



The Evaluation of Vocational High School Practice Room Infrastructure for Beauty Department Based on Curriculum Needs

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Abstract

The unemployment of vocational high school (SMK) graduates at the moment is ranked at the top of 9.27% of 131.55 million people working force. This is because the limitation of facilities and infrastructures that exist in the practice room in vocational high School (SMK) so that it is the cause of low-power graduates in the workforce. This research aims to know: (1) The condition of the infrastructure facilities of SMK majoring in beauty department in the district of Jepara, (2) the level of conformity of infrastructure to the minimum standard Permendiknas number 40 year 2008, and (3) the adequacy of the infrastructure to the requirements of the curriculum. This research is an evaluation study with a discrepansi evaluation model. The approach used is a quantitative descriptive with percentage analysis. Data collection techniques using interview analysis, documents and observations. The analytical techniques used are descriptive statistics. The results showed that: (1) condition of facilities and infrastructures of vocational space competency of beauty department in Jepara District 50.6% with sufficient criteria decent. (2) The level of conformity of facilities and infrastructures of the practice room of 56.2% with adequate criteria appropriate (3) the adequacy of the facility of the practice room infrastructure to the needs of curriculum 45.11% with sufficient criteria meet.

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INTRODUCTION

The impact of the industrial revolution 4.0 in the world of special education on vocational education is related to the readiness of a trusted workforce. Data from the Central Statistics Agency (BPS) in 2017 shows that the amount obtained from Vocational High Schools (SMK) reached 9.27% of 131.55 million people in the workforce. This happens because schools are not ready to become a trusted workforce. According to Susanto, Riwayan (2016: 4) who said that the Vocational High School (SMK) in improving student competence was still hampered because it was related to the fulfillment of facilities and infrastructure of cooperation in the field of water transfer for the construction of facilities and practical infrastructure.

Unemployment from vocational high school graduates has a considerable impact while responding to the challenges of the 4.0 revolution where the government has prepared and created a policy of revitalizing vocational education. One of the things prepared is in the infrastructure section. According to data from the Ministry of Education and Culture (2018) published in the Munadi Education and Culture Window text, Sudji, (2008: 04) states that SMKs chosen to be revitalized are encouraged to undertake, among others: curriculum alignment; teacher professionalism and education personnel; improve the standardization of facilities and infrastructure; and updating industrial cooperation programs.

Slamet P.H. (2014: 42) explains the importance of vocational education as follows: (1) for students is for work preparation, self-improvement, leadership development, preparation for further learning, preparation for further career; (2) for organizations / institutions is to provide skilled workers, have a high work ethic, increase productivity and work quality. Therefore, graduates from SMK are expected to be ready to join the workforce and be able to develop themselves. This is in accordance with the opinion of Susanto, Riyawan (2016: 16) which states that Vocational Education is dynamic and always changes following the development of the industrial world and standards set so that students' abilities and knowledge will be accepted by the market. Another opinion was conveyed by Aurigemma (2015: 23) who said that technical knowledge and skills were easier to understand by developing an educational model that combined two locations, namely classrooms and workplaces whether laboratories or industries.

Permendiknas Number 40 of 2008 concerning Vocational High School (SMK) / Madrasah Aliyah Vocational (MAK) Facilities and Infrastructure Standards contains minimum standards of facilities and infrastructure that must be met by every department in a Vocational School, including for the Beauty department practice room. By fulfilling these minimum standards, students' needs for practical facilities and infrastructure can be reached. It was also explained that "The Implementation of Vocational School / Vocational Schools is obliged to apply the standard of Vocational School facilities and infrastructure as regulated in this Ministerial Regulation, at the latest 5 (five) years after this Ministerial Regulation is established".

Storm, (1983: 21) revealed that occupational skills cannot be taught satisfactorily without the appropriate equipment. revealed that learning skills will not run properly if not accompanied by the right equipment. The need for equipment / facilities for practice space refers to the curriculum and learning objectives. Another opinion stating the importance of facilities and infrastructure was expressed by Wotto, (2000: 58) stating that the infrastructure of practice space greatly influences student learning outcomes. Because the conditions of good practice infrastructure will affect student learning outcomes for the better. In addition, Salindeho, (2016) also believes that to produce graduates who have good competence, the Vocational High School (SMK) must have complete infrastructure facilities and are an important component in a learning process. Prosser, (in Dharma, 2013: 16) states that vocational education will be efficient if the student learning environment is a replica of the actual workplace. Vocational education will be effective if it is provided using the same methods, equipment and machinery that are needed in the work. The statement shows that the facilities and infrastructure in

accordance with the work to be carried out by students have a very important function so that students are able to master the competencies needed by the world of work.

The condition of good practice facilities and infrastructure is the main requirement so that the practice objectives can be achieved. Evaluation of the condition of facilities and infrastructure needs to be measured against these facilities and infrastructure. This study aims to: (1) Evaluate the condition of infrastructure facilities in the Vocational High School practice space (SMK) in the Beauty Major Competency in Jepara Regency based on the perception of teachers and technicians; (2) Evaluating the level of appropriateness of the infrastructure of practice space for the Beauty Procedure Vocational High School (SMK) in Jepara Regency based on the minimum standard Permendiknas Number 40 of 2008; and (3) Evaluating the adequacy level of infrastructure of the Beauty Room Vocational School practice space in Jepara Regency based on the needs of the school curriculum.

METHOD

This study is an evaluative study using a discrepancy evaluation model. The approach taken is quantitative descriptive with percentage analysis. This research was conducted in the practice room of the Vocational High School (SMK) in Jepara Regency which has a beauty expertise competency.

This research is population research. The population in this study were all vocational high schools in Jepara regency who had Beauty Department (State Vocational School 1 Kalinyamatan, Al Hikmah Mayong Islamic Vocational School and Tamajaya Vocational School). While the object of this research is the practice facilities and infrastructure contained in the beauty practice room. This study has a variable that is the evaluation of facilities and infrastructure of SMK Tata beauty practice. The evaluation of facilities and infrastructure sub-variables include: (a) condition of facilities and infrastructure; (b) the suitability of facilities and infrastructure with a minimum standard Permendiknas No. 40 of 2008; and (c) the adequacy of facilities and infrastructure for curriculum needs.

The research model used is the discrepancy evaluation model, which compares the actual conditions with existing standards, according to the opinion of Steinmetz (2000: 127-128), Discrepancy (D) means comparing S (Standard: a list, description, or representation of the qualities or characteristics of the object) against P (Performance: actual characteristics of the object). Discrepancy is comparing the standard (S) against the actual condition (P).

The steps of evaluating the discrepancy model go through several stages including: (1) Making / setting standards; (2) Collecting data and information related to the facilities and infrastructure of the practice room for skin and hair beauty in Jepara Regency; (3) Identifying gaps that occur between facility and infrastructure standards in accordance with Permendiknas No. 40/2008 and curriculum needs with real conditions in the field, and (4) Using information from these gaps to provide recommendations on what steps will be taken for facilities and infrastructure practice room competencies expertise in skin and hair beauty.

Data collection techniques used in this study are documentation, interviews and observations. Documentation is used to obtain physical evidence about the condition of the facilities and infrastructure in the beauty practice room. Interviews are used to obtain data that is not revealed through observation and analysis of documents. Observation was carried out by observing and then recording of the completeness of the facilities for the practice of beauty.

RESULTS AND DISCUSSION

The results of the analysis of infrastructure facilities studied consisted of 3 components in accordance with Permendiknas No. 40/2008, including: (1) Condition of infrastructure for practice space; (2) evaluation of practice space infrastructure based on Ministry of Education Regulation number 40 of 2008; (3) evaluation of facilities and targets based on curriculum needs. The results of the study of

the implementation of the standard practice facilities infrastructure of vocational school competencies in beauty department in Jepara Regency are described as follows.

Condition of Facilities for the Practice Room of Vocational School Practice Room for Beauty Cosmetics

It was obtained that the total percentage in the condition of facilities and infrastructure of the practice room of vocational beauty competency expertise in Jepara Regency by 50.6% with quite decent criteria. This means that the condition of the existing infrastructure in Jepara Regency is not in accordance with the indicators set forth in the Ministry of Education Regulation No.40 of 2008. The results of the analysis of the condition of the facilities and infrastructure indicators can also be seen in the following table:

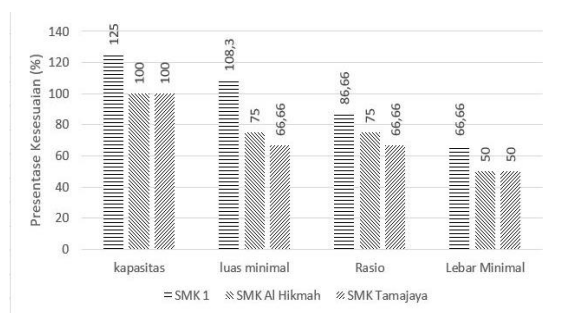


Figure 1. Bar Diagram of Condition Analysis Results Practice Room Infrastructure and Facilities

The results of the analysis of the condition of the beauty practice room infrastructure at the State Vocational School 1 Kalinyamatan are very feasible, while at the private Vocational School namely the Islamic Vocational Al Hikmah Vocational School and the Vocational High School Tamajaya are quite feasible to use. This is due to the beauty practice room at SMK Tamajaya not equipped with a ceiling. Although this can provide a wider air space, the hot sunlight from the roof makes the air condition in the beauty practice room become rather hot and uncomfortable for practice.

Conformity of Facilities of Infrastructure Practice Room of Vocational School Beauty Equipment and National Education Regulation number 40 of 2008

It was obtained that the total percentage of the suitability of facilities and infrastructure of the practice room of vocational beauty competency expertise in Jepara Regency was 56.2% with quite appropriate criteria. This means that the compatibility of existing infrastructure in the practice room of vocational beauty competency expertise in Jepara Regency is not in accordance with the indicators established in Permendiknas No.40 of 2008. The results of the analysis of the compatibility of facilities and infrastructure of vocational practice competency in beauty department in Jepara based on indicators can also seen in the following table:

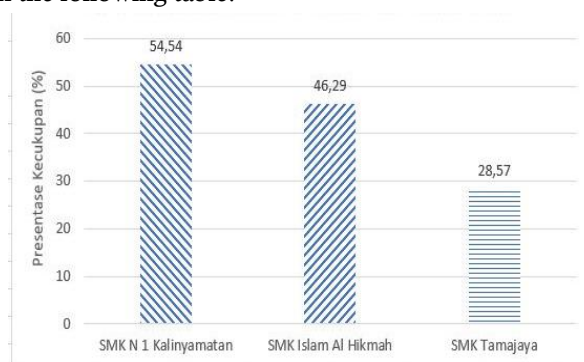


Figure 2. Bar Diagram of Infrastructure Facility Suitability Analysis Results Facial Treatment Practice Room

The results of the analysis of the suitability ratio of facial treatment room infrastructure with the adequacy level of SMK N 1 Kalinyamatan with a percentage of 54.54% with sufficient criteria to meet. Al Hikmah Mayong Vocational School has a sufficiency ratio of 46.29% with sufficient criteria to meet and 28.57% by Vocational High School Tamajaya with less fulfilling criteria.

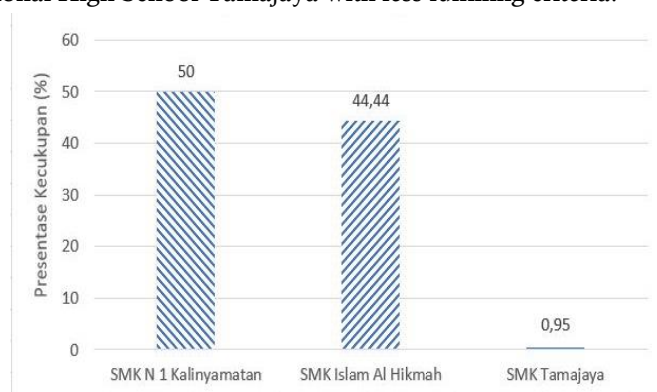


Figure 3. Bar Diagram of Infrastructure Facility Suitability Analysis Results Body Care Practice Room

The results compatibility ratio analysis of facial treatment room infrastructure with the adequacy ratio of SMK Tamajaya were 38.09% with inadequate criteria. Kalinyamatan N 1 Vocational School with 50.00% criteria is sufficient. While the Alhikmah Vocational School is 44.44% with sufficient criteria. The level of inequality of each school is different. Differences occur in aspects determined by Minister of Education Regulation No. 40 of 2008 namely the ratio, the minimum outside, the minimum width on this aspect.



Figure 4. Bar Diagram of Infrastructure Facility Suitability Analysis Results Hair Care Practice Room

The results of the analysis of the suitability of the hair care room infrastructure with the adequacy ratio of SMK N 1 Kalinyamatan of 78.78% with the criteria to meet. Al Hikmah Vocational School has a sufficiency ratio of 59.26% with sufficient criteria to meet and Vocational High School Tamajaya by 38.09% with criteria of not fulfilling. The level of gap between each school is different. Differences occur in aspects determined by Minister of Education Regulation No. 40 of 2008 namely the ratio, the minimum outside, the minimum width on this aspect.

The Adequacy of Facilities in Vocational School Practice Room Beauty Facilities based on Curriculum Needs

Looking from the curriculum needs of the number of main machines in the beauty practice room, the average level of fulfillment of the main machines in the body care practice room in 3 schools in vocational beauty department in Jepara district has less fulfilling criteria. With the details on Kalinyamatan N 1 Vocational School having sufficient fulfillment, the Islamic Vocational School al hikmah mayong has inadequate criteria and in Vocational High School Tamajaya has no fulfilling

criteria. That is because in Smajamajaya do not yet have the tools used to carry out body care practices. Students practice body care in a facial treatment room without using treatment tools, the practice is done manually. The existence of the main machine in the vocational practice room of the Beauty Expertise competence is due to several factors including the overall machining that is not sufficient for the students' practical needs. This is reinforced by the discovery of the condition of the machine that some can no longer be used for practical activities.

It was obtained that the total percentage of the adequacy of facilities and infrastructure of the practice room of vocational beauty department in Jepara Regency was 50.25% with sufficient criteria to meet. This means that the adequacy of infrastructure facilities in the practice room of vocational beauty competency expertise in Jepara Regency has not met the curriculum needs that have been used by schools. The results of the analysis of the suitability of facilities and infrastructure of the practice room of vocational beauty competency expertise in Jepara based on indicators can also be seen in the following table:



Figure 5. Bar Diagram of Infrastructure Facility Adequacy Analysis Results Facial Treatment Practice Room

The results of the adequacy ratio analysis of facial treatment room infrastructure facilities with the adequacy level of SMK N 1 Kalinyamatan with a percentage of 54.54% with sufficient criteria to meet. Al Hikmah Mayong Vocational School has a sufficiency ratio of 46.29% with sufficient criteria to meet and 28.57% by Vocational High School Tamajaya with less fulfilling criteria. The level of gap between each school is different. Differences occur in aspects determined by Minister of Education Regulation No. 40 of 2008 namely the ratio, the minimum outside, the minimum width on this aspect

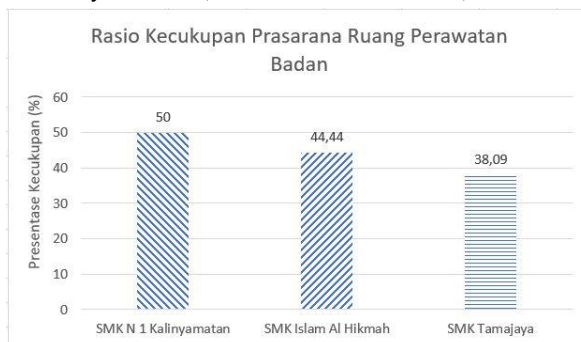


Figure 6. Bar Diagram of Infrastructure Facility Adequacy Analysis Results Body Care Practice Room

The results of the adequacy ratio analysis of facial treatment room infrastructure facilities with the adequacy ratio of SMK Tamajaya amounted to 38.09% with inadequate criteria. Kalinyamatan N 1 Vocational School with 50.00% criteria is sufficient. While Alhikmah Vocational School is 44.44% with sufficient criteria. Differences occur in aspects determined by Minister of Education Regulation No. 40 of 2008 namely the ratio, the minimum outside, the minimum width on this aspect

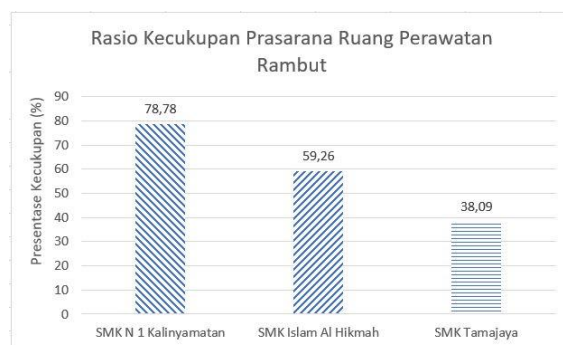


Figure 7. Diagram of Results of Analysis of the adequacy of infrastructure hair treatment room

The results of the adequacy ratio analysis of hair care facility infrastructure with the adequacy ratio of SMK N 1 Kalinyamatan of 78.78% with the criteria to meet. Al Hikmah Vocational School has a sufficiency ratio of 59.26% with sufficient criteria to meet and Vocational High School Tamajaya by 38.09% with criteria of not fulfilling. Differences occur in aspects determined by Minister of Education Regulation No. 40 of 2008 namely the ratio, the minimum outside, the minimum width on this aspect.

Evaluation Results of Facilities and Infrastructure of Practical Room Vocational School Competencies for Beauty Expertise Competency

The results of the evaluation of the practice facilities infrastructure of the Vocational School of Beauty Expertise Competency based on the Ministry of Education's indicators can be seen in the following table:

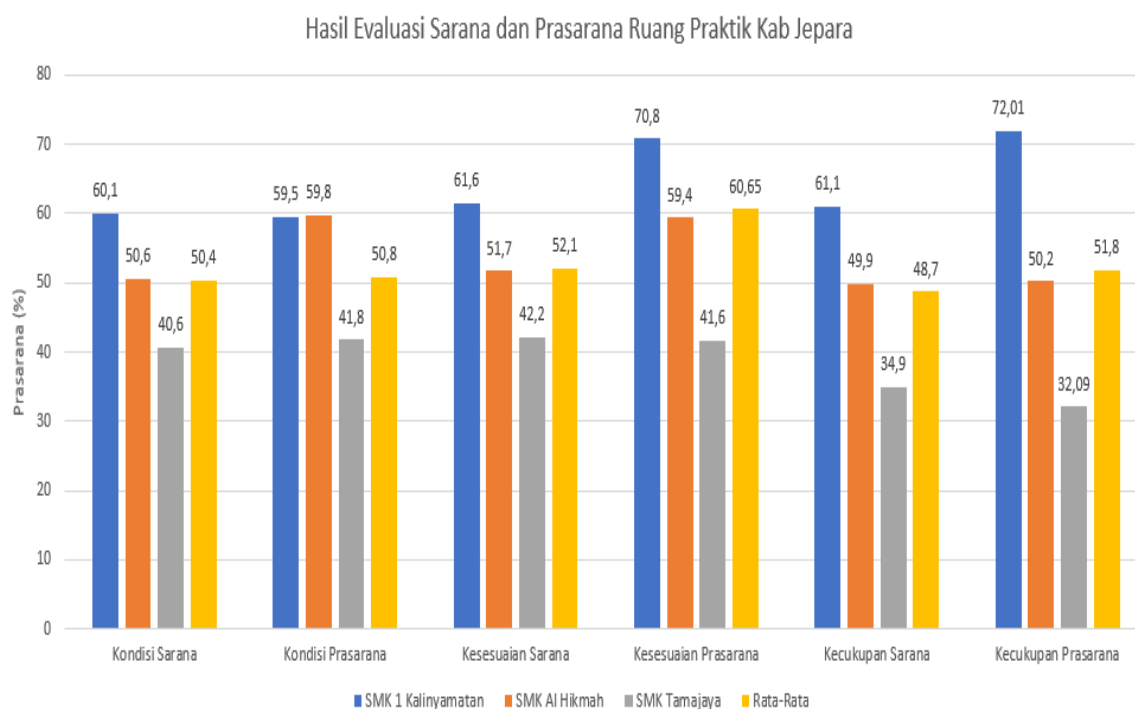


Figure 8. Bar Diagram of Evaluation Results of Facilities and Infrastructure of Vocational Practices in Vocational School Competencies for Beauty Department

The results of the analysis showed that the facilities and infrastructure of the practice room of the Vocational School Competency of Beauty Department in 3 schools obtained a pretty decent criterion, meaning that the facilities and infrastructure available at the school were still lacking in accordance with the Ministry of Education's national regulation number 40 of 2008. This happened due to several things,

including there are still facilities that are in a damaged condition but have not been repaired and are still used in the learning process, facilities maintenance is not done routinely and school supervision is still lacking. This is a gap, where in the Minister of National Education Regulation (Permendiknas number 40 of 2008) it is stressed that adequate infrastructure conditions will ensure the comfort of students and teachers in carrying out practical learning so that students can master the competencies taught well as well.

CONCLUSION

The implementation of facilities and infrastructure standards in 3 schools has not met the criteria set by Permendiknas No. 40/2008, both in terms of compatibility and adequacy components. Gaps occur due to lack of supervision, lack of school budgets, lack of land owned by schools, lack of cooperation with the business world and the industrial world. Condition of facilities and infrastructure of Vocational practice room of 50.6% competency in beauty design expertise in Jepara district with reasonable criteria. The level of appropriateness of facilities for practice facilities for high schools in the beauty expertise competency in Jepara Regency was 56.2% with quite appropriate criteria. The level of adequacy of practical space infrastructure facilities to the curriculum requirements of 45.11% with sufficient criteria to meet.

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