

## Mutu pendidikan di SMKN 1 Losarang dan SMK Cendikia Bangodua Indramayu

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### Abstrak

Mutu pendidikan di suatu institusi pendidikan, harus merujuk kedelapan standar nasional pendidikan yang meliputi standar isi, standar proses, standar kompetensi lulusan, standar sarana dan prasarana, standar pengelolaan, standar pembiayaan, dan standar penilaian pendidikan. Beberapa indikator mutu pendidikan adalah: Kualitas peserta didik baru yang diterima, Kualifikasi dan Kompetensi Guru, Kecukupan Peralatan Praktek, ketersediaan buku pelajaran, ketepatan waktu belajar mengajar, keterlaksanaan pengawasan, kepemimpinan kepala sekolah, dan persentase kelulusan.

Dunia pendidikan SMK belum sepenuhnya dapat memenuhi harapan masyarakat, fenomena ini ditandai dengan rendahnya mutu lulusan, Kualitas lulusan pendidikan kurang sesuai dengan kebutuhan pasar tenaga kerja dan pembangunan, serta keadaan yang kontras antara SMKN 1 Losarang dengan SMK Cendikia Bangodua, terutama sumber daya fisik, Kompetensi dan Kualifikasi guru. Selain hal tersebut juga karena prestasi SMKN 1 Losarang hingga tingkat Nasional, dan 3 kali bertrut-turut meraih nilai UN tertinggi se Jawa Barat sedangkan Nilai UN SMK Cendikia tahun 2011 terendah. Dalam tesis ini menganalisis bagaimana Mutu kedua satuan Pendidikan tingkat SMK di Indramayu, yaitu Mutu Pendidikan SMKN 1 Losarang dan SMK Cendikia Bangodua Indramayu. Dengan menggunakan metode kuantitatif dan kualitatif atau mix method.

Hasil penelitian menunjukkan bahwa Mutu SMKN 1 Losarang sudah cukup baik, terutama ketepatan waktu belajar mengajar guru. Lingkungan dan sumber daya fisik dan kualifikasi dan kompetensi guru antara SMKN 1 Losarang dan SMK Cendikia Bangodua cukup kontras, sumber daya fisik dan kualifikasi dan kompetensi guru pada SMKN 1 Losarang cukup memuaskan, sedangkan sumber daya fisik dan kompetensi dan kualifikasi guru di SMK Cendikia Bangodua Indamayu masih kurang memuaskan. Untuk meningkatkan mutu pendidikan pada SMK tersebut diharapkan agar kompetensi guru serta sarana dan prasarana yang menunjang proses belajar mengajar dapat dioptimalkan lagi.

.....The quality of education at an educational institution, should refer to the eight national education standards which include content standards. Namely process, competency, facilities and infrastructure, management, funding, and standards of educational assessment. Some indicators of the quality of education are: The quality of new students accepted, teacher qualifications and competencies, sufficiency practice equipment, textbook availability, teaching and learning timeliness, implementation of supervision, principal leadership, and the percentage of graduation.

Vocational education can not fully meet the expectations of society, the phenomenon is characterized by low quality of graduates, quality of graduate education less according to labor market needs and development, as well as the contrast condition between state vocational high school 1 Losarang and vocational high school Cendikia Bangodua, especially physical resources, competencies and qualifications of teachers. In addition it is also because the achievement state vocational high school 1 Losarang and vocational high school Cendikia Bangodua gains the National level, and 3 times continuously gets the highest score among the

vocational school in west java while Cendikia Bangodua gets the lowest. This thesis to analyzes how the quality of both of the vocational school using both quantitative and qualitative or mix-method.

The results of the study shows that the Quality of state vocational high school 1 Losarang 1 Losarang already quite good, especially the timeliness of teachers? teaching and learning procces. The environmental and physical resources and the qualifications and competence of teachers between state vocational high school 1 Losarang and vocational high school Cendikia Bangodua, are still quite a contrast, physical resources and the qualifications and competence of the teachers at state vocational high school 1 Losarang quite satisfactory, while Cendikia Bangodua still less satisfactory. To improve the quality of education at the vocational school is recomanded that the competence of teachers and facilities that support teaching and learning process should be improved.