA and government regulation number 19 year 2005 about National Standard of Education in the evaluation context, (2) input evaluation shows that there is conformance between quality standard of educational input for facility and infrastructure and system of information, but educational background of some lecturers and staffs still need to be improved, (3) the quality of service given by educational staff and of

lecturers when they teach in a class are good, but the service target is needed to achieve quality in evaluation process, and (4) in product evaluation, there is a significant impact on university applying ISO 9001:2008 Quality Management Sistem. Achievement and quality of service improve and influence the image and performance of university. The similarity with this research is that it also evaluates the arrangement of ISO 9001:2008 standard quality management system implementation in an educational organization using CIPP evaluation model. Another similarity is that some aspects in the context evaluation, input, process, and output are referred to quality policy from educational organization. The difference is the indicators of evaluation because in this research, it refers to school program which is DSE. Moreover another difference is the approach of research which uses quantitative descriptive with assessing questionnaire research instrument, interview guideline, and documentation. The other difference is the research setting, and research sample because in this research, it focuses on students of SMK Negeri 1 Bawang with accounting program proficiency toward the implementation of dual system education program.

2. The research conducted by Hendri Kus Fendi (2014) titled, "Evaluation of ISO 9001:2008 Standard Quality Management System Implementation Using Stake Countenance Model and Customer Satisfaction Level in SMK *Kabupaten* Kebumen". The results indicate that: (1) the implementation of ISO 9001:2008 Standard Quality Management System

in SMK Kabupaten Kebumen is categorized a high. The total of average score of ISO 9001:2008 Standard Quality Management System Implementation in *Kabupaten* Kebumen is 3,01 from the highest score of 4,00. The satisfaction level of SMK Kabupaten Kebumen customer is categorized high from the students who had average score of 3,03 from the highest score of 4,00 included high category and from student's parents with average score of 3,03 from the highest score of 4,00 included high. (3) supportive factors in the implementation of ISO 9001:2008 Standard Quality Management System in quality standard accomplishment at SMK Kabupaten kebumen is administration of quality management system by top management, control, coordination, and evaluation. Management administration led by principal who is supported by his/her subordinates in every learning activity to implement the principle of quality management system well. (4) factors which obstruct the implementation of ISO 9001:2008 Standard Quality Management System in SMK Kabupaten Kebumen are implementation of management system related to school community's understanding of ISO such as SOP, IKA, and some other regulations and the interest to learn also the factor of family environment. (5) the attempts to overcome ISO 9001:2008 Standard Quality Management System problems in SMK Kabupaten Kebumen so that it can maximally by improving school community's understanding, proceed is communicating, and motivating students as well as optimizing teacher

functions. Updating the understanding related to ISO system is by controlling as well as making pocket book about ISO Quality Management System and motivating students as well as optimizing the function of teacher.

The similarities with this research are that it is an evaluative research which studies the arrangement of ISO 9001:2008 Standard Quality Management System that comprises customer satisfaction, supportive factors, obstacles as well as the attempt to overcome obstruction in the implementation of ISO 9001:2008 Standard Quality Management System. The differences are about the evaluation model used which is CIPP model. Another difference is that this research uses research instruments in the form of questionnaire, interview, and observation in accordance with research approach used that is quantitative descriptive approach. The other difference is that this research focuses on students of SMK Negeri 1 Bawang, accounting proficiency program, toward the implementation of DSE.

3. Research conducted by Surya Jatmika (2010) titled, "Effectiveness of Dual System Education Program in Industrial and Business World, Accounting Proficiency Area of SMK Negeri 7 Yogyakarta and SMK Muhammadiyah 2 Yogyakarta. The research results show that: (1) implementation of all components of DSE is commonly in line with the stipulation of DSE management, (2) the effectiveness of DSE implementation in accounting field-of-study PI of SMK Negeri 7

Yogyakarta studied from the arrangement of all components is very effective with the percentage of its accomplishment of 83%. For SMK Muhammadiyah 2 Yogyakarta, the effectiveness is very effective with accomplishment percentage of 7,4%. (3) supportive factors of DSE implementation in PI of accounting program at SMK Negeri 7 Yogyakarta, are students' awareness, school facility, teachers' awareness, from cultural side, from expense side, and the existence of cooperation or school connection with good industry. Supportive factors implementation of DSE at SMK Muhammadiyah 2 Yogyakarta, are the giving of provision to students who will have prakerin, the existence of inputs from industrial and business world, advisor, and conformance prakerin place with student's competence. The hampering factors of implementation of DSE on PI of accounting program at SMK Negeri 7 Yogyakarta are not all industrial world used as the place for *prakerin* had been appropriate with the competence that school proposed, from student's character, and the incentive of advisor was insufficient. The hindering factors of dual system education implementation in SMK Muhammadiyah 2 Yogyakarta, are student's character, frequent advisor monitoring, and less creative advisor, institution policy of finance, procedure of financial accounting registration in PI that was automatic, and the transparency was little between school and school committee, and (4) the model of ideal DSE implementation for industrial and business world at SMK Negeri 7 Yogyakarta and SMK Muhammadiyah 2 Yogyakarta needs to be improved for the implementation of model 2. The similarity from this research is that it is in the same way of using quantitative descriptive research with survey approach. The analysis technique uses percentage analysis with ideal score from whole respondents, as well as in the same way it discusses *prakerin* as the form of implementation of dual system education. The difference is that this research is evaluation research using CIPP model and the object is process approach of ISO 9001:2008 Standard Quality Management System combined with related elements with dual system education program. Moreover, this research also studies the implementation of ISO 9001:2008 Standard Quality Management System whether it can influence customer satisfaction, particularly for students and industrial as well as business world, the other difference is the research setting and the research sample because this research focuses on students of SMK Negeri 1 Bawang and some industrial and business world cooperated with SMK Negeri 1 Bawang.

C. Theoretical Framework

Quality Management Representative (QMR) is the independent vice appointed by principal to monitor the quality of academic and non academic service in an educational organization, in this case, school. It is suggested to see the conformance between the real situation whether the quality standard, ISO 9001:2008 and the description of management system for each

educational program in that school. This research refers to the implementation of dual system education program as the attempt to accomplish the concept of dual system in educational area. In addition, the decision of standard in ISO 9001:2008 Quality Management System expects the commitment from involved parties to apply the ISO 9001:2008 standard Quality Management System principles which are: focusing on customers, leadership, involving manpower, using process approach, using system approach in management, continual improvement, factual approach in making decision, mutually beneficial relationships with the supplier in accordance with quality policy in educational organization. Those things are done in order to fulfill customer satisfaction. In order to fulfill customer satisfaction this is stable from time to time, continual improvement is needed to make it relevant with the level of customer satisfaction. To support that process, schools which implement dual system education are supposed to do evaluation.

Evaluation is undertaken to comprehend how far the program proceeds in line with fixed standard which later on, the result of evaluation will become the consideration in order to make decision related to how it is supposed to be in the next year. Evaluation process can be carried out from two sides which are process evaluation and result evaluation. However, this research only focuses on result evaluation because the experts say that it has described or represented the implementation of dual system education program.

Based on the explanation above, this research is focused on educational evaluation research according to Stufflebeam concept that is context, input, process, and product (CIPP) on dual system education program. Research process using Stufflebeam scheme can be elaborated as follows:

In context aspect, evaluation is for the commitment of parties who are involved in applying the principles of ISO 9001:2008 Standard Quality Management System using interview instrument. The document of quality consisted of quality policy such as vision, mission, and institution goals will be analyzed. Moreover, there are quality target and work instruction/operational plan at SMK Negeri 1 Bawang in order to achieve the goal of DSE program, customer satisfaction.

In input aspect, assessment scheme of ISO 9001:2008 standard emphasizes the conformance of policy in ISO 9001:2008 Quality Management System and resource availability at SMK Negeri 1 Bawang such as manpower, educational facility, and documented information system. Manpower resource availability consists of competence/proficiency possessed in organizing an educational program. In process of research, researcher examines whether it is possible, with the resources owned by certain organization, to proceed the operational plan effectively and efficiently in order to achieve quality target determined in DSE program.

In process aspect, it emphasizes the conformity of planning, implementing, and evaluating the dual system education process as the attempt to improve student's knowledge and skills in industrial and business

world. In planning, it analyzes whether operational plan which has been decided in dual system education program is elaborated in the real field. Then, in implementation and evaluation process, it finds out whether the process approach of ISO 9001:2008 standard Quality Management System combined with DSE components which are elaborated by *Dikmenjur* that consists of: educational training, manpower, educational facility, educational management, students, expense, and partner institution can proceed effectively and complete the expectation. The next, in evaluation process, it is going to see and examine about how far the evaluation can be conducted by manpower at SMK Negeri 1 Bawang, particularly in dual system education program.

In product aspect, it emphasizes more on the assessment of customer rights which are customer satisfaction through continual development to get the best practice. The rating indicators are the effect of program to students, schools (image and organizational performance), and industrial and business world.

From that evaluation result, it generates an understanding of leader in making decision. There are three alternative choices in making decision which aim to direct the question of whether implementation of ISO 9001:2008 standard Quality Management System in dual system education program will be undertaken. 1) discontinue, if the implementation of quality management system does not give significant effect toward result improvement of educational program, 2) modify, if the standard or

procedure does not give effective and efficient effect about continual improvement in line with quality requirements determined and 3) continue, if the quality management system has effectively and efficiently given effect for output result improvement in accordance with what is expected. The last action is the program development to be able to actualize the vision, mission, goals, and institution strategic plan in SMK Negeri 1 Bawang.

Theoretical framework of this evaluative research, is explained as follows:

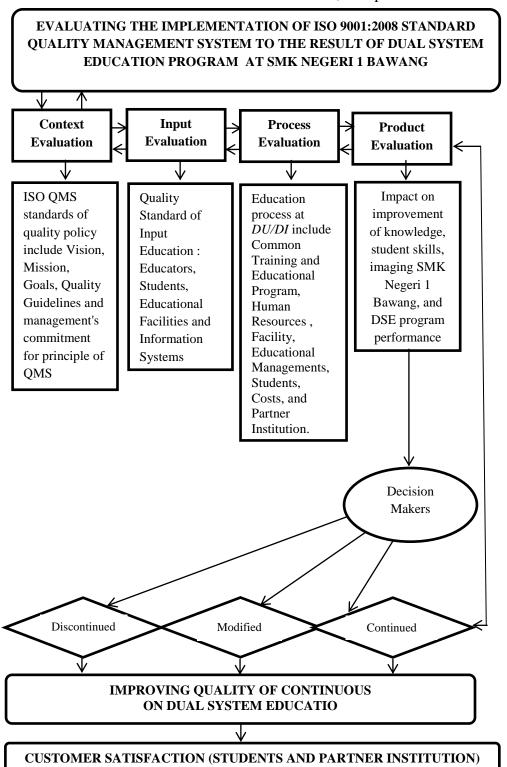


Figure 3. Research Theoretical Framework Modified from Stufflebeam (CIPP) Model Evaluation (Stufflebeam dan Shinkfield, 1984:167)

D. Research Questions

- 1. Has SMK Negeri 1 Bawang from context aspect, applied ISO 9001:2008
 Standard Quality Management System to Dual System Education
 Program which is appropriate with quality policy?
- 2. Has SMK Negeri 1 Bawang from input management in the implementation of dual system education using ISO 9001:2008 Standard Quality Management System, fit the input quality standard?
- 3. Has SMK Negeri 1 Bawang from process aspect, with the implementation of ISO 9001:2008 Standard Quality Management System at dual system education program, been effectively undertaken according to operational plan?
- 4. Does SMK Negeri 1 Bawang from the product aspect with the implementation of ISO 9001:2008 Standard Quality Management System at dual system education program give effect to student quality improvement?
- 5. How is the planning of Dual System Education Program with the implementation of ISO 9001:2008 Standard Quality Management System in SMK Negeri 1 Bawang, academic year 2015/2016?
- 6. How is the implementation of Dual System Management Program using ISO 9001:2008 Standard Quality Management System in SMK Negeri 1 Bawang, academic year 2015/2016?

- 7. How is the evaluation of Dual System Education Program using ISO 9001:2008 Standard Quality Management System in SMK Negeri 1 Bawang academic year 2015/2016?
- 8. How is the internal customer satisfaction level (particularly students of accounting program) in SMK Negeri 1 Bawang after the implementation of Dual System Education Program?
- 9. How is the level of external customer satisfaction (particularly industrial and business world) in SMK Negeri 1 Bawang after the implementation of Dual System Education Program?
- 10. Does the betterment of *Pokja Prakerin* performance affect the quality improvement of Dual System Education Program in SMK Negeri 1 Bawang?

CHAPTER III RESEARCH METHOD

A. Research Design

This research is included as evaluative research. Evaluation method which is used in this research is method developed by Stufflebeam using Context, Input, Process, Product (CIPP) approach.

This research is aimed to evaluate the implementation of Quality Guarantee System through ISO 9001;2008 standard Quality Management System to Dual System Education Program in SMK Negeri 1 Bawang. The quality evaluation criteria which will be revealed is how the context which is implementation of its policy, input quality which is policy performer, process quality which is decision making through operational plan with the addition of dual system education component filling, and product which is the effect of institution performance on customer satisfaction through continuous improvement.

This research uses descriptive and quantitative approach proposed by Sugiyono (2012:38) which can be used together to identify similar object but has different goals. In this research, descriptive research is used to explain the implementation of quality management system toward the principle in ISO 9001:2008 standard and the implementation of Dual System Education (DSE) in accounting proficiency at SMK Negeri 1 Bawang, whereas the quantitative research is used to find the level of goal accomplishments which are the fulfillment of dual system education component and customer satisfaction in

DSE program through the implementation of ISO 9001:2008 standard QMS in accounting proficiency area for eleventh grade of SMK Negeri 1 Bawang.

B. Research Settings

This research was conducted in SMK Negeri 1 Bawang located on Pucang Stree, 132, Banjarnegara 53471 on February, 2016 until April 2016. This research is done with some steps: observation, proposal arranging, permission, data collecting, data analysis, and research report organizing. The reasons why researcher choose to conduct this research in SMK Negeri 1 Bawang is that:

- 1. There is problem which needs to be solved.
- 2. There are no researches with the same problems.
- 3. That school is one of vocational schools which use ISO 9001:2008 standard quality management system in educational service.

C. Research Subject and Object

The subject in this research were the principal, school committee, quality management representative, vice principal of curriculum, head of *Prakerin* work program, the representative of partner institution, and eleventh grade students of accounting program in SMK Negeri 1 Bawang. Then, the object in this research is quality management in *prakerin* as the media of dual system education program implementation.

D. Operational Definition

In this research, the operational definition related to its variable, uses single variable which is evaluating the implementation of ISO 9001:2008 standard quality management system to the implementation result of dual system education. The explanations of every aspect are as follows:

- According Stufflebeam (in Daryanto, 2007:1) evaluation is the process of describing, achieving, and presenting information which benefits for assessing decision alternatives. Process in this research is how systematic, effective, and efficient service management using ISO standard QMS to determine whether there is a change in tutors, educators, learners of certain program supported by facilities and infrastructure, information system, also conducive environment.
- 2. Quality Management System is the system to improve the quality in maximizing business's competition, either through continuous improvement or doing total change toward input (human resources, facilities, infrastructures, and information system, also its environment), process (service business), and product (professionalism and performance). Those things are done solely to meet the demand and expectation of customer. Customer in this research is specified for internal customers which are learners in order to fulfill external customer's (industrial and business worlds) demand.
- 3. ISO 9001:2008 is a standard consisted of documented procedure and standard practice for system management which is actualized to restrain the

product and service quality, started from designing the product until testing the product, in accordance with needs and requirements, or specified by customer and organization.

4. Dual system education is learning and teaching activity organized by *SMK* and industrial and business worlds in order to produce graduates which meet the requirements of manpower demand standard for industrial and business worlds. Therefore, the activity of educational and training service regarding those things must orient on quality and customer satisfaction. To support them, consequently, *SMK* as the output provider, needs to apply the quality management system to improve organization performance as the attempt to fulfill customer desire and expectation.

E. Data Collecting Method

The determining of data collecting method has significant relation with expressed variable. In order to get objective and accountable data scientifically, method which can reveal data as expected is needed. Every method in this research consists of strength and weakness. Thus, it is needed to choose them based on the problem and requirement. Data collecting methods used in this research are as follows:

1. Documentation

Documentation is event record which has happened. Document can be in the form of written, drawing, or monumental works (Sugiyono, 2012: 329). This method is used to collect the data about the history of SMK Negeri 1 Bawang, school organization structure, facilities and infrastructure condition, the amount of students, teachers and workers conditions, files of activity letter in every dual system education program, ISO 9001:2008 manual education also the previous year of competence test result for students who had their industrial practice.

2. Questionnaire

Questionnaire in this research is used to acquire data about goal achievement which comprises of the fulfillment of accomplishment of dual system education component and customer satisfaction level to Dual System Education through ISO 9001:2008 standard Quality Management System implementation. From those questionnaires, the respondent can give thick $(\sqrt{})$ for given answer in accordance with subject condition. Close ended question is used with the five options (1) it's really not effective/satisfied, (2) it's not effective/satisfied, (3) it's quite effective/satisfied, (4) it's effective/satisfied, and (5) it's very effective/satisfied. Respondents are able to choose one of options which suits them. The variable which will be measured is clarified to be indicators. Then, the indicators are used as a guide to compose instrument items in the form of questions or statements for the sake of data validity (Sugiyono, 2012: 134-135).

3. Interview

This research uses structured interview. Structured interview is an interview where researcher uses interview instrument which has been composed to collect the data. The interview is for principal, school committee, quality management representative, vice principal of curriculum,

prakerin work program leader, and partner institution. Interview method in this research is supportive method used to complete questionnaire result.

This method is used to find out the data regarding school personnel readiness in implementing ISO 9001:2008 standard Quality Management System related to quality policy, quality target, and work mechanism/school operational plan, the accomplishment of ISO 9001:2008 standard Quality Management System principles, *prakerin* evaluation as the actualization of Dual System Education that discusses the implementation of DSE, supportive factors, disruptive factors, and the attempts to deal with difficulties also monitoring and evaluating of DSE with process approach modification on ISO 9001:2008 standard Quality Management System.

4. Triangulation

Triangulation is data collecting technique which combines some data collecting technique and data sources. It means that this research combines between descriptive things and quantitative things, so the researcher can carry out data credibility test with various data collecting techniques and various data sources (Sugiyono, 2012:330).

F. Research Instruments

Sugiyono (2012: 148) states that research instrument is a tool used to measure natural or social phenomena being observed. Specifically, all phenomena are stated as research variable. The use of instrument is to ease the research and produce better result which is clearer, more complete, and more

systemic so that it is easy to acquire. Research instrument is measurer tool used in data collecting.

Instrument used in this research is questionnaire with close-ended questions and list of interview questions.

1. Close-ended Questionnaire Instrument

This questionnaire is divided into three. First, it is about the program implementation for respondents, principal, vice principal of curriculum, the head of *prakerin* work program, school committee, and partner institution. Second, it is about the measurement of internal customer satisfaction. It is for eleventh grade students of accounting proficiency. Third, it is about the measurement of external customer satisfaction. In this case, it is for industrial and business worlds as partner institution. Each questionnaire is presented in table (4), (5), and table (6).

Data collected from questionnaire in table (4) is data about the implementation of Dual System Education in industrial and business worlds of accounting proficiency at SMK Negeri 1 Bawang with the implementation of ISO 9001:2008 standard Quality Management System. In this research, the evaluation component measured is the evaluation on input and process. The blueprints are based on the accomplishment of DSE components from *Dikmenjur* (1997:5) about monitoring and evaluating DSE with process approach modification suggested by Vincent Gasperzs (2008: 285) without reducing the referred substance. Those aspects, then, are processed into some question items.

DSE components referred consist of: training and education program (as known as *diklat*), human resources (as known as *SDM*), educational facilities, educational management, students, costs, and partner institution. Process approach referred comprises: internal and external customers, management responsibility, and resource management, product actualization, and measurement, analysis, also improvement. But, for product and measurement realization aspects, analysis, and improvement are not included into points. These will be discussed when the conclusion from the collected data has been made.

Tabel 4. Blueprint of Implementation of Quality Management System on DSE (Components of Input and Process Evaluation)

NO	RESPONDENT	PROCESS	COMPONENT		ASPECT	OUESTION
NO		APPROACH	INPUT	PROCESS	ASPECI	QUESTION
		Management	nt El		DSE curriculum	1,2,3,4,5
	Vice Principal of	accountability	Educational training	-	Graduate compo	6,7,8,9,10
1	Curriculum				Company	
	Currentin		Company as PI	-	requirement as	11,12
		External customers			PI of DSE	
		Resources			Implementation t	1,2,3,4
		management	-	Educational management	Teacher and inst	10
	Pokja Prakerin	management			Monitoring and e	11,12,13,14
2	(DSE)	Internal customer		Student	Student readines	8,9
	(DSE)	internal customer		Student	Student placeme	5,6,7
		Resources	Costs		Operational cost	15,16,17,18
		management	Costs	•	Resources of its	19, 20
		Management accountability	-	Educational training	Programs in SM	1,2,3,4
		Resources management	Manpower	-	Teacher	6,7,8
					School committe	17
3	Principal		Educational facility	-	Tools	12,15
					Material	13,14
İ			-	Educational management	Teacher and inst	5,9,10
					Learning in SMk	11
					Graduate market	16,18,19,21
			Manpower	-	School committe	1,2,3,4
			Educational facility	-	Tools	12
		Resources	Educational facility		Material	13
4	School committee	management		Educational management	Certification of	5 6 7 8 0 10
			-		competence test	
					competence test	11
			Costs	-	DSE operational	14

NO	RESPONDENT	PROCESS	COMPONENT		ACDECT	OFFECTION
NO		APPROACH	INPUT	PROCESS	ASPECT	QUESTION
		Management responsibility	-	Educational training	Programs in SM	16
			Manpower	-	Instructor	2,3,4,5,6
			Educational facility		Tools	10,13
		Resources	Educational facility	-	Material	11,12
					Teacher and inst	16,19,20
		management	-	Educational management	Learning	
	Partner Institution (PI)				process in both	21,22,23
					parties	
5		External customer	_	Student	Student readines	14,15
		External customer	-	Student	Student journal	17,18
		Resources	Cost	-	Operational cost	24
		management			Resources of DS	25
				-	Company	
					requirement as	1,9,30
		Internal Customer	Company as PI of DSE		PI of DSE	
					Company	26,27,28,29,
					existence as PI	31,32
					of DSE	31,32

Source: Surya Jatmika (2014) which has been modified

Then, customer satisfaction blueprint is divided into 5 aspects referred to Parasuraman, Zheithaml, dan Berry (in Lupiyoadi, 2009: 52) suggestions. Those aspects are tangible evidence, reliability, responsiveness, assurance, and empathy. From those aspects, it can be elaborated into some indicators.

Table 5. Blueprint of Student's Satisfaction in DSE (Components of Product Evaluation)

No	ASPECT	INDICATORS	QUESTIONS
		a. Modern facilities	1,2
		b. Fully equipped facilities	3,4*,5,6,7*,8*
1	Tangible	c. Staffs who have mastered their area	9,10*,11
		d. Staffs who appear to have competence, respect, and dedication	12,13,14,15
		a. Quick service process	16,17,18,19
2	Daliability	b. Indiscriminating service	20,21
2	Reliability	c. Trusted service to customer	22,23,24,25,26*,27*
			,28,29*,30*,31
		a. Satisfying service	32,33
3	Responsiveness	b. Competent service	34,35*,36
		c. Creating positive response	37
	Assurance	a. Showing friendly and decent attitude	38,39*,40
4		b. Security and satisfaction guarantee	41,42,43*
		c. Satisfying <i>prakerin</i> service	44,45,46
		a. Sincerity service	47,48,49
5	Emphaty	b. Caring and empathy to costumer which	50
		needs prakerin service.	

Source: Parasuraman (2001) which has been modified

*) negative statement

Table 6. Blueprint of Partner Institution's Satisfaction in DSE (Components of Product Evaluation)

No	ASPECT	INDICATORS	QUESTIONS
		a. Recognizing the tools or equipments	1,2
		used	
1	Tangible	b. Mastering technology to ease works	3,4*,5
1		c. Learners who master their area	6,7,8
		d. Learners who appear to have	9,10,11*
		competence, respect, and dedication	
	Reliability	a. Quick service process	12,13,14,15,16
2	Remadility	b. Indiscriminating service	17*
		c. Trusted service	18,19,20*,21,22,23*
a. gratifying service		a. gratifying service	24
3	Responsiveness	b. Competent service	25,26,27*,28
		c. Creating positive response	29
	A	a. Friendly and decent attitude	30,31,32*,33
4	Assurance	b. Security and satisfaction guarantee	34,35,36*
		c. Satisfying service	37,38,39
	Emphoty	a. Sincere service	40*,41
5	Emphaty	b. Caring and empathy to costumer which	42
		needs service	

Source: Parasuraman (2001) which has been modified

The scale which is used in this instrument is a likert scale that has been modified. The values are very ineffective/dissatisfied (VI/VDS), ineffective/dissatisfied (I/DS), quite effective/satisfied (QE/QS), effective/satisfied (E/S), and very effective/satisfied (VE/VS). The scores for each value are VI/VIS=1, I/IS=2, QE/QS=3, E/S=4, and VE/VS=5.

2. Interview Instument

Data gathered from respondent's interview is data about the implementation of ISO 9001:2008 standard Quality Management System to the realization of DSE in industrial and business worlds for accounting proficiency at SMK Negeri 1 Bawang related to quality policy, quality target, work instruction/operational plan, and the realization of ISO 9001:2008 standard Quality Management System principles, the implementation of DSE in industrial and business worlds for accounting

^{*)} negative statement

program at SMK Negeri 1 Bawang also the obstructive factor, supporting factors in its accomplishment followed by the attempt to overcome obstacle also its effect on the operated program. Those things are summarized in context evaluation, input, and process aspects.

The blueprints of ISO 9001:2008 standard Quality Management System principles are suggested by Vincent Gasperz (in National Education Department, "technical guidance in the implementation of educational strategic Quality Management System in accordance with ISO 9001:2008 standard: 48-50).

Table 7. Blueprint of Quality Management System Implementation Toward ISO 9001:2008 Principles.

RESPONDENT	COMPONENTS	QUESTIONS
	Quality standard	1
	Focusing on customer	2 (a,b)
	Leadership	3 (a,b)
1. Quality	Involving all people	4 (a,b,c,d)
management	Process approach	5 (a,b,c)
representative; 2. Principal;	System approach in management	6 (a,b)
3. Vice principle of	Continual improvement	7 (a,b)
curriculum; 4. <i>Pokja Prakerin</i>	Approach or decision making based on facts	8 (a,b,c)
I o.yu I ruwer	Mutually beneficial relation	9 (a,b,c)
	Obstructive and supportive factors	10, 11
	Organization performance	12, 13

Source: Vincent Gasperz (2008) with modification

After that, the blueprint of the second interview is based on the accomplishment of DSE components which are taken from *Dikmenjur* (1997:5) about monitoring and evaluating the DSE with process approach modification suggested by Vincent Gaspersz (2008: 285) without omitting the referred substance.

Table 8. Blueprint of ISO 9001:2008 Process Approach Interview Toward DSE Implementation Components

PROCESS NO RESPONDENT **QUESTION** COMPONENTS APPROACH 1,2,3,4,5,6,7,8,9,10, Vice principal of Management Education and training 1 curriculum responsibility 11,12,13 program Human resource 1,2,3,4 Resource 2 Principal 5,6,7,8,9,10,11,12,1 Educational management management Internal 1,2,3,4,5,6,7,8,9,10 Students customer 3 Pokja Prakerin Educational 11,12,13,14,15 Resource management management Costs 16,17,18,19,20 Human resource 1,2,3,4,5,6 Resource 4 School committee Educational management 7,8,9,10,11,12 management 1,15,16,17,18,19,20, Internal Company as PI DSE customer 21,22 2,3,4 Educational facility 5 Educational Partner institution 5,7,8,9,10 Resource management management Students 11,12,13,14

Source: Surya Jatmika (2014) with modification

G. Instrument Testing

Instrument testing is done to understand whether the composed instrument is a good instrument for a research. A good instrument should meet two important requirements which are valid and reliable. If the instrument has been tested its validity and reliability, questions which are appropriate for collecting data in the research will be detected. Then, instrument which is not valid will be omitted. The instrument testing will be done twice. First, the testing will be given to students of SMK N 1 Bawang which are not the member of research sample, with 14 students from eleventh grade of accounting program and 5 of partner institution. Validity and reliability testing in first instrument uses SPSS

program ver. 20. Second, the validity testing uses constructive validity testing about the implementation of DSE or asks experts to give judgment. The test intended for the principal and head of DSE program at SMK Negeri 2 Bawang. Based on the validity test results against the questionnaire that have been made instrument was declared valid.

1. Validity test

a. Corrected Item Total Correlation Validity

Test validity toward instrument about customer satisfaction in this research uses corrected item total correlation technique. Each item score and total score are correlated to correlation coefficient score which is over-estimated. If the value of realculation > rtable, the statement items in questionnaire have significant correlation concerning the total score (which means that the items are valid). If the value of realculation > rtable, the items in the table have no significant correlation concerning the total score (which means that the questionnaire items are invalid). In this research, the tool to analyze validity is SPSS software 21. Based on the internal customer satisfaction questionnaire, there are 14 respondents and for external customer satisfaction questionnaire, there are 5 respondents. It is taken from table r for n=14 in the number of 0,532 and n=5 in the number of 0,878. Therefore, the tested instrument has r calculate > r table so the instrument is considered as valid (Sugiyono, 2010: 373).

The calculation result can bee seen in this table below.

Table 9. Result of Student Satisfaction Instrument Validity Test on DSE Program in SMK Negeri 1 Bawang Academic Year of 2014/2015

Number	Table r	Calculate r	Explanation
1	0.532	0.626	Valid
2	0.532	0.020	Valid
3	0.532	0.626	Valid
4			
5	0.532	0.540	Valid
6	0.532	0.745	Valid
7	0.532	0.246	Invalid Valid
8	0.532	0.671	Valid
9	0.532 0.532	0.645	
		0.562	Valid
10	0.532	0.621	Valid
11	0.532	0.820	Valid
12	0.532	0.547	Valid
13	0.532	0.745	Valid
14	0.532	0.328	Invalid
15	0.532	0.676	Valid
16	0.532	0.724	Valid
17	0.532	0.729	Valid
18	0.532	0.591	Valid
19	0.532	0.631	Valid
20	0.532	0.756	Valid
21	0.532	0.534	Valid
22	0.532	0.636	Valid
23	0.532	0.544	Valid
24	0.532	0.676	Valid
25	0.532	0.716	Valid
26	0.532	0.421	Invalid
27	0.532	0.604	Valid
28	0.532	0.542	Valid
29	0.532	0.547	Valid
30	0.532	0.408	Invalid
31	0.532	0.721	Valid
32	0.532	0.646	Valid
33	0.532	0.537	Valid
34	0.532	0.686	Valid
35	0.532	0.677	Valid
36	0.532	0.740	Valid
37	0.532	0.645	Valid
38	0.532	0.662	Valid
39	0.532	0.748	Valid
40	0.532	0.577	Valid

Number	Table r	Calculate r	Explanation
41	0.532	0.797	Valid
42	0.532	0.540	Valid
43	0.532	0.631	Valid
44	0.532	0.622	Valid
45	0.532	0.850	Valid
46	0.532	0.362	Invalid
47	0.532	0.631	Valid
48	0.532	0.686	Valid
49	0.532	0.631	Valid
50	0.532	0.565	Valid
51	0.532	0.850	Valid
52	0.532	0.716	Valid
53	0.532	0.653	Valid
54	0.532	0.647	Valid
55	0.532	0.546	Valid

In customer satisfaction questionnaire for students, there are 55 statements which consist of 50 valid statements and 5 invalid statements. Number 6, 14, 26, 30, and 46 are below 0.532 so those numbers are no longer used. The researcher still uses this questionnaire but omitting the invalid items. It is reasonable because those items are represented by another item.

Table 10. Statement Item Distribution of Student Satisfaction Instrument Validity Test on Each Aspect.

Aspect	Item Total	Total valid	Total invalid
Tangible	17	15	2
Reliability	17	16	1
Responsiveness	7	6	1
Assurance	10	9	1
Emphaty	4	4	0

Table 11. Validity Test Result of Industrial and Business World Satisfaction Instrument on DSE Program in SMK Negeri 1 Bawang Academic Year of 2014/2015.

Number	Table r	Calculate r	Explanation
1	0.878	0.956	Valid
2	0.878	0.956	Valid
3	0.878	0.916	Valid
4	0.878	0.928	Valid
5	0.878	0.682	Invalid
6	0.878	0.928	Valid
7	0.878	0.956	Valid
8	0.878	0.742	Invalid
9	0.878	0.916	Valid
10	0.878	0.956	Valid
11	0.878	0.928	Valid
12	0.878	0.916	Valid
13	0.878	0.956	Valid
14	0.878	0.928	Valid
15	0.878	0.916	Valid
16	0.878	0.651	Invalid
17	0.878	0.821	Invalid
18	0.878	0.928	Valid
19	0.878	0.916	Valid
20	0.878	0.928	Valid
21	0.878	0.956	Valid
22	0.878	0.928	Valid
23	0.878	0.561	Invalid
24	0.878	0.928	Valid
25	0.878	0.956	Valid
26	0.878	0.956	Valid
27	0.878	0.916	Valid
28	0.878	0.956	Valid
29	0.878	0.486	Invalid
30	0.878	0.928	Valid
31	0.878	0.928	Valid
32	0.878	0.928	Valid
33	0.878	0.928	Valid
34	0.878	0.956	Valid
35	0.878	0.928	Valid
36	0.878	0.956	Valid
37	0.878	0.916	Valid
38	0.878	0.928	Valid
39	0.878	0.826	Invalid
40	0.878	0.928	Valid

Number	Table r	Calculate r	Explanation
41	0.878	0.614	Invalid
42	0.878	0.956	Valid
43	0.878	0.956	Valid
44	0.878	0.928	Valid
45	0.878	0.928	Valid
46	0.878	0.956	Valid
47	0.878	0.928	Valid
48	0.878	0.928	Valid
49	0.878	0.916	Valid
50	0.878	0.928	Valid

In the questionnaire result above for industrial and business world, there are 50 statements, 42 valid statements and 8 invalid statements. Number 5, 8, 16, 17, 23, 29, 39, and 41 are below 0.878 so those numbers cannot be used. The researcher keeps this questionnaire in use but omitting the invalid statements and it is reasonable because those invalid statements have been acted on behalf of another statement.

Table 12. Statement Item Distribution of Industrial and Business World Satisfaction Instrument Validity Test on Each Aspect

Aspect	Item total	Total Valid	Total invalid
Tangible	13	11	2
Reliability	15	12	3
Responsiveness	8	6	2
Assurance	11	10	1
Emphaty	3	3	0

b. Constructive validity

Instrument constructive validity can be done with conducting validity test by asking expert to give judgment. This validity test is addressed to measure suitability of grating instrument's to outlined in indicators about what is to be measured.

2. Reliability test

Reliability test is a testing method to make sure that the level of questionnaire reliability used in research. Sugiyono (2012:168) states that a reliable instrument is an instrument that generates similar data though it is used for many times. Reliability on customer satisfaction level instrument in SMK Negeri 1 Bawang is internal customer satisfaction which refers to student. External customer satisfaction above is industrial and business worlds. Then, this research is computed using Alpha Cronbach method. The computation of instrument reliability is assisted by SPSS software 21. Reliability of testing result uses measurement result using Cronbach's Alpha score result for each aspect. Cronbach Alpha formula is used because the instrument is a questionnaire that contains score.

Table 13. Interpretation of Reliability Coefficient Score

The value of r	Interpretation
From 0.800 up to 1.00	Very high
From 0.600 up to 0.800	High
From 0.400 up to 0.600	Moderate
From 0.200 up to 0.400	Low
From 0.000 up to 0.200	Very low (no correlation)

Source: Riduwan et al (2009: 124)

After the instrument reliability is achieved, the result is interpreted based on the guidance. The instrument is admitted as reliable f it shows more than 0.600. However, the instrument is unreliable if it is below 0.600.

Test result reliability, measurement result with Cronbach's Alpha score result to students for customer satisfaction aspect is illustrated in table 14.

Table 14. The Test Result of Student Satisfaction Reliability Toward DSE Program in SMK Negeri 1 Bawang of 2014/2015 Academic Year. **Reliability Statistics**

Cronbach's Alpha	N of Items
0.954	55

From the computation above, the result of student satisfaction questionnaire reliability using SPSS Software 21 with Cronbach's Alpha is 0.954. It is more than r table 0.532 which means that research questionnaire used to measure student satisfaction level is categorized as very high.

Test result reliability, measurement test using Cronbach's Alpha score result with industrial and business world as respondent of customer satisfaction aspect is illustrated in table 15.

Table 15. The result of Industrial and Business World Satisfaction Reliability Toward DSE Program in SMK Negeri 1Bawang Academic Year 2014/2015

Reliability Statistics

Cronbach's Alpha	N of Items
0.994	50

From the data computation result above using SPSS software 21 with Cronbach's Alpha method, it is showed that the value of 0.994 is more than r table 0.878 which means that the research questionnaire to measure student satisfaction level is categorized as very high.

H. Research Procedures

Below is the research activity design.

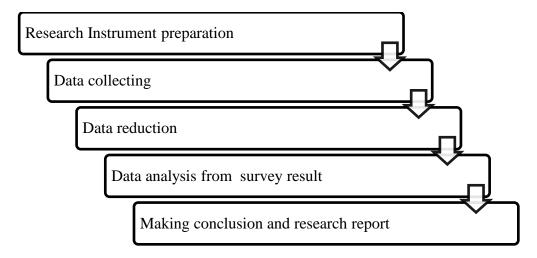


Figure 4. Research Procedure Sources: Sugiyono (2012)

There are some implementation procedures as follows:

- Research instrument preparation, in this stage, researcher prepares tools or research instruments which are going to be used to collect the data, such as: close-ended questionnaire and instrument guide.
- 2. Data collecting, in this stage, researcher takes or collects the data through close-ended questionnaire, in-depth interview, or document, and also observation of things related to evaluation of ISO 9001:2008 standard Quality Management System implementation to the result of Dual System Education implementation in SMK Negeri 1 Bawang.
- Data reduction, in this stage, researcher summarizes and chooses the points, and focuses on important things, and omits unnecessary things from data collection.

- 4. Analysis, in this phase, research conducts validity and reliability test of blueprints related to close-ended questionnaire and interview instrument regarding the implementation of ISO 9001:2008 standard Quality Management System to the accomplishment result of DSE which each instrument has its indicator. After that, when the process of data analysis from close-ended questionnaire, interview, documentation, and observation occurs, the reduction is done with drawing conclusion based on the facts of final stage.
- Drawing conclusion and making research report, in this phase, researcher draws conclusion from data analysis result continued by research report making.

I. Data Analysis Techniques

1. Descriptive Analysis Method

Interview (descriptive) analysis is done when the data collecting process happens. The data analysis process is conducted with respondent answer reduction and categorized in the instrument which has been made.

2. Quantitative Descriptive Analysis Method

Close-ended questionnaire analysis is done after the questionnaire is gathered then analyzed descriptively and quantitatively with percentage. After that, the next step is to determine the effective contribution from organization of each DSE component (Nk DSE) and then, from the effectiveness test, it is analyzed with process approach from ISO 9001:2008

standard Quality Management System as the attempt of continual improvement (Nk ISO DSE) calculated based on this formula:

a. Effectiveness contribution test for each component of DSE

With formula:

$$Nk \ Cn = \frac{\sum VIn + \sum In + \sum QEn + \sum En + \sum VEn}{\sum Max \ Score} \times 100\%$$

$$\sum Max\ score = \sum N \times 5$$

Explanation:

 $\sum N$:The total of all statement items

 $\sum VIn$: Total of very-ineffective score for each component $\sum In$: Total of ineffective score for each component $\sum QEn$: Total of quite-effective score for each component $\sum En$: Total of effective score for each component

 $\sum VEn$: Total of very-effective score for each component

(Dikmenjur, 1997: 7)

b. Effectiveness test of Dual System Education implementation

With formula:

$$Nk \ DSE \ = \frac{\sum VI + \sum I + \sum QE + \sum E + \sum VE}{\sum Max \ Score} \times 100\%$$

$$\sum Max\ Score = \sum N \times 5$$

Explanation:

 $\sum N$: Total of all statements

 $\sum VI$: Total of very-ineffective score $\sum I$: Total of ineffective score $\sum QE$: Total of quite-effective score $\sum E$: Total of effective score $\sum VE$: Total of very-effective score

(*Dikmenjur*, 1997: 7)

c. Effectiveness test for customer satisfaction fulfillment

With formula:

$$Nk \ Cs = \frac{\sum VIS + \sum IS + \sum QS + \sum S + \sum VS}{\sum Max \ Score} \times 100\%$$

$$\sum Max\ Score = \sum p \times 5$$

Explanation:

 $\sum Cs$: Total of the statements

 $\sum VDS$: Total of very-dissatisfied score for each component $\sum DS$: Total of dissatisfied score for each component $\sum QS$: Total of quite-satisfied score for each component $\sum S$: Total of satisfied score for each component $\sum VS$: Total of very-satisfied score for each component

(Dikmenjur, 1997: 7) with modification

The determining of effectiveness level for each calculation result above uses effectiveness score range requirements of DSE achievement based on DSE accomplishment score according to *Dikmenjur* (1997: 7):

Table 16. Effectiveness and Satisfaction Levels Core Range

Value (%)	Predicate	
81-100	Very effective / Very satisfied	
61-80	Effective / Satisfied	
41-60	Quite effective / Quite satisfied	
21-40	Ineffective / Dissatisfied	
00-20	Very ineffective / Very dissatisfied	

Source: Dikmenjur (1997:7)

CHAPTER IV RESULTS AND DISCUSSION

A. Description of Research Results

Data collection of the research conducted in SMK Negeri 1 Bawang located on Pucang Stree, 132, Banjarnegara 53471. Data collection is done by questionnaire, interview, and documentation. Subjects were managers and parties closely linked to application of the ISO 9001:2008 standard Quality Management System on DSE Program. The subject in question is the principal, school committee, quality management representative, vice principal of curriculum, head of DSE (as konow as *pokja prakerin*), and partner institution at SMK Negeri 1 Bawang.

Data description obtained from each of the variables are as follows:

CONTEXT EVALUATION

 Implementation of ISO 9001: 2008 Standard Quality Management System in Dual System Education (DSE) Viewed From the Quality Policy That Has Been Set

Description of the data about ISO 9001:2008 standard Quality Management System implementations of Dual System Education (DSE) which is focused in Accounting Proficiency at SMK Negeri 1 Bawang obtained from documentation archival significance associated to the object of study as well interviews with respondents who have been assigned in this research.

SMK Negeri 1 Bawang is a vocational school that has a vision of "The formation of students are pious, intelligent, skilled, independent and able to compete in the global era".

To achieve this vision, school lays out anyway mission, namely: 1) Develop a learning system that produces students who are pious, intelligent, skilled, and self-contained, 2) Education refers to the development of science & technology and also industrial and business world, 3) Establishing graduates who can compete within workforce in global era, and 4) Create professional labor, honest, tough-minded.

In an effort to achieve the vision / mission, SMK Negeri 1 Bawang implemented ISO 9001: 2008 standard Quality Management System as an effort to improve education quality. To implement these standard, school made a statement which are called the Document of SMK Negeri 1 Bawang Quality or referred to the Standard Operating Procedures (SOP). Document of quality contains the school's quality policy, the school's quality objectives on each educational program was organized, business processes which are realized in the operating plan / program plan every educational process, as well as the authority and responsibilities of stakeholders in requirement meeting of a quality management system which are realized in clauses.

Each of educators at SMK Negeri 1 Bawang obliged to play an active role and always make continuous improvements in accordance to customer requirements, rules and regulations of ISO 9001:2008 standard Quality Management System.

In its activities SMK Negeri 1 Bawang also implement quality culture "SUPERIOR" as follows:

S emangat = Having high fighting spirit and unyielding in the work and act.

U nggul = Being able to compete in every competition.

P elopor = Leading for change and renewal.

E ksis = Recognized and taken into account the capabilities by others.

R esponsif = Receive and respond quickly to all criticisms, suggestions and complaints.

I khlas = Prioritize work selflessly and works for worship.

O ptimis = Always have high self-confidence, don't give up.

R amah = Being sympathetic to develop the habit of friendly, communicative and kinship.

In conducting the educational program that was guided and refers to the quality policy described above then, SMK Negeri 1 Bawang define quality objectives of Dual System Education (DSE), as follows:

- a. Students of DSE program to get outcome "GOOD" from partner institutions with a target of 95 %.
- b. Reduce the number of infringement / indisciplinary students of DSE program with a target of 00 %.
- c. Following up on inputs (criticism and suggestions) from partner instituion with a target of 100 %.
- d. Improving customer satisfaction (students, parents, and partner institution) with a target of 90 %.

In this research regarding the Quality Management System which is implemented, respondents which specified are: quality management representative and head of development school (head of *pokja prakerin* at 2007-2011 school year). The nterview was conducted in March. In interviews with respondent obtained the following data:

a. Focusing on customer

This principle explains about the quality management system and aspects of learning activities which are focus on customers. Customer school there are 2, namely internal customer (school community, including educators and students) and external customer (parents, societies, and graduate users). Respondent was mention that, particularly satisfaction of industrial and business world on DSE program (as know as *prakerin*) is very important in this program. Customer satisfaction is one target in quality objectives to be met. Essentially, aims of ISO applied are provide satisfaction to customers, among others are industrial and business world & students prior to DSE implementation, during DSE implementation, and completion DSE. Thus, there are interrelationship between two institutions in an effort to meet the customer satisfaction principles.

b. Leadership

This principle explains about leadership of the principal and teachers to education at school. Leadership exercised by Principal in this *prakerin* program was gave a briefed to students. It is regard always maintain the

school's reputations, discipline, order and so on. As for teacher leadership are giving to students of knowledge skills, so that later students thrive in partner institutions or can do the job given by partner institutions. So, teacher tasks is to provide education and skills in accordance to the vocational curriculum.

c. Involving all people

This principle explains about involvements of the principal, teachers, and students commitment and responsibility to create common training and educational program have quality. Principal has two role namely leaders and managers in school. As a leader, have a role in providing support for educational activities in school, be it support for implementing the overall program in school, but also doing a role in providing a motivation for teachers to work as well as possible. Then, as a manager, principal participate in monitoring the teachers and giving guidance to teachers. With this, school formed a team of academic supervision, whose members are the principal, vice principal and senior teacher to assess the performance of another teacher.

In association with the teacher's responsibility (head of skills program) by giving a briefing in education and skill forms in accordance to the student program. Based on the interview by respondent was mentioned that the role of teacher in *prakerin* program not only gave a briefed to students, but also provide motivation and inspiration for students. Thus,

the mental readiness of student will be formed and followed by optimalization the knowledge and skills possessed.

d. Process approach

This principle explains about process improvement and curriculum development, learning and process control. The approach taken by school in curriculum development efforts of DSE program was synchronization of curricula with partner institutions. SMK Negeri 1 Bawang cooperated with partner institutions are used for *prakerin* place of students, and then within a specific time, partner institution will be invited to synchronize DSE's curricullum, so that partner institutions can incorporate the desirable skills.

As for the improvement of learning process in SMK Negeri 1 Bawang was held an activity named "in house training". So, in an "in house training", teacher will be trained to make media and tools for learn, so that later the learning process becomes more attractive to student, more toward target in order to achieve the learning objectives.

In an effort to control educational and training implementation for processes at school, the principal and teachers appointed to carry out the Teacher Performance Assessment (TPA), will be carry out monitor and evaluate. Monitoring and evaluation directed and focused on temporary teacher or teachers who have not been certified. It needs to be done, so that learning process will be in accordance to the curriculum standard that have been set.

e. The system approach in management

This principle explains about the management of DSE financing. Financing of DSE program at SMK Negeri 1 Bawang was sourced from school operational costs and operational contributions from parent / school committee. Thus, cost was incurred for DSE there have been divisions in accordance to provision stipulated.

f. Improved continuous / continual improvement

This principle explains about improvement of infrastructure and human resources competency at SMK Negeri 1 Bawang. Improved infrastructure is not independent of budget was required for the infrastructure reparation. Improvement of infrastructure is indeed sought to be improved, given there are a set budget in the Activity Plan of School Budgets (APSBs)

Additionally, related to human resources development, SMK Negeri 1 Bawang seek to cooperate with Professional Certification Institute (PCI). It is allow school activities was organized accordance with the PCI certificate. In this agreement, school could send teachers for PCI training, so that later teachers has competency to test student at SMK Negeri 1 Bawang.

g. Approach or decision making based on facts.

This principle explains about the principal roles in school activities, teacher roles in teaching and learning activities as well as creating learning standard. The Principal roles in question is decision-making at planning, organizing, actuating, and controlling. On planning stages, the principal and vice principal assisted by developer school teams to plan a program of activities that aims improving the input qualities and future vocational students become professional workforce that is ready to plunge into working world. On organizing stages, the principal forming units of work / activity, where teachers as an executor. To be in implementation process can be run optimally. Whereas, on actuating stages the principal giving motivation to educators. Furthermore, on controlling stages, the Principal always supervise all the activities that have been implemented, so that the activities according to plan. If there are obstacles in implementation, after that the principal gathering of educators in a meeting to evaluate programs.

i. Mutually beneficial relation

This principle explains about the noble effort to create a good school, teacher efforts to create a condusive learning, and school efforts in the provision of labor / skilled graduates ready to plunge into working world. For created a good school, in any meet Principal often reminded that SMK Negeri 1 Bawang is an organization and a great family. Given these principles, the fellow educators should be good cooperation. Principal

also gave instructions to teachers in order applied the 3S principles: *Senyum*, *Sapa*, and *Salam*.

SMK Negeri 1 Bawang made a rules and regulations to provide a conducive learning. Given it, then all the school person to be disciplined in carry out their duties, so that the learning objectives can be achieved.

As an institution of educational and training to prepare graduates to work in industrial and business world can not be separated from learning process at school. Besides learning that student do in classroom, school facilities are also very supportive in order to create a conducive learning. This matter was evidenced by the laboratory fulfillments for student learning, industry classroom program and E-club industry. With such, it was expected the pupils to develop their talents and competence in accordance with their respective skills program. Aims to make students ready to plunge into workforce.

INPUT EVALUATION

2. Management of Inputs on Dual System Education (DSE)

Implementation by Applying ISO 9001:2008 Standard Quality

Management System As Viewed From a Specified Input

SMK Negeri 1 Bawang as an educational institution applying a Quality Management System since 2007 certainly has resources capable the requirement implement and procedure stipulate on Document of SMK Negeri 1 Bawang Quality. The school resource availability was obtained

from observations about teacher competency / skills in manage of DSE program, educational facilities, and information systems were documented.

Table 17. Data of Teacher / Staff in Pokja Prakerin

No	Name	Office
1	Drs. Purwanto	Insurer sues (Headmaster)
2	Maryanto, S.Kom	Vice Principal of Curicullum
3	Hermawan Dewanto, S.Pd.	Vice Principal of Public Relations
4	Hartawan, S.Pd.	Public Relations Staff of search Graduates
5	Ratna Dewi, S.Si.	Public Relation of DSE programs
6	Hevi Setiyaningsih, S.Pd.	Treasurers Public Relations
7	Aisyah Subekti, S.Pd.	Head of Accounting Programs
8	Dwi Septiningsih, S.Sos.	Head of Office Administration Programs
9	Drs. Ahmad Sakdun	Head of Comprises Sales Programs
10	Hartingsih, S.Pd.	Head of Dressmaking Programs
11	Khalidz Akbar P.,S.Kom.	Head of Network Technique Programs
12	Siti Marfungah, S.Kom.	Head of Software Manifestation Programs
13	Eni Sukiyati, S.Pi.	Head of Agribusiness Fisheries Programs
14	Fauzan Ahmad M.,S.Pd.	Head of Mechatronics Robotics Programs

Source: Data Secondary, SMK Negeri 1 Bawang, 2015/2016

From observations found that SMK Negeri 1 Bawang have school infrastructure as follows:

Table 18. Data of Classroom

	Total Classroom (d)				Another	The amount
Room Type	Size 7 x 9 m ² (a)	Size > 7 x 9 m ² (b)	Size < 7 x 9 m ² (c)	Amount (d) a+b+c	amount of space used for classrooms	of space used for classrooms
Classroom	32	10		42	12	54

Table 19. Data of Space Else

No	Room Type	Number of Room
1	Library	1 Room
2	Science Laboratory	2 Room
3	Skills Room	10 Room
4	Language Laboratory	2 Room
5	Computer Laboratory	7 Room
6	Teacher's Room / Counseling Guidance	3 Room
7	Administration Room	1 Room
8	Mosque	1 Room
9	Sport Centre	1 Room

Source: Data Secondary, SMK Negeri 1 Bawang, 2015/2016

In addition, from researcher observation found that there is a change in the organizational structure and vice principal of public relations (one of which is the *prakerin* implementation) from 2007/2008 academic year until 2015/2016. The organizational structure changes was caused by turn Principal. With these changes made the policy change in educational program also dual system, in matters were related to teachers / staff management on the program.

PROCESS EVALUATION

3. Implementation of ISO 9001:2008 Standard Quality Management
System in Dual System Education (DSE) Refers to the Specified
Operating Plan

Description of the data about ISO 9001:2008 standard Quality Management System implementation of Dual System Education (DSE) focused in Accounting Proficiency at SMK Negeri 1 Bawang obtained from archival of documentation significance were associated to the object namely work program, operating plan, and evaluation plan.

From documentation results on *Prakerin* work program, operating plan, and plan evaluation were found that before formed the *Prakerin* work program, Principal's SMK Negeri 1 Bawang provide evidence of its involvement in development and implementation of Quality Management System and continually improve its effectiveness (as per clause 5.1 of Commitment Management) on *Prakerin* by means:

- a. Leading the management review meeting, attend by quality management representative, vice principal of curriculum, vice principal of public relations, head of *pokja prakerin*, and head of skill program. At the meeting, principal's SMK Negeri 1 Bawang emphasizes the importance in meeting customer requirements, laws and regulations.
- b. Establish quality policy in which all the DSE components should be lead
 to vision achievements, mission, and goals that have been set.
 Components encompasses common training and educational program,
 human resources (HR), facility, educational management, students, costs,
 and cooperation with partner institution.
- c. Ensure that quality objectives for DSE program which has been set.
- d. Ensure that customer requirements was determined by assign to head of skill program to learn the results of DSE evaluation program previously year related to customer requirements. In addition, principal's SMK Negeri 1 Bawang ensure that customer requirements was fulfilled and implemented by assign to vice principal of curriculum, vice principal of public relations.

Related to organizational communication, Principal's SMK Negeri 1 Bawang issued the regulation procedures for communication between units working at SMK Negeri 1 Bawang. Internal communication official must be recorded. Records of communications should be maintained. The recording is in the document forms or important records management on DSE program. For example, when monitoring the *Prakerin* implementation

2015/2016 years there were a few accounting proficiency students complained on a tutor, where students are less comfortable with his friends who came from another class, students are less comfortable to the industrial and business world elements for *prakerin* place, as well as students who lack discipline against the existing legislation. For example, student always comes too late, knowledge and skills are not in accordance to the competencies that should be owned, and so on. Tutor make records and documents in the momerandum of Quality Management System about technical problems of student in *prakerin* place. After records the Memorandum of Quality Management System in note forms and documents are created, then tutor reports and discussions with head of skill program on handling students which truoble. The Memorandum of Quality Management System will be a record for later presented at *Pokja prakerin* meeting which is held after the student has withdrawn from industrial and business worlds for *prakerin* place.

PRODUCT EVALUATION

4. Implementation of ISO 9001:2008 standard Quality Management

System in Dual System Education (DSE) Gives Students Impact for

Quality Improvement

Description of research data on impact in ISO 9001:2008 standard Quality Management System implementation of DSE program to improve students qualities was obtained from archival of documentation associated with the research objects.

Results of documentation found that school have prepare, and to set quality objectives of each common training and educational program at school. To follow is quality objectives were related to student qualities improvement on aspects: discipline of students who have been assigned at least of 80 %, students to get a good value from industrial and business worlds in *prakerin* place of 95 %, and all students acquire skills program practice competency test scores of at least of 7.5 (votes *Prakerin* from partner institutions).

Data which are related to student qualities improvement are certificates originate from partner institution. From documentation results data to student assessment certificate obtained from three partner institutions for sample namely Sanjaya Motor, Dindikpora, and Banjarnegara DCAs. Assessment of industrial and business world vary. Firstly, the average rating of Sanjaya Motor there are presence, discipline, skills, work performance, initiative and creativity, cooperation, responsibility, and ethics have an average value of 90 as well as competence skills in the form of customer service, attentiveness and responsiveness, and personality has an average value of 86.7, further student aspects there are discipline consists of attendance and discipline have an average value of 90. Secondly, the average rating of Dindikpora there are presence, discipline, skills, work performance, initiative and creativity, cooperation, responsibility, and ethics have an average value of 83.3 and office administration competence, the distribution of office & school recap, recap *SPJ* from school and UPT, assist

entry tax data have an average value of 81.25, further students aspects there are discipline consists of presence attendance and discipline have an average value of 90. Thirdly, the average rating of Banjarnegara DCAs there are presence attendance, discipline, skills, achievements work, initiative and creativity, cooperation, responsibility, and ethics have an average value of 88.5, further student aspects there are discipline consists of attendance and discipline have an average value of 89.

After that, related to imaging data and organizational performance are referring on fulfill of SMK Negeri 1 Bawang' graduates become a professional workforce in working world. *Wahana Karya* SMK Negeri 1 Bawang DCAs as an institution that have special task of search for graduate and distribution of labors on working world have search data and absorption of graduates as follows:

Table 20. Power Search and Absorption Graduated from SMK Negeri 1 Bawang Year 2013/2014 until 2014/2015

			PENELUSURAN DAN KETERSERAPAN TAMATAN											
NO	NAMA	PROGRAM	JUMLAH			2013/20	14		JUMLAH			2014/201	15	
	BURSA KERJA	KEAHLIAN	LULUSAN					BLM TER	LULUSAN					BLM TER
				KERJA	KULIAH	USAHA	BLM KJ	LACAK		KERJA	KULIAH	USAHA	BLMKJ	LACAK
1	BKK WAHANA	Penjualan	73	48	5	7	0	13	76	42	8	3	1	23
	KARYA SMKN 1													
2	BAWANG	Sekretaris	96	56	14	2	0	24	98	53	22	3	2	20
3	Ijin: Surat Persetuju	Akuntansi	95	45	18	4	0	28	94	52	17	1	3	24
	an Kepala Disnaker													
4	trankesos Kabupaten	Rekayasa Perangkat Lunak	70	32	12	6	0	20	72	41	16	3	1	12
	Banjarnegara													
5	No: 560/1597	Tekn. Komp. Jaringan	96	24	10	2	0	60	94	35	18	3	4	38
	Tanggal 17 Juni 2011													
6		Tata Busana	33	12	6	7	0	8	72	18	4	7	2	43
		Jumlah	463	217	65	28	0	153	506	241	85	20	13	115
		PROSENTASE		46.87	14.04	6.05	0.00	33.05		47.63	16.80	3.95	2.57	22.73
		YANG TERLACAK	66.95						70.95					

Source: Data Secondary

From above data, it can be concluded that an increase at SMK Negeri 1 Bawang graduates which is work on year 2013/2014 from amount of 165 graduates to the percentage of 41.15 % to 266 graduates to the percentage of 52.05 % on year 2014/2015 in all departement. This is an indication that school have a good imaging for graduates to become professional workforce continues to increase every year. In addition, for produce a professional workforce is also supported by organization's performance of good school because school is applying a quality management system to meet the customer satisfaction principles, in this case is students.

5. Planning of Dual System Education (DSE) By Applying of ISO 9001:2008 Standard Quality Management System Implementation

Description of research data on DSE plan of Accounting Proficiency at SMK Negeri 1 Bawang was obtained from archives document whose associated by object of study as well interviews with respondents who have been assigned in this research.

Results of documentation be found that school has prepared the DSE program which accordance to the requirement was specified in ISO 9001: 2008 standard. It became an effort for school to meet procedures of quality management system were applied. Requirements have been met, namely the work program establishment, operating plan, evaluation plan from vice principal of public relations, work instructions and other record were required in administrative component fulfillments for industry practice participants.

SMK Negeri 1 Bawang describe the management activities on several procedures, including: First, create a work program and procedures were tailored to school needs. Vice principal of public relations divided into three programs, namely for Dual System Education (as know as *Prakerin*), the job fair (school DCAs), and production unit (PU). It became the work unities vice principal of public relations. Second, school committee explains that use of funding sources for Dual System Education (DSE) implementation 2015/2016 academic year consists of school operational costs and donations operational funds from school committee. Costs details are presented as follows:

Table 21. Details of Using Dual System Education (DSE) Implementation Costs Academic Year 2015/2016.

			Sumber Dana							
	Uraian	Jumlah	Pemerintah	Orang Tua/Komite Sekolah						
	Claian		BOS	Dana Lainnya						
		(Rp)	(Rp)	(Rp)						
No	ndidikan Sistem Ganda (PRAKERIN)									
1	Penyusunan Program	1.700.000		1.700.000						
2	Transport Pembimbingan (8 prog keahlian)	39.300.000	39.300.000							
3	ATK	16.000.000	16.000.000							
4	Penggandaan dan Penjilidan Dokumen	9.000.000	9.000.000							
5	Konsumsi rapat, pembimbingan laporan dan ujian	6.000.000		6.000.000						
6	Honor Pembimbingan Laporan	4.900.000		4.900.000						
7	Pelaksanaan Ujian Prakerin	8.000.000		8.000.000						
8	Biaya Administrasi Siswa di Du/di	16.100.000		16.100.000						
9	Bantuan untuk siswa (kebutuhan transpot dan kost di tempat prakerin)	32.200.000		32.200.000						
	Jumlah (Rp)	133.200.000	64.300.000	68.900.000						

Source: Data Secondary, SMK Negeri 1 Bawang, 2015/2016

From above data, sources that costs of Dual System Education (DSE) at SMK Negeri 1 Bawang academic year 2015/2016, consists of funding from the Government such as school operational assistances (as know as *BOS*) and operational contribution from parent / school committee as other funds (as know as *SPP*). Total costs expended in amount of Rp 133.2 million. Ie distribution the *BOS* costs of Rp 64.3 million; transportation costs during

prakerin implementation for 3 months of Rp 39 million; ATK purchase of Rp 16 million and prakerin document creation of Rp 9 million. Total of other funds are issued from operational contribution of Rp 68.9 million; which consists of financing in program preparations of Rp 1.7 million; consumption funds, mentoring and examination reports of Rp 6 million; coaching salaries of Rp 4.9 million; prakerin test execution of Rp 8 million; administrative costs of students during in industrial and business world of Rp 16.1 million; and assistance for students (transport and boarding requirements at prakerin place) amounting to Rp 32 million.

6. Implementation of Dual System Education (DSE) By Applying ISO 9001:2008 Standard Quality Management System

Description of Dual System Education (DSE) implementation in Accounting Program at SMK Negeri 1 Bawang was obtained from interviews with respondents who have been assigned in this research. From interviews was revealed each that DSE component as well as aspect of these components. Component includes: component of common training and educational program, component of human resources, component of educational facilities, component of educational managements, component of students, component of costs, and component of partner institution (partner institution in this research of Dual System Education (DSE) at SMK Negeri 1 Bawang are partner institutions which willing to be subjects for research). Besides school commitment to apply ISO 9001: 2008 standard quality management system are schools doing repairs process on an ongoing

basis, so that later results of educational program which organized for the next year can meet customer satisfaction. Therefore, school applying of ISO 9001:2008 standard, in which aspects examined include: internal and external customers, management responsibility, and resource management, product actualization, and measurement, analysis, also improvement.

Description of research data about DSE components implementation in Accounting Proficiency at SMK Negeri 1 Bawang, which includes the following components:

- a. Implementation of Dual System Education (DSE) Components at SMK
 Negeri 1 Bawang.
 - 1) Common Training and Educational Program

Management commitment to applying of ISO 9001:2008 standard Quality Management System through a process approach are responsibilities of management by means of training preparations at SMK Negeri 1 Bawang accordance from Ministry of Education and Culture decision number: 140 / UUK.3 / 68 date 09 April 1968 and adjusted with the industrial and business world. Furthermore, guidelines for curriculum development there is on SBC curriculum, but SMK Negeri 1 Bawang used 2013 curriculum to apply on 2013/2014. The training program approaches of implementation namely Broad Based Curriculum (BBC), Competency Based Training (CBT), Mastery Learning, and Life Skill which it refers to material productive skills. While, implementation of guidances in school to

productive proficiency practice was emphasized because school expects its students to have high competitiveness during plunge into working world. Training programs such as E-Club and Class Industry organized by school are very supportive to increase competences of productive proficiency practice.

At the beginning of teaching implementation and learning activities, school held a synchronization with industrial and business world about competencies required in industrial and business world and things that need was prepared by school. Hopes, school subjects such as basic vocational theory and practice given according to industrial and business worlds. Implementation for the current synchronization is done by industrial and business world or referred to partner institution. Partner institution also provide the curriculum. School subjects are listed in training program curriculum adapted to skill spectrum. School subjects of training program for Accounting Proficiency adapted to practices which there in the company (the company's needs). After that, tutor just carry out what has been designed by partner institution. Tutor conduct to synchronization by visiting partner institution. Every year there is a synchronization process, but only a different way.

Especially, school subjects namely theory and practice given in basic vocational school, while in partner institutions given the productive proficiency practice such as application of theory and practice gained in basic vocational school. The school subjects of productive proficiency practice also provided at school through practice in laboratories. For example, school provides a manual accounting practices and excel software applications of accounting. Students at SMK Negeri 1 Bawang are equipped to the abilities to operate Excel application. It needs to be given if there are partner institution that want to know the financial condition rapidly, then student can be responsive prepare financial statements using Excel application. In addition was trained excel application use, students also was provided MYOB application.

In school, guidances to be implemented at 7:00 a.m to 14:30 p.m every day on Monday until Thursday and Saturday, and 7:00 a.m to 11:15 a.m on Friday. All the school subjects provided by educators to students namely theoretical of vocational, vocational basic practices, and vocational productive proficiency practices. At school students are given a manual accounting practices since class X already exists to the four hours allocation to studying accounting of service company. Then, in class XI to the four hours allocation to studying accounting of businesses and class. After that, XII to the four hours allocation to studying accounting of manufacturing company.

Before students were baled by school to implement *prakerin* in industrial and business worlds, school made a written request to each industrial and business world (in this case is partner institution) as a

prakerin place. After such application letter was approved by each partner institution, then the work program of industrial field practice or the DSE program are begining records to date of born, address, and so on. Furthermore, during the debriefing of students before plunge into partner institution, head of DSE program (as know as *pokja prakerin*) giving instruction to students of administration that must be met. For example, report sheet journal of student for student activities during *prakerin* in partner institution.

In plans that are made by school in DSE program relating to the ISO 9001:2008 standard Quality Management System implementation there are quality guidelines can be referenced. The quality guidelines contains quality objectives, operating plan, monitoring and evaluation plan. So that matters, it can be indicated that school has prepared thoroughly to create a quality of training program. Description of operating plan are coordination meetings between head of DSE program and head of skills program. In this meeting discussed about the data collection of *prakerin* place which is eligible. In the data collection process, selection based on evaluation of DSE program for previous year related to the feasibility of industrial and business world as partner institution. Moreover, the willingness of partner institution in accepting students who industrial field practice also taken into account. It became the benchmark determination to *prakerin* place next year whether it is feasible or not as a partner institution of DSE

program. From data were collected could determine the amount of students and competencies are needed by partner institution. Basically, not all companies in the industrial field practice have jobs that match students skill competency of each. In addition, the company characteristics (in this case is partner institution) are different from each other. The impact of this, that not all competency given in school can be practiced in companies. For examples, the school obstacles when students were located in Bank or an authorized dealers even cooperative, not all of Bank, authorized dealers and cooperatives to allow student who are doing industrial field practice to know financial information (financial statements into something secrecy), so that skills were acquired through the vocational basic practices not applied of DSE program. The impact of students do not know process of managing financial reports on working world later. This resulted in student experience is not optimally were obtained in accordance to the competence possessed.

2) Human Resources

Rationalization of map teacher at SMK Negeri 1 Bawang both the number and competence supports for Dual System Education (DSE) implementation. All science of teacher have been in accordance to the their competence and teacher number is sufficient, both teachers are certified or are still predicated temporary teachers.

In an effort to improve the quality of human resources, the principal along to the Quality Management Representative ensure that its personnel in this case is an educators to aware of their activity importances and their role are contribute to achieving quality objectives. It has been planned on business processes or can be called for operational plan at SMK Negeri 1 Bawang. Where in terms of human resources development is already outlined in it's through managements and development of human resources in order as a process of quality management system controls were applied.

3) Facility

Facility provided by school to equip students for industrial field practice such as school subjects namely industry basic practices and productive proficiency practice through practice in laboratories accounting were provided. On the DSE implementation, school provides teachers supervising or accounting tutors for students who have divided the groups by head of accounting programs. Tutors often monitor to partner institution in Banjarnegara District Credit Agency (Banjarnegara DCAs), Banjarnegara Post Office, Adira Dinamika Multi Finance Corporation, Bumiputera Life Insurance Institutions, Banjarnegara Office of Counseling and Consultation Services Tax (Banjarnegara Office CCSTs), and so on. Partner Institution provide an instructor, there are some instructor guide students to the job training in *prakerin* place, and guidances are usually done at the

beginning practice. It was done for introduction of workplaces to students and the tools or equipment were needed in workplaces. For example, types of equipment in Banjarnegara DCAs there are computer, laptop, LCD, tables, chairs, and etc. In addition, briefed on works to be performed by them, how to do jobs in that place. Especially, for this Banjarnegara DCAs has several branches. Banjarnegara DCAs branches namely Pasar Wage DCAs, Sigaluh DCAs, Batur DCAs, and Bawang DCAs. For students which practice in Pasar Wage DCAs and Bawang DCAs, when preparing monthly reports than students are allowed to participate in report processes, so that students know the management of financial statements significantly. District Credit Agency (DCA) has kinds of activity that operates in field of financial accounting. Not much different from partner institution that have been described above, there are some partner institution engage students in processes of managing the company's financial statements, but there is also a partner institution which does not allow students to know the company's financial statements because of its secrets.

Prakerin assessments on partner institutions refers to blank assessment has been provided by school. Partner institution judging from 9 aspect such as presence, discipline, skills, work performance, initiative and creativity, cooperation, responsibility, ethics, as well as student competences, and partner institution given a satisfaction

questionnaire which is used to assess students who practice at his institution. The questionnaire contents are also adjusted to an assessment of student, but differences there are column of criticism and suggestions / proposals. Assessment results *prakerin* in conclusion finally was manifested in letters (A = Very Good, B = Good, C = Enough, etc). As well as assessment of customer satisfaction was manifested in letters (DS = Dissatisfied, LS = Less Satisfied, S = Satisfied, etc).

4) Educational Management

In element of education management such as monitoring of *prakerin* activities has been there and it is a school program. Monitoring procedures in the industrial and business world during *prakerin* implementation, head of skills program make guidance groups devide the number of students by tutors. Tutor in this program was tailored to its domain expertise. If there is a shortage can be added tutors from other departments.

Values of students practices at industry for subjects beyond school subjects productive vocational, was circulated a notification letter from head of DSE program (as know as *pokja prakerin*) at teachers of these subjects to complete the values after withdrawals of students from partner institution. Participation from Accounting Proficiency in *prakerin* held on August odd semester. Implementation for three months from August until October. Report values filled out after was

finished of *prakerin*, for odd semester exams held on December. In preparing the *prakerin* reports implemented in second semesters that after students of Accounting Proficiency are finished from industrial visits (IV) on February. At the end of the year was focused to pursuit of school subjects and increase value if there are students who remidi. Collection limits are reports for Accounting Proficiency on March.

Evaluation of student's *prakerin* done by assessing the reports they have made, namely assessments from partner institutions and assessment of customer satisfaction questionnaires. In addition, assessments can also be done from the journals created by students. This journal contains about student activities during practice at partner institution.

Competency test was carried out in school and will be implemented after students collect the report. Competency test be conducted by tutor each are teachers productive given full responsibility on DSE implementation. Competency test be conducted by interviews to students. The subject in question is related to the suitability of school subjects being taught teachers at school to the subjects productive membership in partner institutions and suitability of student skills program concerned with partner institution. If in an analysis, there is partner institution that is not feasible, then partner institution will be replaced by other appropriate partner institution in accordance to the predetermined work instructions. Certification are awarded to students

from partner institution. In here, school is only facilitating the provision of certification sheet, and assessing student is partner institution.

5) Student

Pattern of industrial field practice implementation, beginning to the debriefing implementation for students. Before students plunge in prakerin place, school held a debriefing which was conducted over one day. However, it becomes a correction for DSE program, than students provide a idea of advice forms namely in next year, briefing be held for 2-3 days. It should be considered, given that there are many students who complain because they have not fully aware of roles and duties in *prakerin* place and administration. The discussions were focused on ethics and morals, that being ethical in partner institution and partner institution have authority to judge from any aspect. Orientation regarding the company's profile was given by representatives of partner institutions, namely Banjarnegara DCAs during a briefing on Accounting Proficiency. Discussion about aspects that must be met to be obedient student of regulations, and other administrative related to prakerin place. Filling of administrative reports or books that need to be made students such as journals, and so on are also given by partner institution to students.

Process of students placement which conducted by tutor of each study program. Each study program makes a written request which was addressed to partner institution. If it is accepted and respond to such application, then tutors noted the students according to student residence, as the basis for determining to *prakerin* place. Schools seek *prakerin* place which near the student residence, so that is not too far in implementing *prakerin*.

There is no selection process when placing students at partner institutions. Unless there is a special request of selection that is made for places that are considered to have high qualification such as Agency Local Government (ALG) as Indonesia Power which is engaged in electric energy and Bank Surya Yudha which is engaged in financial sector are always asking students who ranks 1 to 10. Indonesia Power are ask to 3 students and Bank Surya Yudha also asked 10 students, and then selection is done by institution. In addition, other institution want students who practice at his institution capable of working professionals.

The capacity in *prakerin* place for students of SMK Negeri 1 Bawang vary and mostly determined by partner institution. At Administration there are 25 places, Accounting there are 43 places, Software Manifestation there are 43 places, Network Computer Tecnique there are 39 places, Agribusiness Fisheries there are 33, Dressmaking there are 22 places and Mechatronics there are 12 places.

6) Costs.

SMK Negeri 1 Bawang already making Activity Plan of School Budgets (APSBs) on every activity holders (the responsible person in activities) when it already the year-end. Each activity holders has filed kinds of activities and the fund details was required to implement an activity. The fund sources consist of various funds that go into that Activity Plan of School Budgets (APSBs) which are use was reported / realized of own, but remain a single entity that funds cannot be separated. The public funds from student tuition fees. Starting in July 2009, a student charged tuition to Rp 0.1 million.

DSE fees which charged students are not there. DSE program (as know as *prakerin*) costs already paid by the government, where school use the funds to finance of DSE implementation to the school operating (as know as *BOS*). The DSE budgets that have been defined and approved to be realized. The source of financing for DSE cost now sourced from *BOS* costs and funds from school committee. Sources of funds from *BOS* used to create a journal, book of monitoring, and other equipment as supporting of DSE program implementation. Funds from school committee are used 3 as an incentive for internal and external tutors, then as well as for students when funds the *BOS* are less. If incentive for internal instructor is given only the cost of transport alone, while for external instructor from school treasurer to give a memento in the form of goods or

plaque. Total cost of DSE program at SMK Negeri 1 Bawang for the academic year 2015/2016 amounted to Rp 133.2 million, - consisting of *BOS* costs amounting to Rp 64.3 million, - and other funds from the operational contribution of parent / school committee to Rp 68.9 million, -.

7) Partner Institution.

The validation process and synchronize with partner institution is already available, school perform validation and synchronization by making checklist of eligibility on the place to be used for industrial field practice. Selected institutions are institution that comply to the requirements set out in the document work instruction. Validation is conducted in accordance to the tasks of tutors, such as assigning tutors to hold a meeting with partner institutions, and then partner institution leave a checklist marks as appropriate and which are not in accordance to the criteria that determined by school. In addition, the curriculum used is curriculum that came from partner institution. School follows the curriculum in its implementations. Surely school adjust to the school curriculum that has been designed and developed, so that there is hope synchronization of the content-related study program.

Most companies of partner institutions has published the cooperation agreement, there are about 4 companies, but around 15 companies that does not have the cooperation agreement requires

graduates of SMK Negeri 1 Bawang. The points listed in cooperation agreement are: the first, existing *Prakerin* MoU, the second there is synchronization between the curriculum at school and industry and business world, the third can be used for object-training (OJT) for teachers. Based on the latest government policy, teachers obliged to follow the OJT, prompting teachers to attend training in company. Thus, it can be concluded for points of cooperation there are several points, namely the placement of students in *prakerin* place, if there is a job to notify the school, and can be used for OJT for teachers.

Table 22. Summary of Dual System Education Implementation in Accounting Proficiency at SMK Negeri 1 Bawang.

Component of DSE	Implementation of DSE
Common Training and	1. Learning activities in vocational tailored to
Educational Program	what would be given in Partner Institutions
	(PI).
	2. School has synchronize competence with
	partner institutions, where partner
	institutions determine the curriculum used
	in educational program.
	3. School subjects of training program tailored
	to the skill spectrum.
	4. Specifically for theory and vocational basic
	practices given in school, while in partner
	institution given productive proficiency
	practices
	5. School subjects of productive proficiency is
	emphasized.
	6. Before is DSE implementation, school
	makes a request to the respective partner
	institutions.
	7. There is a quality manual implementation of
	training programs that work program,
	operating plan, quality objectives, and
	evaluation plan.

Component of DSE	Implementation of DSE
Human Resources (HR)	1. Rationalization of map teacher to the
	number of students has been good.
	2. To increase the ability of teachers were
	conducted by means to follow educational
	and training organized by the government,
	MGMP, and KKG. In addition, from school
	through Technical Guidance.
	3. Provide expectations form of understanding
	for teachers that activity and their role is to
	contribute to the achievement of quality
	objectives.
Facility	1. School has its own Accounting laboratory.
	2. School has a unit bussiness center, such as
	mini banks, and cooperatives that support
	the promotion of students' abilities.
	3. School has industrial grade programs.
	4. Schools provide tutors for students who
	industrial field practice.
	5. Partner Institutions provide an instructor for
	students who industrial field practice and
	working equipment such as computers,
	laptops, LCD, tables, chairs, etc.
	6. Students be briefed before <i>prakerin</i>
	implementation in either during at school or
	by instructor partner institutions.
	7. Assessment <i>prakerin</i> on partner institutions
	refers to the assessment given blank forms
	from school.
	8. The existence of customer satisfaction
	questionnaire (in this case is PI satisfaction)
Educational	1. Each teacher regularly was monitored both
Managements	teaching and learning administration.
	2. Monitoring carried out at least once a year,
	is expected to be two times at once
	supervision. 3. <i>Prakerin</i> monitoring procedures carried out
	by tutors who has been divided by head of
	accounting program.
	4. The report is filled in after students have
	already withdrawn from <i>prakerin</i> and
	preparation of a report carried out in the
	second semester.
	second semester.

Component of DSE	Implementation of DSE
Educational	5. Evaluation of student who industrial field
Management	practice done by assessing the reports they
	have made, namely assessments from
	partner institutions and assessment of
	customer satisfaction questionnaires.
	6. Competency test conducted at school.
	7. School only facilitate the provision of
	certification sheet, and assessing student is
	partner institution as <i>prakerin</i> place.
	8. School committee foremost just to be
	involved in funding the program
	implementation alone.
	9. Marketing of graduates conducted through
	negotiations with industrial and business
	world.
	10. Monitoring of graduates conducted by
	Wahana Karya SMK Negeri 1 Bawang
	DCAs.
Student	1. Students get a briefing for one day before
	the baled at <i>prakerin</i> place.
	2. DSE Implementation of Accounting
	Program, Office Administration and
	Marketing conducted over three months,
	namely in August - October.
	3. Process of students placement carried out by
	tutors of each program. 4. The selection process does not exist, except
	for partner institution (PI) with special
	requests.
	5. Capacity of Accounting Program there are
	43 partner institutions (PI).
Costs	Overall costs were in Activity Plan of
2356	School Budgets (APSBs)
	2. DSE costs paid by the government through
	the use of <i>BOS</i> funds and operational
	contribution from parent / school
	committee as additional funds.

Component of DSE	Implementation of DSE
Partner Institutions	Schools make a checklist of the
	eligibility validation and
	synchronization from partner
	institutions.
	2. Selected institutions are institutions
	that comply to the requirements set
	out in the document work
	instructions
	3. The text of cooperation has been
	published in four partner
	institutions, but 15 partner
	institution has been working with
	school without having to MoU.
	4. Points of cooperation consists of
	existing <i>Prakerin</i> MoU, there is
	synchronization between the
	curriculum at school and industrial
	and business world, can be used for
	object-training (OJT) for teachers.

Source: primary / secondary were processed

b. Effectiveness of Dual System Education (DSE) Program at SMK Negeri1 Bawang.

Results of research on the implementation effectiveness of Dual System Education (DSE) in Accounting Proficiency at SMK Negeri 1 Bawang discussed in two stages, namely:

1) Effective contribution of Dual System Education Implementation

Viewed from each components of Dual System Education.

Data descriptions about effectiveness of Dual System Education implementation in Accounting Proficiency at SMK Negeri 1 Bawang obtained through to questionnaire was enclosed with respondents that have been defined in this research. Research on effectiveness of the single variable implementation in this DSE is disclosed data about

implementation effectiveness of Dual System Education components to Accounting Proficiency partner institutions at SMK Negeri 1 Bawang. Solely, effectiveness assessment was conducted by researcher as a measure of tools in an evaluation, whether program will be continued, modified or terminated to Quality Management System implemented of Dual System Education program. Component in question includes seven components, namely common training and educational program, human resources, facility, educational management, students, costs, and partner institution. Partner institution at SMK Negeri 1 Bawang in this research were 17 companies of the total institutional partner in Accounting Proficiency as many as 43 companies.

Description of research data on a single variable regarding to DSE evaluation that refer to assess of DSE effectiveness are outlined in table form, to the details of data include total score on items / total (Σ), total items each component (Nk Cn), number which is the result of answers respondents to the questionnaire based Likert scale among other: VI=1, I=2, QE=3, E=4, and VE=5

a) Common Training and Educational Program

Common training and educational program includes three aspects, namely training program curriculum, vocational graduate competences, and then programs in vocational high school and partner institution. The number of statements in this component

there are 15 items with 5 items revealed to implementation aspects of training curriculum, 5 items revealed to implementation aspects of vocational graduate competences, and 5 items revealed to implementation of program aspects in vocational high school and partner institution. Distribution of the 15 items was divided into 10 items contained in the questionnaire for vice principal of curriculum, 4 items contained in the questionnaire for principal, and 1 items contained in the questionnaire for partner institution.

Description of research data on a single variable regarding to DSE evaluation which refers to assess the effectiveness of DSE in Accounting Proficiency at SMK Negeri 1 Bawang in terms of common training and educational program components implementation are as defined in Table 23.

Table 23. Implementation of Common Training and Educational Program components at SMK Negeri 1 Bawang

		N. G4	Respondents Answer				
No	Aspects	N C1	VI(1)	I (2)	QE(3)	E(4)	VE(5)
1	Curriculum of Education and Training Program	5	ı	ı	-	5	-
2	Competence of Graduates	5	-	-	2	3	-
3	Program in Vocational School and in PI.	5	-	-	-	5	-
Total Scores		-	-	2	13	-	
	Σ 10 6 52 -						
Explanation: VI = $1x0 (0)$, I = $2x0 (0)$, QE = $3x2 (6)$, E = $13x4 (52)$, and VE = $5x0 (0)$							

Sources: Primary data are processed

At the 5 items regarding to aspects of common training and educational program curriculum, based on answers of respondents, who chose effective there is 5. At the 5 items on aspects of graduate competences, respondents who chose quite effective there is 2 and effective there is 3. At the 5 items on program aspects in vocational high school and PI, respondents who chose effective there is 5. Total score (Σ) is a result of the number of respondents multiplied score of each answer (VI=1, I=2, QE=3, E=4, and VE=5), then results of total score for quite effective is 6, and effective is 52.

Based on descriptions of the research data concerning to evaluation of DSE implementation that refers on effectiveness assessment as regards program components implementation of DSE common training and educational program in Accounting Proficiency at SMK Negeri 1 Bawang, it can contribute effectively determined by the following formula:

$$Nk \ C1 = \frac{\sum VI1 + \sum I1 + \sum QE1 + \sum E1 + \sum VE1}{\sum Max \ Score} \times 100\%$$

 $\sum Max\ Score = \sum N \times 5$

Be discovered: $\Sigma N = 100$

 $\Sigma VI1 = 0$

 $\Sigma I1 = 0$

 Σ OE1 = 6

 $\Sigma E1 = 52$

 $\Sigma VE1 = 0$

So that, Nk C1 =
$$\frac{0 + 0 + 6 + 52 + 10}{500} \times 100\% = 11,6\%$$

Figures of 11.6 % has shown total effective contribution of common training and educational program at SMK Negeri 1 Bawang against the overall of effectiveness totals of DSE implementations in Accounting Proficiency at SMK Negeri 1 Bawang.

b) Human Resources

Human resources includes three aspects, namely teachers, instructors, and school committee. The number of statements in this component there are 13 items to the 3 items revealed to implementation aspects of principal, 5 items revealed to implementation aspects of instructors, and 5 items revealed to implementation aspects of school committee. Distribution of the 13 items was divided into 4 items contained in the questionnaire for principal, 4 items contained in the questionnaire for school committee, and 5 items contained in the questionnaire for partner institution.

Description of research data on a single variable regarding to DSE evaluation which refers to assess the effectiveness of DSE in Accounting Proficiency at SMK Negeri 1 Bawang in terms of human resource components implementation are as defined in Table 24.

Respondents Answer NC2 No **Aspects VI(1) I(2) QE(3)** E(4)**VE(5) Teachers** 2 Instructor 5 1 4 --School 3 5 2 3 Committee 3 **Total Scores** 10 -13 9 40

Table 24. Implementation of Human Resources components at SMK Negeri 1 Bawang.

Explanation: VI = 1x0 (0), I = 2x0 (0), QE = 3x3 (9), E = 4x10 (40), and VE = 5x0 (0)

Sources: Primary data are processed

At the 3 items regarding to aspects of teacher, based on the answers of respondents, who chose effective there is 3. At the 5 items on the PI aspects of instructors, respondents who choose quite effective there is 1 and effective there is 4. At the 5 items on aspects of school committee, respondents who chose quite effective there is 2 and effective there is 3. Total score effective (Σ) is a result of the number of respondents multiplied score of each answer (VI=1, I=2, QE=3, E=4, and VE=5), then the results of total score for quite effective is 9, and effective is 40.

Based on descriptions of the research data concerning to evaluation of DSE implementation that refers on effectiveness assessment as regards program components implementation of DSE Human Resources in Accounting Proficiency at SMK Negeri 1 Bawang, it can contribute effectively determined by the following by the following formula:

$$Nk \ C2 = \frac{\sum VI2 + \sum I2 + \sum QE2 + \sum E2 + \sum VE2}{\sum Max \ Score} \times 100\%$$

 $\sum Max\ Score = \sum N \times 5$

Be discovered: $\Sigma N = 100$

 $\Sigma VI2 = 0$

 $\Sigma I2 = 0$

 $\Sigma OE2 = 9$

 $\Sigma E2 = 40$

 $\Sigma VE2 = 0$

So that, Nk C2 =
$$\frac{0 + 0 + 9 + 40 + 0}{500} \times 100\% = 9.8\%$$

Figures of 9.8 % has shown total effective contribution of human resources at SMK Negeri 1 Bawang against the overall of effectiveness totals of DSE implementation in Accounting Proficiency at SMK Negeri 1 Bawang.

c) Facility

Facility includes two aspects, namely tools and material of vocational practices. The number of statements in this facility component there are 10 items to the 5 items revealed to implementation aspects of tools and 5 items revealed to implementation aspects of materials in vocational practices. Distribution of the 10 items was divided into 4 items contained in the questionnaire for principal, 4 items contained in the questionnaire for partner institution, and 2 items contained in the questionnaire for school committee.

Description of research data on a single variable regarding to DSE evaluation which refers to assess the effectiveness of DSE in Accounting Proficiency at SMK Negeri 1 Bawang in terms of facility components implementation are as defined in Table 25.

Respondents Answer No **Aspects** NC3 **VI(1)** I(2)**QE(3)** E(4)**VE(5) Tools** Materials 3 **Total Scores** 2 6 10 10 Explanation: VI = 1x0 (0), I = 2x0 (0), QE = 3x2 (6), E = 4x6 (24), and VE = 4x6 (24)5x2 (10)

Table 25. Implementation of Facility Components at SMK Negeri 1 Bawang.

Sources: Primary data are processed

At the 5 items regarding to aspects of tools, based on answers of respondents who chose quite effective there is 1, who chose effective there is 3 and who chose very effective there is 1. At the 5 items on material aspects of respondents who chose quite effective there is 1, who chose effective there is 3 and who chose very effective there is 1. Total score (Σ) is a result of the number of respondents multiplied score of each answer (VI=1, TE=2, QE=3, E=4, and VE=5), then results of the total score for quite effective is 6, effective is 24, and very effective is 10.

Based on descriptions of the research data concerning to evaluation of DSE implementation that refers on effectiveness assessment as regards program components implementation of DSE facility in Accounting Proficiency at SMK Negeri 1 Bawang, it can contribute effectively determined by the following formula:

$$Nk~C3~=\frac{\sum VI3 + \sum I3 + \sum QE3 + \sum E3 + \sum VE3}{\sum Max~Score} \times 100\%$$

 $\sum Max\ Score = \sum N \times 5$

Be discovered: $\Sigma N = 100$

 $\Sigma VI3 = 0$

 $\Sigma I3 = 0$

 $\Sigma OE3 = 6$

 $\Sigma E3 = 24$

 $\Sigma VE3 = 10$

So that, Nk C3 =
$$\frac{0 + 0 + 6 + 24 + 10}{500} \times 100\% = 8\%$$

Figures of 8 % has shown total effective contribution of facility at SMK Negeri 1 Bawang against the overall of effectiveness totals of DSE implementation in Accounting Proficiency at SMK Negeri 1 Bawang.

d) Educational Management

Educational management includes six aspects, namely implementation time, teachers and instructors, learning in vocational high school and partner institution (PI), monitoring and evaluation, certification of competence test, and marketing graduates. The number of statements in this component there are 33 items to the details 4 items revealed to implementation aspects of implementation time, 6 items revealed to implementation aspects of teachers and instructors, 7 items revealed to implementation aspects of learning in vocational high school and PI, 4 items revealed to implementation aspects of monitoring and evaluation, 7 items revealed to implementation aspects of the certification of competency test, and 5 items revealed to implementation aspects of marketing graduates. Distribution of the 33 items was divided into

9 items contained in the questionnaire for principal, 8 items contained in the questionnaire for partner institution, 7 items contained in the questionnaire for school committee, and 9 items contained in the questionnaire for head of dual system education (DSE).

Description of research data on a single variable regarding to DSE evaluations which refers to assess the effectiveness of DSE in Accounting Proficiency at SMK Negeri 1 Bawang in terms of educational management components implementation are as defined in Table 26.

Table 26.Implementation of Educational Management Components at SMK Negeri 1 Bawang

NT.	A 4	N C4	Respondent Answers				
No	Aspects	N C4	VI(1)	I(2)	QE(3)	E(4)	VE(5)
1	Implementation Time	4	ı	-	ı	1	3
2	Teachers and Instructors	6	-	-	1	4	1
3	Learning in <i>SMK</i> and PI	7	-	-	2	5	-
4	Monitoring and Evaluation	4	-	-	-	4	-
5	Certification of Competence Test	7	-	-	-	5	2
6	Marketing Graduates	5	-	-	-	4	1
Total Scores		-	-	3	23	7	
	Σ 33 9 92 35						
Explanation: $VI = 1x0 (0)$, $I = 2x0 (0)$, $QE = 3x3 (9)$, $E = 4x23 (92)$, and $VE = 5x7 (35)$							

Sources: Primary data are processed

At the 4 items regarding aspects of implementation time, based on answers of respondents who chose effective there is 1 and who chose very effective there is 3. At the 6 items on teachers and instructors aspects of respondents who chose quite effective there is 1, who chose effective there is 4 and who chose very effective there is 1. At the 7 items on learning in vocational high school and PI of respondents chose quite effective there is 2 and who chose effective there is 5. At the 4 items on monitoring and evaluation aspects of respondents who chose effective there is 4. At the 7 items on the certificate of competence test aspects of respondents who chose effective there is 5 and who choses very effective there is 2. At the 5 items on marketing graduates aspects of respondents who chose effective there is 4 and who chose very effective there is Total score (Σ) is a result of the number of respondents multiplied score of each answer (VI=1, I=2, QE=3, E=4, and VE=5), then results of the total score for quite effective is 9, effective is 92, and very effective is 35.

Based on descriptions of the research data concerning to evaluation of DSE implementation that refers on effectiveness assessment as regards program components implementation of DSE educational management in Accounting Profeciency at SMK Negeri 1 Bawang, it can contribute effectively determined by the following formula:

$$Nk \ C4 = \frac{\sum VI4 + \sum I4 + \sum QE4 + \sum E4 + \sum VE4}{\sum Max \ Score} \times 100\%$$

 $\sum Max\ Score = \sum N \times 5$

Be discovered: $\Sigma N = 100$

 $\Sigma VI4 = 0$

 $\Sigma I4 = 0$

 $\Sigma OE4 = 9$

 $\Sigma E4 = 92$

 $\Sigma VE4 = 35$

So that, Nk C4 =
$$\frac{0 + 0 + 9 + 92 + 35}{500} \times 100\% = 27,2\%$$

Figures of 27.2 % has shown total effective contribution of educational management at SMK Negeri 1 Bawang against the overall of effectiveness totals of DSE implementation in Accounting Proficiency at SMK Negeri 1 Bawang.

e) Students

Component of students includes three aspects, namely student readiness, student placement in PI, and student journal. The number of statements in this component there are 9 items to the details 3 items revealed to implementation aspects of student readiness, 3 items revealed to implementation aspects of student placement in PI, and 3 items revealed to implementation aspects of the student journal. Distribution of the 9 items was divided into 5 items contained in the questionnaire for head of DSE, and 4 items contained in the questionnaire for partner Institution.

Description of research data on a single variable regarding to DSE evaluation which refers to assess the effectiveness of DSE in

Accounting Profeciency at SMK Negeri 1 Bawang in terms of students components implementation are as defined in Table 27.

Table 27. Implementation of Students Components at SMK Negeri 1 Bawang

Nia	A am a a4a	N CE	N.C5 Respondent Answers				
No	Aspects	N C5	VI (1)	I (2)	QE(3)	E(4)	VE(5)
1	Student	4			1	1	2
	Readiness	4	-	1	1	1	2
2	Student						
	Placement in	3	-	-	-	1	2
	PI						
3	Student	2				2	
	Journal	2	-	-	-	2	_
Total Scores			-	-	1	4	4
Σ 9		-	-	3	16	20	
Explanation: $VI = 1x0 (0)$, $I = 2x0 (0)$, $QE = 3x1 (3)$, $E = 4x4 (16)$, and							
_	VF = 5xA(20)						

Sources: Primary data are processed

At the 4 items regarding to aspects of student readiness, based on answers of respondents who chose quite effective there is 1, who chose effective there is 1 and who chose very effective there is 2. At the 3 items on student placement in PI aspects of respondents who chose effective there is 1, and who chose very effective there is 2. At the 2 items on the student journal aspects of respondents who chose effective there is 2. Total score (Σ) is a result of the number of respondents multiplied score of each answer (VI=1, TE=2, QE=3, E=4, and VE=5), then results of the total score for quite effective is 3, effective is 16, and very effective is 20.

Based on descriptions of the research data concerning to evaluation of DSE implementation that refers on effectiveness assessment as regards program components implementation of DSE students on Accounting Proficiency at SMK Negeri 1 Bawang, it can contribute effectively determined by the following formula:

$$Nk~C5~=\frac{\sum VI5 + \sum I5 + \sum QE5 + \sum E5 + \sum VE5}{\sum Max~Score} \times 100\%$$

 $\sum Max\ Score = \sum N \times 5$

Be discovered: $\Sigma N = 100$

 $\Sigma VI5 = 0$

 $\Sigma I5 = 0$

 $\Sigma QE5 = 3$

 $\Sigma E5 = 16$

 $\Sigma VE5 = 20$

So that, Nk C5 =
$$\frac{0 + 0 + 3 + 16 + 20}{500} \times 100\% = 7.8\%$$

Figures of 7.8 % has shown total effective contribution of students at SMK Negeri 1 Bawang against the overall of effectiveness totals of DSE implementation in Accounting Proficiency at SMK Negeri 1 Bawang.

f) Costs.

Costs includes two aspects, namely operational cost of DSE, and resources of its expense. The number of statements in this component two there are 9 items to the details 5 items revealed to implementation aspects of operational cost of DSE, and 4 items revealed to implementation aspects of the resources of its expense.

Distribution of the 9 items was divided into 6 items contained in the questionnaire for head of DSE, 1 items contained in the questionnaire for school committee, and 2 items contained in the questionnaire for partner institution.

Description of research data on a single variable regarding to DSE evaluation which refers to assess the effectiveness of DSE in Accounting Proficiency at SMK Negeri 1 Bawang in terms of costs components implementation are as defined in Table 28.

Table 28. Implementation of Costs Components at SMK Negeri 1
Bawang

No Aspects		N C6	Respondent Answers				
No Aspects	N CO	VI (1)	I (2)	QE(3)	E(4)	VE(5)	
1	Operational cost of DSE	6	-	2	2	1	1
2	Resources of its expense	3	-	-	1	2	-
Total scores			-	2	3	3	1
Σ 9			-	4	9	12	5
Explanation: $VI = 1x0 (0)$, $I = 2x2 (4)$, $QE = 3x3 (9)$, $E = 4x3 (12)$, and							
VE = 5x1(5)							

Sources: Primary data are processed

At the 6 items regarding to aspects of operational cost of DSE, based on answers of respondents who chose ineffective there is 2, who chose quite effective there is 2, who chose effective there is 1 and who chose very effective there is 1. At the 3 items on resources of its expense aspects of respondents who chose quite effective there is 1, and who chose effective there is 2. Total score (Σ) is a result of the number of respondents multiplied score of each answer (VI=1, TE=2, QE=3, E=4, and VE=5), then results of

the total score for ineffective is 4, quite effective is 9, effective is 12, and very effective is 5.

Based on descriptions of the research data concerning to evaluation of DSE implementation that refers on effectiveness assessment as regards program components implementation of DSE costs in Accounting Proficiency at SMK Negeri 1 Bawang, it can contribute effectively determined by the following formula:

$$Nk\ C6 = \frac{\sum VI6 + \sum I6 + \sum QE6 + \sum E6 + \sum VE6}{\sum Max\ Score} \times 100\%$$

 $\sum Max\ Score = \sum N \times 5$

Be discovered: $\Sigma N = 100$

 $\Sigma STE6 = 0$

 $\Sigma TE6 = 4$

 $\Sigma CE6 = 9$

 $\Sigma E6 = 12$

 $\Sigma SE6 = 5$

So that, Nk C6 =
$$\frac{0 + 4 + 9 + 12 + 5}{500} \times 100\% = 6\%$$

Figures of 6 % has shown total effective contribution of costs at SMK Negeri 1 Bawang against the overall of effectiveness totals of DSE implementation in Accounting Proficiency at SMK Negeri 1 Bawang.

g) Partner Institution

Component of partner institutions (as partner institutional are Pasar Wage DCAs, Sigaluh DCAs, Bawang DCAs, Agricultural Klampok of Job Training Centers (Agricultural Klampok JTCs), Banjarnegara Post Offices, Adira Dinamika Multi Finance Corporation, Bumiputera Life Insurance Institutions, Banjarnegara Islamic Hospitals, Puri Artha Cooperative, Banjarnegara Municipal Waterworks, Banjarnegara Sanjaya Motor, and Banjarnegara Office of Counseling and Consultation Services Tax (Banjarnegara Office CCSTs), includes two aspects, namely aspects of the company requirement as PI of DSE and aspects of company existence as PI of DSE. The number of statements in this component two are 11 items with details 5 items revealed to implementation aspects of the company requirement as PI of DSE, and 6 items revealed to implementation aspects of the company existence as PI of DSE. Distribution of the 11 items was divided into 2 items contained in the questionnaire for vice principal of curriculum and 9 items contained in the questionnaire for partner institution.

Description of research data on a single variable regarding to DSE evaluation which refers to assess the effectiveness of DSE in Accounting Proficiency at SMK Negeri 1 Bawang in terms of partner institution components implementation are as defined in Table 29.

Table 29. Implementation of Partner Institution Components at SMK Negeri 1 Bawang

No Agnosta N		N C7	Respondent Answers				
No	Aspects	N C/	VI (1)	I (2)	QE(3)	E(4)	VE(5)
1	Company Requirement	5	-	-	1	3	1
	as PI of DSE						

No	Agnosta	N C7		Respon	dent Ans	wers	
110	Aspects	N C/	VI (1)	I (2)	QE(3)	E(4)	VE (5)
	Company						
2	Existence as	6	-	-	3	3	-
	PI of DSE						
Total Scores		-	-	4	6	1	
	Σ	11	-	1	12	24	5
Explanation: $VI = 1x0 (0)$, $I = 2x0 (0)$, $QE = 3x4(12)$, $E = 4x6 (24)$,							
	and $VE = 5x1(5)$						

Sources: Primary data are processed

At the 5 items regarding to aspects of the company requirement as PI of DSE, based on answers of respondents who chose quite effective there is 1, who chose effective there is 3 and who chose very effective there is 1. At the 6 items on the resources of its expense aspects of respondents who chose quite effective there is 3, and who chose effective there is 3. Total score (Σ) is a result of the number of respondents multiplied score of each answer (VI=1, TE=2, QE=3, E=4, and VE=5), then results of the total score for quite effective is 12, effective is 24, and very effective is 5.

Based on descriptions of the research data concerning to evaluation of DSE implementation that refers on effectiveness assessment as regards program components implementation of DSE partner institution in Accounting Proficiency at SMK Negeri 1 Bawang, it can contribute effectively determined by the following formula:

$$Nk \ C7 \ = \frac{\sum VI7 + \sum I7 + \sum QE7 + \sum E7 + \sum VE7}{\sum Max \ Score} \times 100\%$$

 $\sum Max\ Score = \sum N \times 5$

Be discovered: $\Sigma N = 100$

 $\Sigma VI7 = 0$

 $\Sigma I7 = 0$

 $\Sigma QE7 = 12$

 $\Sigma E7 = 24$

 $\Sigma VE7 = 5$

So that, Nk C7 =
$$\frac{0 + 0 + 12 + 24 + 5}{500} \times 100\% = 8.2\%$$

Figures of 8.2 % has shown total effective contribution of partner institution at SMK Negeri 1 Bawang against the overall of effectiveness totals of DSE implementation in Accounting Proficiency at SMK Negeri 1 Bawang.

c. Supporting and Inhibiting Factors of DSE Implementation at SMK
 Negeri 1 Bawang.

Description of data supporting and inhibiting factors of DSE implementation in Accounting Proficiency at SMK Negeri 1 Bawang obtained through interviews with respondents that have been defined in this research. In conduct to interviews revealed the factors supporting and inhibiting implementation of each DSE components at SMK Negeri 1 Bawang.

 Factors Supporting of DSE Implementation in Accounting Proficiency at SMK Negeri 1 Bawang.

DSE implementation (as know as *prakerin*) in Accounting Proficiency at SMK Negeri 1 Bawang supported by several factors, among others, the first is willingness of industry and business world in this case is partner institution which are accepting students. The text

of MoU indicated that their established good cooperation relations between school with partner institution. Industrial and business world are now very pleased to the DSE program existences, because in addition to teach the science of direct practices to students, also indirectly support of school program that aims to improve the education qualities.

The second supporting factor is *prakerin* place that correspond to students' competency. Students of accounting proficiency who industrial field practice was placed on financial institution such as CV, Corporation, Bank, BMT, Insurance Services, Cooperatives, and so on. With their suitability *prakerin* place to the student competence, then in addition students can improve academic skills, is also able to apply the theory learned in school to fullest.

The third supporting factor is the involvement of industrial and business world on the curriculum development of vocational high school and on during orientation / debriefing before implementation of industrial field practice. It becomes very important for school in general and students in particular. For school, with partner Institution who were involved in drafting the curriculum and provide debriefing form of instruction on rules, discipline, personality, and work ethic to students, it will give the impression to motivate for students during *prakerin* implementation and suitability in *prakerin* place according to their competences. For school, partner institution who took part in the

curriculum development, industrial and business world determine suitability of the school subjects being taught to students at school, so that students can be ready to be deployed. For students, with the briefing given by representatives of partner institution is impact on improving students' job readiness, what requirements must be met, what rules should be followed and what they are responsible for program implementation at *prakerin* place.

The fourth factor is frequency of monitoring conducted by tutors has been scheduled. Head of skill program at SMK Negeri 1 Bawang provide instruction to tutor each program study to carry out periodic monitoring. Monitoring aims to investigate to *prakerin* implementation in industrial and business world can run is well, there is a problem or not and to know extent to which students are empowered in industrial and business world in accordance to the competency of each student.

The fifth factor is financing. Each unit program in addition to making a program of activities is also were accompanied by the budget's details required in implementation. Because school provide budgetary support to improve the competence of both students and teachers themselves in the Activity Plan of School Budgets (APSBs). In connection to the *prakerin*, cost is particularly valuable to sustain DSE implementation for students which placed outside city / province.

The sixth factor is availability in ISO rules which could contribute is to control, audit and evaluation to determine extent to which training programs can run is well. The regulations specified in ISO as quality assurance efforts very well be applied, in particular of DSE implementation.

Table 30. Summary of Factors Supporting of DSE implementation at SMK Negeri 1 Bawang

No	Supporting Factors	Explanation
1	Willingness from industrial and business world to accepting students.	Text of MoU is a testament to good cooperation relations established between school and partner institutions.
2	Suitability the <i>prakerin</i> 's place to the student competences.	Students <i>prakerin</i> placed on the financial sector institutions.
3	Involvement of industrial and business world on during orientation / briefing implementation.	Providing instruction to students to prepare for work and abide by the regulations set partner Institution.
4	Frequency tutor to monitor students already scheduled	The school's commitment to support programs to improve education.
5	There is a budget to the school training program.	Each training program that supports and bolster up to improving the competence of students and teachers have been budgeted in the APSBs.
6	ISO rules which contribute.	As a control, auditing, and evaluating of training program were organized by school.

Sources: Primary data are processed

 Factors Inhibiting of DSE implementation in Accounting Proficiency at SMK Negeri 1 Bawang.

Obstacles encountered of DSE implementation in Accounting Proficiency at SMK Negeri 1 Bawang is the first, constrained to students placement. At the moment after making a permit application to industrial and business world, head of DSE program along with head of skills program at SMK Negeri 1 Bawang already make a record of students, one of them residential address. Students placement are adjusted to their homes so as not too far away at the time of access to *prakerin* place. However, in place sometimes industrial and business world in accordance to the requirements (related to capacity of accepting students) partner institution which cooperated to schools are not proportional to the number of students who lived at that location address. So, school to find other alternatives by asking students to be placed on industrial and business world or partner institutions another.

The second obstacle is from students themselves. School subjects were associated to the theory and practice of accounting teacher taught subjects not having problems. Majority of students in accounting proficiency at SMK Negeri 1 Bawang have a good competence to the proven accounting value above specified Minimum Exhaustiveness Criteria (MEC) is 80. That became the problem is a colleague factor when *prakerin* implementation. Friend different classes makes disharmony of labor relations at *prakerin* place.

The third obstacle is a problem associated with person at *prakerin* place. This can occur because certain person in industrial and business world want students to work beyond his limits, so no wonder there are

still students who are not comfortable in it. In view of industrial and business world need to know that the DSE goal is to cultivate and improve students one of them in terms of knowledge and skills as an effort to increase student competence in accordance to the program which are practiced.

The fourth obstacle is there are SOP and working instruction in ISO, which is sometimes in practice there are such rules at industrial and business world that is not accordance to the work instructions / SOP in quality management ISO. By looking at the different expectations of industrial and business world, then school has problems in applying SOP according to policy that has been set, because in principle, school asked for help from industrial and business world to allow students to get knowledge at *prakerin* place.

Table 31. Summary of Factors inhibiting of DSE implementation at SMK Negeri 1 Bawang.

No	Inhibiting Factors	Explanation
	Placement of students	Limited capacity of industrial
1	at <i>prakerin</i> place	and business world to accept
1		students for industrial field
		practice
	Of students	Different characteristics of
2	themselves	students between classes cause
2		harmonious relationship at
		<i>prakerin</i> place
3	Person on industrial	Hopes are high for students to
5	and business world	work beyond his limits
	Application of SOP,	There are rules of industrial
	especially on work	and business world that cannot
4	instructions	be adapted with work
		instructions / SOP in quality
		management ISO.

Sources: Primary data are processed

 d. Implementation Patterns of Dual System Education program in Accounting Proficiency at SMK Negeri 1 Bawang.

Implementation Patterns of Dual System Education (DSE) program in Accounting Proficiency at SMK Negeri 1 Bawang apply the model 1, namely:

	Model 1	
Kelas I	Kelas II	Kelas 3
(1)	(1)	(1)
(2)	(2)	(3a)
(3a)	(3a)	(30)
(3b)	(3b)	(3c)

Figure 5. Model 1 of DSE Implementation in Accounting Proficiency (Dikmenjur, 1996: 14)

Despite using of model 1, but implementation is done in the second year *prakerin* ie in class XI. Implementation patterns of DSE program have been agreed for implementation of common training and educational program at SMK Negeri 1 Bawang is a block release pattern, ie adaptive program materials, normative, vocational theory and vocational basic practices fully implemented in school. Stabilization of vocational basic skills and productive skill practices implemented in class XI at the beginning or end of semester to the DSE implementation in partner institutions for three months.

7. Evaluation of Dual System Education (DSE) By Applying ISO 9001:2008 Standard Quality Management System at SMK Negeri 1 Bawang

Description of results data of Dual System Education evaluation at SMK Negeri 1 Bawang to the ISO 9001:2008 standard Quality Management System implementation is on process of preparing the work program, operating plan, monitoring and evaluation plan (at the time implementation of Dual System Education), and evaluation results has been implemented in accordance to the procedures and requirements of requirements which has been determined.

The role of principal and vice principal of public relations in this program is very important, because decision making and policy making by principal will affect his staff in achieving the goals that have been set. Principal along vive principal of public relations assisted by master / skills program staff always coordinate and cooperate in determining management function evaluation is one of them, because it becomes an effort of school to determine the program's achievements organized to the applied Quality Management System.

In this case, be explained that in the context on Quality Management System implementation, school as an educational and training institution trying to achieve quality objectives that have been set, particularly in the research are quality objectives of DSE program (as know as *prakerin*). In data analysis obtained by calculating the value of students taken a sample consisting of 154 students and 10 partner institutions that level of satisfaction based on *prakerin* value includes indicator value is good category to the average satisfaction level is 90.01, quality objectives which targeted in 95% of aspects assessed (based

on average value) that presence of 93.50; labor discipline of 91.57; skills of 89.07; work performance of 89.00; initiatives of 88.36; cooperation of 88.79; responsibility of 89.79; and ethics of 90.00. In addition, school have reached the goal targeted ie 00% to reduce the number of infringement / disciplinary of students and follow up inputs in the form of criticism and suggestions from industrial and business world derived from the questionnaire satisfaction submitted to industrial and business world after prakerin finished to the targeted of 100%. From satisfaction analysis of industrial and business world be found that the level of industrial and business world satisfaction on students who industrial field practice to the sample of 20 industrial and business world is 3.29 of an average satisfaction level of 3.29%, can be concluded that the level of customer satisfaction is satisfied category. From the aspects which are assessed (based on average value) such as attendance of 3.37; compliance of 3.21; skills of 3.16; ability to work of 3.37; responsibility of 3.32; cooperation of 3.37; and ethics and manners of 3.21. The questionnaire was used as an evaluation on DSE program meeting (as know as pokja prakerin), so as to improve the quality of Dual System Education (DSE) in following year.

8. The Level of Internal Customer Satisfaction (Student of Accounting Proficiency) at SMK Negeri 1 Bawang

Description of the data concerning of ISO 9001:2008 standar Quality Management System to implementation results of Dual System Education, has a purpose that is one of them meet customer satisfaction.

First customer is internal customer (in this case students of accounting proficiency). Student satisfaction of Dual System Education program at SMK Negeri 1 Bawang gained from customer satisfaction questionnaires which were distributed to a class XI student of Accounting Proficiency. Satisfaction of these students have 5 indicators, namely (a) Tangible, (b) Reliability, (c) Responsiveness, (d) Assurance, and (e) Empathy.

The results of research evaluation of dual system education implementation to the applying ISO 9001: 2008 standard quality management system in the fulfillment of student satisfaction rates in accounting proficiency at SMK Negeri 1 Bawang in the academic year 2015/2016 as follows.

Description of research data obtained from students were grouped accordance to the pre-defined criteria into 5 (five) categories, namely Very Dissatisfied (VDS), Dissatisfied (DS), Quite Satisfied (QS), Satisfied (S) and the Very Satisfied (VS). The questionnaire results seen from the indicators is as follows.

Table 32. Customer Satisfaction by Students on Accounting Proficiency of Dual System Education Program at SMK Negeri 1 Bawang.

No	Aspects	Indicators	Average of Indicators	Indicator Categories	Average of Aspects
1	Tangible	a. Modern facilities	3,76	S	3,84
		b. Fully equipped facilities	3,75	S	
		c. Staffs who have mastered their area	3,81	S	3,84
		d. Staffs who appear to have competence, respect, and dedication	4,04	VS	
2	Reliability	a.Quick service process	3,47	S	3,69
		b. Indiscriminating service	3,96	S	
		c.Trusted service to customer	3,65	S	

No	Aspects	Indicators	Average of Indicators	Indicator Categories	Average of Aspects
3	Responsiveness	a. Satisfying service	3,73	S	3,63
		b. Competent service	3,58	S	
		c. Creating positive response	3,60	S	
4	Assurance	a. Showing friendly and decent attitude	4,00	S	4,05
		b. Security and satisfaction guarantee	3,95	S	
		c. Satisfying <i>prakerin</i> service	4,21	VS	
5	Emphaty	a. Sincerity service	3,34	S	3,57
		b. Caring and empathy to costumer which needs <i>prakerin</i> service.	3,80	S	

Sources: Primary data are processed

Based on table 30, the highest average value is aspect of Assurance in indicator satisfying *prakerin* service of 4.21 and a value-lowest average is aspect of Emphaty in indicators sincere service of 3.34 of the highest average value of 5.00.

While, the sequence data obtained average value aspects of customer satisfaction is the most highest to lowest, namely Assurance of 4.05; Tangible of 3.84; Reliability of 3.69; Responsiveness of 3.64; and Emphaty of 3.57.

The level of customer satisfaction by the students can be presented in the following histogram :

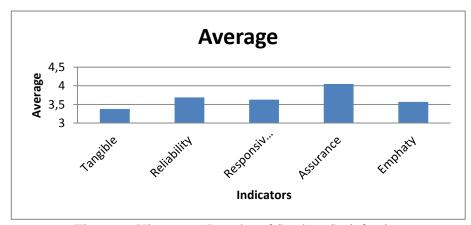


Figure 6. Histogram Results of Student Satisfaction

Calculation of fulfillment' percentage to students:

By the following formula:

$$Nk \ Cs1 = \frac{\sum VDS1 + \sum DS1 + \sum QS1 + \sum S1 + \sum VS1}{\sum Max \ Score} \times 100\%$$

Be discovered: $\Sigma N = 100$

 $\Sigma TCs1 = 3,84$

 $\Sigma RlCs1 = 3,69$

 $\Sigma ReCs1 = 3.63$

 $\Sigma ACs1 = 4.05$

 $\Sigma ECs1 = 3.57$

So that, Nk Cs1(Students) =
$$\frac{3,84 + 3,69 + 3,63 + 4,05 + 3,57}{25} \times 100\% = 75,1\%$$

Figure of 75.1 % has shown the student satisfaction in Accounting Proficiency of Dual System Education at SMK Negeri 1 Bawang was categorized Satisfied.

9. The Level of External Customer Satisfaction (Industrial and Business World) at SMK Negeri 1 Bawang

Description of the data concerning of ISO 9001:2008 standar Quality Management System to implementation results of Dual System Education, has a purpose that is one of them meet customer satisfaction.

A second customer satisfaction is external customers in this regard partner institution. The partner institution satisfaction against of Dual System Education program at SMK Negeri 1 Bawang was obtained from the customer satisfaction questionnaire which distributed to partner institutions who became a *prakerin* place to student's Accounting Proficiency. Satisfaction of partner

institution has five indicators: (a) Tangible, (b) Reliability, (c) Responsiveness, (d) Assurance, and (e) Emphaty.

The results of research evaluation of dual system education implementation to the applying ISO 9001: 2008 standard quality management system in the fulfillment of industrial and business world satisfaction (in this case is partner institution) rates in accounting proficiency at SMK Negeri 1 Bawang in the academic year 2015/2016 as follows.

Description of research data obtained from partner institutions were grouped accordance to the pre-defined criteria into 5 (five) categories, namely Very Dissatisfied (VD), Dissatisfied (D), Quite Satisfied (QS), Satisfied (S) and the Very Satisfied (VS). The questionnaire results seen from the indicators is as follows.

Table 33. Customer Satisfaction by Partner Institutions in Accounting Proficiency of Dual System Education Program at SMK Negeri 1 Bawang.

No	Aspects	Indicators	Average of Indicators	Indicator Categories	Average of Aspects
1	Tangible	a. Recognizing the tools or equipments used	3,79	S	3,60
		b. Mastering technology to ease works	3,67	S	
		c. Learners who master their area	3,12	S	
		d. Learners who appear to have competence, respect, and dedication	3,82	S	
2	Reliability	a. Quick service process	3,11	S	3,58
		b. Indiscriminating service	4,20	S	
		c. Trusted service	3,46	S	
3	Responsiveness	a. Gratifying service	3,60	S	3,21
		b. Competent service	2,93	QS	
		c. Creating positive response	3,12	S	

No	Aspects	Indicators	Average of Indicators	Indicator Categories	Average of Aspects
4	Assurance	a. Friendly and decent attitude	3,66	S	3,54
		b. Security and satisfaction guarantee	3,51	S	
		c. Satisfying service	3,45	S	
5	Emphaty	a. Sincere service	3,41	S	3,41
		b. Caring and empathy to costumer which needs service	3,40	S	

Sources: Primary data are processed

Based on table 31, the highest average value is on aspects of Reliability on indiscriminating service indicators that of 4.20 and a value-lowest average is aspect of Responsiveness on competent service indicators of 2.93 of the highest average value of 5.00.

While, the sequence data obtained average value aspects of customer satisfaction is the most highest to lowest, namely Tangible of 3.60; Reliability of 3.58; Assurance of 3.54; Emphaty of 3.41; and Responsiveness of 3.21.

The level of customer satisfaction by the partner institution can be presented in the following histogram :

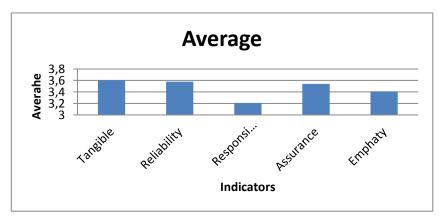


Figure 7. Histogram Results of Partner Institution Satisfaction

Calculation of fulfillment' percentage to students:

By the following formula:

$$Nk \ Cs2 = \frac{\sum TCs2 + \sum RlCs2 + \sum ReCs2 + \sum ACs2 + \sum ECs2}{\sum Skor \ Max} \times 100\%$$

Be discovered: $\Sigma N = 100$

 $\Sigma TCs2 = 3,60$

 $\Sigma R1Cs2 = 3.58$

 $\Sigma ReCs2 = 3,21$

 $\Sigma ACs2 = 3.54$

 $\Sigma ECs2 = 3,41$

So that, Nk Cs2(PI) =
$$\frac{3,60 + 3,58 + 3,21 + 3,54 + 3,41}{25} \times 100\% = 69,4\%$$

Figure of 69.4 % has shown the partner institution satisfaction of Accounting Proficiency of Dual System Education at SMK Negeri 1 Bawang was categorized Satisfied.

10. The Impact of Performance Improvement the *Pokja Prakerin* to Improve The Quality of Dual System Education Program at SMK Negeri 1 Bawang

Before outlining what is the performance improvement of *Pokja Prakerin* give impacts on the improvement of dual system education program's quality, based on description of research result, previously explained the stages of *Pokja Prakerin* in its efforts to achieve of quality improvement using the PDCA approach (the performance improvement impact will be described in the discussion of research results):

a. Planning Stages (Plan)

Be explained that implementation of ISO 9001:2008 standard Quality Management System of Dual System Education program in particular, school when reviewing the planning stage final of quality goals (Clauses 5.4.1 of Educational Quality Objectives) in SMK Negeri 1 Bawang's Quality Manual, stating that principal ensure quality objectives set at relevant functions and levels within organization of school and then the quality objectives should be measurable and obey *azaz* to the quality policy.

In order to support the achievement of quality targets that have been set, school assisted by Quality Management Representative ensure any resources necessary to meet the quality objectives previously set (Clauses 6.1 Quality Guidelines on the Provision of Resources). The resources were required of Dual System Education implementation program includes human resources, infrastructure and working environment.

Planning the provision of human resources to support implementation of ISO 9001:2008 standard and the achievement of quality objectives previously set is to provide workers / teachers who are competent and productive in their respective fields. For implementation of ISO itself, principal formed *TIM* core ISO headed by quality management representative to the focus on any educational program at school. ISO core team consisting of teachers and other teaching staff who have attended training courses on quality management systems consultant, coaching program consists of the quality management system training.

Especially, Dual System Education (DSE) program there are no special *TIM*, duty is charged only for head of DSE program (as know as *pokja prakerin*) a responsible and assisted by respective head of skills program.

Although there is no *TIM* particular, DSE program has been running fairly consistently and commitment of teachers / staff concerned has been proven in the work program goes well, although in practice for department of Accounting, Administration, and Sales skills were implemented during one periode, previously carried out in two periods of 2-3 months. In order to support the achievement of quality targets that have been set of Dual System Education program, school also provides a competent teachers. Based on the data obtained, there were 127 teachers at SMK Negeri 1 Bawang and 69 of them have earned a professional certification.

To support implementation of ISO 9001: 2008 standard quality management system at school, then school must be provide and plan the availability of facility and infrastructure. Infrastructure consists of facility and activities to support learning in school, among others: a library, science laboratory, skills room, language laboratory, computer laboratory, teacher's room / counseling guidance, administration room, mosque, and sport centre. Each year in order to enhance stakeholders' expectation, school always make improvements and additions to infrastructure through the annual plan of needs and development plans of facility and infrastructure. Meanwhile, efforts on planning the work environment, SMK Negeri 1 Bawang which occupies an area of 14,320 m² square meters were planned and maintained a clean environment by making environmental maintenance schedules, and sketch plan cleanliness.

In planning documentation of Quality Management System necessary for management (in accordance to the clause 4.2 of Quality Manual Document Management). In documents contained of quality SMK Negeri 1 Bawang's explained that documentation of quality management system on Dual System Education program includes:

- 1) Formulation of Quality Policy (see attachment) and quality objectives are established, documented, implemented and maintained;
- 2) Quality Guidelines;
- 3) Documented procedures and records were required by international standards, namely:
 - a) Procedures Controling of Document
 - b) Procedures Controling of Recording
 - c) Procedure Control Products / Not accordance
 - d) Procedures of Corrective Actions
 - e) Procedures of Preventive Actions
- 4) Documents, including records required by school to ensure that the planning, execution, and control are processes effectively.
- b. Implementation Stages (Do)
 - 1) Responsibility, Authority and Communication

On implementation stages, the first thing done by school in implementing of ISO 9001: 2008 standard quality management system in Dual System Education is to create a management structure, assigning responsibilities to the adequate authority (clause 5.5 Quality Guidelines

on Responsibilities and Authority, and Communication). One of the efforts to support it is the forming a team DSE program (as know as *pokja prakerin*).

2) Improvement of Human Resources

Managing human resources is a very important things in carrying out the educational process in school, among HR most directly related to learning activities or education are teachers, so how is the quality of teachers in learning process will give a huge impact on the quality of learning outcomes that will ultimately determine the quality of its graduates in general and quality of students in learning process at industrial and business world when DSE implementation.

In order to improve the quality of teachers (Clause 6.2.2 Quality manual of Ability, Awareness and Training) being stated that whenever possible provide training or take other action to meet these needs. It has been described above that in terms of increased resources, especially teachers, school organized a program called "in house training" and efforts to control the implementation process of common training and educational program at school, principal and teachers were appointed to carry out the Teacher Performance Assessment (TPA) will carry out monitoring and evaluation. In connection to the ISO implementation, of course, the principal disseminate to teachers about quality standards.

From foregoing, it can be concluded that implementation of ISO supports the development of human resources at school, because ISO is

stated that the need for human resource development (Clause 6.2 of the Quality Manual of Human Resources).

3) Infrastructures

Educational infrastructure is anything that is used as the main support tool in educational process. In Standard Operating Procedure (SOP) number 63 on facility and infrastructure contained in the Document of SMK Negeri 1 Bawang Quality, have been set regarding to procedures for the management and empowerment of facility. Procedure responsibility for infrastructures managing as follows:

- a) Responsibility for the management and empowerment of educational infrastructure at school located in vice principal of infrastructures.
- b) Responsibility for the management of public infrastructures and empowerment lies in vice principal of infrastructures.
- c) Responsibility for the management and empowerment of facility is technically located in vice principal of infrastructures, head of skills program, and head of administration.

4) Actual Results Education Process

In terms of educational process realizations at SMK Negeri 1 Bawang is meant here is the development of curriculum, teaching and learning activities, and control of monitoring and measurement by means.

a) Curriculum Development.

In Quality Manual of SMK Negeri 1 Bawang in clause 7.3 of the Curriculum Development said that school ensure Curriculum 2013

implementation. After going through to stages set out in the curriculum development procedures. Output planning should be optimized to fit the curriculum development. It is supported on a description of research data concerning an interview with one respondent that vice principal of curriculum. It was explained that in addition to school curriculum of 2013 in all common training and educational program at classroom, they also adopted the curriculum SBC as a guide for teachers to conduct lessons at class. However, SBC curriculum still play a role in common training and educational program processes at SMK Negeri 1 Bawang.

Verification of curriculum development is also done by SMK Negeri 1 Bawang. Verification of curriculum development according to clause 7.3.5 Quality manual at school, conducted to the comparison methods of some input component to the curiculum analysis results namely reviews of curriculum development previous year and curriculum of the government, and input from stakeholders or industrial and business world.

SMK Negeri 1 Bawang in developing of curriculum in contrast to curriculum that has been implemented in the previous year, refers to the basic competency standards, lesson plan, and also syllabus by collecting teachers to rearrange the syllabus that will be used for next year to match to the standards set by governments in the curriculum 2013 implementation.

Furthermore, participation from stakeholders or industrial and business world in the school curriculum development is to give feedback to school about the competencies of productive skills that should be taught to students that will result from Dual System Education (DSE) program in accordance to the industry and business world needs. Inputs come from a questionnaire assessment of customer satisfaction provided by school to industrial and business world as partner institution of DSE program. School respond to these input and discuss on DSE evaluation meeting (as know as *pokja prakerin*). The submission is then analyzed according to their needs and will be applied to Dual System of Education program for the next year as continuous improvement efforts in accordance to the principles of ISO 9001: 2008.

b) Teaching and Learning Activities.

In clause 7.5 Process Quality Guidelines on Education and Learning contained at SMK Negeri 1 Bawang, there are some points that regulated firstly, Control of Teaching and Learning Activities (in clause 7.5.1). Second, Education Justification Process (in clause 7.5.2). Third, Identification and Capability Search (in clause 7.5.3). Fourth, Student Ownership (in clause 7.5.4). And fifth, Assistance and Students Protection (in clause 7.5.5).

An overview of teaching and learning activities at SMK Negeri 1 Bawang relating to the clauses mentioned above can be seen from the process control of Dual System Education through periodic monitoring carried out by tutors respectively skills program to determine the education enforceability of students at *prakerin* implementation. The process is a way to know school and assess the competence development of each student.

c) Control of the Monitoring Means and Measurement.

To monitor an achievement of the educational process realization, then school establish ways to monitor and measure success of teaching and learning activities (contained in clause 7.6) by considering government policies and internal school. Means of monitoring and measuring required to provide evidence of conformity to the requirements of educational process that has been set. As an overview of monitoring of the teaching success at industrial and business world and as a means of achieving customer satisfaction is through the process of monitoring and evaluation by those responsible for DSE program at SMK Negeri 1 Bawang in accordance to the DSE work program (as know as *pokja prakerin*).

c. Inspection Stages (Check)

In accordance to the clause 8.2.2 of Quality Manual, internal audit said that school established internal audit in this case refers to elaboration of the final evaluation results of DSE program. The principal together with the vice principal and teachers who related to hold a management review meeting to assess of DSE program implementation, which has been planned

in accordance to the requirements specified. Equally important is whether of ISO 9001: 2008 was effectively.

d. Action Stages (Act)

At the time of management review meeting implementation, the principal was instrumental in determining the next policy of DSE program. Agenda of the meeting includes a review or evaluation concerning: the evaluation results conducted by a tutor with the head of skills program, corrective action, follow-up, customer feedback / stakeholders, precautions and corrective measures, process performance and suitability achievement, changes or proposals to improve the system, and establishment of the quality objectives and increased productivity / efficiency of work.

B. Discussion

CONTEXT EVALUATION

Implementation of ISO 9001: 2008 Standard Quality Management
 System in Dual System Education (DSE) Viewed From the Quality
 Policy That Has Been Set

From the data description of research results note that SMK Negeri 1 Bawang has established, documented, implemented and maintains a quality management system and will improve continuously their effectiveness in accordance to the requirements of ISO 9001: 2008 standard Quality Management System (QMS).

As evidence of its implementation, then school as institutions of common training and educational program which is quality expressed by Willi Susilo

(2003:29-30), where it is described in the quality manual, quality procedures, work instruction, recording/records associated with it.

SMK Negeri 1 Bawang has documented quality guidelines to explain the organization commitment of QMS implementation. Vincent Gasperszs (2006:57-58) mention that benefits in documentation of quality management systems is as a means to transmit and communicate information, as proof that things have been planned and implemented in accordance to the actual requirements, and as a contribution in order to disseminate knowledge and maintaining organizational experience.

Documentation of quality management system (QMS) used of dual system education implementation consists of:

- a. Quality policy;
- Attachment of quality includes: quality objectives, the organizational structure, work program, operation plans, plan monitoring and evaluation, final evaluation results;
- c. Procedures of quality;
- d. Work instructions;
- e. Form and recording;

2. Management of Inputs on Dual System Education (DSE) Implementation by Applying ISO 9001:2008 Standard Quality Management System As Seen From a Specified Input

SMK Negeri 1 Bawang in managing inputs of Dual System Education implementation is composed of three component inputs are competence /

expertise in managing teacher education program multiple systems, educational facilities, and information systems are documented. In the year 2015/2016, three component inputs change slightly due to change of school principals and policy changes have an impact on dual system education, in matters related to teacher / staff management at program. Responsibility of dual system education in the academic year 2015/2016 more charged on each program / department. Because at SMK Negeri 1 Bawang majority his teacher is still a temporary teachers, so that the needed socialization and supervision against of teachers. It is supported by Dikmenjur decision (1997:2) which states that the terms be tutor's of DSE program are individuals who have the ability / competence, profession of teacher training or educators which dominantly, but must also have a certain skills and has the technical competence specific skill and have a soul of interpreneurship. In other words, if tutor's of DSE program which is competence at field both in terms of professional and technical expertise, it will be very helpful in supporting to set target achievement Wearness model (working while studying) be one way by school to socialize for temporary teachers. In the 2015/2016 yea, the principal suggested that the DSE organizational structure (as know as pokja prakerin) for the year will return to the previous system there are management its staff. Vincent Gaspersz (2008:277) mentions that there are elements of the process approach management resource where engagement and employee development is indispensable in order to achieve the repairs purpose of its performance. An important part of implementation is determining who will do what. A person

who is given the task to undertake activities relating to quality should have the skills to do so. Skills are based on appropriate common training and educational program as well as skills and experience which are owned.

Associated with DSE staff / teachers management at SMK Negeri 1 Bawang management of either, because its staff filled by permanent teachers and has competencies / skills that correspond to their field. In addition, school facilities have been adequately met due to the previous school is getting title as the Pioneering International School, which is now named the referral school. It is supported by school to get certificate from PT Rheindland Indonesia, school have been implemented of ISO 9001:2008 and worthy of being a quality school.

PROCESS EVALUATION

3. Implementation of ISO 9001:2008 Standard Quality Management System in Dual System Education (DSE) Refers to the Specified Operating Plan

Application of ISO 9001:2008 standard Quality Management System in Dual System Education at the years 2015/2016 has been in accordance to the established by school. In accordance to the clause 5 is management commitment, the SMK Negeri 1 Bawang's principal be involved of the development and implementation of quality management system. In addition, teacher who was appointed as head of DSE program (as know as *pokja prakerin*) along with head of skills program implement work program that have been created. This work programme contains about work programme of *prakerin*, quality objectives, the organizational structure, operating plans,

monitoring and evaluation plan, the final results of evaluation, a work instruction of *prakerin*, and so on.

In planning stages, the principal along with head of DSE program assisted head of skills rogram gathered in a coordination meeting. Later in meeting, obtained the results of committee's formation or organizational structure, there are teachers involved have the duty and responsibility of each. In addition, in this meeting of the principal determines quality objectives that need to be achieved of dual system education program (as know as prakerin) refers TO evaluation results of dual system education program in the last year. Assessment aspect derived from students at prakerin place, behavior / discipline of students, the fulfillment of response to suggestions from partner institutions and consumer satisfaction (students and partner institutions). After the quality target is created, then pokja prakerin at SMK Negeri 1 Bawang was compiled in accordance to the procedures that has been set before, in the 2014/2015 has been implemented in accordance to the predetermined schedule of start planning of industrial field practice until the creation of *prakerin* report. Final evaluation results from head of DSE program period 2015/2016 reaches of 80%, where the description of activities as follows: (1) Coordination meeting with head of skills program has been implemented to the achievement results of 100%, (2) Data collection about industrial and business world as a prakerin place which eligible have been implemented to the achievement results of 100%, (3) Data collection of student as potential prakerin participants to the achievement results of 100%, (4) Preparing documents

prakerin correspondence to the achievement results of 100%, (5) Coaching and debriefing candidates prakerin to the achievement results of 70.5 %, (6) Monitoring participants of prakerin at industry and business world by tutors to the achievement results of 70.5%, and (7) Evaluation of DSE implementation to the achievement results of 47 %, because which are already completed of prakerin is department of Accounting, Office Administration and Sales Skills. In addition, departement of Accounting, Office Administration and Sales Skills are implementation schedule previously prakerin were performed during 2 periods in July-August and January-February period was changed to 1 i.e. on September-November. That is because school has a goal of keeping the learning material of department in the third semester can be fulfilled and not interfere to the schedule of learning activities in the semester even. As for other depertement Prakerin implementation in accordance of schedule were predetermined.

After completion of Dual System Education implementation (as know as *prakerin*), then school conducts an analysis of the results, so that when a target *prakerin* quality achieved may be held follow-up for addressing the problem. It is supported by the statement from Vincent Gaspersz (2003:268-269) a mention that a quality management system based on error prevention so that are proactive, rather than on reactive error detection. Thus, hope after students completion of *prakerin* and has met the student administrations of reporting forms, students can gain the benefits of program will be to increase knowledge, skills and work ethic that can establish himself as a professional workforce

which is dual system education goals. Vincent Gaspersz (2002:10) reveals that other benefits of the application of this quality management system is able to boost confidence and customer satisfaction through to quality assurance are well organized and systemic. Documentation processes of ISO 9001:2008 shows that policies, procedures, and instructions related to the quality has been well planned.

PRODUCT EVALUATION

4. Implementation of ISO 9001:2008 standard Quality Management System in Dual System Education (DSE) Gives Students Impact for Quality Improvement

Application of quality management system in dual system education program in the year of 2015/2016 gave a significant impact on improving student qualities. This effect is known from the analysis of student scores (based on average value) in *prakerin* of 90.01% obtain a good predicate, although of the quality targets of students to get good grades from industrial and business world of 95%. According to *Dikmenjur* (1997:2-4) mentions one of dual system education components is students. At the time of DSE implementation at industrial and business world, students are not only seen as objects but also subjects of DSE implementation. In DSE implementation, which is studied by students are not only learning the school subjects taught at classroom and laboratories, but also doing adaptation to the culture and behavior that occurs on industry and business world or referred to work ethic, which is not obtained on school subjects. But in fact not case, of the research

results was obtained that industrial and business world not fully enact student as an object or subject of DSE. This can be happen because, some industrial and business world still doubt to the student abilities. Students still found work at *prakerin* place incompatible to the skills program. So, in other words when industrial and business world does not facilitate students to learn and gain experience of working in full, then it will have an impact on his judgement that does not comply to the expectations. However, on aspects of student disciplines which consisting of presence and discipline is exceed the minimum limit set from school is 80, where average of students scoring above is 90.

On other hand, to the regard of points indisipliner students, based on interview results with head of DSE program (as know as *pokja prakerin*), no offense of students at *prakerin* place, so it will impact on industrial and business world satisfaction. Industrial and business world satisfaction known from data analysis about industrial and business world towards students have an average of 3.29 to the predicate is satisfied.

After that, discussion of data related to imaging and organizational performance is referring to the fulfillment of graduate at SMK Negeri 1 Bawang become professional workers on industrial and business world. SMK Negeri 1 Bawang DCAs as that institution has specific duties related to the graduate search and distribution of labor into working world have search data and absorption of graduates who concluded their graduate increase at SMK Negeri 1 Bawang who work in the year 2013/2014 of the amount of 165 graduates to a percentage of 41.15 % to 266 graduates to the percentage of

52.05 % in the year 2014/2015 at all program. It is indicative that school has a good imaging because it scored the graduates to become a professional workforce who continue to increase from year to year. In addition, in scoring the prospective workers is also supported by the performance of organization a good school because school was implemented a quality management system to the principle of fulfilling customer satisfaction, namely students. So, product evaluation at SMK Negeri 1 Bawang aims to find out school can be scored of professional graduates, seen from increase in worker percentages over the years, where evaluation process begins from dual system education program. Explained that the objectives of DSE program which formulated by Directorate of Secondary Vocational Education (1994: 7) is to optimize the learning outcomes in vocational education. Optimizing the learning outcomes means striving to achieve the vocational education goals. In other words, trying to produce graduates of vocational institution that have appropriate skills to the employment needs. The impact of DSE program is that the formation of student experience before they are ready to plunge in real working world.

Planning of Dual System Education (DSE) By Applying ISO 9001:2008 Standard Quality Management System Implementations

SMK Negeri 1 Bawang have prepared and planned of Dual System Education program in accordance to the requirements set out in its efforts to fulfill of ISO 9001: 2008 standard Quality Management System which has been presented by Vincent Gaspersz. Requirements have been met in this case is making the work program, operating plan, evaluation unit plans of the vice

principal of public relations, work instruction and other records required in terms of the administrative component to participants of industrial field practice.

In its work programme the vice principal of public relations presented some agenda that addresses about the DSE work program (as know as *pokja prakerin*). In this first, held a coordination meeting of DSE work programme to the target completion of DSE work program. Second, held a curriculum synchronization with industrial and business world to target of curicullum implementation is developed between school with industrial and business world. And the third, held a monitoring and evaluation plan to the target on operating plan of DSE work program goes well and quality objectives can be achieved. Furthermore, the work program more succinctly was described in work instructions which consists of the data collection of *prakerin*, student submissions of *prakerin*, monitoring of *prakerin*, withdrawal students from *prakerin* place, and evaluate implementation of *prakerin*. So, in essence, establishment of these stages to meet the requirements and procedures of ISO 9001: 2008 standard.

To the regard of costs source uses is explained by school committee that the costs of Dual System Education (DSE) in the academic year 2015/2016 consisting of school operational assistances (as know as *BOS*) and the operational contribution from parent / school committee. Management of school operational assistances are used for transport guidance, ATK, and

prakerin document creation. While, the operational contribution from parent / school committee are used for program preparation, consumption funds, mentoring and examination reports, coaching salaries, coaching salaries, administrative costs of students during at industrial and business world, and assistance for students (transport and boarding requirements in *prakerin* place).

In meeting of ISO requirements is school set work instructions. This work instruction contains the requirements of industrial and business world as *prakerin* place and instructions *prakerin*. Requirements of industrial and business world to be used as a *prakerin* place, among others:

- a. Industrial and business world which is used as a *prakerin* place is state institutions and government agencies, private agencies, and or individual which can note its existence and obtained the official/legal activities and that can be accountable activities are not against the law.
- b. Activities or work performed by industrial and business world as a *prakerin* place there is relevance to the curriculum subjects taught at school in accordance to the skills program.
- c. Industrial and business world which is willing to be used as a *prakerin* place, either orally, in writing, and that has made an agreement between school parties with industrial and business world as a *prakerin* place.
- d. Industry and business world which are used as a *prakerin* place is a viable based on the size of industrial and business world, equipment, and supplies used, the technology used, and other activities so as to increase the knowledge, skills and experience of students.

In the DSE implementation also requires *prakerin* instructor are :

- a. Instructor of *prakerin* was head of industrial and business world or employees appointed by leadership of industry and business world as *prakerin* place.
- b. Instructor of *prakerin* appointed by leadership of industrial and business world as *prakerin* place is employee which have disciplines such as scientific discipline of students who perform *prakerin* at industrial and business world.
- c. Instructor of *prakerin* is expected to have the will to guide and help students, so that students get extra knowledge and skills that have not been obtained from school.
- d. Instructor of *prakerin* enough managerial capability, so that it can provide a briefing and guidance to students.
- e. Instructor of *prakerin* has sufficient knowledge of administration, so that it can be complete the administrative tasks required by students.

Of the requirements above, SMK Negeri 1 Bawang is already working to its fullest so that the benefits that accrue to students during be where *prakerin* such as knowledge, skills and work ethic can be experience increased, so that it can form a student as a professional workforce.

Need to known that students do not often doing misconduct or violation of the rules that exist in *prakerin* place. This can happen because students feel depressed or there are case with existing conditions in place, be it to the *prakerin* rules of company, the head of companies, as well as employees of

company. Then, vice principal of public relations as the responsibility holder have control procedures in form of handling or problem solving of activities in *prakerin*, such as:

- a. Students to the problems / constraints experienced during DSE submit the problems to tutors.
- b. Tutors to synchronize information from students to the industrial and business world.
- c. Tutors help to resolve problems was experienced by students.
- d. If tutors cannot resolve the problem, then tutor coordinate with head of skills program to student's are concerned.
- e. Head of skills program channelling information with head of DSE program and vice principal of public relations.
- f. Head of DSE program, vice principal of public relations as well as head of skills program discuss to solve problems experienced by students associated with industrial and business world.
- g. If industry and business world is not willing to accept returning students who practice at the venue, then students was returned to school.
- h. Students carry out appropriate industrial field practice of work unit that is in SMK Negeri 1 Bawang.

In implementation of ISO 9001:2008 standard Quality Management System, all parties involved need to make a system that is well documented. The system which are documented in here meaning any activity or a sequence of work procedures must contain a documention statements of the quality policy and

quality objectives. Documents prepared this is an ISO 9001:2008 requirements, namely to ensure the effectiveness of planning, operation, and control of processes and notes required by international standards. In addition, those documents are used as a tool to communicate information, as proof that things have been planned and implemented in accordance to the actual requirements, and as a contribution of knowledge in order to disseminate and maintain organization experience through to the Quality Management System momerandums. It is used to record all the reviews management in an educational activities be it a note in the monitoring forms as well as the minutes of meeting.

6. Implementation of Dual System Education (DSE) By Applying ISO 9001:2008 Standard Quality Management System

- a. Implementation of Dual System Education (DSE) Components at SMK
 Negeri 1 Bawang.
 - 1) Common Training and Educational Program.

Common training and educational program about the DSE curriculum. Description of the data about DSE curriculum at SMK Negeri 1 Bawang suggests that school has been doing validation and synchronization of curriculum to the needs of industrial and business world. It can be seen from school tried to apply the curriculum provided by industrial and business world and also the curriculum developed by school of DSE implementation. The material provided by industrial and business world, organizing systems have already adapted to the existing program at

school. However, there are some form of curriculum materials for some of skills program that there is less on target. Therefore, in both school subjects to DSE program or an organizing system need to be analyzed and developed, so that its actually created a school curriculum which are links and match with existing needs.

Involvement of partner institutions in the establishment of training program, provide a positive impact to encourage school training program relevance to the demands on working world. SMK Negeri 1 Bawang doing synchronization of DSE training program by means of delivering curriculum to industry and business world. However, the impact of synchronization between school subjects to the actual conditions at industrial business world, so the effectiveness of DSE implementation do not goes optimally. This year there is a difference, the synchronization is performed by industrial and business world, where industry and business world as partner institutions is providing curriculum. Furthermore, schools are perform synchronization by implementing a curriculum be provided from partner institution and also compiled and adjusted along to the school curriculum. Not all industrial and business world are involved in drafting process of DSE curriculum, One of the hurdles is a time constraint. Not necessarily every industrial and business world are involved in the discussion forum, due to flurry of its in doing business / production or there are other important activities that happen to not be present in the DSE curriculum development.

Therefore, the DSE work program (as know as *pokja prakerin*) assigned to each tutor and head of skills program to discuss directly in order to accommodate the inputs given by industrial and business world as a partner institution. The submission is of course intended to school curriculum and curriculum of industry and business world occurs synchronization.

How that is done by SMK Negeri 1 Bawang during synchronization and validation process described above is not a problem, but in fact how it can be used more effectively and efficiently to optimize school committee roles of DSE training program. From the data description existing research results, schools do not involve the role of school committee optimally. Role of school committees still limited in funding the activities / programs, whereas in school committee membership consists of various elements of community is that some elements there are industrial and business world, public figures, education figures, elementary school inspector, vocational school inspector, internal school, and parents. So that, school needs to assess and enhance the school committee roles. School committee can be a forum aspirations in industrial and business world and the community to participate in development of training programs conducted by school.

From the data description of research results was revealed at school that the material of adaptive program, normative, vocational basic practices, and practice skills productively implemented at vocational high

school since classes X to XII. Further study on the materials implemented when implementation of industrial field practice at partner institution for three months on class XI odd semester or class XI even semester's. The existence of a learning setting in two places that lets students get knowledge, skills development, and integrating of values in accordance to demands of professional workforce that industrial cannot fully can be obtained in the school environment. Where students are fully empowered in industry and business world, so that later students ready to plunge as a professional industry workforce in the real working world.

2) Human Resources

From the data description of research results it is known that the number of accounting teachers at SMK Negeri 1 Bawang in support of DSE implementation are already adequate, and have implemented teacher capacity development program organized by the government namely deliberation subject teachers, nor held by school itself, namely technical guidance. Awareness teacher at SMK Negeri 1 Bawang is very high in an effort to improve themselves because teachers found the job competition which is becomes more intense in the future, if it's not able to follow the changes would teacher complicate in maintaining the current position. However, teachers' understanding of ISO 9001: 2008 standard Quality Management System which are adopted by school across the educational activities in school are not yet fully understood by teachers, both became educators and education personnel. The role of

school in providing socialization towards ISO implemented badly needed to form the working attitude that leads to quality improve and fulfillment refers to customer satisfaction. It would be nice if when the socialization of ISO, school can provides a handbook as a guide educators and education personnel for adhering of rules and duties of responsibility in accordance to the procedures and requirements set by ISO. Of course it will be able to increase the understanding of ISO as the school's quality guidelines. In addition discussed on the text of MoU between school and industrial and business world is must be willing to be a place On the Job Training (OJT) for teachers by industrial and business world.

One of respondents said that current is the government's policy require teachers to follow OJT in a company, even respondents stated that he had attended the OJT in a company for two months. After following the OJT are expected to teachers has the knowledge, experience, and competence increased in accordance to the standards development needs of industrial and business world on the ground directly. Conclusions from these studies about teachers, school have tried to set up a program to increase the teacher competences to support implementation and fulfillment of ISO standard principles.

Regarding instructor supplied partner institution, it is known that instructors have the capability of professionalism according to accounting proficiency, but needs to be improved is the understanding of instructors about DSE program in vocational high school. Still there are

instructors who less can be monitoring the activities of students, due to the flurry from partner institutions activities. Establish good communication and discussion to the instructor at partner institution by each tutor will create a common understanding and directing students will be better aligned to the goals and objectives of training program organized.

3) Facility

From the data description of research results it is known that accounting proficiency at SMK Negeri 1 Bawang has good facilities and materials laboratory equipment complete accounting which is used to equip students so have the competence to prepare financial statements, either manually or through a Excel application program to uses computer. Where training program tailored to the competencies required of students in class X, XI, and XII. In addition, school has a building of bussiness center, such as minimarket business units, mini banks, and cooperatives, so that students can do the vocational basic practices or skills productively at school.

Availability of equipment and materials at partner institution no problem because most partner institution has its own equipment and good materials to supporting of DSE implementation in accounting proficiency. Partner Institutions also in the moments before it is used as a *prakerin* place, school doing test the feasibility of industrial and business world by seeing the DSE evaluation program previous year. Each partner

institution has good continuity on producing of goods and services. It's just there is constraint firm rules regarding to the confidentiality of financial information, whereas accounting proficiency has close links to the financial statements, although students do not perform directly. Then, partner institution shows how the flow or procedures when of transaction until journaling process to making the company's financial statements, although students do not perform directly. In addition, partner institution also do a review and reflection on student learning openly when after completion of DSE implementation to anticipate some things are not clear on training.

In the process of assessing student competence tests, school facilitates a blank students assessments to each partner institution. It's be filled by partner institution to assess each student's performance during DSE implementation. Surely there is a customer satisfaction questionnaire that will be used as a measure of school and students in customer satisfaction, in this case industrial and business world or more specifically is partner institution.

4) Educational Management

Teaching and learning activities at SMK Negeri 1 Bawang held on 7:00 to 14:00 pm in every semester. Whereas for the time of DSE, organized by agreement with partner institutions and adapted to the vocational competence for productive subjects calculation. From the interview with one respondent explained that the curricullum structures is

the number of productive hours i.e. 1044 hours consisting of prakerin learning, learning theory and practice (face to face) in school and learning practice in school workshop. DSE implementation be held for three months in real. In contrast to the targets set on skills competency calculations for a subject that is productive for two months. In Accounting Proficiency at SMK Negeri 1 Bawang started on August until October. Every day students are required to present and implement DSE held on 07:30 to 15:30 pm (depending on the working hours of each partner institution). Schools choose the time in doing DSE on August until October for Accounting Proficiency because these department does not require the skill more than others such as software manifestation, network computer technique, and dressmaking. Accounting Proficiency work only on the service in form of services only. So, to department that require more skill, school as program organizers the DSE need to do counseling or learning more deeply about the productive basic practices in school subjects, so that students when plunge at industrial and business world is ready to carry out their duties. Need to known that the field findings prove an inconsistency in accounting student competency is managing the company's financial statements were not obtained entirely at industrial and business world. Confidentiality of financial statements on company become obstacles in implementing of DSE in accounting proficiency. In anticipation of such barriers, would be much better if students can ask the relevant fields in partner institution to give

information and able to follow manage of process the company's financial statements, although not up to practice to prepare financial statements in real terms. So that, it can make the experience of students during a lecture when implement DSE at partner institution can be maximized absorptions. It's just really for implementation in the next year of *prakerin* assessment needs to be done along of the effectiveness of its implementation.

Duration of DSE time implementation at partner institution should be adjusted to a target of achieving competence in accordance to the standards of craftsmanship. Students learn the general theory, vocational basic theory and practice, and also productive proficiency practice at school in accordance to the conditions determined and calculated in accordance to the calculation of skills competency. Students learn more about productive proficiency practice at partner institution, where theory and practice have been obtained in vocational high school which are then applied in industry and business worlds as a *prakerin* place. Therefore, careful planning length of time learning in school to the length of time at partner institution of learning very supportive in measuring the effectiveness of programs running.

From the data description is also known that for selection / determination of tutors at SMK Negeri 1 Bawang performed by each head of skills program. Head of accounting program dividing each counselor by the students number who will *prakerin*. SMK Negeri 1

Bawang have an adequate teachers number even more. From the data documentation there are 128 teachers comprising of 109 educators and education personnel are 19. For accounting teacher number is sufficient.

Instructors at partner institution for Accounting Proficiency at SMK Negeri 1 Bawang is determined by the leader / director / coordinator of partner institution that determination is based on professionalism in areas of existing jobs or work units / divisions existing work. From the data interview showed that as long as there has been no briefing for instructors specifically on DSE program and how student assessment in coordination with school, partner institutions only provide an assessment in accordance to the appraisal forms provided by school.

Rationalization of the number of teachers / instructors by students number who guided his role is very important. The smaller of ratio between the students number by the teachers number / instructors will increasingly focus on students be mentored. The task of teacher / instructor is most important is how providing education and empower students as participants in training, whether students have learned in accordance to the mastery achievement of learning outcomes that have been set in accordance to the student competencies. To enhance the role and function of teachers / instructors is necessary that every teacher / instructor is assign according to the field of expertise with teaching materials / guide according to applicable regulations. Their debriefing program / orientation and improving the competence of teachers /

instructors of DSE implementation is very important in provide added value to create equality understanding and perception of teachers / instructors who guide students of DSE implementation at school or partner institution.

From the research data description on various aspects teaching and learning activities of monitoring and evaluation's at SMK Negeri 1 Bawang implemented by principals who assisted the team established with the school principal approval to facilitate monitoring and evaluation. His team was formed from the teacher performance assessment committee. This team also doubles as the academic supervision teams / classroom supervision. Team consists of the principal, vice principal, and head of skills program and some senior teachers / more experienced. Teachers who have authorities to assist the principal in assessing of junior teacher performances. Monitoring of teaching implementation at school is done every day when learning activities which are implemented. As for monitoring of DSE implementation conducted periodically by teachers, counselors, guidelines for monitoring conducted every month, because given the same time / schedule for teachers to teach at school, but implementation in field can be adjusted to partner institution demand of a student which is doing industrial field practice. Aspects which are monitored is suitability of student activities to the existing competences in training program, intensity guidance by tutors and instructors, as well as student discipline or student attendance.

Student evaluation of industrial field practice is done through a report from the student journal also partner institutions assessment. In addition, to the monitoring conducted during implementation process is running, it can be seen the adherence levels and conformity between planning and execution. The monitoring results can be used for joint evaluation if there are deviations in planning and implementation. Monitoring and evaluation will have an important meaning if done professionally and are able to produce a comprehensive report / thoroughly, so that the report can be input for decision-makers to run the control system / control, planning and development this studies.

Regarding the competence tests students industrial field practice, SMK Negeri 1 Bawang has implemented appropriate competence tests in the guide *Dikmenjur* i.e. competence tests carried out in partnership with industrial and business world, although the competency test is often done at school. Constraint here is a competency test conducted by an independent professional institutions, because considering the costs to be incurred by each student that is quite large. So, SMK Negeri 1 Bawang just a competence tests by working only with industrial and business world as *prakerin* place. Students will be given a certificate of competency test to measure the student abilities. Regarding the assessment system, school have been concluded by the numbers as an indicator of a predetermined range. This was done to facilitate students

and people who are not from school to understand the meaning of that judgment.

Regarding professional certification test in *Dikmenjur* stated that school need to carry out a professional certification test students through to cooperation to the professional associations, namely the Indonesian Accountants Association (IAA) and school committee to standardize the qualifications graduate assessment of vocational students accounting program. SMK Negeri 1 Bawang not organize the professional certification exam, so that the future need to do an evaluation and design a program for the implementation of professional certification exams. Professional certification is important to help students can compete on employment exchange for their ability recognitions of the institution credible accounting professional associations.

From the research results description when viewed from the graduate marketing aspects, SMK Negeri 1 Bawang do graduate marketing since the publication of the text of MoU with industrial and business world as an institutional partner. Although not described implicitly on matters, because it is a graduate marketing in industrial and business world as a prakerin place could happen also industrial and business worlds can take student as an employee to the requirements students must be sociable, disciplined and have a high work ethic. Monitoring is done through counseling teacher, School DCAs and also vice principal of public relations. But specifically, executed entirely by School DCAs. Alumnus

is graduates or output / output of DSE program that has been implemented at vocational high school. On the DSE program implementation is expected to produce graduates who in accordance to the demands of employment. Schools had made every effort to support the competence improvement of individual students and the graduate qualities through to training program such as E-Club and industry class.

5) Students

Preparation of the *prakerin* participants at SMK Negeri 1 Bawang started class X by providing school subjects about vocational theoretical material, vocational basic practices, as well as productive proficiency practice. Students begin to implement industrial field practice in class XI for three months. Before carrying out industrial field practice, students are given a briefing on the condition or what things need to be done by students when industrial field practice such as ethical manners, filling student journals, as well as assessment aspects criteria on industry implementation. For orientation practices about the company introduction conducted by partner institution when the student initial deployment of at partner institution. But there is also a briefing about the profile of his company when of debriefing students, before they are deployed in partner institution. The existence of brief is expected that students can absorb and shape the professional attitudes working in accordance to the job competence areas of expertise selected.

Prakerin student placement at partner institution no selection. students placement based on the suitability competence expertise of students TO the type of business partner institution. In addition, students placement is based on residential addresses of each student. School seek industrial and business world or more specifically is partner institution as prakerin place near the student residence, and when capacity of industrial and business world does not meet as *prakerin* place / is not proportional to the students number, then students are given an option to choose industrial and business world accordance to the areas of expertise desired. Unless there is a specific request from industrial and business world are limited to selection processes in the proposed requirement forms, company usually is a great company like Indonesia Power, Bank Surya Yudha, and so forth. Nevertheless the role of schools offering only limited to student placements. Selection process is done directly by partner institution. So, the results of student selection made by partner institution are students who have more skill in his expertise field.

During industrial field practice implementation of students applied just like any other employee. Students are given the opportunity to do work that are tailored to ability and given the opportunity to ask related to work which are not yet known by students. Regarding to incentives given by company for students. the research results mentioned that there are several companies which provide incentives for students after completion of industrial field practices and magnitude of incentive

depends on the student performance assessment during industrial field practice at partner institution.

6) Costs

Operational costs of industrial field practice incurred by SMK Negeri 1 Bawang consist of incentive fees tutor or instructor, especially for just the costs of transport and supporting infrastructure costs to industrial field practice (ATK, student journal, modules, and so on). There is also an additional operational cost such as the cost of eating / drinking and other charges eg work clothes for student when industrial field practice implementation depend on each partner institution, there are partner institution that provide as well and there are borne by school. However, it should be underlined that the study results are showed that the majority of partner institution does not issue operating costs for students, only charge for personal use. It would be better if there is a shared financing responsibility between school and partner institution. If teaching and learning activities at school, operational costs are borne by school, but when learning activities are being carried out in the partner institution operating expenses borne by partner institution, so that activities to support the promotion of students' competencies can be optimally achieved.

Financing sources of industrial field practice at SMK Negeri 1 Bawang obtained from the government budget through the School Operational Assistance (SOA), even students do not spend money (it's free) in financing of industrial field practice largely borne from SOA also supported the operational contribution of parents / school committee. Tuition fees at SMK Negeri 1 Bawang since July 2009 until now, imposed of Rp 0.1 million, - where the fund according to one respondent used for the student benefit in improving their competence. But there are costs incurred for some students at SMK Negeri 1 Bawang. Costs incurred by these students is determined by industrial and business world as *prakerin* place, and of course the cost will benefit to themselves. We need to know that the most important thing here is how the funds effectively and efficiently in industrial field practice capable of being used in the operation of its optimally and can provide benefits to upgrading the student competences.

7) Partner Institution.

Implementation of DSE program at industrial field practice execution in accounting proficiency partner institutions at SMK Negeri 1 Bawang supported by adequate facilities, instructors, any type of activity the production of goods / services at partner institution in accordance to the training program requirements, and the production continuity of goods / services there. Determination of a company as a partner institution of the DSE program implementation performed with validation and synchronization to the conditions on partner institution in support of DSE program implementation.

Success of company as a partner institution of DSE program is affected by the management system are used. Management has many different shapes and models. One of them are management structure of company. Good corporate governance always prioritize and direct the management's company in a professional manner by involving all available resources, both external and internal. Professional management may include any organization and management of independent as a business unit that is effective and efficient, not rigid, a skilled workforce, the quality control, and also have Standard Operating Procedure (SOP) are clear. Description of the tasks and organization functions at company as a partner institution of DSE program should be clearly defined and the relationship between partner institution activities to the teaching and learning activities at school in favor of implementation to DSE program.

Nature of workflow than production operation in the company organization as a partner institution must be designed with a responsible person who is always ready to serve, the delegation of authority is clear and straightforward, and complete administration tools. All of these should be clearly defined in order to avoid any discrepancy groove production implementation that allows gaps diversion. Continuity of the production process on partner institution of DSE program that establish cooperation with SMK Negeri 1 Bawang has been adequate in supporting industrial field practice implementation at partner institution and already span the 'hierarchy in the assessment of feasibility test on partner

institution of DSE program's adapted to school work instructions, that requirement of industrial and business world as a *prakerin* place. So that, students can get and absorb the experience and insight more in accordance to the practice of their expertise.

 b. Effectiveness of Dual System Education (DSE) Program in Accounting Proficiency at SMK Negeri 1 Bawang.

Calculation and determination of the effectiveness of Dual System Education (DSE) implementation in Accounting Proficiency at SMK Negeri 1 Bawang through two stages, namely the first stage than calculation or determination than effective contribution percentage of each DSE component. The second stage than effective contribution percentage amount of each component than DSE is the overall effectiveness percentage of DSE program. The following summary table about percentage result calculations per component DSE program implementation. DSE components in question are common training and educational program, human resources, facility, educational managements, students, costs, also partner institutions i.e. the components listed in the guidelines for monitoring and evaluation of DSE according to Dikmenjur (1997: 5). Calculation of effectiveness adapted to these guidelines, but researcher make modifications in accordance to the item number from statements made. In addition, researchers also used a process approach in implementation support of ISO 9001:2008 standard Quality Management System, this elements are namely customer, management responsibilities, resource management, product pealization and measurement, analysis, and also improvement of DSE program will be discussed in points 10 namely impact of DSE's program performance improvements in Chapter IV.

Table 34. Summary of the Per Component Percentage of DSE

Implementation at SMK Negeri 1 Bawang

No	Component of DSE Program	Effective Contribution Percentage Per Components (%)	Percentage on Results of the Per Components Implementation (%)
1	Common Training and	11.6	77.3
	Educational Program	11.0	77.5
2	Human Resource	9.8	75.4
3	Facility	8	80
4	Educational Management	27.2	82.4
5	Student	7.8	86.7
6	Costs	6	66.7
7	Partner Institution	5.8	52.7
	Total	76.2	

Sources: Primary data are processed

- Contribution Effective of the DSE Implementation Viewed from the Implementation Results of Each DSE component in Accounting Proficiency at SMK Negeri 1 Bawang.
 - a) Contribution Effective of the Common Training and Educational Program Components.

Component of common training and educational program in the questionnaire given to respondents consisted of a 15 statement items if the overall statement contained of 100 items. Percentage contribution of common training and educational program components have effectiveness at a maximum of 15 %. The result showed that in SMK

Negeri 1 Bawang get a percentage of the effective contribution of 11.6 %.

Calculation of the DSE's program execution percentage per component, namely:

Formula of the results percentage of DSE program implementation per component at SMK Negeri 1 Bawang, in terms of common training and educational program :

$$= \frac{\% \text{Contribution Per Effective Component}}{\% \text{SContribution Per Maximum Effective Component}} \times 100\%$$

$$= \frac{11,6\%}{15\%} \times 100\% = 77,3\%$$

Figures percentage of the implementation result of common training and educational program components at SMK Negeri 1 Bawang is 77.3 %. When linked to the guideline of effectiveness, obtained conclusion that implementation results in common training and educational program at the school predicated effective. The meaning of effective in real terms on common training and educational program in which there are three aspects: the DSE curriculum, program in vocational high school and partner institution (PI) has existed, as well as aspects of competence graduates have been there, it has been planned and implemented in accordance standardized guidelines to the DSE program according with *Dikmenjur* (1997) with 77.3 % enforceability attainments.

This is supported by data from DSE and guideline implementation according with *Dikmenjur* (1997: 6) who argued that school have to synchronize the curriculum, programs, and competence in the DSE implementation accordance to the needs of industrial and business world. The validation and development common training and educational program has been conducted on an ongoing basis to adjust the growing need for jobs.

Implementation of learning activities at school there is a connection between what is done to the teaching implementation at partner institutions. Indeed, in the synchronization implementation of training program there are still obstacles, especially less optimal the school committee roles as a forum for input from partner institution. School committee has a potential role is very important because in school committee membership, there are several members of the overseers than vocational high school can work together in obtaining link with industrial and business world which have a conducive working environment and appropriate for organized DSE program, so that if school committee can be involved able to make the optimal synchronization process becomes more effective and efficient. In addition, school is still active to sync by sending teachers of skills program to synchronize personal with company. Only a few companies that participated and jointly in the preparation of DSE curriculum. Whereas the guidelines Dikmenjur (1997: 2) in the application of DSE, this required a shared responsibility between school and partner institution, and so required the participation of partner institution, so that the effectiveness of DSE implementation can be achieved. One way to be mutually aligned and the DSE perception between school and partner institution, namely school provide in depth understanding of the philosophy and objectives of DSE itself which is essentially to improve the quality of education and establish a productive and professional workforce. From it can form a teaching activity at school and partner institutions into the learning activities unity intact in producing graduates who have competence in accordance to the needs industrial and business world.

b) Contribution Effective of the Human Resouces Components.

Component of human resources in the questionnaire given to respondents consisted of a 13 statement items if the overall statement contained of 100 items. Percentage contribution of human resources component have effectiveness at a maximum of 13 %. The result showed that SMK Negeri 1 Bawang get a percentage of the effective contribution of 9.8 %.

Calculation of the DSE's program execution percentage per component, namely :

Formula of the results percentage of DSE program implementation per component at SMK Negeri 1 Bawang, in terms of human resources:

$$= \frac{\% \text{Contribution Per Effective Component}}{\% \text{SContribution Per Maximum Effective Component}} \times 100\%$$

$$= \frac{9.8\%}{13\%} \times 100\% = 75.4\%$$

Figures percentage of the implementation result of human resources components at SMK Negeri 1 Bawang is 75.4 %. When linked to the guideline of effectiveness, obtained conclusion that implementation results in human resources at the school predicated effective. The meaning of effective in real terms on human resources in which there are three aspects: teachers, instructors, and the assembly school (school committee) has existed, it has been planned and implemented in accordance standardized guidelines of DSE program according to *Dikmenjur* (1997) with 75.4 % enforceability attainments.

Results showed that school has several problems that need to be evaluated in improving the enforceability achievement component's: school committee, and understanding instructors from partner Institution to the DSE's philosophy and objectives and the instructor's role in preparation of teaching programs with school. School committee is still only play a role in funding of DSE implementation, in preparing processes of DSE program, school committee still less involved. School committee is involved in monitoring of DSE implementation and its during evaluation participated in a meeting which are attend by principal, vice principal, head of DSE program,

head of skills program, and senior teachers. In *Dikmenjur* (1997: 3) states that school committee has several roles: coordinating all activities of DSE implementation, accommodate and formulate competency standards, organizing the cooperation agreement manufacture with partner institution, held a competency test, and seek sources of funding other than the existing at school. Regarding the instructor to improve understanding of DSE program, necessary education and training for instructors from partner institution.

Educational materials and training for instructors includes the introduction than DSE concept, the introduction of national education goals as well as vocational, debriefing about teacher training / education, and seminars / workshops related to DSE. In addition, school have an additional constraint is the lack of liveliness and creativity of a tutor in student monitoring at *prakerin* place. Though based on those studies conducted by researchers with one of respondent mentioned the schools already conduct education and training already budgeted in Activity Plan of School Budgets (APSBs) to give encouragement to teachers and to encourage the creativity of teachers. However, result are not in line to the expectations, there are still some teachers who are less than the maximum take advantage of educational programs and this training. School need to establish and manage a maximum from teacher capacity enhancement program that has been conducted by sending teachers for a short training in

company or school can bring in practitioners of industrial and business world to provide teacher training directly. The existence than teacher and instructor was also determine in the DSE implementation success.

c) Contribution Effective of the Facility Components.

Component of facility in the questionnaire given to respondents consisted of a 10 statement items if the overall statement contained of 100 items. Percentage contribution of facility component have effectiveness at a maximum of 10 %. The result showed that SMK Negeri 1 Bawang get a percentage of the effective contribution of 8 %.

Calculation of the DSE's program execution percentage per component, namely :

Formula of the results percentage of DSE program implementation per component at SMK Negeri 1 Bawang, in terms of facility:

$$= \frac{\text{\%Contribution Per Effective Component}}{\text{\%SContribution Per Maximum Effective Component}} \times 100\%$$

$$= \frac{8\%}{10\%} \times 100\% = 80\%$$

Figures percentage of the implementation result than component of facility at SMK Negeri 1 Bawang is 80 %. When linked to the guideline of effectiveness, obtained conclusion that implementation results in facility at the school predicated effective. The meaning of effective in real terms on facility in which there are two aspects:

namely the tools and materials has existed, planned and implemented in accordance standardized guidelines DSE program according to *Dikmenjur* (1997) with 80 % enforceability attainments.

SMK Negeri 1 Bawang have had a good facility. When observational study, there are accounting laboratory and production units located in buildings bussiness center at SMK Negeri 1 Bawang, so that students can gain knowledge and competence enhancement facilities are better to the infrastructure facilities. For production unit, SMK Negeri 1 Bawang has production units that are relevant to the competence fields of accounting proficiency, namely the Mini Bank also Saving and Loan Cooperative administered by students with assisted teacher. Schools need to add some existing facility to support the promotion of the student's knowledge and competence in the mastery of expertise are selected, so that it can fit the needs of industrial and business world.

SMK Negeri 1 Bawang have had planning and needs analysis of tools and materials are used for DSE program implementation its good. However, school in planning and analysis of educational facility (in this case are tools and materials) is less established coordination with partner institutions. In *Dikmenjur* (1997: 4) states that school and partner institution need to set up facility (the type of tools and materials) that are relevant in the teaching implementation at school and partner institution. This is necessary because continuity of the

learning process will involve of DSE program between school and partner institution.

d) Contribution Effective of the Educational Management Components.

Component of educational management in the questionnaire given to respondents consisted of a 33 statement items if the overall statement contained of 100 items. Percentage contribution of educational management component have effectiveness at a maximum of 33 %. The result showed that SMK Negeri 1 Bawang get a percentage of the effective contribution of 27.2 %.

Calculation of the DSE's program execution percentage per component, namely :

Formula of the results percentage of DSE program implementation per component at SMK Negeri 1 Bawang, in terms of educational managements:

$$= \frac{\text{\%Contribution Per Effective Component}}{\text{\%SContribution Per Maximum Effective Component}} \times 100\%$$

$$= \frac{27,2\%}{33\%} \times 100\% = 82,4\%$$

Figures percentage of the implementation result in educational management component at SMK Negeri 1 Bawang is 82.4 %. When linked to the guideline of effectiveness, obtained conclusion that implementation results in educational management at the school predicated very effective. The meaning of very effective in real terms on educational management in which there are six aspects: namely the

execution time, teachers and instructors, learning activites in vocational high school and partner institution, monitoring and evaluation, certification of competency test, and graduates marketing has existed, planned and implemented in accordance standardized guidelines DSE program according to *Dikmenjur* (1997) with 82.4 % enforceability attainments.

SMK Negeri 1 Bawang have had any organizing, management system, and administration was quite good. This was evidenced by the recognition through of ISO 9001: 2008 standard which has been accepted by school. SMK Negeri 1 Bawang have obtained the certificate in year 2007.

SMK Negeri 1 Bawang have been accommodate of DSE program into Activity Plan of School Budgets (APSBs). In addition, school have been conducting coordination on the organizational structure formation, personal election, provides the translation of job descriptions, preparation of working mechanisms and coordination systems. Coordination of the learning activities at school and learning at partner Institution always be synchronized to the curriculum which is designed. SMK Negeri 1 Bawang need to increase of the school committee roles of DSE implementation. Then, school have a constraint in the guidance intensity of monitoring students who industrial field practice, so it needs the efforts being made to increase the intensity of industrial field practice guidances. In addition, the

results of industrial field practice's votes at SMK Negeri 1 Bawang to competencies need to include what is done by students, as the student journal report is focused on student attitudes aspects when industrial field practice time.

e) Contribution Effective of the Student Components.

Component of students in the questionnaire given to respondents consisted of a 9 statement items if the overall statement contained of 100 items. Percentage contribution of students component have effectiveness at a maximum of 9 %. The result showed that SMK Negeri 1 Bawang get a percentage of the effective contribution of 7.8 %.

Calculation of the DSE's program execution percentage per component, namely :

Formula of the results percentage of DSE program implementation per component at SMK Negeri 1 Bawang, in terms of students :

$$= \frac{\text{\%Contribution Per Effective Component}}{\text{\%SContribution Per Maximum Effective Component}} \times 100\%$$

$$= \frac{7,8\%}{9\%} \times 100\% = 86,7\%$$

Figures percentage of the implementation result of students component at SMK Negeri 1 Bawang is 86.7 %. When linked to the guideline of effectiveness, obtained conclusion that implementation results in students at the school predicated very effective. The meaning of very effective in real terms on students in which there are three aspects: namely the students readiness, student placement in

partner institutional and the student journal has existed, planned and implemented in accordance standardized guidelines DSE program according to *Dikmenjur* (1997) with 86.7 % enforceability attainments.

Before carrying out of industrial field practice at partner institution, SMK Negeri 1 Bawang has provided a briefing / orientation to students to the knowledge and skills. This was evidenced by the results of studies showing that students of accounting proficiency at SMK Negeri 1 Bawang has mastered the skill of creating financial statements, either manually or using Excel applications. In addition, schools also provides students with an introduction to ethics, discipline when industrial field practice implementation, and the students administration. Students in the placement process conducted by each tutor chosen by head of accounting program. SMK Negeri 1 Bawang has a partner institution enough to be used as a *prakerin* place. Student assessment who industrial field practice not only focuses on assessing students' attitudes but also how the work of these students correspond with their competency.

In *Dikmenjur* (1997: 3-4) states that school has a duty to provide an adequate debriefing and knowledge to students before implementing of industrial field practice. Partner institutions have a duty also to held orientation for students. The orientation aims to provide an explanation of everything related to the environment

situation, workers, and production activity. Implementation of debriefing done by school and partner institution aims to provide convenience to students in adapting to the environment and activities at partner institution.

f) Contribution Effective of the Cost Components.

Component of costs in the questionnaire given to respondents consisted of a 9 statement items if the overall statement contained of 100 items. Percentage contribution of costs have effectiveness at a maximum of 9 %. The result showed that SMK Negeri 1 Bawang get a percentage of the effective contribution of 6 %.

Calculation of the DSE's program execution percentage per component, namely :

Formula of the results percentage tof DSE program implementation per component at SMK Negeri 1 Bawang, in terms of costs :

$$= \frac{\% \text{Contribution Per Effective Component}}{\% \text{SContribution Per Maximum Effective Component}} \times 100\%$$

$$= \frac{6\%}{9\%} \times 100\% = 66,7\%$$

Figures percentage of the implementation result of students component at SMK Negeri 1 Bawang is 66.7 %. When linked to the guideline of effectiveness, obtained conclusion that implementation results in costs at the school predicated effective. The meaning of effective in real terms on costs in which there are two aspects: namely the operational cost of DSE, and resources of its expense has existed,

planned and implemented in accordance standardized guidelines DSE program according to *Dikmenjur* (1997) with 66.7 % enforceability attainments.

From the research, SMK Negeri 1 Bawang has sufficient resources that cost of school operational assistances and donation from parent / school committee. SMK Negeri 1 Bawang need to make efforts excavation of funding sources such as social fund from company, in cooperation with company, and other help to anticipate the things that are unpredictable when DSE implementation. Everything was done with the principle of sharing benefits between school and companies.

In *Dikmenjur* (1997: 2) lists the four things that need to be done schools to manage the DSE finance, which is examining the DSE activities who need financing, assessing the amount of fees required, examine the possibility than multiple sources of cost, and analyze the possible efforts to overcome lacks of funds. Exploration of funds which more optimal and can be a source of funds to school through the production unit and revenue share with partner institution to conduct projects to be undertaken together would largely benefit the school. independence and entrepreneurial spirit of the internal parties would increase school and working closely with partner institution will increasingly interwoven. This is supported also by the application of cost management implementation in a transparent and orderly in the DSE financial administration.

g) Contribution Effective of the Partner Institution Components.

Component of partner institutions in the questionnaire given to respondents consisted of a 11 statement items if the overall statement contained of 100 items. Percentage contribution of partner institution component have effectiveness at a maximum of 11 %. The result showed that SMK Negeri 1 Bawang get a percentage of the effective contribution of 5.8 %.

Calculation of the DSE's program execution percentage per component, namely :

Formula of the results percentage of DSE program implementation per component at SMK Negeri 1 Bawang, in terms of partner institution:

$$= \frac{\% \text{Contribution Per Effective Component}}{\% \text{SContribution Per Maximum Effective Component}} \times 100\%$$

$$= \frac{5,8\%}{11\%} \times 100\% = 52,7\%$$

Figures percentage of the implementation result of partner institution component at SMK Negeri 1 Bawang is 52.7 %. When linked to the guideline of effectiveness, obtained conclusion that implementation results in partner institution at the school predicated quite effective. The meaning of quite effective in real terms on partner institutions in which there are two aspects: namely the company requirement as PI of DSE, and company existance as PI of DSE has existed, planned and implemented in accordance standardized

guidelines DSE program according to *Dikmenjur* (1997) with 52.7 % enforceability attainments.

Achievement of result's implementation in partner institution component by SMK Negeri 1 Bawang is quite good. This can be seen in the research result that SMK Negeri 1 Bawang who has done the cooperation agreement issuance to the three main points of requirements, namely partner institutions can be a *prakerin* place for students, Institutional partner can be a OJT place to teachers, and if partner Institution has the job opening must inform to school.

Vocational high school must have its cooperation with institutions which has relevant's skills program in schools, because it is through such cooperation is a means to improve the quality of schools and the means to market its graduates. SMK need to constantly improve its cooperation with institutions both in quality and quantity.

7. Evaluation of Dual System Education (DSE) By Apllying ISO 9001:2008 Standard Quality Management System at SMK Negeri 1 Bawang

Has SMK Negeri 1 Bawang from evaluation qualities of Dual System Education (DSE) program using ISO 9001:2008 standard Quality Management System included in **Good** category (in terms of the acquisition value of students from partner institution) and **Satisfied** category (in terms of partner institution satisfaction on students who industrial field practice). The highest average value till lowest values than analysis results of students in a sequence from an average of all aspects, among others: presence of 93.50; labor

discipline of 91.57; ethics of 90.00; responsibility of 89.79; skills of 89.07; work performance of 89.00; cooperation of 88.79; and initiatives of 88.36.

While in terms of partner institution's satisfaction on students who industrial field practice. The highest average value till lowest values than analysis results of partner institutions in a sequence from an average of all aspects, among others: presence of 3.37; work's ability of 3.37; cooperation of 3.37; responsibility of 3.32; compliance of 3.21; ethics and manners of 3.21; and skills of 3.16.

Analysis results indicate that the presence aspects already included in high category, but in the aspect of student's initiative and skills still in low category. So it is need for improvement to low category aspects in order to achieve the expected results. The increase was mainly in the initiative aspects on student assessment and skills in satisfaction of industrial and business world with an average value of 88.36 and 3.16. From these data, initiative aspects to proved that when industrial field practice at partner institution, there are a few students who are seriously to work without any command from DSE instructors. Students can only work in accordance to the its responsibilities when students are given command by DSE instructors. This is consistent with the Directorate of Vocational Education (1994: 7) mentions that aims of DSE program one of which can generate workers to the professional expertise (to the level of knowledge, skills, and work ethic that is in accordance to the employment demands). Under the regulation said that students besides having high knowledge of the subject, also must have the skills as the knowledge

application. So, if students can apply the knowledge received at school in a job, then the work ethic will be formed by itself in accordance to the employment demands.

Associated with sampling to obtain data on the student's who industrial field practice analysis need to add another sample of students and partner institution as a *prakerin* place, so that the analysis can be said to be valid in accordance to the actual situation. From the observations obtained there are number of 101 students' Accounting Proficiency than class XI were placed into 43 partner institution at Banjarnegara district. So, school's should recommend to take a sample of at least 21 partner institutions to the distribution of students who have been determined, so that data on the analysis of student scores who industrial field practice can be verified in accordance to the realities on the ground.

8. The Level of Internal Customer Satisfaction (Student of Accounting Proficiency) at SMK Negeri 1 Bawang

Based on the research that has been conducted on internal customer in this case students, SMK Negeri 1 Bawang has been applied the principles of ISO 9001: 2008 standard Quality Management System of Dual System Education in Accounting Proficiency well to the customer satisfaction levels are categorized either with the 13 indicators in satisfied predicate and 2 in very satisfied predicate. Further discussion is described as follows.

Student's satisfaction levels of DSE program at SMK Negeri 1 Bawang is in high category. From the highest based on average value is Assurance on indicators of the Satisfying *prakerin* service is 4.21 and a value-lowest average is in the aspect of Emphaty on indicators of the Sincerity service is 3.34, and the highest average value of 5.00.

Based on average value of highest until lowest indicators presented as follows: satisfying *prakerin* service of 4.21; staffs who appear to have competence, respect, and dedication of 4.04; showing friendly and decent attitude of 4.00; indiscriminating service of 3.96; security and satisfaction guarantee of 3.95; staffs who have mastered their area of 3.81; caring and empathy to costumer which needs *prakerin* service of 3.80; modern facilities of 3.76; fully equipped facilities of 3.75; satisfying service of 3.73; trusted service to customer of 3.65; creating positive response of 3.60; competent service of 3.58; quick service process of 3.47; and sincerity service of 3.34.

While, the sequence data obtained average value aspects of customer satisfaction is the most highest till lowest, among others: Assurance of 4.05; Tangible of 3.84; Reliability of 3.69; Responsiveness of 3.64; and Emphaty of 3.57. Then, the overall percentage of aspect is 75.1 % in the category are satisfied.

Based on these results, customer satisfaction to students using ISO 9001:2008 in Dual System Education (DSE) program is relatively high, but the servise of education should also have to be improved by schools, especially guardianship when monitoring or evaluation in partner institutions as an effort to fulfill a reliable service to consumers, so that customer satisfaction can achieve a higher level. Therefore, quality education services is the delivery of

educational services at schools in general and in industry and business worlds are specifically to give student's satisfaction at schools.

9. The Level of External Customer Satisfaction (The Industrial and Business World) in SMK Negeri 1 Bawang

Based on the research that has been conducted on external customer (in this case industrial and business world) more specifically is partner institution, SMK Negeri 1 Bawang has been applied the principles of ISO 9001: 2008 standard Quality Management System of Dual System Education in Partner Institution well with the customer satisfaction levels are categorized either with the 14 indicators in satisfied predicate and 1 in quite satisfied predicate. Further discussion is described as follows.

Industrial and business world's satisfaction levels (as know as partner institution) at SMK Negeri 1 Bawang is in high category. From the highest based on average value is Reliability on indicators of the indiscriminating service of 4.20 and a value-lowest average is in the aspect of Responsiveness on indicators of the gratifying service of 2.93, and in the highest average value of 5.00.

Based on average value of highest until lowest indicators presented as follows: indiscriminating service of 4.20; learners who appear to have competence, respect, and dedication of 3.82; recognizing the tools or equipments used of 3.79; the mastering technology to ease works of 3.67; friendly and decent attitude of 3.66; gratifying service of 3.60; security and satisfaction guarantee of 3.51; trusted service of 3.46; satisfying service of

3.45; sincere service of 3.41; caring and empathy to costumer which needs service of 3.40; creating positive response of 3.12; the quick service process of 3.11; and competent service of 2.93.

While, the sequence data obtained average value aspects of customer satisfaction is the most highest till lowest, among others: Tangible with an of 3.60; Reliability of 3.58; Assurance of 3.54; Emphaty of 3.41; and Responsiveness of 3.21. Then, the overall percentage of aspect is 69.4% in the category are satisfied.

Based on these results, customer satisfaction to partner institutions using ISO 9001:2008 of Dual System Education (DSE) program is relatively high, but the student's competency in form of knowledge and skills cannot give a good contribution to support the partner institution operation. Competence in form of knowledge and skills in question are students' skill on serving consumers in partner institutions as a *prakerin* place. The role of schools required in this regard, it should be emphasized that when debriefing before students deployed in a *prakerin* place, schools provide an education where students are empowered optimally to given motivation, duties and responsibilities, caring, and so on, so that when students are already deployed in *prakerin* place, students can apply and develop the knowledge and skills well.

Need to known that the DSE program is organized between school with industrial and business world as a partner institution on the basis decision of Ministry of education and culture decision number 0490/1992 on cooperation

with industrial and business world of aims to improve the vocational program suitability to the needs than working world which cultivated to the mutual benefit principles. From these statements it is on DSE program implementation, partner institution's roles are also very important in guiding and empowering students to hopes of providing added value to students after studying for several months: first, learning outcomes will be more meaningful, because after graduation they have expertise in preparation to develop themselves sustainably, both professional skills acquired through to DSE program can raise self-esteem and confident from graduates, and the third are time of learning for students at partner institution can be done effectively and efficiently.

In addition, to student who industrial field practice at partner institution concerned will provide added value is first able to know exactly the quality of students who study and work in their company, in which specific boundaries for the duration of a student's education is a workforce that benefit, the third during education process through working at industry, students are more easily organized in disciplines, such as compliance to the company rules, the fourth is partner institutions can giving task for students to seek knowledge, technology and art that is relevant, so the end result is the fulfillment of industrial and business world satisfaction as a student learning places.

10. The Impact of Performance Improvement the *Pokja Prakerin* to Improve The Quality of Dual System Education Program at SMK Negeri 1 Bawang

One objectives by school using ISO 9001: 2008 standard Quality Management System is continuous improvement (Vincent Gaspersz, 2012: 21). As in Chapter 8 Quality Guidelines of SMK Negeri 1 Bawang on measurement, analysis, and improvement, stating that the school plan and establish processes monitoring, measurement, analysis and improvement necessary to demonstrate conformity with customer requirements (stakeholders), to ensure conformity of the system management, and improve the effectiveness than quality management system continuously well.

In the continuous approach implementation namely PDCA (Plan-Do-Check-Act), In the ISO 9001: 2008 standard Quality Management System at SMK Negeri 1 Bawang, researchers will present the relationship between PDCA theory with facts obtained and the impact of performance improvement of *Pokja Prakerin* will be explained after a relationship's summary between process approach with implementation in the field finished was displayed.

Table. (35) Implementation of Continuous Approach Principles namely PDCA

A. Plan			
No	Requirements of ISO 9001: 2008	Implementation of ISO 9001:2008 at SMK Negeri 1 Bawang	
1	The emphasis on the need to improve continuously.	Schools have been establish, documented, implemented and maintains a Quality Management System of DSE program in accordance to the requirements of ISO 9001: 2008 which formulated in the DSE Quality Guidelines and continuously improve it.	

A. Plan		
No	Requirements of ISO 9001 : 2008	Implementation of ISO 9001:2008 at SMK Negeri 1 Bawang
2	The organization's management establishes quality objectives at relevant functions and levels that are relevant to the organization.	Schools have established Quality Goals of DSE program to be reviewed annually in accordance with the relevant levels within schools and also industrial and business world.
3	Assign the necessary resources to implement and maintain a quality management system and improve its effectiveness.	School formed a special DSE teams consisting of personnel who are considered competent in running a Quality Management System.
4	Determine the competence, training, and awareness of human resources (HR).	Schools have been establish personnel who have followed training related to ISO held the school and provide an opportunity to each staff of teacher to develop the skills.
5	Establish the necessary infrastructure	Schools already have been establish of infrastructure in an appropriate manner, always develop facilities and infrastructure at school to fit the customer's needs such as laboratory facilities, the addition of classrooms, practice tools, etc.
6	Identify requirements necessary documentation in the management system.	School has formulated a quality cultures, namely SUPERIOR and quality objectives. Vocational high school has quality guidelines and in compliance with the documented procedures and records required by international standards.
B. D		
1	Providing human resources with competence.	School always support and facilitate efforts to improve the human resources have been budgeted in Activities Plan of School Budgets as provide an opportunity for teachers and personnel to participate in education and training programs eg training <i>MGMPs</i> (Deliberation Subject Teacher), Teacher's Working Group, Institutions Professional Certification, and school programs, namely In House Training
2	Provide infrastructure needed to achieve conformity to product requirements.	School already have infrastructure that really support the requirements of both facilities and infrastructure at school.

No	Requirements in ISO 9001 : 2008	Implementation of Its in SMK Negeri 1 Bawang		
B. Do				
3	Implement the realization of products that include: • Development of products • Services in controlled conditions • Control of monitoring and measuring equipment	Implement the realization of products that include: • Development of products at SMK Negeri 1 Bawang through the DSE curriculum development. The DSE curriculum development carried out by way of comparison between the government curriculum and input from the industry and business world. • The school organize educational processes and learning activites in industry and business worlds by means of periodic monitoring to tutors each Skills Program .		
C. C	heck			
1	Monitoring and measurement of product.	Monitoring the success of learning activities at industry and business world and also measurement of product as a means of achieving customer satisfaction (industrial and business world) is through the process of monitoring and evaluation by those responsible for DSE program.		
2	Evaluate the suitability status and control products that do not meet the requirements.	Schools have established control procedures on non-compliance and violation of dicipline students who industrial field practice.		
3	Performs data analysis related to customer satisfaction, conformity to product requirements, process performance and product, as well as supplier performance.	Schools have been doing data analysis based on absorption and accomplished student, stakeholder expectations, graduation datas, and values data.		
4	Identifying the causes of nonconformities and take corrective action and preventive action.	Schools have identified discrepancies and take corrective and preventive actions in a way school record every complaint and feedback, monitor to find the cause of the mismatch, then held a coordination meeting.		
5	Controlling the documents necessary for the Quality Management System effectiveness.	Has made the procedure of control of documents related to the Quality Management System of DSE programs.		

No	Requirements in ISO 9001 : 2008	Implementation of Its in SMK Negeri 1 Bawang	
C. C	C. Check		
6	Control of notes or recordings relating to the Quality Management System of DSE program.		
D. A	ct		
1	Conduct periodic reviews of the quality management system at appropriate time intervals.	The school has done reconsideration through management review meeting on the DSE program.	
2	Identify areas of repairment or continuous improvement.	School implement of continual improvement. This was discussed in the management review meeting of DSE program and its program evaluation.	
3	Perform corrective actions to eliminate the causes of mis-matches.	School implement corrective actions in accordance to the existing procedures. This corrective action, is one of agenda in the management review meeting on DSE program.	
4	Implement precautions to eliminate potential mismatches resulting in incompatibility.	Forms precaution discrepancies in the quality management system is to be implemented DSE program evaluation in general and management review is conducted once in a year.	

Source: Primary and secondary data were processed

From the table above, can be drawn the conclusion that the performance improvement efforts of *Pokja Prakerin* has been implemented in accordance with the requirements of ISO i.e. continuous improvements, in this case SMK Negeri 1 Bawang using the PDCA approach. The elaboration of implementation in the field indicates that there is an influential impact with ISO implementation. One of them that as it has expressed by Vincent Gaspersz (2002:10) is certainly going to increase awareness of quality in these organization, so that positive changes occurred in culture quality terms of the members' organization. Coupled with the existence of training to teachers and managers of the Organization through *LSP* training (with parties outside

school) and school programs "in house training" will shape characters that can understand the importance of quality compliance and procedures required. Another goal of the school implemented the ISO i.e. increase trust and customer satisfaction through quality assurance are well organized. So with the ISO, will be greatly impacted significantly on the Organization's performance improvement efforts in achieving the gratifications and predetermined requirements of customers. In the fulfillment of customer satisfaction and requirements which are met, then it will also have an impact on the image of the company, in this case generate of output results from a quality education program.

C. Research Limitation

There are several limitations of this research when of data collection implemented, namely:

- Data concerning the clauses of ISO 9001: 2008 in Document of SMK
 Negeri 1 Bawang Quality cannot be shown in its entirety. That is because its is still held revisions, where it is still possible there is a change of contents.
- Data on interviews with school respondents associated to the implementation of quality management system has changes, because some teachers do not understand about ISO 9001: 2008.
- 3. Data on interviews with respondents of partner Institution who became a *prakerin* place for student is not all of them allow, due to a busy schedule in each company.

CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

From the research results and discussion on description of the data that was submitted in the previous chapter can be concluded that:

1. Implementation of the CIPP evaluation models that context, input, process, and product to the applied of International Standards Organization (ISO) 9001: 2008 is obtained as follows: First, the context evaluation that school has established a quality policy, quality objectives, as well as business process / work program set forth in an effort to achievement of quality in DSE program. Second, the inputs evaluation that school provide and describe of the school resources such as human resources, school facilities and information systems documented. Third, the process evaluation that school has been planning, implementing and evaluating elements that have been defined in terms of financing, the duties and responsibilities of each person, as well as other requirements relating to the DSE program. Fourth, the product evaluation that schools has obtained the achievement of goals and targets set in the Document School Quality's relating to DSE program. So, overall the QMS implementation of DSE program provides effective and efficient impact on the output results. In other words, the QMS be stated "Modified" (derived from the triangulation of research results) to the proviso that there is an improvement / development program's aimed in the implementation of vision, mission, goals and strategic plan at SMK Negeri 1 Bawang.

2. First, the implementation of DSE program to the implementation of ISO 9001:2008 Ouality Management System in Accounting standard Profeciency at SMK Negeri 1 Bawang review of all components of DSE program is generally in accordance to the provisions contained in the DSE implementation Ministry of education and culture number. 323 / U / 1997 as well as guidelines for the DSE implementation Dikmenjur 1997. Where the DSE implementation in accounting proficiency at SMK Negeri 1 Bawang in the academic year 2014/2015, ie the feasibility validation of the company as a partner institution (PI) of DSE, some of partner institution involved in the drafting of common training and educational program also curriculum, the theoretical material vocational and vocational basic practices implemented at school, while productive proficiency practice implemented at school and partner institution, there are several instructors in PI for the majority of all employees in a company can be instructors, industrial field practice in PI carried out for three months and student placement in PI tailored to the student residence and began in class XI, published the cooperation agreement (MoU) in DSE implementation, teaching implementation in PI, students who industrial field practice given orientation or briefing and the opportunity to carry out work in PI, implemented competency test in school and certification provision for students implement of industrial field practice in PI. Second, effectiveness of the DSE implementation in Accounting Proficiency at SMK Negeri 1 Bawang in terms of enforceability of all of its components are very effective to the result percentages of 76.2 %. Effective

contribution of each component on the effectiveness of DSE in Accounting Proficiency at SMK Negeri 1 Bawang, i.e. common training and educational program components of 14 %; human resources (HR) components of 9.8 %; facility components of 8 %; educational management components of 27.2 %; student components of 7.8 %; costs components of 6 %; partner institution components of 5.8 %. Third, factors supporting of DSE implementation using ISO 9001: 2008 standard Quality Management System in Accounting Proficiency at SMK Negeri 1 Bawang, namely the willingness of industrial and business world as a partner institution for accept students, the suitability of a industrial field practice with student competence, involvement of partner institutions on during the orientation / briefing in industrial field practice, the frequency of monitoring and surveillance are scheduled, their budgets on school training program, and rules of ISO that have contributed. Meanwhile, factors inhibiting namely students placement in prakerin place, from students themselves, the elements in prakerin place, and SOP application, especially in work instructions. Fourth, the pattern of DSE in Accounting Proficiency at SMK Negeri 1 Bawang have been using model 1, but implementation is done in the second year i.e. class XI. Patterns have been agreed for the implementation of common training and educational program at SMK Negeri 1 Bawang is a block release pattern, i.e. adaptive program materials, normative, vocational theory and vocational basic practices fully implemented in school.

- 3. SMK Negeri 1 Bawang's customer satisfaction including in the Satisfied category. From students to the percentage of 75.1 % including in the Satisfied category and from industrial and business world as a partner institution (PI) to the percentage of 69.4 % including in the Satisfied category.
- 4. Implementation of ISO 9001: 2008 at SMK Negeri 1 Bawang using the concept of a process approach Gaspersz Vincent (2008) to the concept of PDCA (Plan-Do-Check-Act) developed by Edward Deming and conditioned to the clauses contained in ISO 9001: 2008 standards, has been running well in order to improve the performance of *Pokja Prakerin*. The betterment effort starting from the planning process (Plan), for which school has committed to implement a QMS in accordance to the requirements demanded by ISO 9001: 2008. Then what was planned and then implemented (Do), the implementation process is under the control of a person who served as a representative of the quality management. Furthermore, to determine the conformity between planning and implementation of program, then an evaluation. This evaluation aims to check (Check), and evaluate the performance of DSE program (as know as pokja prakerin). After the inspection is completed, it is then taken action (Act). This action in the form of corrective action and preventive action, so that the deficiencies found during the evaluation, it should not be repeated.

B. Implication

By knowing the context evaluation results, the input evaluation results, the process evaluation results, the product evaluation results, effectiveness of implementation, the process of Dual System Education (DSE) implementation, the level of internal customer satisfaction's (namely students) and external (namely industrial and business world as a partner institution) as well as the continuous improvement in the DSE work program (as know as *pokja prakerin*) using ISO 9001:2008 standard Quality Management System at SMK Negeri 1 Bawang, it is expected to contribute to improving the DSE qualities at SMK Negeri 1 Bawang regard to the industrial field practice implementation in accounting proficiency at SMK Negeri 1 Bawang, as well as compliance to principles of ISO 9001: 2008 with the aim to achieve customer satisfaction and continual improvement in these program. In addition, this research is expected to be a means of evaluating the implementation of ISO 9001: 2008 standard Quality Management System to the results of DSE implementation in accounting proficiency at SMK Negeri 1 Bawang.

C. Recommendation

Based on the data's description, discussion and conclusions of this research, the advice given to vocational school are :

1. Need to socialize more intense on the top management parts in this case the principal and quality manajemen representative to all school personnel, so that all personnel understand to aims of ISO implementation, instilling the benefits from implementation of ISO 9001 : 2008 standard to all personnel,

- so it appears morale which is led to the commitment of continuous improvement.
- 2. It should be frequently held workshops that support the implementation of ISO 9001: 2008 standard Quality Management System for the existing personnel at SMK Negeri 1 Bawang, so as to improve the knowledge and skills of personnel in applying the principles of ISO 9001: 2008 goes well on each of its businesses.
- 3. It is expected that the spirit of school personnel to keep running and adhere to quality management system that has been built despite the abolition of *RSBI* program. Since the main purpose of implementation of ISO 9001: 2008 standard is a quality improvement, fulfillment of customer satisfaction, continuous improvement consistently through the process rather than achievement by getting certified.
- 4. Validation and synchronization of the curriculum used in Dual System Education (DSE) program should be done openly and conducted jointly between school with partner institution. Prior to the DSE implementation, schools need to evaluate the DSE curriculum which are used last year with inputs obtained from partner institution on the subjects of productive skills tailored to the employment needs, so that students can develop the knowledge, skills and experience which maximum that can ultimately shaping students into professional workforce.
- 5. Schools need to approach by sending a supervising teacher is in vocational high school (*SMK*) to industrial and business world as a partner institution

- (PI) to disseminate training program and socialization about Dual System Education programs in vocational high school (*SMK*) on PI and the instructor who is on its, so that will create understanding and openness between vocational high school (*SMK*) with partner institution (PI). It can help school in addressing the lack problem of due financial institution's policies to the aim Dual System Education.
- 6. Need to increase the attention and openness of tutors and instructor of PI in confronting the problems of students who industrial field practice. The way to familiarize positioned students as friends who need guidance that aims to empower students. Schools also need to do training on mastery of skills in science education and educational psychology competences.
- 7. School can produce students who can compete on the workforce by organizing to student's profession certification test as a recognition of the profession associations in a comprehensive manner by involving institutions accounting's profession associations (*IAI*)
- 8. Increased awareness of the importance of the supervisor / tutors roles in monitoring and evaluating the program's effectiveness in supporting the enforceability of Dual System Education with the implementation of ISO 9001: 2008 standard Quality Management System conducted by vocational high school (*SMK*). Planting characters genuine devotion and selfless and solely for the students usefulness.

9. Pattern implementation's from Dual System Education to model 1 are appropriately upgraded in model 2. In addition, consideration of maturity age of the students in doing the work occurs in third years (Class XII), the subject matter is acceptable when class XII would be more adequate. Through the application of model 2 students will gain experience and better skills, so the quality control of the program expertise in accounting student should be getting better.

REFERENCE

- A. Muliati, AM. (2007). Evaluasi Program Pendidikan Sistem Ganda, Suatu Penelitian Evaluatif berdasarkan Stake's Countenance Model Mengenai Program Pendidikan Sistem Ganda pada sebuah SMK di Sulawesi Selatan. Disertasi. Jakarta: Universitas Negeri Jakarta
- Antoni.(2002). Efektivitas Pelaksanaan Pendidikan Sistem Ganda di SMK PIRI 1 Yogyakarta. Skripsi S.Pd.. Universitas Negeri Yogyakarta, Yogyakarta.
- Ardiani, Nunuk. (1992). *Organisasi (Perilaku, Struktur, Proses)*. Jakarta: Binarupa Aksara
- Arikunto, Suharsimi & Jabar, Cepi SafruddinAbdul.(2009). Evaluasi Program Pendidikan: Pedoman Teoritis Bagi Mahasiswa dan Praktisi Pendidikan. Jakarta: Bumi Aksara
- Barra, Ralph. (1986). Menerapkan Gugus Mutu; Strategi Praktis Untuk Meningkatkan Produktivitas Dan Keuangan. Jakarta: Erlangga
- Depdiknas.(2003). Undang Undang Nomor 20 tentang Sistem Pendidikan Nasional.
- Dikmenjur.(1996). Konsep Pendidikan Sistem Ganda pada SMK di Indonesia. Jakarta: Dikmenjur Depdikbud.
- Dikmenjur.(1997). *Monitoring dan Evaluasi Pendidikan Sistem Ganda*. Jakarta: Dikmenjur Depdikbud.
- Djemari Mardapi. (2000). *Evaluasi Pendidikan*. Makalah disampaikan pada Konvensi Pendidikan Nasional tanggal 19 23 September 2000 di Universitas Negeri Jakarta
- Djemari Mardapi. (2004). *Penyusunan Tas Hasil Belajar*. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta
- Dorothea W.Ariani. (2002). Manajemen Kualitas. Yogyakarta: Dikti Depdiknas.
- Gaspersz, Vincent. (2001). *Metode Analisis Untuk Peningkatan Kualitas*. Jakarta: Gramedia Pustaka Utama
- ______. (2003). *Total Quality Management*. Jakarta: PT. Gramedia Pustaka Utama. Cet. II
- _____. (2006). ISO 9001:2000 and Continual Quality Improvement. Jakarta: PT. Gramedia Pustaka

- ______. (2008). *Total Quality Management*. Jakarta: Gramedia Pustaka Utama
- Hadjosoedarmo, Soewarso. (2004). Bacaan Terpilih TentangTotal Quality Management. Yogyakarta: ANDI Yogyakarta
- I Made Supatra. (2001). Efektivitas Pelaksanaan Program Pendidikan Sistem Ganda (PSG) pada Unit Produksi Jurusan Teknik Mesin SMK Negeri 1 Palangka Raya.Skripsi S.Pd. Universitas Negeri Yogyakarta, Yogyakarta.
- Jatmika, Surya. (2014). Efektivitas Program PSG (Pendidikan Sistem Ganda) pada DUDI (Dunia Usaha dan Dunia Industri) Bidang Keahlian Akuntansi SMK Negeri 7 dan SMK Muhammadiyah 2 Yogyakarta. Skripsi S.Pd.. Universitas Negeri Yogyakarta, Yogyakarta.
- Kholidatunur.(2011). Penerapan Sistem Manajemen Mutu ISO 9001:2008 dalam Meningkatkan Mutu Pelayanan Pendidikan di Pondok Pesantren Modern Sahid. Skripsi S.Pd. Universitas Islam Negeri, Jakarta
- Kotler, Philip dan Kevin Lane Keller.(2009).*Manajemen Pemasaran*. Jakarta: Erlangga
- Lupiyoadi, Rambat. dan A. Hamdani. *Manajemen Pemasaran Jasa*. Jakarta: Salemba Empat. 2009.
- Made, Wena.(2009). Strategi Pembelajaran Inovatif Kontemporer: SuatuTinjauan Konseptual Operasional. Jakarta: Bumi Aksara
- Nana Sudjana & Ibrahim.(2004). *Penelitian dan Penilaian Pendidikan*. Bandung: Sinar Baru Algesindo
- Nasution, M.N. (2005). *Manajemen Mutu Terpadu; Total Quality Management*. Bogor: Ghalia Indonesia. Edisi Revisi
- Paterson, James G. (2010). *ISO 9000 Standar Kualitas Seluruh Dunia*. Jakarta: PT. Indeks
- Parasuraman, et.al. (2009). Service Quality: A Conceptual Framework For Understanding e-implication for Future Research and Managerial Practice: Msi Monograph New York
- Peraturan Pemerintah Republik Indonesia No. 29/1990 dan Kep.Mendikbud No.1490 IV/1992 tentang *Pendidikan Menengah Kejuruan*. Jakarta: Republik Indonesia
- Popham, W.J. (1995). *Classroom Assessment*. Boston: Allyn and Bacon, I.I & Antonio, E.M. 1998. Manila: Rek Book Store
- Purwadi.(2012). ISO 9001:2008 Document Development Complience Manual. Yogyakarta: Penerbit Media Guru

- Purwaningsih, Okti. (2013). Pengaruh Sistem Manajemen Mutu ISO 9001: 2008 Terhadap Pembelajaran PAI Di SMA Negeri 1 Bantul. Skripsi S.Pd. Yogyakarta
- Purwanto dan Atwi Suparman.(1999). *Evaluasi Program Diklat*. Jakarta: Sekolah Tinggi Ilmu Administrasi Lembaga Administrasi Negara
- Rasyid, Mardi. (1997). Makna Pentingnya Pendidikan Sistem Ganda Untuk Menghasilkan Tenaga Terampil No.010 Tahun ke 3. Kajian Dikbud Jakarta
- Renstra Depdiknas Tahun 2010 2014. Jakarta: Depdiknas
- Republik Indonesia.(1992). Keputusan Mendikbud Nomor 0490/1992 tentang Kerjasama SMK dengan Dunia Usaha dan Industri (DUDI). Jakarta
- Republik Indonesia.(1994). Kebijakan bersama antara Mendikbud dan Ketua Umum Kadin dengan nomor 0267a/U/1994 dan nomor 84/ KU/X/1994 tentang Pembentukan Lembaga Kerjasama Tingkat Pusat. Jakarta
- Republik Indonesia.(1999). PP No. 29 tahun 1999 Pasal 3 ayat 2 tentang Pendidikan Menengah Kejuruan. Jakarta
- Republik Indonesia.(2003). Pasal 15 UU No. 20 tahun 2003 tentang Sistem Pendidikan Nasional. Jakarta
- Republika. (2015). *Rintisan Wajar 12 Tahun akan Dimulai Tahun 2016*. Diakses dari: http://m.republika.co.id/berita/pendidikan/education/15/06/23/nqe76e rintisan-wajar-12-tahun-akan-dimulai-tahun-2016, pada tanggal 17 Mei 2015
- Rizkya, Maya. (2010). Analisis Pelaksanaan Sistem Manajemen Mutu ISO 9001: 2008 di SMK Negeri 3 Surakarta Tahun Diklat 2009/2010.Skripsi S.Pd..Universitas Sebelas Maret, Surakarta
- Rochaety, Eti. (2006). Sistem Informasi Manajemen Pendidikan. Jakarta: Rineka Cipta
- Sallis, Edward. (2006). *Total Quality Management in Education* (alih Bahasa Ahmad Ali Riyadi). Yogyakarta: IRCCisoD
- Suardi, Rudi. (2003). Sistem Manajemen Mutu ISO 9001: 2000 Penerapannya Untuk Mencapai TQM. Jakarta: PPM
- Sugiyono (2010). Statistika Untuk Penelitian. Bandung: ALFABETA
- _____.(2012). Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung: ALFABETA.

- Susilo, Willy. (2003). Audit Mutu Internal, Panduan Praktis Para Praktisi Manajemen Mutu dan Auditor Mutu Internal. Jakarta: PT. Vorqistatama Binamega
- Syaodih S,.Nana.(2005). *Metode Penelitian Pendidikan*. Bandung: PT. Remaja Rosda Karya
- Tim Penyusun. Panduan Teknis Penerapan Sistem Manajemen Mutu Strategis Pendidikan Sesuai Standar ISO 9001:2008. Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah; Direktorat Pembinaan Sekolah Menengah Atas Tahun 2009
- Widoyoko, Eko Putro. (2011). *Evaluasi Program Pembelajaran*. Yogyakarta: Pustaka Pelajar

APPENDIX

1. Research Instruments

- a. Instrument of Questionnaires for School's Prakerin
- b. Recapitulation of Questionnaires for School's Prakerin Research
- c. Instrument of Questionnaires for Partner Institution's Prakerin
- d. Recapitulation of Questionnaires for PI's Prakerin Research
- e. Instrument of Questionnaires for Student's Satisfaction
- f. Recapitulation of Questionnaires for Student's Satisfaction
- g. Instrument of Questionnaires for Partner Institution's Satisfaction
- h. Recapitulation of Questionnaires for PI's Satisfaction
- i. Instrument of Interviews for School
- i. Instrument of Interviews for Partner Institution
- 2. Instrument of Validation for Research
- 3. Research Data on SMK Negeri 1 Bawang
 - a. SMK Organizational Structure
 - b. SMK Quality Policy
 - c. Prakerin Work Program
 - d. List of Student Placement in Partner Institutions
 - e. Prakerin Certificate for Students
 - f. Analysis of Value for Students Prakerin
 - g. Questionnaire for PI's Satisfaction Levels on Prakerin
 - h. Analysis of Questionnaires for Partner Institution's Satisfaction
 - i. List of Teachers
- 4. Research Letter
- 5. Photographs

1. RESEARCH INSTRUMENTS

- a. Insturment of Questionnaires for School's *Prakerin*
- b. Recapitulation of **Questionnaires for School's** *Prakerin*

LEMBAR ANGKET PENELITIAN KEPALA SEKOLAH

Nomor responden	: (diisi oleh peneliti)
Nama responden	
Jabatan responden	: Kepala Sekolah SMK Negeri 1 Bawang

A. Petunjuk Umum:

Angket ini hanya untuk kepentingan ilmiah semata. Untuk butir-butir pernyataan di bawah ini, saya mohon Bapak/Ibu silahkan diisi dengan sejujur-jujurnya dan sebenar-benarnya berdasarkan pemikiran Anda dan sesuai dengan yang Anda ketahui.

B. Petunjuk Khusus:

Tuliskan pendapat Anda terhadap setiap pernyataan dengan cara memberikan tanda check ($\sqrt{}$) pada kotak-kotak lembar jawab yang sudah disediakan, berikut ini. Adapun keterangannya.

STE: Sangat Tidak Efektif

TE: Tidak Efektif
CE: Cukup Efektif

E : Efektif

SE : Sangat Efektif

No	PERNYATAAN	PI	LIHA	N JAV	VABA	N
110	PERNIATAAN	STE	TE	CE	TE	SE
	Terlaksananya materi kelompok program					
1	normatif pada Kegiatan Belajar Mengajar					
	(KBM) di sekolah.					
2	Terlaksananya materi kelompok program					
	adaptif pada KBM di sekolah.					
3	Terlaksananya materi teori kejuruan pada					
3	proses KBM di sekolah.					
4	Terlaksananya materi praktik dasar					
4	kejuruan pada KBM di sekolah.					
	Rasionalisasi jumlah guru dan siswa					
5	untuk mendukung pelaksanaan PSG					
	(Pendidikan Sistem Ganda).					
	Kemampuan para guru dalam meng-					
6	organisasikan program pembelajaran di					
	sekolah yang mengarah pada pembekalan					
	praktik keahlian produktif di dunia kerja.					

No	DEDNIVATAAN	PI	LIHA	N JAV	VABA	N
110	PERNYATAAN	STE	TE	CE	TE	SE
7	Kemampuan para guru dalam memberikan inovasi dan motivasi kerja kepada siswa, untuk dapat menguasai keahlian tertentu dan iklim kerja yang ada di dunia kerja.					
8	Penguasaan keahlian tertentu disamping keahlian profesi keguruan sebagai pemenuhan persyaratan mengajar di SMK.					
9	Adanya kesesuaian pemilihan guru pembimbing untuk siswa prakerin dengan bidang keahliannya.					
10	Adanya peningkatan kemampuan guru untuk mendukung pelaksanaan PSG.					
11	Adanya kesesuaian pendekatan KBM di sekolah untuk mengantisipasi kegiatan prakerin di IP (Institusi Pasangan).					
12	Tersedianya peralatan praktik dasar kejuruan pada SMK.					
13	Tersedianya bahan praktik dasar kejuruan pada SMK					
14	Adanya analisis terhadap kebutuhan bahan praktik pada SMK untuk mengantisipasi pelaksanaan prakerin di IP.					
15	Adanya analisis terhadap kebutuhan peralatan praktik pada SMK untuk mengantisipasi pelaksanaan prakerin di IP.					
16	Adanya pemasaran tamatan ke dunia kerja.					
17	Peran serta Majelis Sekolah (MS) dalam mempromosikan hasil tamatan ke dunia kerja.					
18	Adanya pemasaran tamatan melalui kerjasama antara SMK dengan IP.					
19	Keberhasilan memasarkan tamatan dalam 2 (dua) tahun terakhir yang dicerminkan dengan tingginya daya serap.					
20	Keberhasilan memasarkan tamatan dalam 2 (dua) tahun terakhir yang dicerminkan adanya kesesuaian dengan jurusan.					

No	PERNYATAAN	PI	LIHA	N JAV	VABA	N
No	PERNIATAAN	STE	TE	CE	TE	SE
	Keberhasilan memasarkan tamatan dalam					
21	2 (dua) tahun terakhir yang dicerminkan					
	dengan lamanya waktu tunggu.					
	Keberhasilan memasarkan tamatan dalam					
22	2 (dua) tahun terakhir yang dicerminkan					
	dengan adanya pesanan sebelum tamat.					

Kepala Sekolah

LEMBAR ANGKET PENELITIAN WAKA BAG. KURIKULUM

: (diisi oleh peneliti)
·
: Waka. Bagian Kurikulum

A. Petunjuk Umum:

Angket ini hanya untuk kepentingan ilmiah semata. Untuk butir-butir pernyataan di bawah ini, saya mohon Bapak/Ibu silahkan diisi dengan sejujur-jujurnya dan sebenar-benarnya berdasarkan pemikiran Anda dan sesuai dengan yang Anda ketahui.

B. Petunjuk Khusus:

Tuliskan pendapat Anda terhadap setiap pernyataan dengan cara memberikan tanda check ($\sqrt{}$) pada kotak-kotak lembar jawab yang sudah disediakan, berikut ini. Adapun keterangannya.

STE: Sangat Tidak Efektif

TE: Tidak Efektif
CE: Cukup Efektif

E : Efekif

SE : Sangat Efektif

No	o PERNYATAAN		LIHA	N JA	WABA	N
110	FERNIATAAN	STE	TE	CE	E	SE
1	Terlaksananya penyusunan materi Program Pendidikan dan Pelatihan (Diklat) Pendidikan Sistem Ganda (PSG) pada SMK.					
2	Terlaksananya kerjasama antara SMK dan IP dalam penyusunan materi program Diklat PSG.					
3	Terlaksananya validasi dan sinkronisasi terhadap rancangan 3 program Diklat PSG.					
4	Kesesuaian materi program Diklat PSG dengan kompetensi yang dibutuhkan dunia kerja.					
5	Adanya kesesuaian materi program Diklat PSG dengan kompetensi yang disyaratkan dalam kurikulum SMK.					

No	PERNYATAAN	Pl	LIHA	N JA	WABA	N
NO	PERNYATAAN	STE	TE	CE	E	SE
6	Adanya cakupan materi kelompok program normatif pada program Diklat PSG.					
7	Adanya cakupan materi kelompok program adaptif pada program Diklat PSG.					
8	Adanya cakupan materi kelompok program keahlian kejuruan (teori kejuruan) pada program Diklat PSG.					
9	Adanya cakupan materi kelompok program keahlian kejuruan (<i>praktik dasar kejuruan</i>) pada program Diklat PSG.					
10	Adanya cakupan materi kelompok program keahlian kejuruan (<i>praktik</i> <i>keahlian produktif</i>) pada program Diklat PSG.					
11	Adanya validasi kelayakan perusahaan tempat praktik industri SMK bidang Keahlian Akuntansi sebagai IP dalam PSG.					
12	Adanya kesesuaian materi kegiatan di IP sebagai kompetensi yang disyaratkan program Diklat PSG.					

Wakil Kepala Bagian Kurikulum

LEMBAR ANGKET PENELITIAN POKJA PRAKERIN

Nomor responden	: (diisi oleh peneliti)
Nama responden	
Jabatan responden	: Ketua Program Kerja Prakerin

A. Petunjuk Umum:

Angket ini hanya untuk kepentingan ilmiah semata. Untuk butir-butir pernyataan di bawah ini, saya mohon Bapak/Ibu silahkan diisi dengan sejujur-jujurnya dan sebenar-benarnya berdasarkan pemikiran Anda dan sesuai dengan yang Anda ketahui.

B. Petunjuk Khusus:

Tuliskan pendapat Anda terhadap setiap pernyataan dengan cara memberikan tanda check ($\sqrt{}$) pada kotak-kotak lembar jawab yang sudah disediakan, berikut ini. Adapun keterangannya.

STE: Sangat Tidak Efektif

TE: Tidak Efektif
CE: Cukup Efektif

E : Efektif

SE : Sangat Efektif

No	PERNYATAAN	PI	LIHA	N JAV	VABA	N
110	PERNIATAAN	STE	TE	CE	E	SE
1	Adanya kesesuaian pola pelaksanaan prakerin pada IP (Institusi Pasangan) dengan kondisi pada IP.					
2	Adanya kerjasama SMK dengan IP dalam penentuan waktu dimulai pelaksanaan prakerin pada IP.					
3	Adanya kerjasama SMK dengan IP dalam penetapan lamanya waktu pelaksanaan prakerin pada IP.					
4	Adanya kesesuaian dalam hasil kerjasama lamanya waktu penempatan siswa prakerin di IP dengan program Diklat.					
5	Adanya kerjasama SMK dengan IP dalam penentuan jumlah siswa yang melaksanakan prakerin di IP.					
6	Adanya penerbitan naskah kerjasama antara SMK dengan IP dalam pelaksanaan prakerin.					

NI.	DEDNIK/A/EA ANI	PI	LIHA	N JAV	VABA	N
No	PERNYATAAN	STE	TE	CE	\mathbf{E}	SE
7	Adanya seleksi bagi siswa prakerin dalam penempatan siswa prakerin di IP.					
8	Adanya siswa menguasai materi praktik dasar kejuruan sebelum melaksanakan prakerin.					
9	Adanya pembekalan bagi siswa sebelum melaksanakan prakerin.					
10	Adanya pembekalan bagi instruktur prakerin sebelum pelaksanaan prakerin.					
11	Adanya monitoring dalam pelaksanaan prakerin di IP.					
12	Adanya intensitas bimbingan dan monitoring dalam pelaksanaan prakerin pada IP.					
13	Adanya evaluasi terhadap pelaksanaan prakerin di IP.					
14	Adanya evaluasi terhadap siswa yang melaksanakan prakerin di IP.					
15	Adanya pembiayaan pelaksanaan prakerin.					
16	Adanya insentif bagi guru pembimbing prakerin dalam pelaksanaan prakerin di IP.					
17	Adanya insentif bagi instruktur prakerin dalam pelaksanaan prakerin di IP.					
18	Adanya insentif bagi unsur pelaksana monitoring dalam pelaksanaan prakerin di IP.					
19	Adanya sumber-sumber pembiayaan dalam pelaksanaan prakerin					
20	Adanya upaya penggalian sumber-sumber pembiayaan pelaksanaan prakerin					

Ketua Pokja Prakerin

LEMBAR ANGKET PENELITIAN MAJELIS SEKOLAH

Nomor responden	: (diisi oleh peneliti)
Nama responden	
Jabatan responden	: Ketua Komite Sekolah

A. Petunjuk Umum:

Angket ini hanya untuk kepentingan ilmiah semata. Untuk butir-butir pernyataan di bawah ini, saya mohon Bapak/Ibu silahkan diisi dengan sejujur-jujurnya dan sebenar-benarnya berdasarkan pemikiran Anda dan sesuai dengan yang Anda ketahui.

B. Petunjuk Khusus:

Tuliskan pendapat Anda terhadap setiap pernyataan dengan cara memberikan tanda check ($\sqrt{}$) pada kotak-kotak lembar jawab yang sudah disediakan, berikut ini. Adapun keterangannya.

STE : Sangat Tidak Efektif

TE: Tidak Efektif
CE: Cukup Efektif

E : Efektif

SE: Sangat Efektif

Nia	DEDNIVATAAN	PILIHAN JAWAI		ABA	BAN	
No	PERNYATAAN	STE	TE	CE	E	SE
1	Adanya dunia usaha yang tergabung dalam keanggotaan Majelis Sekolah (MS) mendukung pelaksanaan PSG.					
2	Adanya MS merupakan kekuatan aspirasi dunia usaha.					
3	Adanya MS memiliki akses ke dunia kerja/dunia industri (DUDI).					
4	Adanya peran serta MS dalam pengembangan IP (Institusi Pasangan) SMK untuk mendukung pelaksanaan prakerin di IP.					
5	Terlaksananya uji kompetensi untuk siswa yang melaksanakan prakerin di IP.					
6	Adanya kesesuaian soal uji kompetensi dengan kompetensi yang dibutuhkan dunia kerja.					

No	PERNYATAAN	PI	LIHA	N JAW	VABA	N
110	PERNIATAAN	STE	TE	CE	TE	SE
7	Adanya kesesuaian soal uji kompetensi					
	dengan kurikulum program Diklat PSG.					
8	Adanya perlakuan siswa yang sama antara					
	siswa yang prakerin di satu IP dengan IP					
	yang lain dalam pelaksanaan uji					
	kompetensi.					
9	Adanya standar kelulusan dalam uji					
	kompetensi.					
10	Terlaksananya pemberian sertifikat					
	kompetensi bagi siswa yang lulus dalam uji					
	kompetensi.					
11	Pencapaian tingkat persentase kelulusan uji					
	kompetensi untuk siswa yang					
	melaksanakan prakerin pada IP dalam 2					
	tahun terakhir.					
12	Tersedianya peralatan dalam pelaksanaan					
	uji kompetensi.					
13	Tersedianya bahan dalam pelaksanaan uji					
	kompetensi.					
14	Adanya pembiayaan dalam uji kompetensi.					

Ketua Komite Sekolah

Rekap Angket Penelitian Prakerin Sekolah

Responden I	Kep	ala l	Sek	olah	ı SN	1K	Neg	geri	1 B	aw	ang												
	PERNYATAAN																TOTAL SKOD						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	TOTAL SKOR
Skor Butir	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	5	4	3	4	4	90

Responden V	ΝK	S B	agia	ın k	Curi	kulu	m								
	PERNYATAAN														
	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL SKOR		
Skor Butir	4	4	4	4	4	4	3	3	4	4	5	4	47		

Responden I	Ketı	ıa P	okja	a Pr	ake	rin															
	PERNYATAAN																TOTAL SEOD				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	TOTAL SKOR
Skor Butir	5	5	5	4	5	5	4	5	5	5	4	4	4	4	3	4	2	3	4	4	84

Responden I	Con	nite	Sek	olal	1										
				TOTAL SKOD											
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	TOTAL SKOR
Skor Butir	3	3	4	4	4	4	4	4	4	5	5	4	4	5	57

1. RESEARCH INSTRUMENTS

- c. Instrument of Questionnaires for Partner Institution's Prakerin
- d. Recapitulation of Questionnaires for PI's *Prakerin*

LEMBAR ANGKET PENELITIAN INSTITUSI PASANGAN

Nomor responden	: (diisi oleh peneliti)
Nama responden	
Jabatan responden	: Institusi Pasangan

A. Petunjuk Umum:

Angket ini hanya untuk kepentingan ilmiah semata. Untuk butir-butir pernyataan di bawah ini, saya mohon Bapak/Ibu silahkan diisi dengan sejujur-jujurnya dan sebenar-benarnya berdasarkan pemikiran Anda dan sesuai dengan yang Anda ketahui.

B. Petunjuk Khusus:

Tuliskan pendapat Anda terhadap setiap pernyataan dengan cara memberikan tanda check ($\sqrt{}$) pada kotak-kotak lembar jawab yang sudah disediakan, berikut ini. Adapun keterangannya.

STE: Sangat Tidak Efektif

TE: Tidak Efektif
CE: Cukup Efektif

E : Efektif

SE: Sangat Efektif

No	DEDNIVATAAN	PI	LIHA	N JAV	VABA	N
140	PERNYATAAN	STE	TE	CE	E	SE
1	Tersedianya tenaga instruktur yang dapat melaksanakan tugas sebagai instruksi atau pembimbing dalam pelaksanaan PSG.					
2	Pemahaman instruktur PSG (Pendidikan Sistem Ganda) pada IP (Institusi Pasangan) terhadap filosofi dan tujuan PSG.					
3	Kemampuan instruktur PSG pada IP menunjukkan kompetensi profesional pada bidangnya.					
4	Kemampuan instruktur PSG pada IP membimbing siswa dalam melaksanakan praktik pada IP.					
5	Kemampuan instruktur PSG pada IP menularkan budaya kerja di dunia kerja kepada siswa.					
6	Kemampuan instruktur PSG pada IP mengevaluasi hasil kerja siswa.					

No	DEDNINATAAN	PI	LIHA	N JAV	VABA	N
No	PERNYATAAN	STE	TE	CE	E	SE
7	Rasionalisasi jumlah instruktur dan siswa dalam pelaksanaan PSG.					
8	Adanya peningkatan kemampuan instruktur mendukung pelaksanaan PSG pada IP.					
9	Tersedianya tempat dan peralatan pada IP yang menunjang pelaksanaan PSG.					
10	Tersedianya peralatan untuk kegiatan praktik keahlian produktif pada IP.					
11	Tersedianya bahan untuk kegiatan praktik keahlian produktif pada IP.					
12	Adanya analisis terhadap kebutuhan bahan praktik pada IP untuk menunjang pelaksanaan prakerin.					
13	Adanya analisis terhadap kebutuhan peralatan praktik pada IP untuk menunjang pelaksanaan prakerin.					
14	Adanya pelaksanaan orientasi bagi siswa prakerin pada awal penempatan di IP untuk pelaksanaan prakerin.					
15	Adanya pelatihan awal bagi siswa prakerin sebelum melakukan praktik keahlian produktif pada IP.					
16	Terlaksananya materi praktik keahlian produktif pada proses KBM di IP sesuai dengan program Diklat.					
17	Adanya siswa beradaptasi terhadap kondisi dan kegiatan yang dilaksanakan pada IP dalam pelaksanaan prakerin.					
18	Adanya siswa memberikan keuntungan bagi IP pada pelaksanaan prakerin di IP.					
19	Adanya pengkondisian siswa dalam pelaksanaan prakerin di IP yang mengarah pada peningkatan etos kerja di dunia kerja.					
20	Adanya kesesuaian metode KBM praktik pada IP yang diarahkan ke kondisi kerja dan proses produksi pada dunia kerja.					
21	Efektivitas pemanfaatan waktu dalam pelatihan keahlian produktif pada IP.					
22	Pemberlakuan siswa sebagai subjek maupun objek dalam PSG pada IP.					

NT.	DEDNIK/A/DA ANI	PI	LIHA	N JAV	VABA	N
No	PERNYATAAN	STE	TE	CE	E	SE
23	Penciptaan iklim yang kondusif untuk pengembangan potensi diri siswa dalam pelaksanaan PSG pada IP.					
24	Adanya biaya operasional kegiatan prakerin pada IP.					
25	Adanya IP menanggung pembiayaan kegiatan pada prakerin di IP.					
26	Adanya pengorganisasian dan mekanisme pengelolaan IP secara profesional.					
27	Adanya hubungan yang terkait antara organisasi IP dengan organisasi SMK mendukung pelaksanaan prakerin pada IP.					
28	Adanya keterkaitan dalam kegiatan IP dengan kegiatan KBM mendukung keterlaksanaan PSG.					
29	Adanya heterogenitas kegiatan produksi mendukung pelaksanaan prakerin pada IP.					
30	Adanya kesesuaian heterogenitas kegiatan di IP dengan kompetensi yang disyaratkan dalam kurikulum program Diklat.					
31	Kontinuitas kegiatan produksi barang pada IP mendukung pelaksanaan prakerin pada IP.					
32	Kontinuitas kegiatan pelayanan jasa pada IP mendukung pelaksanaan prakerin pada IP.					

Institusi Pasangan

Rekap Angket Penelitian Prakerin Institusi Pasangan

															PER	RNY	ATA	AN															TOTAL
NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	SKOR
1	3	3	3	3	3	3	3	4	1 3	2	2	2	2	3	3	2	3	2	3	3	2	3	3	2	2	3	2	2	2	2	4	4	86
2	4	4	4	4	3	4	3	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	125
3	3	4	4	4	4	4	3	4	1 5	5	4	4	4	3	3	3	3	3	4	3	4	4	4	2	2	3	2	3	3	3	3	3	110
4	3	3	3	3	3	3	2	4	1 3	2	2	2	2	3	3	2	3	4	3	3	2	3	3	2	2	3	2	2	2	2	3	3	85
5	4	4	5	4	5	3	4	4	1 5	5	4	4	4	4	3	4	5	4	4	4	4	5	4	3	3	4	4	4	4	4	4	4	130
6	3	4	3	5	4	4	3	4	1 5	5	2	4	4	3	4	4	3	2	4	5	4	3	4	1	3	4	4	4	3	4	3	4	116
7	3	4	5	3	5	5	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	3	3	3	3	4	4	. 3	109
8	4	4	4	5	5	4	3	5	5 4	5	5	4	4	5	3	4	4	4	3	3	3	4	5	2	4	4	4	3	3	3	3	5	125
9	4	5	4	5	3	3	3	4	1 3	4	4	3	3	2	4	3	4	4	3	4	4	3	2	1	2	4	4	2	3	3	2	3	105
10	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	3	4	4	4	3	3	4	3	3	3	3	3	3	117
11	4	5	4	4	5	4	4	4	4	4	4	3	4	4	4	3	4	4	4	4	4	4	4	2	1	5	4	4	4	4	4	4	124
12	5	4	4	4	4	4	4	5	5 4	4	4	4	4	4	4	4	4	5	4	5	4	4	4	2	2	4	4	4	4	4	4	4	128
13	3	3	3	4	4	4	3	4	4	3	3	3	3	3	4	3	3	4	3	3	3	3	4	2	2	3	3	3	3	2	2	3	100
14	5	4	4	5	4	5	4	4	4	5	4	4	3	5	5	5	5	4	4	4	5	3	4	3	3	5	5	5	2	4	5	4	135
15	3	3	3	3	3	3	4	(*)	3	3	3	2	2	3	5	3	4	4	4	4	4	3	3	2	2	5	5	3	3	3	3	3	104
16	4	4	3	4	5	4	4	4	1 5	5	5	4	4	4	4	4	5	5	5	5	5	4	5	1	1	4	5	4	4	4	4	4	132
17	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	2	4	4	4	4	4	4	4	124
TOTAL_SKOR	62	66	64	68	68	65	60	68	67	67	61	58	56	61	64	59	65	64	63	64	63	61	64	38	42	66	62	57	54	57	59	62	
RATA-RATA INDIKATOR	3,6	3,9	3,8	4	4	3,8	3,5	4	3,9	3,9	3,6	3,4	3,3	3,6	3,8	3,5	3,8	3,8	3,7	3,8	3,7	3,6	3,8	2,2	2,5	3,9	3,6	3,4	3,2	3,4		3,6	
KATEGORI INDIKATOR TIAP ITEM	Е	Е	Е	Е	Е	Е	Е	Е	E	E	E	Е	Е	Е	Е	Е	E	Е	Е	Е	Е	Е	Е	CE	CE	Е	Е	Е	Е	Е	E	Е	

1. RESEARCH INSTRUMENTS

- e. Instrument of Questionnaires for Student's Satisfaction
- f. Recapitulation of Questionnaires for Student's Satisfaction

LEMBAR ANGKET KEPUASAN PELANGGAN

Nomor responden	:	(diisi oleh peneliti)
Nama Siswa	:	
Jenis Kelamin	: () Laki-laki	O Perempuan
Kelas	:	
Jurusan	:	
Sekolah	:	

A. Petunjuk Umum:

Angket ini hanya untuk kepentingan ilmiah semata. Untuk butir-butir pernyataan di bawah ini, saya mohon Adik-adik silahkan diisi dengan sejujur-jujurnya dan sebenar-benarnya berdasarkan pemikiran Anda dan sesuai dengan yang Anda ketahui.

B. Petunjuk Khusus:

Tuliskan pendapat Anda terhadap setiap pernyataan dengan cara memberikan tanda check ($\sqrt{}$) pada kotak-kotak lembar jawab yang sudah disediakan, berikut ini. Adapun keterangannya.

STE: Sangat Tidak Efektif

TE: Tidak Efektif
CE: Cukup Efektif

E : Efektif

SE : Sangat Efektif

No	PERNYATAAN	PI	LIHAI	N JAW	ABA	N
110	PERNIATAAN	STE	TE	CE	E	SE
1	Fasilitas yang disediakan sekolah dan tempat prakerin untuk sarana belajar selalu mengikuti perkembangan zaman					
2	Media atau alat yang ada di sekolah dan tempat prakerin sudah berbasis ICT					
3	Kondisi ruang pada saat proses bimbingan prakerin bersih, rapi, dan terawatt					
4	Saya kurang nyaman saat menerima layanan prakerin karena menggunakan ruangan dengan berdesak-desakkan					

NT.	DEDNIKATIA ANI	PI	PILIHAN JAWABAN							
No	PERNYATAAN	STE	TE	CE	E	SE				
5	Saya antusias saat mengikuti layanan prakerin karena ingin memperoleh ilmu yang lebih									
6	Fasilitas yang tersedia baik di sekolah maupun di tempat prakerin sesuai dengan kompetensi yang saya miliki									
7	Saya merasa kurang bisa menggunakan fasilitas sekolah dengan baik									
8	Saya merasa kurang bisa menggunakan fasilitas di tempat prakerin dengan baik									
9	Guru/tenaga staf menggunakan teknologi sebagai media pembelajaran									
10	Terkadang media yang digunakan guru pada saat pembelajaran kurang pas dengan materi yang diajarkan									
11	Guru / tenaga staf sudah profesional dan kompeten dibidangnya									
12	Guru / tenaga staf berpakaian rapi dan sopan									
13	Guru/tenaga staf menjaga penampilannya									
14	Guru / tenaga staf mengajarkan siswa untuk selalu merawat diri									
15	Saya meniru <i>style</i> guru / tenaga staf dalam berpenampilan yang baik									
16	Di tempat prakerin guru pembimbing menyampaikan layanan sesuai topik/ masalah yang berkaitan langsung dengan diri saya, baik tentang masalah pribadi, sosial, belajar, maupun karir									
17	Topik yang dibahas guru pada saat pembekalan prakerin di kelas membuat saya antusias mengikuti layanan									
18	Guru pembimbing membantu menemukan solusi yang cepat dan tepat atas masalah yang saya hadapi di tempat prakerin									
19	Saya senang mengikuti layanan bimbingan di tempat prakerin, karena membantu saya dalam menemukan jalan keluar dan mengambil keputusan									
20	Guru pembimbing memperlakukan semua siswa sama dan tidak membedakan									

NT.	DEDNINATIAANI	PI	PILIHAN JAWABAN							
No	PERNYATAAN	STE	TE	CE	E	SE				
21	Guru pembimbing memberikan motivasi dan etos kerja yang baik kepada seluruh siswa yang dibimbingnya									
22	Saya mendapatkan pengetahuan baru saat mengikuti layanan bimbingan di tempat prakerin									
23	Guru pembimbing tidak terlambat melakukan evaluasi / monitoring di tempat prakerin sesuai dengan waktu yang telah ditentukan									
24	Guru pembimbing sering berkunjung ke tempat prakerin untuk memberikan layanan									
25	Guru pembimbing berjanji jika ada masalah dan dikonsultasikan, maka guru pembimbing akan membantu mencari jalan keluarnya									
26	Meskipun berjanji untuk membantu memecahkan masalah, tetapi masalah saya tidak kunjung menemukan pemecahannya									
27	Saya sering tersinggung / tersakiti oleh kata-kata yang diucapkan guru pembimbing saat memberikan layanan di tempat prakerin									
28	Bahasa yang digunakan guru pembimbing saat menjelaskan sesuatu mudah dimengerti									
29	Guru pembimbing menggunakan istilah yang sulit saya pahami ketika memberikan layanan									
30	Saya kesulitan memahami apa yang disampaikan guru pembimbing di tempat prakerin									
31	Ketika memberikan layanan, suara guru pembimbing jelas dan tegas									
32	Saya senang karena guru pembimbing mau mendengarkan keluh kesah yang saya ceritakan saat di tempat prakerin									
33	Saya senang karena guru pembimbing bertutur kata santun kepada siapapun pada saat di tempat prakerin									

No	PERNYATAAN	PII	PILIHAN JAWABAN							
110	FERNIAIAAN	STE	TE	CE	E	SE				
34	Ketika saya ingin berkonsultasi, guru pembimbing selalu melayani									
35	Menurut saya, guru pembimbing lambat dalam menangani suatu kasus/ masalah siswa yang kurang disiplin									
36	Jika tiba – tiba ada masalah yang terjadi, guru pembimbing langsung memberikan bantuannya									
37	Guru pembimbing menanggapi dengan baik kritik dan saran yang ditujukkan kepadanya apabila terjadi permasalahan di tempat prakerin									
38	Guru pembimbing dan karyawan tempat prakerin bersikap ramah									
39	Terkadang karyawan di tempat prakerin merasa acuh dengan kedatangan saya									
40	Komunikasi antara atasan dengan karyawan, karyawan dengan karyawan maupun karyawan dengan siswa terjalin dengan baik									
41	Saya merasa nyaman saat menerima layanan prakerin									
42	Adanya keselamatan kerja yang diberikan pada saat pelaksanaan prakerin									
43	Saya merasa kurang nyaman dengan aturan yang diterapkan di tempat prakerin									
44	Saya yakin setelah pelaksanaan prakerin, kompetensi keahlian yang saya miliki lebih baik dari sebelumnya									
45	Saya sudah merasakan manfaat adanya program prakerin yang diselenggarakan oleh sekolah									
46	Saya yakin sekolah berusaha mewujudkan program pendidikan yang bermutu									
47	Saya merasa ada keterkaitan antara teori dan praktik keahlian yang didapatkan di sekolah dengan yang ada di tempat prakerin									
48	Sesibuk apapun guru pembimbing tetap dapat memberikan layanan di tempat prakerin									

No	PERNYATAAN	PILIHAN JAWABAN							
	FERNIATAAN	STE	TE	CE	E	SE			
49	Saya senang karena jika kurang memahami tentang pelaksanaan prakerin, bisa ditanyakan langsung melalui sms, telepon, maupun media social								
50	Guru pembimbing memberikan dukungan kepada siswa yang bermasalah di tempat prakerin untuk menjadi lebih baik								

Siswa

Rekap Angket Kepuasan Siswa

	PERNYATAAN TOTAL
NO	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 SKOR
1	4 4 3 4 4 3 4 4 4 4 4 4 4 3 3 4 5 5 4 4 3 3 191
2	3 3 2 4 4 3 3 2 4 4 4 4 4 4 4 4 2 3 4 4 3 4 3
3	3 3 4 4 5 4 2 3 5 2 4 4 4 4 4 4 3 4 4 4 4 3 5 3 6 2 7 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9
4	5 5 4 4 4 3 2 4 4 4 4 5 4 4 4 4 4 4 4 4 5 4 5 4 5 1 95
5	5 5 4 3 4 5 4 3 4 4 5 5 5 3 4 1 1 1 1 3 1 3 1 1 2 4 5 3 4 4 3 1 3 2 5 2 4 3 5 3 4 4 5 4 5 4 5 3 2 2 2 162
6	3 3 4 5 5 3 4 4 5 2 4 5 5 4 4 2 3 3 3 5 4 5 5 3 2 2 4 5 5 5 5 3 2 2 4 185
7	3 3 4 5 5 3 4 4 5 2 5 5 5 4 4 2 5 3 3 5 5 5 5 5 2 2 4 204
8	3 4 4 2 4 3 3 4 4 4 3 4 4 3 4 4 3 4 4 3 4 3
9	3 4 4 2 4 3 4 4 4 4 4 4 4 4 4 3 4 2 3 4 4 4 4
10	5 5 5 5 5 5 5 2 5 3 3 4 4 4 4 4 4 3 4 4 4 5 3 4 4 3 4 4 3 4 4 3 4 4 4 4
11	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
12	4 4 5 5 5 4 3 3 5 2 5 5 5 5 4 4 5 5 5 5 5 4 4 5 5 5 5 5
13	3 4 2 3 4 2 3 3 4 3 3 4 4 2 3 2 3 2 4 3 4 4 2 1 2 4 2 4 4 3 2 2 3 3 4 2 3 3 3 3 2 2 2 4 4 2 2 3 3 146
14	4 4 5 4 5 4 4 4 5 5 4 4 4 5 5 4 4 4 5 5 4 4 5 5 4 4 5 5 4 4 5 5 4 4 5 5 5 4 4 5 5
15	
16 17	5 4 5 4 4 5 3 4 4 5
18	5 4 4 4 5 4 4 4 4 4
19	4 3 4 2 5 4 5 5 5 4 4 4 4 4 4 4 4 3 4 4 4 5 4 2 3 4 5 4 4 4 3 3 3 3 3 5 3 3 4 5 4 4 4 4
20	4 4 4 3
21	5 4 5 4 4 4 4 4 4 4 4 5 5 3 4 4 4 4 3 4 5 5 3 3 3 1 196
22	4 3 5 2 5 1 5 3 4 2 3 5 5 4 5 4 4 2 4 4 4 5 4 4 2 3 4 3 3 2 4 2 5 4 3 3 3 3 4 5 5 2 3 4 4 5 5 1 2 3 4 179
23	4 4 3 2 4 4 5 3 4 3 5 5 4 3 2 4 3 3 4 4 4 4 4 4 3 3 3 3 2 3 3 3 2 4 4 3 3 3 3
24	3 4 3 4 3 2 4 4 4 4 4 4 4 3 3 5 3 5 3 4 4 5 4 3 5 5 5 3 5 4 3 4 4 3 5 5 3 4 5 5 3 4 3 5 3 5
25	4 4 5 2 4 4 3 3 4 3 4 4 4 4 4 3 4 4 4 4 4 5 192
26	4 4 5 2 4 4 3 3 4 3 4 4 4 4 3 4 4 4 4 4 4 4 4
27	<u> 4 3 3 3 3 3 3 3 3 3 3 3 3 4 3 3 3 3 3 </u>
28	<u> 4 4 5 4 4 3 3 4 4 4 4 3 3</u>
29	3 4 5 4 5 3 4 4 4 4 5 4 4 5 5 5 5 5 4 5 5 5 5
30	4 4 5 4 4 4 4 4 4 4 4 4 4 4 4 4 3 4 4 4 5 4 4 4 3 4 4 4 3 4 4 4 3 3 4 4 4 4
31	4 4 4 5 3 4 4 5 4 4 5 4 3 2 3 3 4 5 5 5 3 3 4 4 5 4 3 2 3 3 3 2 4 5 5 5 5 3 3 4 4 5 4 3 5 4 3 4 3 4 3 4
32	4 4 3 4 4 4 3 3 4 2 4 4 4 3 3 3 4 2 4 4 4 3 3 3 3
33	3 2 3 5 5 4 3 5 4 2 5 5 5 4 3 5 5 2 4 3 2 5 4 1 2 4 5 3 5 5 4 3 3 3 3 3 3 3 4 5 5 5 5 5 4 4 5 5 2 3 3 190
34	5 5 4 3 5 4 4 3 5 4 4 5 4 5 4 2 2 1 3 2 2 4 2 1 1 5 2 4 4 4 2 1 4 1 4 2 2 4 3 4 3 4 5 4 3 4 1 4 3 4 165
35	4 5 5 5 5 5 3 4 3 4 5 5 5 4 5 4 5
36 37	4 5 5 5 5 5 3 3 4 3 4 5 5 4 4 5
38	1 3 4 4 4 5 4 4 4 4 5 5
38	4 5 3 2 5 4 4 3 4 2 5 5 5 5 5 5 3 3 3 4 5 4 4 3 2 4 4 5 4 4 3 2 4 4 5 4 4 5 5 4 5 5 4 4 4 4 5 5 5 4 4 4 5
40	4 3 3 2 3 4 4 3 4 4 3 4 5 5 4 4 3 4 4 4 4 4 5 4 4 4 4
40	

-																
41	4 4 3	3 5 5 4	4	4 5 5	5 5 5 4	2 3 4 3	4 5 3	5 3 2 4	3 5 4 4	5 4 3 4	4 5 3	4 5 5 5	5 5 5	5 4 4	4 3 2 4	204
42	4 4 4	4 3 4 3	3	4 4 4	4 5 5 4	4 3 3 3	3 4 5	4 3 2 4	2 4 4 4	4 4 3 4	3 4 5	4 3 2 3	3 3 4	4 4 5	4 4 3 4	184
43	4 4 3	3 3 4 3	3	3 4 3	4 4 4 4	4 3 4 3	4 5 5	5 4 3 3	3 5 4 5	4 3 4 4	4 4 3	4 4 3 3	3 3 5	3 4 5	2 4 3 4	186
44	4 4 4	4 3 4 3	3	3 4 3	3 4 4 4	3 2 3 3	4 4 2	4 2 1 3	3 4 3 5	3 2 3 2 3	2 4 2	3 4 2 3	3 2 4	4 4 4	3 2 2 4	158
45	4 4 3	3 2 5 4	3	3 3 3	3 4 4 4	4 4 4 3	4 4 4	4 3 4 4	4 5 4 4	4 3 4 4	4 4 2	4 4 4 4	4 3 5	4 4 4	4 4 4 4	189
46	3 3 3	3 4 5 4	4	4 4 4	5 5 5 5	4 4 4 2	3 4 4	4 4 4	3 4 3 4	4 3 3 3	3 3 3	3 3 4 3	3 3 4	4 4 5	3 3 2 4	183
47	4 5 4	4 5 5 3	4	4 5 4	5 5 5 4	4 4 4 4	4 5 4	5 4 3 4	4 5 5 5	5 4 5 5	5 5 4	4 5 5 5	4 4 5	4 4 5	4 4 5 5	222
48	4 3 4	4 3 1 3	4	4 2 3	2 1 2 1	2 1 2 2	1 2 3	1 5 5 3	3 2 2 4 4	4 5 4 5	5 3 5	4 2 2 3	2 2 3	1 1 1	2 5 2 4	141
49	3 4 3	3 2 4 3	2	2 4 3	4 4 4 4	3 3 3 3	3 5 4	4 3 3 4	2 3 4 3	3 4 4 4	4 3 3	4 3 2 3	3 3 3	4 4 5	4 3 2 4	168
50	3 4 3	3 2 4 3	2	2 4 3	4 4 4 4	3 4 3 3	4 5 4	4 5 4 4	2 3 4 3	3 4 4 4	4 3 3	4 5 3 5	5 4 3	4 4 5	4 4 2 4	182
51	3 4 3	3 4 5 2	4	4 4 2	4 5 5 3	4 2 2 3	4 3 5	5 2 1 3	3 2 5 5	4 4 3 4	4 3 4	3 4 3 4	4 2 4	5 5 5	1 3 4 3	177
52	3 3 3	3 4 4 3	4	3 4 3	4 5 5 4	4 3 3 4	4 3 4	5 3 4 4	4 4 4 5	4 3 3 4	4 4 3	4 5 4 5	5 5 4	4 4 4	4 4 3 3	193
53	3 4 4	4 2 5 4	3	3 4 2	4 4 4 5	3 3 4 3	4 5 2	5 4 2 4	5 3 3 3	3 3 2 4	4 4 4	4 3 5 3	1 2 3	5 5 5	5 3 4 4	180
54	5 4 5	5 4 4 2	3	3 4 3	4 5 5 5	3 2 3 2	4 3 3	4 2 2 3	3 4 4 4 3	4 3 1 3	2 3 2	2 4 3 4	3 4 3	3 4 4	3 2 2 2	163
55		3 5 4 3	4	4 4 5	3 5 5 4	5 3 3 5	5 5 4	5 2 2 3	5 5 4 4	4 4 5 5	5 5 3	3 4 4 5	5 5 5	4 4 5	4 3 3 3	204
56	4 4 2	2 4 4 4	2	3 4 2	4 4 4 4	4 4 4 2	3 2 2	4 2 2 2	2 4 4 2 4	4 2 2 2	2 4 4	2 4 3 3	4 4 4	4 3 5	3 2 2 2	159
57	4 3 3	3 4 4 2	3	3 3 3	3 4 4 3	4 3 3 4	4 4 4	4 3 3 3	3 4 3 3	3 3 4 4	4 3 3	3 4 3 4	4 4 3	3 3 3	2 3 4 3	168
58	3 3 4	4 4 5 4	4	4 3 2	3 5 5 5	4 2 4 3	4 4 4	4 4 2	2 5 4 4	4 2 4 4	2 4 4	4 4 4 5	5 4 4	4 4 4	4 3 4 4	189
59	4 4 4	4 5 4 3	2	3 4 2	5 4 4 4	4 3 4 3	4 4 4	4 4 2 4	3 5 4 2	2 3 3 4	3 3 4	4 5 5 5	4 2 2	4 4 5	4 3 4 4	183
60	, ,	3 4 5 5	5	5 5 5	4 4 4 5	4 4 3 3	4 3 4	5 3 2 4	2 5 4 5	5 4 5 5	5 5 5	5 5 5 4	5 4 4	4 4 5	3 4 4 5	210
61	4 4 4	4 4 5 4	2	2 4 2	5 5 5 3	4 4 4 3	4 5 4	4 2 1 4	3 3 4 3	3 3 3 5	4 3 3	4 5 4 5	4 3 5	4 4 5	3 2 2 5	184
62	3 3 4	4 5 5 3	3	3 4 3	3 4 4 3	1 2 3 2	3 3 3	5 2 2 2	2 4 4 3 4	3 3 2 3	2 3 3	3 4 2 5	4 4 4	4 3 3	2 3 4 4	161
63	3 3 3	3 4 4 3	3	3 5 4	3 3 4 4	1 2 3 2	3 3 3	5 2 2 2	2 4 4 3 4	3 3 2 4	2 3 3	3 4 2 5		4 3 3	2 3 4 4	161
64	3 3 3	3 4 4 3	3	3 5 4	3 3 4 4	1 2 3 2	3 3 3	5 2 2 2	2 4 4 3 4	3 3 2 3	2 2 2	3 4 2 5	4 4 4	3 2 2	2 3 4 4	155
65	3 3 3	3 4 4 3	3	3 5 4	3 3 4 4	1 2 3 2	3 3 3	5 2 2 2	2 4 4 3 4	3 3 2 4	2 3 3	3 4 2 5	4 4 4	4 3 3	2 3 4 4	161
66		3 3 4 3	2	2 5 2	3 4 4 4	3 2 3 4	4 4 4	5 3 2 3	3 2 3 3		3 3 3	3 4 4 5	4 4 4	5 5 4	3 2 3 3	166
67	3 3 3	3 5 5 3	4	3 4 3	2 3 2 4	3 3 4 3	3 4 4	5 4 1 2	2 4 4 2 4	4 4 3 3	3 4 3	3 4 3 4	4 4 5	4 3 5	3 3 1 3	170
68	3 3 3	3 5 4 3	4	4 4 3	3 4 4 4	4 4 5 3	3 5 4	5 3 3 5	5 4 4 4 4	4 3 4 4	4 4 3	2 5 5 5	5 4 4	5 5 5	4 4 4 3	197
69	4 4 4	4 5 4 2	5	5 4 5	5 4 5 4	2 4 3 4	4 5 5	5 5 5 4	4 4 4 4	5 4 4 4	4 4 4	3 5 5 4	4 4 4	4 3 5	3 4 3 4	206
70	3 3 3	3 4 4 3	3	3 5 4	3 3 4 4	1 2 3 2	3 3 3	5 2 2 2	2 4 4 3 4	, , , , , , , , , , , , , , , , , , ,	2 3 3	3 4 2 5	4 4 4	5 3 3	2 3 4 4	162
71	3 3 3	3 4 4 3	3	3 5 4	3 3 4 4	1 2 3 2	3 3 3	5 2 2 2	2 4 4 3 4	3 3 2 4	2 3 3	3 4 2 5	4 4 4	4 3 3	2 3 4 4	161
72	3 3 4	4 5 5 3	3	3 4 3	3 4 4 3	1 2 3 2	3 3 3	5 2 2 2	2 4 4 3 4	3 3 2 3	2 3 3	3 4 2 5	4 4 4	4 3 3	2 3 4 4	161
73	3 5 4	4 5 5 3	5	5 5 5	4 5 5 5	4 3 4 3	4 5 5	5 3 4 3	8 4 5 4 5		5 4 3	3 5 3 5	5 5 5	5 4 5	4 4 5 5	220
74	4 4 3	3 3 3 3	3	3 5 3	5 5 5 4	3 2 4 4	3 4 3	4 2 2 3	3 4 4 4 3		3 3 1	1 3 2 2	2 3 3	4 4 5	3 2 3 1	160
75	3 3 5	5 5 5 4	2	3 4 2	4 4 4 3	4 3 3 3	5 3 5	5 2 3 4	4 3 4 4	4 4 3 4	5 4 4	5 5 3 5	4 4 4	5 5 5	3 3 3 4	192
76	3 3 4	4 3 4 3	3	3 5 2	3 4 4 4	2 2 3 3	4 4 4	5 1 1 2	3 3 4 3	3 4 2 3	2 3 3	3 4 4 4	4 4 4	5 4 5	4 2 3 3	165
77	3 4 4	4 2 3 3	3	2 5 3	4 4 4 4	4 4 3 4	5 5 5	5 5 5 5	5 3 4 5 4	1	5 4 4	5 5 3 5	5 5 4	5 5 5	4 4 5 5	
78	3 4 4	4 5 4 4	2	3 4 2	4 4 4 4	4 4 4 4	4 5 4	4 5 4 4	4 5 4 5		4 4 4	4 4 4 4	4 4 4	3 4 4	3 4 4 4	197
79	4 3 4	4 5 4 4	2	2 2 4	4 3 3 4	1 1 3 2	4 3 1	4 3 3 3	5 5 1 5	3 1 1 3	4 4 2	3 5 4 5	1 2 2 2	5 5 5	3 1 1 3	164
80	4 4 4	4 3 4 4	4	4 4 3	4 5 5 4	4 4 4 3	5 4 4	4 2 3 3	3 4 4 4	3 3 3 4	5 3 4	3 4 4 3	3 3 3	4 4 4	3 3 3 4	180
81	4 4 4	4 5 4 4 5 4 5 4	5	5 4 4	. 5 5 5	4 3 4 3	4 5 5	5 3 4 4	3 5 4 4	4 5 5 5	3 4 3	5 4 3 5	3 3 5	4 4 4	4 4 4 4 5 3 4 4	209
82	7 7 .	J 7 J 7	4	4 4 4	4 5 5 4	4 4 4 4	4 4 4	3 3 4	4 4 4 4	3 4 3 4	3 4 3	4 4 4 4	7 7 3	4 4 4	3 3 7 7	198
83 84	5 5 5	5 5 5 5	4	5 4 3	4 4 4 4	3 4 4 4	4 5 2	4 3 3 3	3 4 4 3	5 4 4 4	4 4 4	3 4 4 5	3 3 3	4 4 4	5 4 4 4	202 202
		5 5 5 5	4	5 4 3	4 4 4 4	4 4 3 4	4 4 4	5 3 4 4	3 4 4 3	4 4 4 4	4 3 4	4 4 4 4	4 4 4	4 4 4	5 4 3 4	202
85 86	3 4 4	4 4 5 3	4	4 4 3	5 5 5 4	4 3 4 3	3 2 3	4 2 3 3	3 4 5 3	7 2 2 1	3 3 4	3 4 4 4	3 3 5	5 4 5	4 2 3 4	183 181
86 87	3 4 4	4 5 5 2	5	5 5 5	3 4 4 4	4 3 4 3	4 4 5	5 2 4	8 4 5 4 5	1 1 2 2 2	5 4 2	2 5 2 5	5 5 5	5 4 5	4 3 3 4	
88	3 4 4	4 5 5 3	2	5 5 5	4 5 5 5	4 3 4 3	4 5 5	3 3 4 3	8 4 5 4 5		5 4 3	3 5 3 5	5 5 5	5 4 5	4 4 5 5	219 218
TOTAL SKOR						3 3 4 3		304 393 353 303	1						4 4 5 5	
RATA-RATA TIAP ITEM	3,7 3,8 3,8		3,5 3,				3,7 4 3,9	4,5 3,2 2,9 3,4	309 364 329 343 3,5 4,1 3,7 3,9			3,6 4,2 3,6 4,3		4,1 4 4,5	3,4 3,3 3,4 3,8	
KATEGORI TIAP ITEM	5,/ 5,8 5,8 E E E		3,3 3, E E		SE SE SE E		3,7 4 3,9 E SE E			E E E SE	E E E E				3,4 3,3 3,4 3,8 E E E E	188,0
			c E					SE E CE E							10,0 3,8	-
TOTAL TIAP INDIKATOR RATA-RATA TIAP INDIKATOR	7,5 3,76	22,5 3,75		11,4 3,81	16,2 4,04	13,9 3,47	7,9 3,96	 	36,5 3,65	7,5 3,73		3,6 12 3,6 4	11,8 3,95	12,6 4,21	3,34 3,8	
KATEGORI INDIKATOR	5,76 E	3,/5 E		5,81 E	4,04 SE	5,47 E	3,96 E	 	5,65 E	3,/3 E		3,6 4 E E	3,95 E	4,21 SE	5,54 5,8 E E	-
	E	E	3,8		3E	E	E	3,69	E	E		E	4,05	SE	3,57	-
RATA-RATA ASPEK	1		3,8	+				3,09			3,63		4,05		5,37	J

1. RESEARCH INSTRUMENTS

- g. Instrument of Questionnaires for Student's Satisfaction
- h. Recapitulation of Questionnaires for Student's Satisfaction

LEMBAR ANGKET KEPUASAN PELANGGAN

Nomor responden	: (diisi oleh peneliti)
Nama responden	·
Jabatan responden	: Institusi Pasangan

A. Petunjuk Umum:

Angket ini hanya untuk kepentingan ilmiah semata. Untuk butir-butir pernyataan di bawah ini, saya mohon Bapak/Ibu silahkan diisi dengan sejujur-jujurnya dan sebenar-benarnya berdasarkan pemikiran Anda dan sesuai dengan yang Anda ketahui.

B. Petunjuk Khusus:

Tuliskan pendapat Anda terhadap setiap pernyataan dengan cara memberikan tanda check ($\sqrt{}$) pada kotak-kotak lembar jawab yang sudah disediakan, berikut ini. Adapun keterangannya.

STE: Sangat Tidak Efektif

TE: Tidak Efektif
CE: Cukup Efektif

E : Efektif

SE : Sangat Efektif

No	PERNYATAAN	PI	LIHAN	N JAW	ABA	N
110	PERNIATAAN	STE	TE	CE	E	SE
1	Praktikan mengetahui fungsi alat dan					
1	perlengkapan kerja yang digunakan					
2	Praktikan mampu menggunakan alat dan					
	perlengkapan kerja dengan baik					
3	Dengan adanya teknologi yang ada saat ini,					
3	mempermudahkan praktikan dalam bekerja					
	Praktikan belum begitu mahir dalam					
4	menggunakan teknologi untuk menunjang					
	suatu pekerjaan					
	Dengan adanya sistem yng terkomputerisasi,					
5	mempercepat praktikan dalam melaksanakan					
	tugasnya					
6	Praktikan menggunakan teknologi sebagai					
U	penunjang pekerjaannya					

Na	DEDNIN A TA A NI	PI	LIHA	N JAW	ABA	N
No	PERNYATAAN	STE	TE	CE	E	SE
7	Dikala terdapat karyawan yang izin tidak berangkat kerja, praktikan bisa menggantikan tugas karyawan tersebut					
8	Praktikan sudah profesional dan kompeten terhadap pekerjaanya saat ini					
9	Praktikan berpakaian rapi dan sopan					
10	Praktikan menjaga penampilannya					
11	Penampilan praktikan saat memberikan layanan kepada konsumen kurang pas sebagai seorang karyawan yang berwibawa					
12	Praktikan apabila mengerjakan tugas yang diberikan kepadanya dikerjakan dengan cepat tanpa harus diberi komando					
13	Praktikan melayani konsumen dengan cepat dan tepat atas masalah yang konsumen rasakan					
14	Praktikan antusias pada saat mengerjakan tugas yang diberikan maupun melakukan layanan konsumen					
15	Praktikan membantu menemukan solusi yang tepat atas masalah yang mungkin ada di tempat prakerin					
16	Saya senang dengan adanya praktikan di tempat saya bekerja, karena membantu saya dalam menemukan jalan keluar dan mengambil keputusan					
17	Praktikan hanya melayani konsumen yang bermasalah					
18	Praktikan tidak datang terlambat ke tempat prakerin sesuai dengan waktu yang telah ditentukan					
19	Praktikan hadir di tempat prakerin tepat waktu sesuai jam kerja yang telah ditentukan					
20	Saya merasa kecewa ketika guru pembimbing dengan tiba-tiba membatalkan janji memberikan layanan yang telah disepakati apabila ada praktikan yang bermasalah					
21	Jika ada masalah konsumen dan perlu dikonsultasikan, maka praktikan akan membantu mencari jalan keluarnya					
22	Bahasa yang digunakan praktikan saat berkomunikasi mudah dimengerti					

No	DEDNINATA ANI	PI	LIHAN	N JAW	ABA	N
NO	PERNYATAAN	STE	TE	CE	E	SE
23	Praktikan menggunakan istilah yang sulit dipahami ketika memberikan layanan kepada konsumen					
24	Konsumen merasa senang karena praktikan bertutur kata santun kepada siapapun pada saat melakukan layanan					
25	Ketika konsumen ingin berkonsultasi, praktikan selalu melayani					
26	Praktikan langsung merespon ketika ada masalah yang dialami konsumen					
27	Menurut saya, praktikan lambat dalam menangani suatu kasus/masalah					
28	Jika tiba-tiba ada masalah yang terjadi, praktikan langsung memberikan bantuannya					
29	Saya salut karena praktikan mampu bertindak sesuai dengan situasi yang sedang terjadi					
30	Praktikan pada saat pelaksanaan prakerin bersikap ramah					
31	Apabila terjadi kesulitan pada saat melaksanakan kegiatan operasional perusahaan, praktikan tak sungkan membantu menyelesaikan masalah					
32	Terkadang praktikan bersikap merasa acuh kepada karyawan aupun konsumen					
33	Komunikasi antara atasan dengan praktikan, karyawan dengan praktikan maupun sesama praktikan terjalin dengan baik					
34	Saya bersama dengan karyawan merasa nyaman saat praktikan berada di perusahaan					
35	Konsumen merasa aman dan nyaman pada saat layanan yang diberikan oleh praktikan					
36	Saya merasa praktikan kurang nyaman dengan aturan yang diterapkan oleh perusahaan, sehingga pelanggaran yang dilakukan oleh praktikan sering terjadi					
37	Saya yakin setelah pelaksanaan prakerin, dampak motivasi karyawan di perusahaan yang saya miliki lebih baik dari sebelumnya					
38	Terdapat manfaat dengan adanya kerjasama bersama sekolah menyelenggarakan program prakerin					

No	PERNYATAAN	PI	LIHA	N JAW	ABA	N
110	PERNIATAAN	STE	TE	CE	E	SE
39	Saya yakin sekolah yang bekerjasama dengan perusahaan saya berusaha mewujudkan tenaga kerja yang bermutu					
40	Praktikan jarang memberikan layanan konsumen karena sibuk dengan urusannya sendiri					
41	Apabila terdapat konsumen yang melakukan panggilan melalui layanan telepon (<i>call</i>), praktikan melayaninya dengan baik					
42	Praktikan selalu mengucapkan kalimat "ada yang bisa kami bantu?" kepada konsumen yang ingin melakukan transaksi					

Banjarnegara, ... Februari 2016 Responden

Institusi Pasangan

Rekap Angket Kepuasan Institusi Pasangan

NO																			P	ERN	YAT	AAN																			T	OTAL
NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17 1	18	19 2	20 2	1 22	2 23	24	25	26	27	28	29	30	31	32 3	33 3	34 3	35	36 3	7 3	8 3	39	40 4	1 42	2 8	SKOR
1	3	4	3	3	3	3	2	2	4	4	3	3	2	3	2	1	5	3	3	3	1	3 4	1 3	1	2	4	2	2	3	3	4	4	3	2	3	2	3	3	4	2	3	120
2	4	4	4	3	4	4	4	4	4	4	2	3	4	3	4	4	2	4	4	2	4	3 2	2 4	4	4	2	4	4	4	4	3	4	4	4	2	4	4	4	2	4	4	149
3	3	3	4	3	4	4	2	3	4	4	4	4	3	4	4	4	4	4	4	3	3	4 4	1 4	. 3	3	4	3	4	4	3	4	3	4	3	4	3	3	3	4	3	5	150
4	3	4	3	3	3	2	2	3	4	4	3	2	3	3	2	3	4	4	4	3	2	3 4	1 4	. 3	3	3	3	3	4	3	4	4	4	3	4	2	3	4	4	3	3	135
5	4	4	5	2	5	4	4	4	5	5	2	4	3	4	3	4	3	4	4	3	3	4 4	1 4	2	4	3	3	3	4	4	4	4	3	3	4	3	4	4	4	3	4	154
6	4	5	4	3	4	4	2	3	5	4	3	4	3	4	3	4	4	4	5	3	3	5 4	1 4	4	3	4	3	3	4	4	3	2	4	3	4	3	4	4	4	2	3	152
7	4	4	4	3	4	3	2	3	4	4	3	3	3	3	3	4	4	4	4	3	3	5 5	5 4	4	3	3	3	3	4	4	4	3	4	3	4	3	4	4	3	1	4	147
8	4	3	5	2	5	4	5	4	4	4	2	4	4	4	3	3	4	3	4	4	3	4 4	1 5	4	3	4	3	4	4	4	3	4	4	3	4	3	4	4	4	4	4	158
9	4	4	4	3	5	5	3	2	5	5	4	2	2	3	2	1	5	4	4	2	1	3 3	3	2	2	3	2	3	3	3	3	4	3	2	5	2	4	4	4	3	2	133
10	4	3	4	2	4	4	1	1	4	4	3	3	3	3	2	3	5	4	4	3	2	3 4	1 3	2	2	4	3	3	3	3	4	4	3	3	3	3	3	3	4	3	3	132
11	4	3	5	4	5	4	3	2	5	5	2	2	2	4	2	4	5	5	5	4	2	3 3	3	3	3	3	4	3	5	4	5	4	4	5	4	3	4	4	4	4	3	155
12	4	4	4	4	4	4	3	4	5	5	4	4	4	4	3	3	5	4	4	4	2	4 5	5 4	1	2	4	3	3	4	3	5	4	4	4	5	3	4	5	5	4	4	162
13	4	4	3	4	3	3	2	2	4	4	4	2	3	3	2	2	4	3	3	4	2	3 4	1 3	2	2	3	2	2	3	3	4	3	3	3	4	2	3	3	4	2	4	127
14	5	4	5	3	5	4	5	3	4	4	2	3	3	3	3	4	4	3	3	4	2	4 4	1 4	4	4	4	3	3	5	3	4	5	4	3	4	5	5	5	4	4	3	160
15	3	3	3	3	3	3	2	2	4	4	2	3	2	3	2	3	4	3	4	4	2	3 4	1 2	2	2	3	2	3	4	3	3	3	3	2	4	2	3	3	4	2	2	121
16	4	4	4	2	3	3	3	3	4	4	3	4	4	4	3	4	5	4	4	3	3	3 3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	138
17	4	4	4	4	4	3	4	4	5	5	2	4	4	4	2	3	4	4	4	4	2	4 4	1 4	2	2	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	156
TOTAL_SKOR	65	64	68	51	68	61	49	49	74	73	48	54	52	59	45	54	71	64	67	56 4	0 6	1 65	61	46	47	58	48	53	65	58	64	62	61	53	65	50	62	64	65 5	51 5	58	
RATA-RATA TIAP ITEM	3,8	3,8	4,0	3,0	4,0	3,6	2,9	2,9	4,4	4,3	2,8	3,2	3,1	3,5	2,6	3,2	4,2	3,8	3,9	3,3 2	,4 3,	,6 3,8	3,6	2,7	2,8	3,4	2,8	3,1	3,8	3,4	3,8	3,6	3,6	3,1	3,8 2	2,9 3	3,6	3,8	3,8 3,	,0 3	,4	
KATEGORI TIAP ITEM	Е	Е	E	CE	Е	Е	CE (CE	SE	SE (Œ	E :	Е	Е	CE	E S	SE I	E 1	E l	E C	E E	E	Е	CE	CE	Е	CE	Е	Е	Е	E]	Е :	E I	Е	E C	E I	E]	Е	E Cl	E E	3	
TOTAL TIAP INDIKATOR	7,5	9	1	1,00			9,35		1	1,47			1:	5,53			4,2			20,76			3,6		11	,71		3,1		14,6	5		10),53		10	,35		6,82	3	,4	
RATA-RATA TIAP INDIKATOR	3,7	9	3	,67			3,12		-3	3,82			3	3,11		_	4,2			3,46			3,6		2,	93		3,1		3,66			3,	,51		3,	45		3,41	3	,4	
KATEGORI INDIKATOR	Е			Е			Е			Е				Е		F	3			E			E		C	Έ		Е		Е				Е]	Ε		Е	Е		
RATA-RATA ASPEK						3,60											3,58	3							3,	21							3,54	!					3,4	1		

1. RESEARCH INSTRUMENTS

i. Instrument of Interviews for School

Digunakan wawancara secara terstruktur.

Nama :

Jabatan : Kepala Sekolah SMK Negeri 1 Bawang

Waktu Wawancara :

A. Pengantar

- Pedoman wawancara ini digunakan untuk mendapatkan informasi sehubungan dengan penerapan Sistem Manajemen Mutu berstandar ISO 9001: 2008 terhadap pelaksanaan PSG serta Faktor-Faktor pendukung dan penghambat dalam pelaksanaan PSG.
- 2. Wawancara diadakan ketika kepala sekolah sedang memiliki waktu luang.

- 1. Bagaimana rasionalisasi peta guru dalam mendukung penerapan Sistem Manajemen Mutu ISO berstandar 9001: 2008 terhadap pelaksanaan PSG di SMK?
- 2. Bagaimana upaya peningkatan kemampuan guru SMK untuk menunjang peningkatan efektivitas penerapan Sistem Manajemen Mutu ISO berstandar 9001:2008 dalam pelaksanaan PSG?
- 3. Faktor-faktor apa saja yang turut mendukung dalam pelaksanaan peningkatan kemampuan guru SMK untuk menunjang peningkatan efektivitas penerapan Sistem Manajemen Mutu ISO berstandar 9001:2008 pada pelaksanaan PSG?
- 4. Hambatan apa saja yang dialami dalam peningkatan kemampuan guru SMK untuk menunjang peningkatan efektivitas penerapan Sistem Manajemen Mutu ISO berstandar 9001:2008 pada pelaksanaan PSG?
- 5. Bagaimana pelaksanaan KBM pada SMK yang mengarah pada standar mutu untuk mengantisipasi kegiatan pelatihan di IP (Institusi Pasangan)?
- 6. Bagaimana pelaksanaan bimbingan siswa dalam pelaksanaan KBM sebagai upaya penjaminan mutu di SMK?
- 7. Bagaimana pelaksanaan monitoring dalam pelaksanaan KBM sebagai upaya penjaminan mutu di SMK?
- 8. Faktor-faktor apa saja yang turut mendukung upaya penjaminan mutu dalam pelaksanaan KBM pada SMK?
- 9. Hambatan apa saja yang dialami dalam upaya penjaminan mutu dalam pelaksanaan KBM melalui pada SMK?

- 10. Bagaimana pelaksanaan pemasaran tamatan untuk siswa yang melaksanakan prakerin pada IP?
- 11. Bagaimana pelaksanaan pemantauan tamatan di SMK?
- 12. Faktor apa saja yang turut mendukung dalam pelaksanaan pemasaran tamatan untuk siswa yang melaksanakan prakerin di IP?
- 13. Hambatan apa saja yang dialami dalam pelaksanaan pemasaran tamatam untuk siswa yang melaksanakan prakerin pada IP?

Digunakan wawancara secara terstruktur.

Nama :

Jabatan : Waka. Bagian Kurikulum

Waktu Wawancara :

A. Pengantar

- Pedoman wawancara ini digunakan untuk mendapatkan informasi sehubungan dengan penerapan Sistem Manajemen Mutu berstandar ISO 9001: 2008 terhadap pelaksanaan PSG serta Faktor-Faktor pendukung dan penghambat dalam pelaksanaan PSG.
- 2. Wawancara diadakan ketika wakil kepala sekolah sedang memiliki waktu luang.

- 1. Bagaimana proses penyusunan kurikulum Diklat yang disesuaikan dengan standar mutu di SMK?
- 2. Materi apa saja yang tercantum dalam kurikulum program Diklat PSG SMK?
- 3. Bagaimana pelaksanaan validasi dan sinkronisasi terhadap rencana program Diklat PSG di SMK sebagai pemenuhan ?
- 4. Apakah diadakan validasi dan sinkronisasi terhadap kelayakan perusahaan sebagai IP (Institusi Pasangan) dalam pelaksanaan PSG di SMK?
- 5. Bagaimana pelaksanaan validasi dan sinkronisasi terhadap perusahaan sebagai IP dalam pelaksanaan PSG dengan diterapkan Sistem Manajemen Mutu berstandar ISO 9001:2008?
- 6. Faktor-faktor apa saja yang turut mendukung dalam pelaksanaan penyusunan rencana program Diklat PSG di SMK?
- 7. Hambatan apa saja yang dialami dalam pelaksanaan penyusunan rencana program Diklat PSG di SMK?
- 8. Pada tahap evaluasi, apakah ada standar/sasaran mutu yang telah ditetapkan dalam menilai keefektifitasan pelaksanaan program?

Digunakan wawancara secara terstruktur.

Nama :

Jabatan : Ketua Program Kerja Prakerin

Waktu Wawancara :

A. Pengantar

- 1. Pedoman wawancara ini digunakan untuk mendapatkan informasi sehubungan dengan pelaksanaan PSG serta Faktor-Faktor pendukung dan penghambat dalam pelaksanaan PSG.
- 2. Wawancara diadakan ketika ketua program kerja prakerin (PSG) sedang memiliki waktu luang.

- 1. Bagaimana proses penempatan siswa prakerin di IP (Institusi Pasangan) bidang keahlian akuntansi SMK?
- 2. Apakah diadakan seleksi bagi siswa prakerin di IP?
- 3. Apakah diterbitkan naskah kerjasama dalam pelaksanaan prakerin di IP?
- 4. Poin-poin apa saja yang dibicarakan dalam proses kerjasama?
- 5. Berapa daya tampung IP terhadap siswa prakerin selama perioda berjalan?
- 6. Berapa lama waktu yang disepakati untuk pelaksanaan prakerin di IP?
- 7. Apakah dalam pelaksanaan prakerin di IP siswa diberikan orientasi?
- 8. Bagaimana pelaksanaan pembekalan bagi siswa yang akan prakerin di IP?
- 9. Faktor-faktor apa saja yang turut mendukung dalam penempatan siswa prakerin di IP?
- 10. Hambatan apa saja yang dialami dalam pelaksanaan penempatan siswa prakerin di IP?
- 11. Bagaimana pelaksanaan monitoring prakerin di IP sebagai upaya penjaminan mutu?
- 12. Bagaimana pelaksanaan evaluasi siswa prakerin di IP sebagai upaya penjaminan mutu?
- 13. Bagaimana pelaksanaan evaluasi KBM di IP sebagai upaya penjaminan mutu?
- 14. Faktor-faktor apa saja yang turut mendukung dalam pelaksanaan monitoring dan evaluasi pelaksanaan prakerin di IP?

- 15. Hambatan apa saja yang dialami dalam pelaksanaan monitoring dan evaluasi pelaksanaan prakerin di IP?
- 16. Bagaimana proses pengelolaan pembiayaan dalam pelaksanaan PSG di SMK?
- 17. Meliputi hal apa sajakah, pembiayaan operasional dalam pelaksanaan prakerin pada SMK?
- 18. Dari mana saja sumber-sumber pembiayaan prakerin pada SMK?
- 19. Faktor-faktor apa saja yang turut mendukung dalam pembiayaan pelaksanaan Prakerin di SMK?
- 20. Hambatan apa saja yang dialami dalam pembiayaan pelaksanaan Prakerin di SMK?

Digunakan wawancara secara terstruktur.

Nama :

Jabatan : Ketua Komite Sekolah

Waktu Wawancara :

A. Pengantar

- 1. Pedoman wawancara ini digunakan untuk mendapatkan informasi sehubungan dengan pelaksanaan PSG serta Faktor-Faktor pendukung dan penghambat dalam pelaksanaan PSG.
- 2. Wawancara diadakan ketika ketua majelis sekolah (komite sekolah) sedang memiliki waktu luang.

- 1. Bagaimana bentuk keterlibatan dunia kerja dalam keanggotaan KS (Komite Sekolah)?
- 2. Keanggotaan KS pada SMK terdiri dari unsur apa saja (instansi/DU)?
- 3. Dalam pelaksanaan PSG pada IP (Institusi Pasangan), KS terlibat dalam hal apa saja?
- 4. Bagaimana bentuk keterlibatan KS dalam pelaksanaan PSG pada IP?
- 5. Faktor-faktor apa saja yang turut mendukung keterlibatan KS pada IP?
- 6. Hambatan apa saja yang dialami dalam keterlibatan KS pada IP?
- 7. Bagaimana pelaksanaan uji kompetensi untuk siswa yang melaksanakan prakerin di IP?
- 8. Sejauhmana keberhasilan uji kompetensi bagi siswa yang melaksanakan prakerin di IP, ditinjau dari persentase kelulusan?
- 9. Bagaimana pelaksanaan pemberian sertifikat uji kompetensi bagi siswa yang lulus dalam uji kompetensi?
- 10. Bagaimana pembiayaan pelaksanaan uji kompetensi di SMK?
- 11. Faktor-faktor apa saja yang turut mendukung pelaksanaan uji kompetensi bagi siswa yang melaksanakan prakerin di IP?
- 12. Hambatan apa saja yang dialami dalam pelaksanaan uji kompetensi bagi siswa yang melaksanakan prakerin di IP?

Digunakan wawancara secara terstruktur.

Nama :

Jabatan : WMM ISO 9001:2008

Waktu Wawancara

A. Pengantar

- 1. Pedoman wawancara ini digunakan untuk mendapatkan informasi sehubungan dengan penerapan prinsip-prinsip sistem manajemen mutu berstandar ISO 9001:2008 dalam pemenuhan Standar Mutu Pendidikan dan tingkat kepuasan pelanggan.
- 2. Wawancara diadakan ketika wakil manajemen mutu sekolah sedang memiliki waktu luang.

B. Daftar Pertanyaan

- 1. Bagaimanakah kebijakan mutu, sasaran mutu, dan mekanisme kerja di sekolah?
- 2. Berfokus pada pelanggan
- a. Bagaimanakah sistem manajemen mutu yang berfokus pada pelanggan?
 - b. Bagaimanakah aspek kegiatan pembelajaran yang berfokus pada siswa?

3. Kepemimpinan

- a. Bagaimanakah kepemimpinan Kepala Sekolah dalam proses pendidikan di sekolah?
- b. Bagaimanakah kepemimpinan guru dalam proses pembelajaran di sekolah?

4. Melibatkan semua orang

- a. Bagaimanakah komitmen Kepala Sekolah dalam kegiatan pendidikan di sekolah?
- b. Bagaimanakah tanggung jawab guru dan siswa dalam proses pembelajaran?
- c. Bagaimanakah upaya Kepala Sekolah dalam memberi motivasi kerja kepada guru/pengajar?
- d. Bagaimanakah upaya guru dan siswa dalam menerapkan proses pembelajaran yang bermutu?

5. Pendekatan proses

- a. Bagaimanakah perbaikan proses dalam pengembangan kurikulum?
- b. Bagaimanakah perbaikan proses dalam pembelajaran?
- c. Bagaimanakah pengendalian proses dalam pembelajaran?

- 6. Pendekatan sistem dalam manajemen
 - a. Bagaimanakah sistem pembiayaan yang ada di sekolah?
 - b. Bagaimanakah sistem manajemen pembiayaan yang ada di sekolah?
- 7. Peningkatan terus menerus
 - a. Bagaimanakah peningkatan sarana dan prasarana dalam kegiatan yang ada di sekolah?
 - b. Bagaimanakah peningkatan SDM yang ada di sekolah?
- 8. Pendekatan/Pengambilan keputusan berdasarkan fakta
 - a. Bagaimana peran Kepala Sekolah dalam kegiatannya di sekolah?
 - b. Bagaimana peran guru dalam kegiatan belajar mengajar?
 - c. Bagaimanakah pembelajaran berstandar yang ada di sekolah?
- 9. Hubungan saling menguntungkan
 - a. Bagaimanakah upaya warga sekolah termasuk guru dan siswa dalam menciptakan luhur sekolah yang baik?
 - b. Bagaimanakah upaya guru dan siswa untuk membuat lingkungan pembelajaran yang kondusif?
 - c. Bagaimanakah upaya sekolah dalam penyediaan tenaga kerja/lulusan terampil guna siap terjun ke dunia kerja?
- 10. Apa saja yang menjadi faktor pendukung penerapan prinsip-prinsip standar ISO 9001:2008?
- 11. Apa saja yang menjadi faktor penghambat penerapan prinsip-prinsip standar ISO 9001:2008?
- 12. Bagaimana upaya mengatasi hambatan penerapan prinsip-prinsip standar ISO 9001:2008?
- 13. Apa saja dampak dari program yang dijalankan sekolah setelah menerapkan sistem manajemen mutu berstandar ISO 9001:2008? (bagi pendidik, tenaga kependidikan, sarana prasarana dan siswa)

Digunakan wawancara secara terstruktur.

Nama :

Jabatan : Staf WMM ISO 9001:2008

Waktu Wawancara :

A. Pengantar

- 1. Pedoman wawancara ini digunakan untuk mendapatkan informasi sehubungan dengan penerapan prinsip-prinsip sistem manajemen mutu berstandar ISO 9001:2008 dalam pemenuhan Standar Mutu Pendidikan dan tingkat kepuasan pelanggan.
- 2. Wawancara diadakan ketika Staf WMM ISO 9001:2008 sedang memiliki waktu luang.

B. Daftar Pertanyaan

1. Bagaimanakah kebijakan mutu, sasaran mutu, dan mekanisme kerja (rencana operasi) pendidikan sistem ganda, khususnya untuk program keahlian akuntansi?

2. Berfokus pada pelanggan

- a. Bagaimanakah sistem manajemen mutu yang berfokus pada pelanggan untuk penyelenggaraan pendidikan sistem ganda, khususnya program keahlian akuntansi?
- b. Bagaimanakah aspek kegiatan pembelajaran yang berfokus pada siswa dalam penyelenggaraan pendidikan sistem ganda, khususnya program keahlian akuntansi?

3. Kepemimpinan

- a. Bagaimanakah kepemimpinan Kepala Sekolah dalam proses pendidikan di sekolah khususnya penyelenggaraan pendidikan sistem ganda, khususnya program keahlian akuntansi?
- b. Bagaimanakah kepemimpinan guru dalam proses di DUDI program keahlian akuntansi guna mendukung ketercapaian tujuan pendidikan sistem ganda?

4. Melibatkan semua orang

- a. Bagaimanakah komitmen Kepala Sekolah dalam kegiatan pendidikan di program pendidikan sistem ganda pada DUDI bidang akuntansi?
- b. Bagaimanakah tanggung jawab guru dan siswa dalam proses pembelajaran di DUDI pada program pendidikan sistem ganda bidang akuntansi?

- c. Bagaimanakah upaya Kepala Sekolah dalam memberi motivasi kerja kepada guru/pengajar program pendidikan sistem ganda yang berorientasi pada pembelajaran di luar kelas (praktik di DUDI) untuk bidang akuntansi?
- d. Bagaimanakah upaya guru program pendidikan sistem ganda dan siswa dalam menerapkan proses pembelajaran yang bermutu di luar kelas (praktik di DUDI) untuk bidang akuntansi?

5. Pendekatan proses

- a. Bagaimanakah perbaikan proses dalam pengembangan kurikulum dan sinkronisasi kurikulum di sekolah dengan kompetensi yang ada pada DUDI untuk bidang akuntansi?
- b. Bagaimanakah perbaikan proses dalam pembelajaran di kelas dan diluar kelas (praktik di DUDI) bidang akuntansi?
- c. Bagaimanakah pengendalian proses dalam pembelajaran di kelas dan di luar kelas (praktik di DUDI) bidang akuntansi?

6. Pendekatan sistem dalam manajemen

- a. Bagaimanakah sistem pembiayaan yang ada pada saat praktik di DUDI bidang akuntansi?
- b. Bagaimanakah sistem manajemen pembiayaan yang ada pada saat praktik di DUDI bidang akuntansi?

7. Peningkatan terus menerus

- a. Bagaimanakah peningkatan sarana dan prasarana dalam kegiatan yang ada di sekolah guna mendukung proses belajar siswa di luar kelas (praktik di DUDI) bidang akuntansi?
- b. Bagaimanakah peningkatan SDM yang ada pada program pendidikan sistem ganda bidang akuntansi?

8. Pendekatan/Pengambilan keputusan berdasarkan fakta

- a. Bagaimana peran Kepala Sekolah dalam kegiatannya di luar sekolah (DUDI) pada program pendidikan sistem ganda?
- b. Bagaimana peran guru program pendidikan sistem ganda dalam kegiatan belajar mengajar di DUDI bidang akuntansi?
- c. Bagaimanakah penyesuaian kurikulum sekolah dengan kompetensi yang dibutuhkan dalam dunia kerja untuk bidang akuntansi pada program pendidikan sistem ganda?

9. Hubungan saling menguntungkan

a. Bagaimanakah upaya guru/pengajar/staf program pendidikan sistem ganda dan siswa program keahlian akuntansi dalam menciptakan luhur sekolah yang baik?

- b. Bagaimanakah upaya guru/pengajar/staf program pendidikan sistem ganda dan siswa program keahlian akuntansi untuk membuat lingkungan pembelajaran di DUDI yang kondusif?
- c. Bagaimanakah peran serta program pendidikan sistem ganda dalam upaya penyediaan tenaga kerja/lulusan terampil untuk program keahlian akuntansi guna siap terjun ke dunia kerja?
- 10. Apa saja yang menjadi faktor pendukung penerapan prinsip-prinsip standar ISO 9001:2008 pada program pendidikan sistem ganda bidang akuntansi?
- 11. Apa saja yang menjadi faktor penghambat penerapan prinsip-prinsip standar ISO 9001:2008 pada program pendidikan sistem ganda bidang akuntansi?
- 12. Bagaimana upaya mengatasi hambatan penerapan prinsip-prinsip standar ISO 9001:2008 pada program pendidikan sistem ganda bidang akuntansi?
- 13. Apa saja dampak dari penerapan sistem manajemen mutu berstandar ISO 9001:2008 terhadap rencana operasi dan sasaran mutu program pendidikan sistem ganda?

1. RESEARCH INSTRUMENTS

j. Instrument of Interviews for Partner Institutions

Digunakan wawancara secara terstruktur.

Nama :

Jabatan : Institusi Pasangan

Waktu Wawancara :

A. Pengantar

- 1. Pedoman wawancara ini digunakan untuk mendapatkan informasi sehubungan dengan pelaksanaan PSG serta Faktor-Faktor pendukung dan penghambat dalam pelaksanaan PSG.
- 2. Wawancara diadakan pemilik perusahaan sedang memiliki waktu luang.

- 1. Bagaimana kesiapan tenaga instruktur pada IP (Institusi Pasangan) dalam mendukung pelaksanaan PSG pada IP?
- 2. Jenis-jenis peralatan apa saja yang tersedia di IP dalam mendukung pelaksanaan PSG sekaligus mendukung proses produksi di IP?
- 3. Faktor-faktor apa saja yang turut mendukung menyiapkan perusahaan sebagai IP dalam PSG?
- 4. Hambatan apa saja yang dialami dalam menyiapkan perusahaan sebagai IP dalam PSG?
- 5. Bagaimana proses pemberlakuan siswa sebagai objek dan subjek dalam pelaksanaan PSG pada IP?
- 6. Jenis-jenis kegiatan belajar yang dilakukan siswa dalam pelaksanaan KBM di IP?
- 7. Bagaimana proses penilaian siswa prakerin di IP?
- 8. Bagaimana pelaksanaan evaluasi KBM pelaksanaan PSG pada IP?
- 9. Faktor-faktor apa saja yang turut mendukung dalam pelaksanaan KBM di IP?
- 10. Hambatan apa saja yang dialami dalam pelaksanaan KBM di IP?
- 11. Bagaimana pembiayaan terhadap operasional KBM pelaksanaan PSG pada IP?
- 12. Pembiayaan apa saja yang ditanggung oleh IP dalam pelaksanaan PSG?
- 13. Faktor-faktor apa saja yang turut mendukung dalam pembiayaan pelaksanaan prakerin di IP?
- 14. Hambatan apa saja yang dialami dalam pembiayaan pelaksanaan prakerin di IP?

- 15. Bagaimana bentuk struktur organisasi pengelolaan IP?
- 16. Bagaimana alur operasional proses produksi barang/jasa pada IP?
- 17. Jenis usaha apa saja yang dilakukan di IP?
- 18. Bagaimana kuantitas produksi barang/jasa pada IP dalam mendukung pelaksanaan PSG pada IP?
- 19. Bagaimana kontinuitas produksi barang/jasa pada IP dalam mendukung pelaksanaan PSG pada IP?
- 20. Bagaimana pengontrolan terhadap kualitas produksi barang/jasa pada IP?
- 21. Faktor-faktor apa saja yang turut mendukung dalam pengelolaan IP?
- 22. Hambatan apa saja yang dialami perusahaan dalam pengelolaan IP?

2. INSTRUMENT OF VALIDATION FOR RESEARCH

UJI VALIDITAS ANGKET KEPUASAN SISWA

		Item1	Item2	Item3	Item4	Item5	Item6	Item7	Item8	Item9	Item10	Item11	Item12	Item13	Item14	Item15	Item16	Item17	Item18	Item19	Item20	Item21	Item22	Item23	Item24	Item25	Item26	Item27	Item28	Item29	Item30
	Pearson Correlation	,626 [*]	-,579 [*]	,626*	-,540*	,745**	0,246	,671**	,645 [*]	,562 [*]	,621 [*]	,820**	,547 [*]	,745**	0,328	,676 ^{**}	,724**	,729**	-,591*	,631°	,756**	,534 [*]	,636*	,544 [*]	,676**	,716 ^{**}	0,421	,604*	,542*	,547 [*]	0,408
otal	Sig. (2-tailed)	0,017	0,03	0,017	0,046	0,002	0,425	0,009	0,013	0,036	0,018	0	0,043	0,002	0,587	0,008	0,003	0,003	0,026	0,015	0,002	0,049	0,014	0,045	0,008	0,004	0,237	0,022	0,045	0,043	0,264
	N	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14

	Item31	Item32	Item33	Item34	Item35	Item36	Item37	Item38	Item39	Item40	Item41	Item42	Item43	Item44	Item45	Item46	Item47	Item48	Item49	Item50	Item51	Item52	Item53	Item54	Item55
Pearson Correlation	,721**	,646 [*]	,537 [*]	,686**	,677 [*]	,740 [*]	,645*	,662*	,748**	,577**	,797**	-,540*	,631*	,622*	,850 ^{**}	0,362	,631 ^{**}	,686**	-,631**	-,565**	,850**	,716 ^{**}	,653 [*]	,647*	,546 [*]
 Sig. (2-tailed)	0,004	0,013	0,048	0,007	0,008	0,002	0,013	0,01	0,002	0,031	0,001	0,046	0,015	0,017	0	0,357	0,015	0,007	0,015	0,035	0	0,004	0,011	0,012	0,043
N	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14

UJI VALIDITAS ANGKET KEPUASAN INSTITUSI PASANGAN

		Item 1	Item 2	Iten 3	lten 4	n Ite	em Iter	n Iter	n Ite	em Ite	em It	tem I 10	tem 1	tem 12	Item 13	Item 14	Item 15	Item 16	Item 17	Item 18	Item 19	Item 20	Item 21	Item 22	Item 23	Item 24	Item 25	Item 26	Item 27	Item 28	Item 29	Item 30	Item 31	Item 32	Item 33	Item 34	Item 35	Item 36	Item 37	Item 38	Item 39	Item 40	Item 41	Item 42	Item 43	Item 44	Item 45	Item 46	Item 47	Item 48	Iten 49	n Item 50
	Pearson Correlation	,956 [°]	,956	,916	,928	3 0,	68 ,928	8 ,956	6 0,	,74 ,9	16 [°] ,9	956 ,	928 [°] ,	916 [°] ,	956	,928 [°]	,916 [*]	0,65	0,82	,928	,916 [°]	,928 [°]	,956 [°]	,928	0,56	,928	,956	,956 [°]	916 [*]	,956	0,49	,928 [*]	,928 [*]	,928	,928 [°]	,956	,928	,956 [°]	,916 [*]	,928 [°]	0,83	,928	,917 [°]	0,61	,956	,928	,928	,956	,928	,928 [°]	,916	,928
Item Total	Sig. (2- tailed)	0,01	0,01	0,0	3 0,0	2 0,	33 0,0	0,0	01 0,	,15 0	,03 (0,01	0,02	0,03	0,01	0,02	0,03	0,31	0,11	0,02	0,03	0,02	0,01	0,02	0,2	0,02	0,01	0,01	0,03	0,01	0,22	0,02	0,02	0,02	0,02	0,01	0,02	0,01	0,03	0,02	0,12	0,02	0,03	0,13	0,01	0,02	0,02	2 0,01	0,02	0,02	0,0	3 0,02
	N	5	ţ	5 ;	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5 5	5 5	5 5	5 5	5 5	5	į.	5 5

Hasil Uji Reliabilitas Angket Kepuasan Pelanggan

a. Hasil Uji Reliabilitas Angket Responden Siswa

Reliability Statistics

Cronbach's Alpha	N of Items
,954	55

b. Hasil Uji Reliabilitas Angket Responden Institusi Pasangan

Reliability Statistics

Cronbach's	N of Items
Alpha	TV OF Items
00.4	50
,994	50



PEMERINTAH KABUPATEN BANJARNEGARA DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA

SMK NEGERI 2 BAWANG

Jln. Raya Mantrianom 75 Telp./Fax. (0286) 597070 Bawang, Banjarnegara 53471 website: www.smkn2bawang.com e-mail: smkn2bawang@yahoo.co.id

SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa telah melaksanakan judgement test terhadap instrumen penelitian mahasiswa berikut ini :

Nama

: Fandi Galang Wicaksana

NIM

: 12818244001

Jurusan

: Pendidikan Akuntansi Internasional

Fakultas

: Fakultas Ekonomi Universitas Negeri Yogyakarta

Yang berjudul "Evaluation of ISO 9001:2008 Standard Quality Management System Implementation to The Result of Dual System Education in Accounting Program at SMK Negeri 1 Bawang Academic Years of 2014/2015".

Demikian surat keterangan ini dibuat dengan sesungguhnya untuk digunakan sebagaimana mestinya.

Banjarnegara, 31 Januari 2016

ASMK Negeri 2 Bawang

ers. Supriyadi, MM

IP. 19660128 199302 1 002

SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa telah melaksanakan judgement test terhadap instrumen penelitian mahasiswa berikut ini:

Mama

: Fandi Galang Wicaksana

NIM

: 12818244001

Jurusan

: Pendidikan Akuntansi Internasional

Fakultas

: Fakultas Ekonomi Universitas Negeri Yogyakarta

Yang berjudul "Evaluation of ISO 9001:2008 Standard Quality Management System Implementation to The Result of Dual System Education in Accounting Program at SMK Negeri 1 Bawang Academic Years of 2014/2015".

Demikian surat keterangan ini dibuat dengan sesungguhnya untuk digunakan sebagai mana mestinya.

Banjarnegara, 31 Januari 2016

Ketua Pokja Prakerin SMKN 2 Bawang

An

Alin Fahmi, S. Kom

NIP. 198209 22 201001 1017

298

3. RESEARCH DATA ON SMK NEGERI 1 BAWANG

${\bf a.}~{\it SMK}~{\bf Organizational}~{\bf Structure}$

ORGANISASI SEKOLAH

A. STUKTUR ORGANISASI

STRUKTUR ORGANISASI SMK NEGERI 1 BAWANG TAHUN PELAJARAN 2015/2016

NO	JABATAN	NAMA
1	Kepala Sekolah	Drs. Purwanto
2	Kepala Tata Usaha	Tri Cahyaningsih
3	Wakasek Kurikulum	Maryanto, S.Kom.
4	Wakasek Kesiswaan	Farikha, S.Pd.
5	Wakasek Sarana Prasarana & Ketenagaan	Novian Wahyu Setiabudi, S.Pd
6	Wakasek Humas & Kerjasama Industri	Hermawan Dewanto, S.Pd.
7	Wakasek Manajemen Mutu	Adi Suswanto, S.Pd.
8	Ketua Tim Program & Pengembang Sekolah	Suhardi, S.Pd.
9	Ketua Tim Penilaian Kinerja Guru	Sasminto, S.Pd, M.M.
10	Bendahara Operasional Komite Sekolah	Umi Baroroh, S.Pd, M.M.
11	Bendahara BOS	Endah Purwanti, S.Si.
12	Bendahara Rutin	Munawaroh, S.Pd.
13	Ketua Paket Keahlian Administrasi Perkantoran	Dwi Septiningsih, S.Pd.
14	Ketua Paket Keahlian Akuntansi	Aisyah Subekti, S.Pd.
15	Ketua Paket Keahlian Pemasaran	Drs. Ahmad Sakdun
16	Ketua Paket Keahlian RPL	Siti Marfungah, S.Kom.
17	Ketua Paket Keahlian TKJ	Khalidz Akbar P., S.Kom.
18	Ketua Paket Keahlian Tata Busana	Hartiningsih, S.Pd
19	Ketua Paket Keahlian Budidaya Perikanan	Eni Sukiyati, S.Pi.
20	Ketua Paket Keahlian Mekatronika	Fauzan Akhmad M., S.Pd.
21	Kepala Perpustakaan	Dini Kun Zuraida, S.Pd.Si.
22	Koordinator BP/BK	Eti Lisprihati, S.Pd
23	Tim Program & Pengembang Sekolah	Drs. Afid Purnomo, M.Pd.
		Sugino Purnomo, S.Sos.
24	Tim Penilaian Kinerja Guru	Heri Joko Parvono, S.Pd.
		Hentyarso Sadenare, S.Si.
		Ferli Aprianingrum, S.Pd.
		Rianfita Ria Sutarto, S.Pd.
25	Staf Kurikulum	Istina Pujiyanti, S.Kom.
		Rofika Dwi Susanti, S.Pd.
		Vita Setiyaningsih, S.Pd.
26	Staf Kesiswaan/Pembina OSIS	Efendi Sutovo, S.Pd.
		Istiqomah, S.Pd.
		Eri Riastri, S.Pd
		Sugino Purnomo, S.Sos.
		Deni Farid Fatulloh, S.Pd.
27	Staf Sarpras & Ketenagaan/Kepala Bengkel	Julianto, S.T
	Staf Ketenagaan	Ida Fadri, S.Pd., M.Pd
	Staf Sarpras	Slamet Riadi, S.Pd.
	Staf 7K	Samsul Sufiyanto, S.Pd.
	Staf 7K	Puji Lestari, S.Pd.

NO	JABATAN	NAMA
28	Staf Humas	Hevi Setiyaningsih, S.Pd.
	Staf Prakerin	Ratna Dewi, S.Si.
	Staf Kerjasama Industri	Hartawan, S.Pd
	Staf Kesra	Dra. Cici Haryanti
	Staf Kesra	Sri Wihartiyah, S.Pd.
29	Staf ISO urusan Dokumentasi & Verifikasi WMM	Eri Kusumawati, S.Psi.
		Fiti Mariani, S.S.
		Siti Musrijah, S.Pd
30	Sekretaris prodi Administrasi Perkantoran	Winarni, S.Pd.
	Kepala laboratorium Administrasi Perkantoran	Irawan Setiyadi, S.Pd.
	Staf Prakerin Administrasi Perkantoran	Tyas Kartika Utami, S.Pd.
31	Sekretaris prodi Akuntansi	Titi Sugiarti, S.Pd.
	Kepala laboratorium Akuntansi	Purna Adi Hernowo, S.Pd.
	Staf Prakerin Akuntansi	Eko Mulyati, S.Pd.
32	Sekretaris prodi Pemasaran	Tri Mulyaningsih, S.Pd.
	Kepala laboratorium Pemasaran	Saheka Meyningsasi I., S.Pd.
	Staf Prakerin Pemasaran	Niniek Margianti, S.E.
33	Sekretaris Prodi RPL	Rima Ariona Nur Awalia, S.Po
	Kepala laboratorium RPL	Citra Aristy Yusliani, S.Kom.
	Staf Prakerin RPL	Yayuk Kartikawati, S.Kom.
34	Sekretaris Prodi TKJ	Rianfita Ria Sutarto, S.Pd.
	Kepala laboratorium TKJ	Sugiharto, S.Pd., S.Kom.
	Staf Prakerin TKJ	Tri Cahyana, S.Kom.
35	Sekretaris Prodi Tata Busana	Leli Walidah, S.Pd
	Kepala laboratorium Tata Busana	Erlin Wakhyuni, S.Pd.
	Staf Prakerin Tata Busana	Yusrifah, S.Pd.
36	Sekretaris Prodi Budidaya Perikanan	Desy Anjaryani, S.Pi
	Kepala laboratorium Budidaya Perikanan	Jauharul Fadli, S.Kel.
	Staf Prakerin Budidaya Perikanan	M. Hanif Priyadi
37	Sekretaris Prodi Teknik Mekatronika	Irfan Aminudin, S.Pd.
38	Pengelola Lab. Fisika	Septi Nurkhayati, S.Pd.
39	Pengelola Lab. Kimia & Biologi'	Fera Indriyati, S.Si., S.Pd.
40	Pengelola Lab. Bahasa	Ida Fadri, S.Pd., M.Pd.
41	Pengelola Lab. Simulasi Digital/Admin Jaringan	Istina Pujiyanti, S.Kom.
42	Pengelola UKS	Kholilah Suryani, S.Pd.

Banjarnegara, 27 Juli 2015

Kepala Sekolah,

Drs. PURWANTO NIP 19590801 198703 1 009

b. SMK Quality Policy



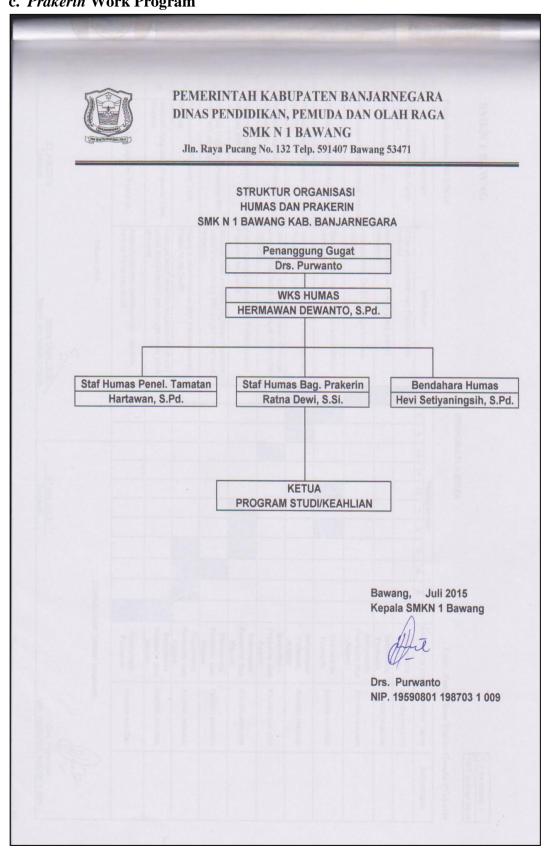
Untuk mewujudakan SMK Negeri 1 Bawang sebagai Pusat Pendidikan dan Pelatihan yang berkualitas dan berstandar internasional, seluruh warga Sekolah berikrar:

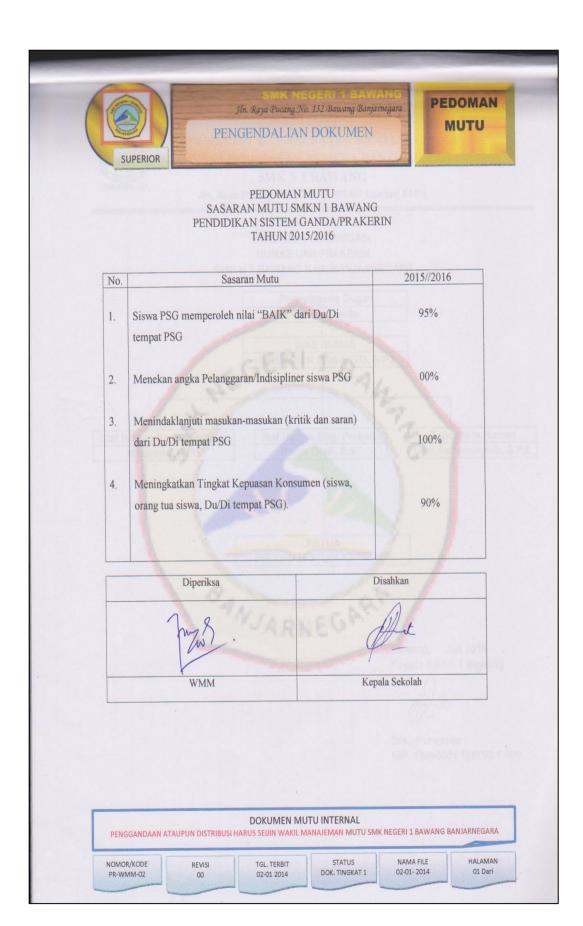
- Bertekad memberikan pelayanan prima kepada semua kegiatan layanan jasa
 Pendidikan dan Pelatihan.
- Bertekad akan menerapkan Sistem Manajemen Mutu ISO 9001:2008 agar menjadi lembaga pendidikan dan pelatihan yang professional serta selalu meninjau dan memperbaiki sistem manajemen mutu secara berkesinambungan.
- Selalu berorientasi pada mutu dengan cara berkesinambungan dan meningkatkan kemampuan kinerja.
- Berupaya menyelenggarakan pendidikan sesuai dengan kebutuhan dunia kerja dan industri.
- Mengembangkan penguasaan bahasa asing dan kemampuan teknologi informasi.

Setiap Pendidik dan Tenaga Kependidikan SMK Negeri 1 Bawang wajib berperan aktif dan selalu melakukan perbaikan berkelanjutan sesuai dengan persyaratan pelanggan, peraturan-peraturan yang berlaku dan Sistem Manajemen Mutu ISO 9001:2008.

	Diperiksa	Disahkan
TÜVRheinland® CERT ISO 9001	Juzus	Hiz.
	WMM	Kepala Sekolah

c. Prakerin Work Program





	SMKN 1 BAWANG			REN	ICA	NA (OPE	RAS	SI							F 54.WMM.
	Kerja aran Mutu	: PRAKERIN : Kepuasan Pelanggan Du/Di mencapai 80%	tempa	it pra	kerir	1			Bida	ang (Gara	pan			: Siswa Prakerin	
No	Uraian Kegiatan	Indikator				Tah	un P		iode		2016	3			Penanggungjawab	Keteranga
140			7	8	9		11						5	6		Rotorangan
1.	Rapat koordinasi de- ngan Kaprodi, Sekre- taris Kaprodi danWKS4	Adanya Notulen Rapat	x												Sekretaris Wks 4 bidang Prakerin	
2.	Pendataan tempat prakerin yang memenuhi syarat	Data Du/Di tempat prakerin	x											×	Sekretaris Wks4 bidang Prakerin dan Kaprodi	
3.	Pendataan siswa calon peserta Prakerin	Prakerin	x												Sekretaris Wks 4 bidang Prakerin	
4.	Mempersiapkan dokumen-dokumen kelengkapan prakerin	Adanya Dokumen untuk pelaksanaan prakerin	x												Sekretaris Wks 4 bidang Prakerin	
5.	Pembekalan calon peserta Prakerin	Daftar hadir pembekalan	x						x		х				Pokja Prakerin dan Kaprodi	
	Plant I	Dibuat oleh								Dis	etuju	Kepa			langsung)	7
		5.													Of-	2
	27 Juli 2015 tanggal,	Ratna Dewi, S.S. Nama dan tanda tangan				2	7 Jul		5						Drs. Pu NIP 19590801	rwanto 198703 1 009
	27 Juli 2015	Ratna Dewi, S.SI				2	7 Jul		5			Kepi	ald S	evoi	Drs. Pu	rwanto

Sas	aran Mutu	: Kepuasan Pelanggan Du/Di t mencapai 80%	empa	it pra	kerir	1		pri	iode							
No	Uraian Kegiatan						nun P	elaja	ran 2						Penanggungjawab	Keteranga
0	Manifesian paget-	Adanya Laporan Monitoring	7	8	9	10	11	12	1	2	3	4	5	6	Pokja Prakerin	
	Monitoring peserta Prakerin ke Du/Di oleh guru pembimbing		x	x	x				x	x	x	x	x			
7.	Penarikan kembali siswa Prakerin oleh guru pembimbing	Adanya penyerahan kembali surat tugas pembimbing prakerin				x					х			x	Pokja Prakerin	
8.	Evaluasi Pelaksanaan Prakerin	Daftar penilaian dan saran atau kritik dari Du/Di				x						x		x	Pokja Prakerin	
	E. 30 20	Dibuat oleh								Disc	etuju	i oleh Kep	(ata	ekol	langsung) ah) e
	27 Juli 2015 tanggal,	Ratna Dewi , S.Si. Nama dan tanda tangan				-	27 Ju	li 20	15						Drs. Pu NIP 19590801	
					_	-			15	_	_		_	_		

	CN 1 BAWANG					F 54.WMM, 2 1/27 Januari 2010
		RENCANA PE	MANTAUAN DAN E	VALUASI		1/27 Januari 2010
nit K asan	erja an Mutu	: Pokja Prakerin : Kepuasan Pelanggan D prakerin mencapai 80%	u/Di tempat	Periode Perencanas	in: 2014/2015	
No I	Uraian Kegiatan	Data Pendukung	Metode Pengumpular	Batas Penyerahan	1	rab Keterangan
	Monitoring peserta Prakerin ke Du/D bleh guru pembimbing	Laporan Monitoring Kembalinya daftar	Lap. Guru Pembimbin Laporan dari guru	Okt 15 dan Juni 16 Akhir siswa Prake-	Sekrt Prakerin	
- 1	Penarikan kembali siswa prakerin oleh guru pembimbing Evaluasi Pelaksanaan Prakerin	kunjungan Masukan dari Du/Di	pembimbing Saran dari Du/Di	rin. Okt 15, April 16	Sekrt Prakerin	
	Dibuat ole			dan Juni 16 Disetujui oleh (atas		^
		7		Kepala Se	kolah	Le
	27 Juli 2015	Ratna Dewi, S.Si.	27 Juli 2015		Drs.	Purwanto
-	tanggal	Nama dan tanda tangar			NIP 195908	01 198703 1 009
	Unit Kerja Sasaran Mutu No Uraian Kegiata 1. Rapat koordinasi dengan 2. Pendataan tempat praker	prakerin me Data Per Kaprodi Notulen rapal	elanggan Du/Di tempat ncapai 80% ndukung Metode P	engumpulan Batas P. sasil rapat Akhir Jur	1 2016 Sekr	
	memenuhi syarat 3. Pendataan siswa calon p	The second secon	Mengumpu			Prakerin Prakerin
	Prakerin 4. Mempersiapkan dokumer	TO THE PARTY OF TH	A CONTRACTOR OF THE PARTY OF TH	Awal Juli	2000 CO	Prakerin
	persyaratan prakerin 5. Pembinaan calon peserta			Awat Juli	2015 Sekr	Prakerin
	27 Juli 2015	Ratna De		ii 2015	oleh (atasan lar Kepala Sekolah	(Marie
	tanggal	Nama dan ta	inda tangan tang	gal		<u>Drs. Purwanto</u> NIP 19590801 198703 1 009
	SMKN 1 BAWAN Unit Kerja Sasaran Mutu	: POK. : Kepu	HASIL EV IA PRAKERIN asan Pelanggan Du/Di te ririn mencapai 80%	ALUASI AKHIR	Periode Pe	F 54. WMM 1/27 Januari : arencanaan : 2015/2016
	No Uraian F		I Akhir/ situasi akhir	Penilaian (% Pencapa	aian Penyeles	aian (jika % Pencapaian Hasil < 10
	Rapat koordinasi d	engan Kanrodi	n dilalesandean	Hasil)		
		empat prakerin	n dilaksanakan	100%		
	Pendataan Du/Di tu yang memenuhi sy	arat Sud/II				
	yang memenuhi sy 3. Pendataan siswa c	alon peserta		100 %		
	yang memenuhi sy 3. Pendataan siswa c Prakerin 4. Mempersiapkan do	salon peserta Suda	n dilaksanakan	100 %		
	yang memenuhi sy 3. Pendataan siswa ca Prakerin 4. Mempersiapkan da persuaratan praket 5. Pembinaan dan pe	skumen-dokumen in.	n dilaksanakan In dilaksanakan	100 %	Belum	PSE TE, MT. API
	yang memenuhi sy 3. Pendataan siswa c Prakerin 4. Mempersiapkan do persuaratan praker 5. Pembinaan dan pe peserta Prakerin 6. Monitoring peserta	alon peserta kumen-dokumen in. suda mbekalan calon Prakerin ke Du/Di	n dilaksanakan In dilaksanakan AKIAP. PJ. RPC.TIS	70.5		PSG TB, MT, API
	yang memenuhi sy 3. Pendataan siswa c Prakerin 4. Mempersiapkan do persuaratan praket 5. Pembinaan dan pe peserta Prakerin	skumen-dokumen in. Suda mbekalan calon baru Prakerin ke Du/Di Baru ban Prakerin	n dilaksanakan h dilaksanakan AK, AP, PJ, RPLITY NK, AP, PJ, RPLITY	70.5	Belum	ING TB. MT. API
	yang memenuhi sy 3. Pendataan siswa c Prakerin 4. Mempersiapkan do persuaratan praket 5. Pembinaan dan pe peserta Prakerin 6. Monitoring peserta oleh guru pembimb	skumen-dokumen in. Suda mbekalan calon baru Prakerin ke Du/Di Baru ban Prakerin	n dilaksanakan In dilaksanakan AKIAP. PJ. RPC.TIS	70.5	Beldin Yang St	MSG TB. MT. AP) udah (clesat PSAK, AP, atasan langsung)
	yang memenuhi sy 3. Pendataan siswa c Prakerin 4. Mempersiapkan do persuaratan praket 5. Pembinaan dan pe peserta Prakerin 6. Monitoring peserta oleh guru pembimb	alon peserta Scuelo kumen-dokumen in. Scuelo k	n dilaksanakan h dilaksanakan AK, AP, PJ, RPLITY NK, AP, PJ, RPLITY	70.5	Beldin Yang St	MG TB. MT. API udah selesai PSBAK, AP,

d. List of Student Placement in Partner Institutions



PEMERINTAH KABUPATEN BANJARNEGARA DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA SMK NEGERI 1 BAWANG

JLN. RAYA PUCANG NO. 132. (0286) 591407 FAX. (0286) 5985374 BAWANG BANJARNEGARA. 53471

website: http://www.smkn1bawang.sch.ide-mail: smkn1bawang@yahoo.com

DAFTAR PESERTA PRAKTIK KERJA INDUSTRI (PRAKERIN) PROGRAM KEAHLIAN AKUNTANSI

Tanggal 24 Agustus 2015 sampai dengan 7 November 2015 TAHUN PELAJARAN 2015/ 2016

NO).	NAMA	NIS	KELAS	TEMPAT PRAKERIN
.	1	ALNAENA NUR BIDDARIJANAH	13308	XIAK3	BMT NU
1	2	LARASATI INDAH KUSUMA	13257	XIAK1	BMT NU
	1	SEPTIYANA	13301	XIAK2	BKK PSR WAGE
2	2	ULWA HIJRI NUR ANINDITA	13270	XIAK1	BKK PSR WAGE
	3	VELIA PRICINKA	13306	XIAK2	BKK PSR WAGE
,	1	OKTIANA WAHIDATU SHOLIKHAH	13296	XIAK2	BKK SIGALUH
3	2	MAULIDA INDAH LARA ANANTA	13293	XIAK2	BKK SIGALUH
	1	RISMA FATINAYLAH	13298	XIAK2	BKK BATUR
4	2	ANITA RAHMAWATI	13277	XIAK2	BKK BATUR
	1	SUCI RAHAYU	13333	XIAK3	BKK BAWANG
5	2	ANISA HARNIATI	13243	XIAK1	BKK BAWANG
	3	GESTI KRISNAENI	13286	XIAK2	BKK BAWANG
6	1	EVI SETIYANI	13284	XIAK2	KBPP
7	1	LISNA ZAIDA HUSNY	13291	XIAK2	BSY WANADADI
	1	PRASETYO ADI SUSILLO	13297	XIAK2	BSY PUSAT
	2	AGUSTIN ANGGI SETYOWATI	13240	XIAK1	BSY PUSAT
8	3	ERYKA HUSNUL KHOTIMAH	13283	XIAK2	BSY PUSAT
°	4	EVA FATMAWATI	13249	XIAK1	BSY PUSAT
	5	WIWIT PRIHATINING TIAS	13271	XIAK1	BSY PUSAT
	6	TURYATI	13269	XIAK1	BSY PUSAT
9	1	IKA SAFITRI	13288	XIAK2	BSY P.NEGARA
10	1	ERLINDA MAULANI PUSPITASARI	13315	XIAK3	BSY SINGAMERTA
11	1	ANIS BUDI RAHAYU	13242	XIAK1	BSY PASAR BESAR
2	1	ZUHAL LAILA	13272	XIAK1	KOSPIN P. ARTHA
12 -	2	TEGAR DWI PRASETYO	13266	XIAK1	KOSPIN P. ARTHA
13	1	IKA NURUL VARIZKI	13256	XIAK1	KSU DHARMA INTI TAIPAN
	1	UMI LATIFAH	13336	XIAK3	DINDIKPORA
1	2	MEIRIKA DWI SURYANINGRUM	13326	XIAK3	DINDIKPORA
	3	ANISYA NURLIANA	13309	XIAK3	DINDIKPORA
14	4	FAJAR SUSILOWATI	13250	XIAK1	DINDIKPORA
	5	FANI SAFITRI	13317	XIAK3	DINDIKPORA
	6	SEPTIANA NUR ARIFIN	13300	XIAK2	DINDIKPORA

N	0.	NAMA	NIS	KELAS	TEMPAT PRAKERIN
	1	HERU JUNARTO	13255	XIAK1	SANJAYA MOTOR BANJARNEGARA
	2	HARIS AMMAR ABDURROZAK	13254	XIAK1	SANJAYA MOTOR BANJARNEGAR
15	3	ARLINDA YULIANTI NURALIFAH	13310	XIAK3	SANJAYA MOTOR BANJARNEGAR
	4	NOVITA ADE EMARIYANI	13262	XIAK1	SANJAYA MOTOR BANJARNEGARA
16	1	DHEA ALFIRA	13247	XIAK1	CV NUR MEISINDO
Jan 1	1	ANNISA' NURSA'ID	13244	XIAK1	WAHANA ABADI
17	2	SEPTIANA DWI WIJIASTUTI	13265	XIAK1	WAHANA ABADI
	1	LARAS ADI SETIYANINGSIH	13323	XIAK3	BLK
18	2	FITRI WAHYU NOVITASARI	13252	XIAK1	BLK
	1	RISKI DASARI	13263	XIAK1	POS KLAMPOK
19	2	AISYAH PUTRI	13274	XIAK2	POS KLAMPOK
20	1	LIAN INDAH SETYANINGRUM	13333	XIAK3	POS MANDIRAJA
21	1	MARYATI	13292	XIAK2	POS P.NEGORO
	1	YOLANDA AYU NURRAHMAWATI	13339	XIAK3	POS WANADADI
22	2	TIYAS SURYATI	13267	XIAK1	POS WANADADI
	1	MAYDHINNA NURRUL FAUZAH	13325	XIAK3	PERHUTANI
23	2	NURUL FAOJIYAH	13329	XIAK3	PERHUTANI
200	3	ISNA AROFATUN MILADI	13290	XIAK2	PERHUTANI
	1	DEWI RAHMADANI PUTRI	13281	XIAK2	FIF
24	2	ADES YUSI SETIAWAN	13273	XIAK2	FIF
	1	NAVARI WAHYUNING RAMADHANI	13294	XIAK2	BUMIPUTERA
25	2	NIA NUR PRATIWI	13260	XIAK1	BUMIPUTERA
	1	AMINAH	13241	XIAK1	DINHUTBUN
26	2	RIZKA NOVINING DIAS	13264	XIAK1	DINHUTBUN
20	3	YUNAFA HUZAEMY	13340	XIAK3	DINHUTBUN
	1		13299	XIAK2	DPU
27	2	FITRIYANI	13253	XIAK1	DPU
41	3	DHIYA SALSABILA	13282	XIAK2	DPU
_	1		13337	XIAK3	DPPKAD
	2	RIZKY PUTRI SAURIZA	13330	XIAK3	DPPKAD
28	3	TIKA NUR RAHMANINGSIH	13334	XIAK3	DPPKAD
	4	MILLENNIA EKA SAPUTRI	13327	XIAK3	DPPKAD
20	1	ANISA NURUL AINI	13276	XIAK2	POS Rakit
29	-	AYU SETIANINGSIH	13312	XIAK3	BAPPEDA
30	2		13321	XIAK3	BAPPEDA
_		DESTIAN NUR FAIZA	13246	XIAK1	KPRI MURAH
31	1			100000	
	2	EKA PERTIWI	13248	XIAK1	KPRI MURAH
32	1	1.000	13305	XIAK2	E-CLUB
-	2	DESVIRA ALFIA KHOERUNNISA	13280	XIAK2	E-CLUB
	1	FIFIT EMA ANJANI	13319	XIAK3	POS BNA
33	2		13322	XIAK3	POS BNA
	3	SEPTIANA	13332	XIAK3	POS BNA

N	0.	NAMA	NIS	KELAS	TEMPAT PRAKERIN
	1	AKHRA RAVENA RISKA BELLA	13307	XIAK3	PDAM KABUPATEN
34	2	YOGA OCTAVIA	13317	XIAK3	PDAM KABUPATEN
	3	HALIMAH	13320	XIAK3	PDAM KABUPATEN
	1	FELIA OKTAVIANI	13318	XIAK3	ADIRA FINANCE
- 1	2	ASHANUM NURHAIRIYAWATI	13311	XIAK3	ADIRA FINANCE
35	3	LULU KHAIRUNNISA	13324	XIAK3	ADIRA FINANCE
	4	DEDE DWI CAHYADI	13279	XIAK2	ADIRA FINANCE
	5	NOVELINA ERLIN SAPUTRI	13261	XIAK1	ADIRA FINANCE
36	1	FELITA CINDY VERONIKA	13251	XIAK1	DINAS PSDA
30	2	FEBRIANA IKA FITRIANINGSIH	13285	XIAK2	DINAS PSDA
	1	AYU DWI CAHYANI	13278	XIAK2	IND. POWER
37	2	ANISA NUR SAFITRI	13275	XIAK2	IND. POWER
	3	INDRIANA NITI HASTIKASARI	13289	XIAK2	IND. POWER
38	1	DWIYANTI DIANA KRISTI	13314	XIAK3	RSI
30	2	EUYS AYU NAZARILAH	13316	XIAK3	RSI
39	1	NORMA SEPTIYANI	13328	XIAK3	KP2KP
29	2	TULUS MUAMANAH	13335	XIAK3	KP2KP
40	1	SAKINTIA ANGGI RULITARINI	13261	XIAK3	UPK.
40	2	DELTA REFA PRADINI	13313	XIAK3	UPK.
41	1	TRI WAHYU UTAMI	13268	XIAK1	KSP ARTHA
47	2	YUNI MEGA LESTARI	13261	XIAK3	KSP ARTHA
	1	SIGIT DWI SAPUTRO	13302	XIAK2	PRIMKOPOL
42	2	HERU FEBRIANTO	13287	XIAK2	PRIMKOPOL
	3	AGUS PRIANTO	13239	XIAK1	PRIMKOPOL
	1	SYARIFATUL FATONAH	13303	XIAK2	DINTANKANAK
43	2	TRIANA ADI MULYANI	13304	XIAK2	DINTANKANAK
	3	DESTI SUCIYOWATI	13245	XTAK1	DINTANKANAK

e. Prakerin Certificate for Students





f. Analysis of Value for Students Prakerin



PEMERINTAH KABUPATEN BANJARNEGARA DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA SMK NEGERI 1 BAWANG

ALAMAT: JALAN RAYA PUCANG NO. 132 ST / FAX. (0286) 591407 – BAWANG – S 53471 E-MAIL: smkn1bawang@yahoo.com WEBSITE: www.smkn1bawang.com

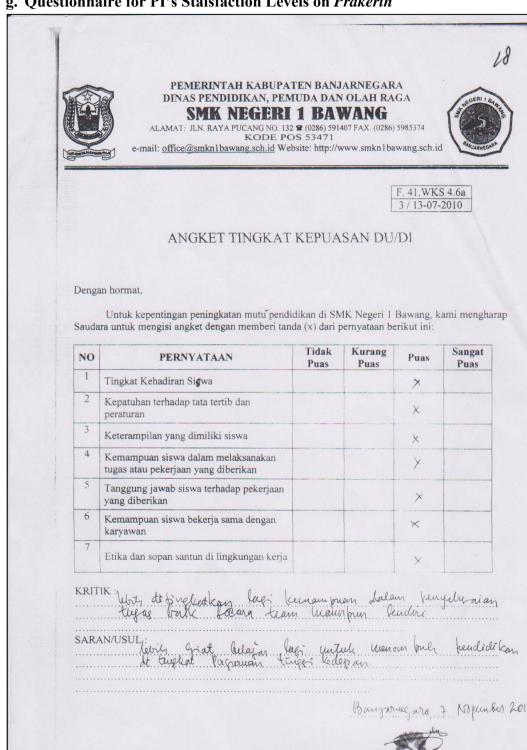
ANALISIS NILAI SISWA PRAKERIN PROGRAM STUDI AKUNTANSI TAHUN PELAJARAN 2015/2016

					ASPEK YAI	NG DINILAI			
No. DU/DI Tempat Prakerin	Nama Siswa	Presensi	Disiplin kerja	Ketrampilan	Prestasi kerja	Inisiatif	Kerja- sama	Tanggung jawab	Etika
1 PT. POS INDONESIA	Riski Dasari	100	95	90	90	90	90	95	95
2 PT. SANJAYA GEMILANG	Heru Junarto	90	90	90	90	90	90	90	90
3 PT. WAHANA ABADI	Septiana Dwi Wijiastuti	95	94	95	92	92	95	92	90
4 PT. WAHANA ABADI	Annisa Nursaid	95	94	95	92	92	95	92	90
5 CV. NUR MEISINDO	Dhea Alfira	90	90	85	85	85	80	85	90
6 PT. SANJAYA GEMILANG	Haris Ammar Abdurrozaq	90	90	90	90	90	90	90	90
7 DINDIKPORA BANJARNEGARA	Fajar Susilowati	90	90	80	85	80	85	80	85
8 PT. POS INDONESIA PURWONEGORO	Maryati	90	85	89	90	87	90	85	90
9 PD. BKK BANJARNEGARA	Velia pricinka	89	89	85	85	89	89	89	85
10 PD. BKK BANJARNEGARA	Septiyana	89	89	89	89	89	89	89	85
11 PT. POS INDONESIA KLAMPOK	Aisyah Putri	100	95	90	90	90	90	95	95
12 PT. FIFGROUP BANJARNEGARA	Dewi Rahmadani Putri	95	95	85	90	85	80	85	85
13 UPK KEC. BANJARMANGU	Delta Rafa Pradini	98	93	92	89	89	90	95	95
14 UPK KEC. BANJARMANGU	Sakintia Aggi Rulita Rini	98	93	92	89	89	90	95	95
15									
16									
17									
18									
19									
20									
Rata-rata		93,50	91,57	89,07	89.00	88,36	88,79	89,79	90.00
Rata-rata tingkat kepuasan					90.0		00,10	00,70	00,00
	Kesimpulan tingkat kep	uasan berd	asarkan r	ilai prakerin E					

Mengetahui Kepala SMKN 1 Bawang NEGRAMAN Drs. Purwano NIE 19590801 198703 1 009 Bawang, November 2015 Sekretaris Prakerin

Ratna Dewi, S.Si

g. Questionnaire for PI's Staisfaction Levels on Prakerin



iep. Unit Adm. & M

h. Analysis of Questionnaires for Partner Institution's Satisfaction



PEMERINTAH KABUPATEN BANJARNEGARA DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA SMK NEGERI 1 BAWANG

ALAMAT: JALAN RAYA PUCANG NO. 132 **\$\frac{1}{2}\frac{1}**

ANALISIS HASIL ANGKET TINGKAT KEPUASAN KONSUMEN DU/DI TEMPAT PRAKERIN

NO	KEHADIRAN	KEPATUHAN	KETERAMPILAN	KEMAMPUAN BEKERJA	TANGGUNG JAWAB	KERJA SAMA	SOPAN SANTUN
1	3	3	4	4	4	3	3
2	3	4	3	3	4	4	4
3	4	4	3	4	4	4	4
4	3	3	3	3	3	3	3
5	3	3	3	4	3	4	3
6	3	3	3	3	3	3	3
7	3	3	3	3	2	3	3
8	4	4	4	4	4	4	4
9	3	3	3	3	3	3	3
10	3	3	2	3	3	2	3
11	3	3	3	3	3	3	3
12	4	3	4	4	3	4	3
13	3	3	2	3	3	3	3
14	4	3	4	4	3	4	3
15	3	4	3	3	4	3	3
16	4	3	3	3	4	4	3
17	4	3	3	3	4	4	3
18	3	3	3	3	3	3	3
19	4	3	4	4	3	3	4
20							
RATA-RATA	3,37	3,21	3,16	3,37	3,32	3,37	3,21
TINGKAT KEPUASAN				3,29			
KESIMPULAN	Dar	ri rata-rata tingkat	kepuasan 3,29% dapa	at disimpulkan ting	kat kepuasan kon	sumen Prakerin Pl	JAS

SAIK NEGERI DE SON NE DE S

Bawang, November 2015
Sekretaris Prakerin

Ratna Dewi , S.Si

i. List of Teachers

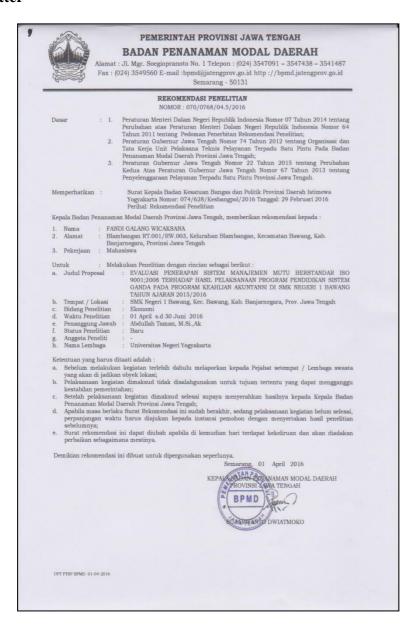
DAFTAR GURU DAN STAF TATA USAHA SMK NEGERI 1 BAWANG								
NO.	NAMA	NIP	PANGKAT, GOL./RUANG					
1	Drs. PURWANTO	19590801 198703 1 009	Pembina, IV/a					
2	Drs. AFID PURNOMO, M.Pd.	19651212 199412 1 006	Pembina Tk. I, IV/					
3	Dra. CICI HARYANTI	19560626 198303 2 016	Pembina, IV/a					
4	SASMINTO, S.Pd., M.M.	19631025 198601 1 002	Pembina, IV/a					
5	Dra. ENDAH BUDIYANTI	19620409 198703 2 007	Pembina, IV/a					
6	Dra. SRI DARLINA	19650204 198803 2 015	Pembina, IV/a					
7	DARSONO FLORENTINUS, S.Pd.	19560822 198903 1 006	Pembina, IV/a					
8	Drs. RAHARJO	19571111 198903 1 004	Pembina, IV/a					
9	ALLAN ABRAHAM, S.Pd., M.Pd.	19650227 199003 1 009	Pembina, IV/a					
10	Dra. MARIYAH	19620902 199111 2 001	Pembina, IV/a					
11	SUHARDI, S.Pd.	19640915 199203 1 006	Pembina, IV/a					
12	MARYANTO, S.Kom.	19650605 199203 1 029	Pembina, IV/a					
13	Drs. AHMAD SAKDUN	19661231 199303 1 078	Pembina, IV/a					
14	FARIKHA, S.Pd.	19710303 199412 2 003	Pembina, IV/a					
15	MUMFARID, M.Pd.I	19670924 199506 1 001	Pembina, IV/a					
16	SRI WIHARTIYAH, S.Pd.	19621118 198603 2 009	Pembina, IV/a					
17	HARTININGSIH, S.Pd.	19701014 199702 2 003	Pembina, IV/a					
18	ADI SUSWANTO, S.Pd.	19690612 200312 1 006	Pembina, IV/a					
19	HERMAWAN DEWANTO, S.Pd.	19740925 200312 1 004	Penata Tk. I, III/d					
20	KHOLILAH SURYANI, S.Pd., M.M.	19690610 200501 2 009	Penata Tk. I, III/d					
21	TUTI YULIAWATI, S.Pd.	19760727 200501 2 011	Penata Tk. I, III/d					
22	SAMSUL SUFIYANTO, S.Pd.	19720706 200604 1 017	Penata Tk. I, III/d					
23	ETI LISPRIHATI, S.Pd., M.M.	19671214 200604 2 003	Penata Tk. I, III/d					
24	ERI KUSUMAWATI, S.Psi.	19790102 200604 2 028	Penata Tk. I, III/d					
25	IDA FADRI, S.Pd., M.Pd.	19790827 200604 1 008	Penata Tk. I, III/d					
26	NOVIAN WAHYU SETIABUDI, S.Pd.	19821122 200604 1 005	Penata Tk. I, III/d					
27	DINI KUN ZURAIDA, S.Pd.Si.	19830128 200604 2 010	Penata Tk. I, III/d					
28	SEPTI NURKHAYATI, S.Pd.	19771008 200604 2 025	Penata Tk. I, III/d					
29	ENI SUKIYATI, S.Pi.	19770105 200501 2 006	Penata Tk. I, III/d					
30	ETI ROSIDAH, S.Ag.	19760107 200501 2 004	Penata, III/c					
31	JULIANTO, S.T.	19710708 200604 1 020	Penata, III/c					
32	YUSRIFAH, S.Pd.	19760205 200604 2 006	Penata, III/c					
33	STEPANUS HARINTO, S.Pd.	19701112 200701 1 013	Penata, III/c					
34	UMI BAROROH, S.E., M.M.	19720517 200701 2 011	Penata, III/c					
35	SAGITAVIA DAMAYANTI, S.E.	19731202 200701 2 010	Penata, III/c					
36	DWI SEPTININGSIH, S.Sos.	19750920 200701 2 015	Penata, III/c					
37	FATONAH, S.Pd.	19640818 200801 2 002	Penata, III/c					
38	ENDAR WINARSIH, S.Pd.	19670414 200801 2 008	Penata, III/c					
39	EFENDI SUTOYO, S.Pd.	19680808 200801 1 011	Penata, III/c					
40	MUNAWAROH, S.Pd.	19720719 200801 2 005	Penata, III/c					

42 S 43 A 44 I	SMK NEGERI NAMA HEVI SETIYANINGSIH, S.Pd. SITI MUSRIJAH ALBANIYAH, S.Pd.	NIP 19721203 200801 2 005	PANGKAT, GOL./RUANG
42 S 43 A 44 I		19721203 200801 2 005	Panata III/c
43 A 44 H	SITI MUSRUAH AI RANIVAH S PA		I chata, 111/C
44 I	JIII MODIMANI ALDAMITAN, ON U.	19731221 200801 2 005	Penata, III/c
	AISYAH SUBEKTI, S.Pd.	19751122 200801 2 004	Penata, III/c
10 7	FAUZAN AKHMAD MAHANANI, S.Pd.	19780115 200801 1 006	Penata, III/c
45 I	LELI WALIDAH, S.Pd.	19790913 200801 2 008	Penata, III/c
46 I	ERLIN WAKHYUNI, S.Pd.	19690227 200903 2 001	Penata, III/c
47 I	HERI JOKO PARYONO, S.Pd.	19760202 200903 1 003	Penata, III/c
48 I	STIQOMAH, S.Pd.	19810115 200903 2 012	Penata, III/c
49 I	FITI MARIANI, S.S.	19800908 200903 2 005	Penata, III/c
50 I	DENI FARID FATULLOH, S.Pd.	19811212 200903 1 003	Penata, III/c
51 1	KHALIDZ AKBAR PRIHANDONO, S.Kom.	19830517 200903 1 003	Penata, III/c
52 I	HASTIN PARLINA, S.Pd.	19770218 200801 2 010	Penata, III/c
53 I	USWATUN KHASANAH, S.Pd.	19750928 201001 2 017	Pen. Md. Tk. I, III/
54 I	KHANIFIYAH, S.Pd.	19760202 201001 2 010	Pen. Md. Tk. I, III/
55	YAYUK KARTIKAWATI, S.Kom.	19770520 201001 2 015	Pen. Md. Tk. I, III/
56 1	EKO MULYATI, S.Pd.	19820204 200903 2 005	Pen. Md. Tk. I, III/
57 I	ISTINA PUJIYANTI, S.Kom.	19740321 201101 2 001	Pen. Md. Tk. I, III/
58 I	HENTYARSO SADENARE, S.Si.	19801210 201101 1 006	Pen. Md. Tk. I, III/
59 1	ERI RIASTRI, S.Pd.	19820922 201101 2 004	Pen. Md. Tk. I, III/
60 1	PURNA ADI HERNOWO, S.Pd.	19840901 201101 1 005	Pen. Md. Tk. I, III/
61 1	ENDAH PURWANTI, S.Si.	19850514 201101 2 016	Pen. Md. Tk. I, III/
62 5	SITI MARFUNGAH, S.Kom.	19860418 201101 2 015	Pen. Md. Tk. I, III/
63 1	UMI AMBARWATI, S.Pd.	19651210 199903 2 002	Penata Muda, III/a
64]	NINIEK MARGIANTI, S.E.	19760910 201406 2 006	CPNS, III/a
65 1	PUJI LESTARI, S.Pd.	19800525 201406 2 006	CPNS, III/a
66	ADE HENY SETIANI, S.Pd.	19810319 201406 2 009	CPNS, III/a
67	TRI MULYANINGSIH, S.Pd.	19810508 201406 2 005	CPNS, III/a
68	TITI SUGIARTI, S.E.	19820202 201406 2 013	CPNS, III/a
69	DESY ANJARYANI, S.Pi.	19820202 201502 2 001	CPNS, III/a
	GURU DPK		
1 (SUWANDI, S.Pd., M.M. (DPK SMK MUHAMMADIYAH BANJARNEGARA)	19591218 197903 1 004	Pembina, IV/a

DAFTAR GURU DAN STAF TATA USAHA SMK NEGERI 1 BAWANG							
NO.	NAMA	NIP	PANGKAT, GOL./RUANG				
1	SLAMET RIADI, S.Pd.	NRTIN K49050001	Disease II				
2	TRI CAHYANA, S.Kom.	NRTIN K49050003	-				
3	IRAWAN SETIYADI, S.Pd.	NRTIN K49050004					
4	RATNA DEWI, S.Si.		CONSTRU				
5	ROFIKA DWI SUSANTI, S.Pd.	- we to: - (solo)	-				
6	VITA SETIYANINGSIH, S.Pd.						
7	NURMAYA DAMASTITI, S.Pd.	-					
8	SUGINO PURNAMA, S.Sos.	30K18×4223009	Wyaz II - Si				
9	NUGROHO ESTININGSIH, S.H.	LOR TOP A COLUMN	The same of the same of				
10	FERA INDRIYATI, S.Si., S.Pd.	-					
11	KINANTHI PANGRIRIH, S.Pd.	_	_				
12	SITI NUR FAIZAH, S.Pd.	S0 10/06/00/00/00	-				
13	SUGIHARTO, S.Pd., S.Kom.	ANTE DE 1-10 CONTRA	0.0000000000000000000000000000000000000				
14	SAHEKA MEYNINGSASI IRIANA, S.Pd.	_	-				
15	MOH. HANIF PRIYADI	-					
16	WINARNI, S.Pd.		-				
17	JAUHARUL FADLI, S.Kel.	-	-				
18	CAHYO HARYANTO, S.Pd.	-					
19	FENA ROINTAN, S.Pd.I.	-					
20	MUSLIKHAH, S.Pd.	-	-				
21	HARTAWAN, S.Pd.						
22	ANDRIAN KRISTANTO, S.Pd.						
23	ARIF RAHMAN DENY WIBAWONO, S.Pd.	-					
24	BANGKIT WIDAYANTI, S.Pd.	-	-				
25	FERLI APRIANINGRUM, S.Pd.	-					
26	MUHAMMAD SHOFAUL HUDA, S.Pd.I		-				
27	RIMA ARIONA NUR AWALIA, S.Pd.	-					
28	RIANFITA RIA SUTARTO, S.Pd.						
29	KUKUH FAJAR DARMAWAN, S.Pd.	10 11 Tons					
30	CITRA ARISTY YUSLIANI, S.Kom.	-					
31	MEIANA YURIKE DEWI, S.Pd.						
32	NURI FUJIATI, S.Pd.I.	mall = 1 may 0s	-				
33	YULLYKE VIDYA PERMATASARI, S.Pd.	-	-				
34	TYAS KARTIKA UTAMI, S.Pd.	-					
35	IRFAN AMINUDIN, S.Pd.						
36	ARIL APRIA SUSANTO, S.Kom.		-				
37	TOPAN AJI SAPUTRA, S.Pd.						
38	DRAJAT NAHDA RIYANI, S.Pd.						
39	ENDANG BUDIASTUTI, S.Pd.		Tambah Jam				

	DAFTAR GURU DAN STAF TATA USAHA SMK NEGERI 1 BAWANG								
NO.	NAN	1A		NIP		PANGKAT, GOL./RUANG			
1	TRI CAHYANINGSIH		19641016 198702 2	001	Penata, III/c				
2	NOEROEL HOEDA			19620110 200012 1	001	Pengatur Tingkat I, I			
3	AKHMAD WAHONO			19721119 201406 1	003	CPNS, II/a			
4	TURIPNO			NRTIN 49350001		Wiyata Bhakti			
5	SUHADIO			NRTIN 49350003		Wiyata Bhakti			
6				NRTIN 49350005	7,7				
7	SITI UTAMI ZURAIDA, S.E.			NRTIN 49350005 Wiyata Bhak NRTIN 49350006 Wiyata Bhak					
	RACHMANTO ADYI PURWOKO			NRTIN 49350000					
8	NARTO					Wiyata Bhakti			
9	YATIMAN			NRTIN K4935000		Wiyata	Bhakti		
10	SAYFUL CHILALI			NRTIN K4935000)2	Wiyata Bhakti			
11	ROKHIMAN (NOTO)			-		PTT			
12	ACHMAD GHOZALI AFAN RIYADI, A.Md.			Short -		PTT			
13	SULASNO			-		PTT			
14	DARYONO			-		PTT			
15	SUJUDIONO					PTT			
16	WINI TRIANA RISKI, S.Hum.			Maria Maria		PTT			
17	MISKAM SETIONO					PTT			
1000		1011		39/12/2007			PL LADIA		
18	MASNGUD			BIBLIO - SALE		PTT			
2. 3.	ngan: Guru PNS/CPNS Guru WB/GTT Guru WB (+Jam) Tata Usaha PNS/CPNS	: 69 orang : 38 orang : 1 orang : 3 orang		ngan IV = 18 orang		ngan III ngan II	= 51 orang = 2 orang)		
5.	Tata Usaha WB	: 7 orang	,	3978113133333					
6.	Tata Usaha PTT	: 8 orang							
7	Guru DPK	126 orang							
1.	Ouru DPK	: 1 orang							
		127 orang							

4.Research Letter





PEMERINTAH PROVINSI JAWA TENGAH BADAN PENANAMAN MODAL DAERAH

Alamat : JJ. Mgr. Soegiopranoto No. 1 Telepon : (024) 3547091 – 3547438 – 3541487 Fax : (024) 3549560 E-mail :bpmd@jatengprov.go.id http://bpmd.jatengprov.go.id Semarang - 50131

Nomor : 070/2346/2016 Sifat : Biasa

Lampiran : 1 (Satu) Berkas

rihal : Rekomendasi Penelitian

Kepada

Yth. Bupati Banjarnegara u.p. Kepala Kantor Kesbangpol dan Linmas Kab. Banjarnegara

Semarang, 01 April 2016

Dalam rangka memperlancar pelaksanaan kegiatan Penelitian bersama ini terlampir disampaikan Penelitian Nomor 070/0768/04.5/2016 Tanggal 01 April 2016 atas nama FANDI GALANG WICAKSANA dengan judul proposal EVALUASI PENERAPAN SISTEM MANAJEMEN MUTU BERSTANDAR ISO 9001;2008 TERHADAP HASIL PELAKSANAAN PROGRAM PENDIDIKAN SISTEM GANDA PADA PROGRAM KEAHLIAN AKUNTANSI DI SMK NEGERI 1 BAWANG TAHUN AJARAN 2015/2016, untuk dapat ditindaklanjuti.

Demikian untuk menjadi maklum dan terimakasih.

REPART HADDS RENANAMAN MODAL DAERAH
PROPOSI JAWATENGAH

BPMD

M SLIARNSPO DWIATMOKO, M.Si.
Estoma Utama Madya
NP. 1965 1204 199203 1 012

Tembusan:

- 1. Gubernur Jawa Tengah;
- 2. Kepala Badan Kesbangpol dan Linmas Provinsi Jawa Tengah;
- 3. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Daerah Istimewa Yogyakarta
- 3. Dekan Fakultas Ekonomi Universitas Negeri Yogyakarta;
- 4. Sdr. FANDI GALANG WICAKSANA.

UPT PTSP BPMD 01-04-2016



BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Dipayuda No. 30 A Telp. (0286) 591142

BANJARNEGARA 53414

SURAT REKOMENDASI RESEARCH/SURVEY

NOMOR: 070 / 129 / BAPPEDA / 2016

I Dasar

: Surat dari Kepala Kantor kesbangpollinmas Kabupaten Banjarnegara Nomor : 070 / 151 /Kesbangpollinmas / 2016 tanggal 06 April 2016 perihal Rekomendasi Ijin Penelitian

a.n. FANDI GALANG WICAKSANA

II. Yang bertanda tangan di bawah ini :

Kepala Badan Perencanaan Pembangunan Daerah Kabupaten Banjarnegara, menyatakan bahwa pada prinsipnya tidak berkeberatan atas pelaksanaan kegiatan penelitian pendahuluan/penelitian/ pra-survey/ survey/ skripsi/ thesis/ desertasi/ observasi/ praktek lapangan/ karya ilmiah tersebut di wilayah Kabupaten Banjarnegara yang dilaksanakan oleh:

1 Nama : FANDI GALANG WICAKSANA

2 Pekerjaan : Mahasiswa

3 Alamat Instansi : Universitas Negeri Yogyakarta

4 Alamat Rumah : Desa Blambangan RT. 001/003 Kec. Bawang Kab. Banjarnegara

5 Maksud Dan Tujuan : Rekomendasi Ijin Penelitian dengan Judul

"EVALUASI PENERAPAN SISTEM MANAJEMEN MUTU BERSTANDAR ISO 9001:2008 TERHADAP HASIL PELAKSANAAN PROGRAM PENDIDIKAN SISTEM GANDA PADA PROGRAM KEAHLIAN AKUNTANSI SMK NEGERI 1

BAWANG TAHUN AJARAN 2015/2016"

6 Lokasi : Kabupaten Banjarnegara 7 Penanggungjawab : Abdullah Taman, M.Si.,Ak

III. a. Bahwa pelaksanaan kegiatan tersebut di atas tidak disalahgunakan untuk maksud dan tujuan lain yang dapat mengganggu keamanan dan ketertiban masyarakat.

- Bahwa sebelum melaksanakan tugas kepada responden agar terlebih dahulu melaporkan pada Pejabat Wilayah/Kepala Dinas/Instansi setempat guna dimintakan petunjuk teknis seperlunya.
- c. Bahwa setelah selesai melaksanakan kegiatan dimaksud diminta kepada yang bersangkutan untuk melaporkan hasilnya secara tertulis kepada Bupati Banjarnegara Cq. Kepala BAPPEDA Kabupaten Banjarnegara pada kesempatan pertama.
- d. Surat ijin pelaksanaan Penelitian/Research/Survey ini berlaku dari tanggal 06 April 2016 sampai dengan 06 Juni 2016 dan dapat diperbaharui kembali.

Dikeluarkan di : Banjarnegara Pada Tanggal : 06 April 2016

> a.n. KEPALA BAPPEDA KABUPATEN BANJARNEGARA; KABID STATISTIK & MONEV Ub. Kasubid (Statistik dan Litbang

> > 19610712 198507 1 002

TEMBUSAN: disampaikan kepada Yth.

1. Kepala Bappeda Kabupaten Banjarnegara (sebagai laporan);

2. Kepala BKBPP Kab. Banjarnegara;

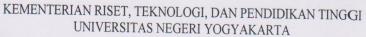
3. Kepala Dintankanak Kab. Banjarnegara;

4. Kepala Dindikpora Kab. Banjarnegara;

5. Kepala DPPKAD Kab. Banjarnegara;

6. Kepala DPU Kab. Banjarnegara;

7. Kepala SMK Negeri 1 Bawang Kab. Banjarnegara.



FAKULTAS EKONOMI JURUSAN PENDIDIKAN AKUNTANSI

Jalan Colombo Nomor 1 Yogyakarta 55281 Telepon (0274) 554902, 586168 pesawat 817, 296 Fax (0274) 554902 Laman: fe.uny.ac.id E-mail: fe@uny.ac.id

Nomor

:346/UN34.18/LT/2016

Lampiran

: 1 Bendel Proposal

Yogyakarta, 17 Februari 2016

Ha

: Izin Penelitian

Yth. Kepala SMK Negeri 1 Bawang Jl. Raya Pucang No. 132 Kec. Bawang Banjarnegara-Jawa Tengah

Kami sampaikan dengan hormat, bahwa mahasiswa dari Jurusan Pendidikan Akuntansi/Prodi Pendidikan Akuntansi angkatan 2012 bermaksud mencari data untuk Tugas Akhir Skripsi, adapun nama mahasiswa tersebut adalah sebagai berikut.

Nama

. Fandi Galang Wicaksana

NIM

: 12818244001

Jurusan/Prodi : Pendidikan Akuntansi/Pendidikan Akuntansi Kelas Internasional

Judul

Evaluatin of ISO 9001:2008 Standard Quality Management System Implementation to The Result of Dual System Education in Accounting Program at SMK Negeri 1 Bawang Academic Year of

2015/2016

Untuk dapat terlaksananya maksud tersebut, kami mohon dengan hormat Bapak/Ibu berkenan memberi izin dan bantuan seperlunya.

Demikian atas perhatian dan kerjasamanya kami sampaikan terima kasih.

Sulirno, M.Si., Ph.D. NIP. 19690414 199403 1 002

Tembusan Yth:

- 1. Sub. Bagian Pendidikan dan Kemahasiswaan;
- 2. Mahasiswa yang bersangkutan.



PD. BADAN KREDIT KECAMATAN BKK BANJARNEGARA KABUPATEN BANJARNEGARA

Kantor Pusat: Jl. Pemuda No. 71 Banjamegara, Telp.0286-592307, Fax.0286-592590, Email: bharabkk@yahoo.com

SURAT PERINTAH TUGAS Nomor: 581/83/BKK/III/16

Dasar:

- Peraturan Daerah Propinsi Jawa Tengah Nomor 19 Tahun 2002 tentang Perusahaan Daerah Badan Kredit Kecamatan di propinsi Jawa Tengan (Lembaran Daerah Propinsi Jawa Tengah Tahun 2002 Nomor 121).
- Surat Wakil Dekan I Universitas Negeri Yogyakarta Fakultas Ekonomi Jurusan Pendidikan Akuntansi nomor 346/UN34.18/LT/2016 tanggal 17 Februari 2016.

Dengan ini di perintahkan kepada:

Nama

: Fandi Galang Wicaksana

NIM

: 12818244001

Jurusan

: Pendidikan Akuntansi Kelas Internasional

Untuk mencari data di Kantar – kantor Cabang PD BKK Banjarnegara dalam rangka tugas akhir Skripsi dengan judul "Evaluasi of ISO 9001:2008 Standar Quality System Implementation to The Result of Dual System Education in Accounting Prohram at SMK Negeri I Bawang Academic Year of 2015/2016"

Demikian untuk dilaksaksanakan dengan penuh tanggungjawab.

Banjarnegara, 19 Maret 2016

PD. BKK Banjarnegara Direktur

SUGIARSIH,SE



PEMERINTAH KABUPATEN BANJARNEGARA DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA

Jl. DI Panjaitan No. 57 Banjarnegara Telp.0286-594846 Fax 0286-591815

BANJARNEGARA, JAWA TENGAH 53411

Banjarnegara, 07 April 2016

Kepada

Nomor : 070/.09.72./Dikpora/2016

Yth. Kepala SMKN 1 BAWANG

di

Lampiran :

al : <u>Ijin Penelitian</u>

BANJARNEGARA

Memperhatikan surat dari Kepala Badan Perencanaan Pembangunan Daerah Kabupaten Banjarnegara Nomor: 070/129/BAPPEDA/2016 tanggal 6 April 2016 perihal sebagaimana tersebut pada pokok surat.

Sehubungan dengan hal tersebut di atas, diminta kepada Saudara untuk membantu memberikan data-data yang diperlukan sebatas kewenangan Saudara, untuk kepentingan penelitian bagi mahasiswa atas nama :

Nama

FANDI GALANG WICAKSANA

Pekerjaan

Mahasiswa UNIVERSITAS NEGERI

YOGYAKARTA

Alamat

Blambangan 1/3, Kec. Bawang, Kab.

BANJARNEGARA

Lokasi Penelitian :

SMKN 1 BAWANG

Dilaksanakan :

Tanggal 6 April 2016 s.d. 6 Mei 2016

Demikian untuk menjadikan maklum, dan atas perhatiannya disampaikan terima kasih.

a.n.KEPALA DINAS PENDIDIKAN, APP BEMUDA DAN OLAH RAGA KABURATEN BANJARNEGARA

DINDIKPORA .

BAMDANG GUNADI, B.Sc. 19590813 198607 1 001

Tembusan disampaikan kepada ybs.



PEMERINTAH KABUPATEN BANJARNEGARA DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA SMK NEGERI 1 BAWANG

N. RAYA PUCANG NO. 132 **2** (0286) 591407 FAX. (0286) 5985374 BAWANG **BANJARNEGARA 53471**

website: http://www.smkn1bawang.sch.id e-mail: smkn1bawang@yahoo.com



SURAT KETERANGAN MELAKSANAKAN PENELITIAN

Nomor: 421.5 / 688

Dasar : Surat dari Dekan Universitas Negeri Yogyakarta,

Nomor: 346/UN34.18/LT/2016, tanggal 17 Februari 2016,

Perihal: Izin Penelitian.

Yang bertanda tangan di bawah ini:

Nama : Drs. PURWANTO NIP : 19590801 198703 1 009

Pangkat, Golongan/Ruang: Pembina, IV/a Jabatan: Kepala Sekolah

Unit Kerja : SMK Negeri 1 Bawang, Kabupaten Banjarnegara

menerangkan dengan sesungguhnya bahwa:

Nama: FANDI GALANG WICAKSANA

NIM : 12818244001

Jurusan/Program Studi : Pendidikan Akuntansi/Pendidikan Akuntansi Kelas Internasional

Jenjang program : S.1 (Strata 1)
Fakultas : Ekonomi

Perguruan Tinggi : Universitas Negeri Yogyakarta

Yang bersangkutan benar-benar telah melakukan penelitian untuk menyusun skripsi/tugas akhir dengan judul:

"Evaluation of ISO 9001:2008 Standard Quality Management System Implementation to The Result of Dual System Education in Accounting Program at SMK Negeri 1 Bawang Academic Year of 2015/2016"

Dan telah dilaksanakan pada tanggal 1 Februari s.d. 8 April 2016 di SMK Negeri 1 Bawang, Kabupaten Banjarnegara.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk dapat digunakan sebagaimana mestinya.

Banjarnegara, 8 April 2016

Kepala Sekolah

Drs. PURWANTO

Pembina OLK NIP 19590801 198703 1 009



5.Photographs

a. At School



Photos 1. Photos together Class XI AK 2



Photos 2. Photos together Ratna Dewi, S.Si and Eko Mulyati, S.Pd.



Photos 3. Photos together Eri Kusumawati, S.Psi.



Photos 4. Photos together Suhardi, S.Pd



Photos 5. Photos together Drs. Purwanto



Photos 6. Photos together Maryanto, S.Kom



Photos 7. Photos together Bahrodin

b. At Partner Institutions



Photos 8. Photos together Nurul Na'mah



Photos 9. Photos together Endang Pertiwi IR



Photos 10. Photos together Siti Fatimah, S.E



Photos 11. Sudiran Photo



Photos12. Slamet M. Photo





Photos 14. Ivan S. Photo



Photos 15. Photos together Julianang F.S, SE