
Quality Management of Private Vocational High Schools in Tarakan City Yogyakarta: Faculty of Education and Psychology, Yogyakarta State University, 2024

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ABSTRACT

This research aims to describe: (1) the quality of Private Vocational High Schools (SMK) in Tarakan City, and (2) the implementation of quality management in Private Vocational High Schools (SMK) in Tarakan City. The research uses a qualitative approach with a phenomenological type. This research was carried out at three private vocational schools, namely North Kalimantan Health Vocational School, Indonesian Maritime Vocational School, and Paguntaka Vocational School. The research subjects were school principals, teachers, and administrative staff of private vocational schools in Tarakan City, using in-depth interviews, participatory observation, and document study. Triangulation of sources and methods was used to ensure the validity of the data. The data analysis technique follows the interaction model from Miles and Huberman, which includes: data reduction, data presentation, and drawing conclusions. The results of this research show the following: (1) quality policy is implemented through the socialization of vision and mission, learning supervision, internship programs, and continuous evaluation, with the main focus of the policy being to increase student competency and suitability of education to the needs of the world of work, although constrained by limited funds and human resources, which are overcome by internal training and industrial cooperation; (2) the implementation of quality management follows the principle of Total Quality Management (TQM) by involving all school elements and external stakeholders such as industry and parents, with evaluation based on graduation data and job absorption, while budget and facility limitations are overcome through stakeholder collaboration.

KEYWORDS

quality policy, quality management, private vocational schools, TQM, quality evaluation



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INTRODUCTION

Education is an effort to develop human beings to become individuals who possess spiritual and religious strength, self-control, noble morals, intelligence, and abilities beneficial both to themselves and to society (Dewi et al., 2020). Specifically, education is a conscious and diligent effort to achieve these expected goals (Suryani & Lestari, 2021). Through education, it is sought to produce individuals who have spiritual strength, self-control, noble behavior, intelligence, good personality, and the ability to shape themselves and society (Kusuma et al., 2020). This includes systematic efforts to create an environment and learning processes suited to the needs of the community (Prihanto & Haryanto, 2019). Moreover, education enhances the quality of life of the community and contributes to the economic and social development of a country (Husnita & Andriani, 2021). Education is essential in addressing societal challenges, as it equips individuals with the knowledge and skills necessary to navigate the complexities of modern life (Mardiana & Rahayu, 2020). In this context, the role of education in promoting sustainable development and social equity cannot be overstated (Fajri & Andini, 2022 ; Lindsjo, 2018).

Optimal school quality management must include several key aspects, especially for private schools. First, quality management should be based on a clear strategic plan with a vision and mission that focuses on continuously improving the quality of education (Sallis, 2014). Private schools are required to implement *Total Quality Management* (TQM) in all aspects of management, ranging from curriculum, learning processes, and human resource management to program evaluation and development (Goetsch & Davis, 2016). Furthermore, effective quality management requires the involvement of all stakeholders—including students, teachers, parents, and industry—in both decision-making and evaluation of school performance (Srivastava, 2020). This approach enables private schools to create an appropriate learning environment and produce graduates who are competent and prepared to compete in the workforce.

Supporting data for the urgency of this research was obtained from interviews with school principals and teachers in Tarakan City, revealing that several vocational schools have great potential but face limitations in facilities, infrastructure, human resources, and suboptimal implementation of *TQM*, which have proven to be the main obstacles to improving education quality. In North Kalimantan, especially in private vocational schools within Tarakan City, there are challenges impeding the realization of quality vocational schools that meet the eight national education standards. Among private vocational schools, some do not meet the minimum service standards of

National Education Standard 8 (SNP), while others do. Accreditation ratings range from A to C, which affects schools' abilities to meet minimum service standards, consequently impacting overall quality. Tarakan City has five private vocational schools: Kaltara Health Private Vocational School, Indonesian Maritime Private Vocational School, Citra Bangsa Private Vocational School, Nusantara Private Vocational School, and Paguntaka Private Vocational School.

One fundamental issue in Tarakan City is the generally low quality of education at all levels, particularly in private vocational education. Efforts to improve this quality include various initiatives such as curriculum development, teacher capacity building, book procurement, and enhancement of educational facilities and infrastructure. Additionally, actions are directed toward improving school management quality. All these steps aim to elevate the quality of the national education system across both public and private institutions. Despite these efforts, recent data show uneven progress: while Kaltara Health Vocational School has made significant improvements, Paguntaka Vocational School continues to experience challenges in resource management and implementing a curriculum tailored to labor market needs (Fadhilah, 2023).

National education standards serve as minimum benchmarks mandated by the government for all education levels. However, their practical application has often yielded unsatisfactory results. Many private vocational schools fall short of fully complying with the eight *SNP* due to minimal facilities and human resources, including teachers, directors, and staff. Quality measures such as teacher competence, facility standards, and student satisfaction fluctuate inconsistently. Quality control also varies, with some schools showing significant improvements while others decline—particularly in curriculum responsiveness and learning processes related to labor market needs.

From the perspective of content and process standards, the independent curriculum has not been adequately integrated into teacher-led learning activities. Teachers face challenges in meeting the procedural standards within their classrooms. Learning remains largely teacher-centered, relying on lectures with little attention to students' interests and motivation. This approach falls short of the desired student-centered integrated learning model.

Regarding educational standards, obstacles remain in teachers' professional competence and their ability to prepare teaching modules and develop their own learning materials. Teaching strategies are often inappropriate, styles lack engagement, and student assignments are excessive. In terms of social and interpersonal skills, some teachers remain resistant to peer criticism. Additionally, some teachers exhibit attitudes

and behaviors that are not exemplary. Student discipline is not optimally enforced, and teaching performance requires improvement. Personal development efforts among teachers are insufficient, with low enthusiasm for reading and a weak culture of reflective thinking and continuous learning.

This study offers novelty by employing a holistic approach that analyzes *TQM* implementation in private vocational schools in Tarakan City and its relationship with efforts to improve accreditation. Different from previous research, it specifically explores the link between *TQM* implementation and graduate absorption in the workforce. Thus, *School Quality Management* is essential to meet the Minimum Service Standards based on the *National Education Standards* and to enhance the quality management of private vocational high schools in Tarakan City, particularly concerning the *Quality Management Policy of Private Vocational Schools* in the area.

The study identifies several factors impeding quality improvement in private vocational schools in Tarakan City, including high unemployment among vocational graduates, curriculum misalignment with labor market demands, limited facilities and infrastructure, and teachers' unpreparedness in adapting to the independent curriculum. School management also faces challenges affecting quality development programs' effectiveness, including limited teacher competency development and weak collaboration with industry. The research centers on efforts to improve vocational graduates' quality to meet the *National Education Standards (SNP)* and their readiness for work by analyzing three private vocational schools: Kaltara Health Vocational School, Indonesian Maritime Vocational School, and Paguntaka Vocational School. This study aims to describe quality management policies and their implementation in private vocational schools in Tarakan City.

The benefits of this research are expected both theoretically and practically. Theoretically, it aims to deepen understanding of *Total Quality Management (TQM)* application in schools. Practically, it helps schools identify key quality management aspects needing enhancement, provides school principals with insights to improve education quality, encourages collaboration among teachers, and assists school committees in delivering relevant input to better education outcomes.

RESEARCH METHOD

This research employed a qualitative approach with a phenomenological method to explore the experiences of school members—headmasters, teachers, staff, and students—regarding the implementation of quality management in private vocational schools in Tarakan. It focused on three schools: SMK Kesehatan Kaltara, SMK Maritim Indonesia, and SMK Paguntaka, examining their quality management

policies, readiness for the independent curriculum, facilities, and human resource management. Data were collected through interviews, observations, and document studies, with triangulation ensuring the validity and reliability of the findings. The study aimed to describe how quality management policies and their implementation contributed to educational improvements. The analysis involved data reduction, presentation, and verification, emphasizing quality management practices and their impact on educational outcomes and continuous improvement efforts in the schools.

RESULT AND DISCUSSION

Description of Research Results

Quality Policy at Private Vocational Schools in Tarakan City

To provide a comprehensive picture, this study covers three private vocational schools with different characteristics and focus of study areas, namely:

- a. Kaltara Health Private Vocational School: This school specializes in the health sector, with a study program directed to produce mid-level health workers. The focus on the health sector makes this school strive to meet competency standards that are relevant to the needs of the job market in the health sector.
- b. Indonesian Maritime Private Vocational School: This vocational school specializes in the maritime field, in line with the geographical potential of Tarakan City which is located in the coastal area. The school's curriculum is designed to prepare students for entry into the workforce in the maritime sector, such as shipping, fisheries, and marine logistics.
- c. Paguntaka Private Vocational School: This school offers a more diverse vocational program, adapting to local and regional needs. The focus is on empowering students with skills that can be directly applied in the world of work or as capital to continue education to a higher level.

The quality policy at Tarakan City Private Vocational School aims to improve the quality of education and prepare students with competencies that are in accordance with the needs of the job market. The implementation of this policy includes various aspects, such as the formation of a clear vision and mission, improving teacher competence through regular training, and periodic performance evaluations. Internship programs and practices in industry are an important part of the quality policy, allowing students to gain hands-on experience in the world of work. Despite the constraints in terms of human resources and funds, Private Vocational Schools in Tarakan City strive to overcome these challenges through collaboration with industry and parents, as well as making continuous improvements using performance evaluation data and student graduation.

Despite facing limitations, the quality policy at Tarakan City Private Vocational School reflects a commitment to improving the quality of education. Curriculum updates that are relevant to industry needs, regular classroom supervision, and improvement of educational facilities are the main focus of this policy. At the Kaltara Health Vocational School, the involvement of parents in supporting quality policies is a significant factor, while at the Indonesian Maritime Vocational School, cooperation with industry ensures a curriculum that is suitable for the world of work. Periodic evaluations through quality data such as graduation rates and graduate employment are used to improve policies, demonstrating continuous efforts to create graduates who are ready to work. Support from all elements of the school and external parties, such as industry and parents, gives hope to achieve high educational standards.

Quality Management at Private Vocational Schools in Tarakan City

Quality management in Private Vocational Schools in Tarakan City is implemented by involving internal and external components to maintain and improve the quality of education. Based on the results of these observations and interviews, the main aspects underlying quality management in these schools include cooperation with industry, the use of evaluation data, and monitoring the learning process. This is intended so that education at the vocational school can meet the demands of the world of work, so that graduates have skills that are in accordance with market needs. The Principal of SMK Kesehatan Kaltara, emphasized that the quality policy starts from the preparation of the school's vision and mission which is the basic guide for all elements of the school.

Quality management at Tarakan City Private Vocational Schools involves close collaboration between schools, parents, and industry to improve the quality of education and ensure the relevance of graduates to the job market. Collaboration with industry is important to open up internship opportunities, which provide students with hands-on experience in the world of work and improve the suitability of the curriculum with industry needs. In addition, evaluation based on data on learning outcomes, graduation rates, and graduate employment is the main indicator to assess the success of quality policies. Regular supervision of the learning process is carried out by the principal and the supervisory team to ensure the quality of teaching and the achievement of quality standards.

However, the main challenge faced in the implementation of quality management is the limited funds that affect the provision of training for teachers and the development of facilities. Parental involvement also has considerable variation, with some parents being very active in supporting quality policies, while others are less involved. However, vocational schools in Tarakan City try to adjust the curriculum to

the demands of the job market through workshops with industry and periodic evaluations of quality policies. The internship program is also an important component in students' readiness to face the world of work. The involvement of external stakeholders, including industry and parents, plays an important role in the success of quality management at Private Vocational Schools in Tarakan City.

Overall, despite facing several obstacles, Tarakan City Private Vocational School still shows a high commitment to improving the quality of education. Collaboration with industry, the use of evaluation data, and supervision of the learning process ensure that the curriculum remains relevant and students are prepared to face the challenges of the world of work. Despite the limited resources and support of parents, efforts to improve and maintain the quality of education continue to be carried out. The implementation of Total Quality Management (TQM) in these schools reflects the dedication to achieving high educational standards and greater relevance to market needs.

Discussion and Findings

Quality Policy at Private Vocational Schools in Tarakan City

The analysis of the findings shows that the implementation of quality policies in Private Vocational Schools in Tarakan City is guided by the principle of *Total Quality Management* (TQM) which prioritizes the involvement of all elements of the school. This approach is applied to ensure that the educational process runs according to the set standards and the graduates produced are highly competitive. This policy is a form of the school's efforts to answer the challenges of the increasingly competitive world of work and meet the market need for a competent and skilled workforce.

The first step taken in the implementation of the quality policy at Private Vocational Schools in Tarakan City is the determination of the school's vision and mission as the operational basis of the quality policy. In the process, this vision and mission are not only formulated but also socialized to all elements of the school, including teachers, students, and administrative staff. This is done through orientation activities at the beginning of the new school year and work meetings. This process reflects the basic concept of TQM which prioritizes the alignment of vision and mission to achieve measurable and sustainable quality education (Sallis, 2014).

Interview data with the principal at SMK Kesehatan Kaltara shows that the preparation of the vision and mission is carried out by involving input from teachers, students, and external stakeholders. This approach reflects the principle of TQM which prioritizes the involvement of all elements of the organization in achieving common goals. The use of vision and mission as the basis of the quality policy has the main goal

of creating synergy between all components of the school in achieving the expected quality standards. This alignment not only ensures success in the implementation of quality policies, but also creates an educational environment that is more conducive for students to learn optimally. The theory put forward by Goetsch and Davis (2016) emphasizes that the involvement of every element of the organization in TQM can strengthen the commitment to quality and the achievement of common goals.

The implementation of the quality policy at the Tarakan City Private Vocational School involves the formation of an internal quality assurance team that has an important role as a supervisor and controller of the implementation of quality standards in every school activity. In this team, the Deputy Principal for Curriculum stated that supervision of learning activities is carried out consistently to ensure that each process runs in accordance with the quality standards that have been set. This supervision is an integral part of the PDCA (Plan-Do-Check-Action) cycle in quality management, which allows for continuous evaluation and improvement of the learning process.

The results of the documentation study at the Indonesian Maritime Vocational School show that the PDCA (Plan, Do, Check, Act) cycle is applied to assess the effectiveness of the maritime-based curriculum. This evaluation includes an analysis of the relevance of subject matter to the needs of the maritime industry, which is the main focus for the graduates of the vocational school. Improving teacher competence is one of the main priorities in quality policies at Private Vocational Schools in Tarakan City. This is realized through internal training programs held regularly, with the aim of equipping teachers with additional skills that are in line with current educational and technological developments. This finding is in line with the opinion of Raharja (2019) who emphasized that training and development of human resources, especially for teachers, are crucial elements in efforts to improve the quality of education in schools.

In addition to conducting internal training, Private Vocational Schools in Tarakan City also involve external parties, such as industrial practitioners, in the training process and curriculum adjustments. This collaboration with industry practitioners aims to align the curriculum with the needs of the world of work, so that vocational school graduates have skills that are in accordance with industry demands. This approach strengthens the relevance of learning in schools to real conditions in the world of work, in accordance with the principle of Total Quality Management (TQM) which prioritizes customer needs, in this case industry and the world of work as users of vocational school graduates.

The implementation of TQM in Private Vocational Schools in Tarakan City emphasizes a data-based approach. Evaluation data, such as graduate graduation rates and job absorption, are used routinely to assess the success of the program and design

necessary improvement measures. For example, Maritime Vocational Schools use this data to adjust internship programs to better suit the needs of the job market in the area.

However, in the implementation of this quality policy, Private Vocational Schools in Tarakan City face several obstacles. The main obstacle found is the limitation of human resources, especially in terms of teachers who have special competencies according to the needs of the expertise program. At Paguntaka Private Vocational School, for example, limited funds are a barrier for schools to retain or recruit teachers with appropriate qualifications. This limitation forces schools to conduct internal training as an effort to increase the capacity of existing teachers to meet the set quality standards.

In addition to human resource constraints, limited funds are also a significant challenge in the implementation of quality improvement programs. Several vocational schools in Tarakan City revealed that budget constraints hinder the improvement of learning facilities, such as laboratories and practice rooms which are very important in supporting practice-based learning. This shows that financial factors are still the main problem that affects the quality of education in private vocational schools, especially in providing adequate facilities for students.

To overcome the limitations of facilities, schools in Tarakan are trying to increase hands-on practical activities through internship programs. This internship program is carried out in collaboration with the local business world and industry, which allows students to learn directly in the field. This program is one of the solutions in maintaining the limited quality of practical learning in schools. Not only do students see a better learning experience by working closely with the industry, but they can also ensure that the skills they acquire are in line with the needs of the workforce. The involvement of stakeholders in quality policy is an important aspect in the implementation of TQM in Private Vocational Schools in Tarakan City. Parents and industry are actively involved in various activities, such as periodic meetings to discuss student development. Parent participation in this quality policy is expected to provide additional support to students in the learning process at home. The involvement of stakeholders, especially parents, strengthens the principles of quality management based on collaboration to achieve the goals of sustainable education (Suryadi & Haryanto, 2023).

Collaboration and cooperation with various industry parties also play an important role in the development of a curriculum that is responsive to employment needs. Several Private Vocational High Schools in Tarakan City hold regular meetings with the business world, industry and companies to find out the skills needed in the field. Through this collaboration, schools can adjust their curriculum so that the

graduates produced are ready for work. This supports research by Fadhilah (2023), which emphasizes that industry involvement in the preparation of the curriculum at vocational schools is able to increase the job readiness of graduates and ensure the relevance of education to market needs.

Although there are many positive aspects in the implementation of the quality policy at the Tarakan City Private Vocational School, there are several criticisms of this implementation. One of them is the lack of government support in helping schools in terms of facilities and funding. According to Rahmawati and Dwi (2022), quality policies in vocational schools will only be effective if they are supported by adequate resources, including adequate facilities and funding. The absence of strong support from the government is a challenge for schools to achieve optimal quality of education. This study also shows that although the quality policy has been implemented, the results have not been evenly distributed across all Private Vocational Schools in Tarakan City. There is variation in quality achievement between schools which is influenced by the availability of resources, stakeholder involvement, and the commitment of school management in maintaining the quality of education. This is in line with the findings of Widodo and Haris (2021), who found that the implementation of quality standards in vocational schools varies from school to school, especially in terms of industry involvement and the use of quality data in planning.

One of the important aspects of the quality policy at Tarakan City Private Vocational Schools is the use of evaluation data for continuous improvement. Data obtained from graduation rates, employment absorption, and feedback from the industry are used as the basis for determining improvement steps. Principals in several vocational schools said that this data helps them evaluate the success of educational programs and establish more effective policies to support the quality of education in schools. In addition, the quality policy of private vocational schools in Tarakan City also emphasizes on monitoring and evaluating the learning process periodically. The purpose of this activity is to ensure that the learning process meets the set standards and that teachers continue to improve their teaching skills. This step is in line with the principle of TQM (Total Quality Management) which requires periodic monitoring and evaluation by schools.

Overall, the implementation of the quality policy at Tarakan City Private Vocational Schools has included various components, including vocational teacher education and training, business and industry involvement, internship programs, and regular evaluations. Despite facing obstacles in terms of resources, these schools still strive to maintain the quality of education through collaboration and cooperation with stakeholders related to innovation in the learning process and practical activities in

schools that adapt to the needs of the business world and industry. Financial constraints and limited facilities do hinder, but the alternative steps taken show the commitment of Private Vocational High Schools in Tarakan City in achieving the expected quality standards.

From the above analysis, it can be concluded that the implementation of quality policies in Tarakan City Private Vocational High Schools shows consistency with the application of TQM (Total Quality Management) principles. The existing obstacles do provide challenges, but the successful implementation of this quality policy indicates a strong commitment from the school which is supported by school residents and related stakeholders. Nevertheless, greater efforts, especially in terms of facility and budget support from the government and the business and industrial world, are urgently needed to strengthen the achievement of the quality of education in Private Vocational High Schools in Tarakan City.

The following is a table that parallels the conditions of several Private Vocational High Schools that were studied in Tarakan City based on quality policies and phenomena found:

Table 1. Quality policies and phenomena found from the results of the research

Aspects	Kaltara Health Private Vocational School	Indonesian Maritime Private Vocational School	Paguntaka Public Went To Public
Vision and Mission	Focused on producing middle-level health workers.	Leading to the development of the workforce in the maritime sector.	Oriented to a diversity of expertise for local needs.
TQM Implementation	The implementation is quite good with the formation of an internal quality team.	It is still in the early stages of implementing the TQM principle.	TQM is implemented, but it has not been consistent in all aspects
Curriculum	Integrating national standards and the needs of the health world.	Tailored to the needs of the maritime industry.	It still needs to be aligned with the needs of the job market.
Teacher Competence	Teachers have quite good competence, supported by training.	Teacher competence needs to be improved through training programs.	There is a gap in teacher competence in certain fields.
Facilities	Adequate for basic health practices, although laboratories are limited.	Maritime practicum facilities are still minimal.	Public learning facilities are limited, especially practice rooms.

Aspects	Kaltara Health Private Vocational School	Indonesian Maritime Private Vocational School	Paguntaka Public Went To Public
Collaboration with Industry	Close cooperation with local hospitals.	Limited cooperation with ports and maritime companies.	Just starting to build relationships with several local partners.
Key Challenges	Limited health laboratories and teacher training financing.	Limited funds and human resources.	Financial constraints hinder the improvement of learning facilities.
Alternative Strategies	Adding internship activities at local hospitals.	Holding a maritime-based training program.	Increase internship activities to cover the shortcomings of practice.

Quality Management at Private Vocational Schools in Tarakan City

Quality management in private vocational schools in Tarakan City is based on the principle of Total Quality Management (TQM) which focuses on the integration of various internal and external factors. The purpose of implementing TQM is to create synergy between principals, teachers, students and external stakeholders such as parents and industry. With this approach, schools strive to meet the expected training quality standards so that their graduates remain competitive in the job market. The TQM principle applied to quality management is also in line with the concept of Sallis (2014) which emphasizes the importance of involving all stakeholders in achieving sustainable quality in educational institutions. An interview study at Kalutara Health Professional College revealed that principals regularly meet with industry representatives to assess the relevance of the curriculum. This collaboration is one of the strategic steps towards the application of customer-centric principles in TQM.

One of the most important aspects of quality control in private vocational schools in Tarakan City is cooperation with the industrial world. This collaboration not only provides internship opportunities to students but also gives them the opportunity to gain knowledge relevant to real-world demands. The Principal of SMK Maritim Indonesia said the internship experience is very important for students to understand how the skills they learn in school can be applied in the real world of work. This shows that direct contact with the work environment has a positive impact on student skill development.

Internships are carried out periodically, namely at the end of the semester, to specifically prepare students to face the challenges of the professional world. Teachers at Maritime, a private vocational school, say their internship program allows students

to gain first-hand insight into the work environment. This will not only improve practical skills but also prepare students mentally for the job market. The theory of "learning by doing", which says that hands-on experience is one of the best ways to improve students' abilities, supports this internship program (Kolb, 2015).

In addition, the implementation of quality management at Tarakan City Private Vocational Schools also prioritizes the use of evaluation data to assess the success of educational programs. Data such as graduation rates and graduate employment are used as indicators of success, which are the basis for determining curriculum improvements. For example, at SMK Nusantara, the annual quality meeting uses this data to determine whether the curriculum has met the demands of the industry or not. This step shows the importance of data-based evaluation in achieving sustainable education quality, as suggested in the TQM principle by Mulyasa (2013).

The quality management of private vocational schools in Tarakan City is focused on monitoring and evaluating the learning process, in addition to cooperation with the industrial world and data-based evaluation. For example, at the North Kalimantan Health Vocational School, the principal checks periodically to ensure that the set learning standards are implemented. Teachers in schools feel that this supervision helps them maintain the quality of their teaching. Supervision gives teachers the opportunity to improve their teaching methods and receive feedback that helps them further improve the quality of learning.

However, this study also reveals several obstacles in the implementation of quality management, one of which is limited funds. At SMK Paguntaka, budget constraints make it difficult for schools to provide adequate training for teachers. In fact, this training is very important to support the improvement of teacher competence. This obstacle shows that financial limitations are the main obstacle in the implementation of quality policies in several Private Vocational Schools in Tarakan City. Sallis (2014) stated that the implementation of TQM requires sufficient financial support to achieve optimal results. In addition, differences in parental involvement also affect the effectiveness of quality control. At SMK Kesehatan Kaltara, parents are actively involved in supporting the learning process of their students. But in some other schools, parental involvement is still inconsistent. In fact, family support is essential for academic success. This phenomenon is in line with the findings of Haryanto (2020) which highlights the importance of parental support in vocational training for a more effective learning process.

Evaluation of graduation data and graduate employment is also the main indicator used in quality management at Private Vocational Schools in Tarakan City. The principal at SMK Nusantara explained that this data is the basis for schools to set

improvement steps. The use of evaluation data is also supported by the view of Mulyasa (2013), who emphasizes that the analysis of evaluation data can help schools in identifying areas that need to be improved. Therefore, the use of data in quality control is the main pillar to achieve the desired educational goals.

Several vocational schools in Tarakan City are also trying to adjust the curriculum to market needs through workshop activities with industry. At SMK Maritim Indonesia, for example, the school regularly holds workshops with the industry to adjust the skills needed in the workplace to the subjects taught at school. The workshop serves to build a bridge between theory and practice, thus allowing the training to meet the requirements of the real field. This is in line with the principle of customer orientation in TQM conveyed by Goetsch & Davis (2016), where vocational education must adapt the curriculum to the needs of graduates' "customers", namely the industry.

In quality management, the principal at SMK Kesehatan Kaltara also conducts routine supervision of the teaching and learning process. This supervision is carried out to provide feedback to teachers to ensure that they deliver lessons according to the expected standards. This supervision is also important to maintain effective communication between school principals and teachers to continue to maintain and improve the quality of education.

In the aspect of external stakeholder involvement, quality management at Tarakan City Private Vocational Schools involves parents through periodic meetings. The meeting aims to discuss student development and provide information to parents regarding their role in supporting children's education. As part of TQM, stakeholder engagement is critical to achieving sustainable quality goals in the education sector. This also supports the results of Raharja's (2019) research which shows that parental involvement in education can increase the effectiveness of school programs. Despite strong efforts in the implementation of quality management, the limited funds experienced by several vocational schools in Tarakan City are a significant obstacle. Without adequate financial support, teacher training programs and the development of learning facilities cannot run optimally. These limitations hinder schools' efforts to provide the necessary facilities to support practical learning, especially in vocational schools that require adequate facilities.

In addition to financial limitations, human resource constraints are also a challenge for several Private Vocational Schools in Tarakan City. For example, at SMK Paguntaka, limited funds hinder schools from recruiting teachers with special competencies. The school must conduct internal training to ensure that existing teachers have adequate abilities. This obstacle shows that limited resources can affect

the effectiveness of the implementation of quality policies. On the other hand, the commitment of Tarakan City Private Vocational Schools to implement quality management remains strong despite facing various obstacles. The implementation of training programs for teachers and routine supervision shows real efforts in improving the quality of education. This is in line with the TQM concept which emphasizes continuous improvement as part of achieving optimal quality (Goetsch & Davis, 2016). Overall, quality management at Tarakan City Private Vocational Schools shows that the designed policies involve all elements of the school and external stakeholders. Industry involvement, data-based evaluation, and parental support are important factors in supporting the effectiveness of quality policies at Private Vocational Schools in Tarakan City. The obstacles faced show that further support is needed, especially in terms of funds and human resources.

The implementation of quality management at Tarakan City Private Vocational Schools has the potential to produce graduates who are competent and ready to face the world of work. Collaboration between schools, industry, and government is essential to create a learning environment that supports holistic student development. The industrial world plays a role not only in providing internship opportunities, but also in compiling a curriculum that suits market needs. The government is expected to support through adequate budget allocation for teacher practice and training facilities. With this synergy, Private Vocational Schools in Tarakan City can improve the quality of education and become a center for human resource development that is adaptive to global dynamics.

Table 2. Implementation of quality management of Private Vocational Schools in Tarakan City

Key Aspects	Kaltara Health Vocational School	SMK Maritim Indonesia	SMK Paguntaka
Vision and Mission	Focus on producing competent health workers.	Building graduates who are ready to work in the maritime sector.	Oriented to the diversity of expertise according to local needs.
Implementation of TQM	Actively involve internal and external stakeholders.	It is strengthening internal and external collaboration.	It still faces obstacles in its overall implementation.
Cooperation with Industry	It is going well through cooperation with local hospitals.	It is still limited, with only a few maritime industry partners.	It has just begun to establish relationships with local industries.
Internship Program	It is carried out routinely at partner health facilities.	Available but need to improve the quality of internship supervision.	It is still limited due to limited funds and partners.

Key Aspects	Kaltara Health Vocational School	SMK Maritim Indonesia	SMK Paguntaka
Learning Supervision	Routine supervision is carried out to maintain learning standards.	Supervision is being strengthened to improve the quality of teaching.	There is still a need for more consistent supervision in all subjects.
Data-Driven Evaluation	Using graduation data to design student competency development programs.	The data is used to formulate teacher training policies.	Graduation and employment data have not been managed optimally.
Constraints	Limited laboratory facilities and funds for teacher training.	Lack of budget to support the implementation of training and procurement of facilities.	Lack of financial resources to improve facilities and teacher training.

Research Limitations

This research focuses on the application of quality management in Private Vocational Schools in Tarakan City, but there are several limitations that affect the course of the research. First, limited access to evaluation data in several schools that do not have a structured documentation system hinders accurate data collection. Second, the variation in the level of openness of respondents in interviews and discussions affects the depth of information that can be obtained, with some informants reluctant to provide information related to the challenges faced. Third, the limited time of the study limits the ability to conduct more in-depth observations or re-interviews to verify the existing data. Fourth, the impact of changing government policies, such as the implementation of an independent curriculum, cannot be identified in depth due to limited resources and time. Finally, logistical and research funding constraints limit the frequency of field visits, which only allow for one-time observations in some schools, thus reducing the scope of observations of daily activities in schools.

CONCLUSION

Based on research on quality management at private vocational schools in Tarakan City, it was concluded that quality policies are implemented through the socialization of the school's vision and mission, learning supervision, and internship programs focused on enhancing student competence and aligning education with workforce needs, despite challenges like limited funds and human resources. Innovations include using evaluation data to adapt the curriculum to job market demands and applying Total Quality Management (TQM) principles that involve all school elements and external stakeholders, such as industry and parents, with

evaluations based on graduation outcomes and job absorption rates. Key obstacles remain budget and facility constraints, though stakeholder collaboration strengthens quality efforts. Additionally, TQM-based learning supervision provides quality assurance and direct feedback to teachers. Future research could explore the long-term impact of expanded stakeholder engagement programs and partnerships with government and industry on sustaining improvements in graduate employability and curriculum relevance.

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