

MANAGE SKILLS PROGRAMS TO ENHANCE THE QUALITY

by Admin Turnitin

Submission date: 13-Apr-2023 12:19AM (UTC+0500)

Submission ID: 2062783912

File name: MANAGE_SKILLS_PROGRAMS_TO_ENHANCE_THE_QUALITY.pdf (624.94K)

Word count: 5329

Character count: 30365

MANAGE SKILLS PROGRAMS TO ENHANCE THE QUALITY OF GRADUATES

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Abstract

Madrasah as an Islamic educational institution in Indonesia has emerged and developed along with the entry and development of Islam in Indonesia. But in its development Madrasah has problems on the competence of Madrasah Aliyah graduates in accordance with the demands of the world of work. This study uses qualitative approach with the case study method. The data collection techniques use observation, in-depth interviews and documentation with an interactive stage process data analysis. The results showed that the management of skill programs in improving the quality of graduates has been carried out in accordance with the technical guidelines of the Ministry of Religious Affairs of the Republic of Indonesia, but has not been effective in improving the quality of graduates due to limited resources, both educators, infrastructure and financing.

Keywords: management, skills program, graduate quality

1. Introduction

The policy direction of Madrasah development of the Ministry of Religious Affairs is to expand access so that Indonesian children get good Madrasah education services and good Madrasah management, governance so that Madrasah in Indonesia are able to produce graduates who are able to compete at the national and global level.

Policy impacts are often related to the education market is not uniform, but globalization has opened most Educational institutions to new pressures. Where the temporary problem of the scale of resources required demanding more nuanced research and teaching was balanced for most institutions (Management & Education, 2007).

A model of the Madrasah quality management policy will boil down to the quality of the graduates of their students. The quality of graduates is very closely related to the learning process that is influenced by many factors, among others: the implementation of policies, curriculum, educators and education, learning process, infrastructure, management of Madrasah management, breeding, environment and cooperation of educational stakeholders. Educational objectives and programs must always be developed in accordance with the dynamics of the development of science and technology, the demands of job market needs and social dynamics.

All activities related to the recognition of the importance of educators and education in schools as vital human resources, which contribute to the goals of the school, as well as utilizing the

functions and activities that ensure that human resources are used effectively and fairly for the benefit of individuals, schools and communities (Thapa, 1970).

Quality is a dynamic condition related to products, services, people, processes and environments that meet or exceed expectations (Goestch and Davis, 1994). Quality is related to conformance to requirement, i.e. In accordance with the required or standardized (Crosby, 1979).

Quality is a way of determining whether the last product is up to standard or not. Products or services that have quality, in this relative concept does not have to be expensive and exclusive, but adjust to the specifications and meet the needs of customers (Sallis, 2006). The concept of quality of education is not only measured by learning achievement, as it is associated with the curriculum and its standards, but the quality must be seen in terms of relevance and the extent to which what is taught and learned is in accordance with the needs of current and future learning (Coombs, 1969).

Quality experts believe that, 'measuring customer satisfaction on the educational establishment may be regarded by educators as one of the biggest challenges of the quality movement' (Cloutier Richards, 1994, p. 1994. This challenge is just one of several that surrounds quality improvement efforts in higher education (Quinn et.al, 2009).

But broadly speaking, the problem of education providers including Madrasah Aliyah is basically related to the problem, as follows, namely: First, educational resources are not reliable enough to support the achievement of educational goals and targets effectively; Second, the prison system focuses more on the quantity of results than the process (Mulyasana, 2015).

Therefore, it takes maximum efforts of educational institutions to be able to improve the quality of graduates. The improvement of the quality of graduates cannot be achieved quickly and instantly. This is where the ideal standard of education is required and the synergy of all factors that can improve the quality of the graduates of an educational institution.

A Madrasah-based quality improvement management research mentions Madrasah-based quality improvement management is a management model that extends greater autonomy to Madrasah, provides flexibility to Madrasah, and encourages direct participation from stakeholders to improve Madrasah quality (Ma'sum, 2017).

Then special research on skills, education, management mentions that the implementation of vocational skill is the answer to the expectations of the community who want learners not only to be able in science, but also to have skills to provide life in the community (Masruroh, 2016).

2. Method

The approach used in this study refers to the principles of qualitative research approach. This qualitative approach is used to review the management of skills programs in Madrasah Aliyah in order to improve the quality of graduates.

This qualitative approach as a research procedure that produces descriptive data in the form of written or spoken words from people involved in the management of skills programs in

Madrasah Aliyah, and is considered as a unity that does not stand alone but with each other is interconnected.

Qualitative descriptive research is used based on considerations: 1) Adjusting qualitative methods are easier when dealing with reality, 2) This method presents directly the relationship between researchers and respondents, and, 3) This method is more sensitive and more able to adjust to the many sharpening of shared influences and the patterns of values faced (Moleong, 2017).

Then the research variant used in this study is a case study. Case study is a method that studies a student's circumstances and development in guidance services, in full and detail, the purpose of this activity is to better understand the attitude and individuality of many students and can help further development (Winkel and Hastuti, 2006). But in case studies, researchers should have efforts in researching a unit or individual in more depth (Ary et.al, 1985).

The location of research on the management of this skills program is focused on Madrasah Aliyah 2 Banjarmasin City and Madrasah Aliyah 2 Hulu Sungai Tengah Regency, South Kalimantan Province. Where these two Madrasah Aliyah is among those carrying out the management of skills programs to improve the quality of graduates.

Determination of informants in this study is based on criteria: a) acculturation, meaning the subject is long enough or at least more know, so that it has special knowledge or information or close to the situation that is the focus of the study, b) direct involvement, subjects who are still active in the activity environment that is the target of the study, c) subjects who still have time to be asked for information by researchers, d) subjects have the authority and capacity to provide information, e) subjects who do not package information, but provide actual information (Mulyana, 2006).

Qualitative data collection techniques, namely; interviews, observations, documentation, and focused discussions (Focus Group Discussion). In this approach, researchers created a complex picture, examined words, detailed reports of respondents' views, and conducted studies on natural situations (Creswell, 1998). Data collection is conducted in natural conditions, primary data sources and data collection techniques more on participant observation, in depth interview, and documentation.

In data analysis, the researchers create field records, select data that is important to support arguments in research reports, and look at the relationships between the data that have been collected. There are 4 analytical models in qualitative research. The four analysis models are data collection, data reduction, data display, and conclusion drawing (Miles and Huberman, 1984).

3. Results

The basic purpose of the skills program initially is to facilitate children who later, after graduating Madrasah Aliyah for those who do not or have not continued education high, with the provision of skills that can be used to live independently or work on the relevant. However, in its development, the majority of students are interested in following the skills according to their

choice. Nevertheless, it does not close the possibility that graduates will be employed not/not yet in accordance with the skills that followed while studying at Madrasah Aliyah.

In the implementation of Madrasah Aliyah skills program in improving the quality of graduates encountered various obstacles. Among these limitations are the limitations of teacher resources, skills are the main obstacles.

The absence of the appointment of teachers from the Ministry of Religious Affairs to support the learning of skills causes difficulties in finding teachers. On the other hand, professionals in certain skill areas are also more interested in working self-employed than teaching because of the small incentives given compared to the self-employed or doing business on their own.

In addition, another obstacle is the limitations in terms of funding. Currently from the Ministry of Religious Affairs there is no allocating funds for skills programs. This condition will be an obstacle in the implementation of the skills program. Currently the source of funds comes from the school operational assistance, and non-binding parental assistance. Obstacles that are also no less serious are the limitations of skilled equipment, workshop space, book-open skills are also obstacles to the implementation of the program efficiency.

Strategic efforts are made to overcome these obstacles, Madrasah must do various tips, namely 1) Cooperating with the World of Business and Industry, in an effort to overcome the constraints of teaching staff and equipment Madrasah cooperation with the business world and industry such as with Astra, government agencies. 2) Approach with the Madrasah committee in overcoming funding limitations. 3) Selling services and skills products in overcoming funding limitations. 4) Conduct training for teachers.

To realize the skills program of Madrasah Aliyah in improving the quality of graduates, it takes synergy of all components of Madrasah. The leadership factor also has a central role, cooperation between the Deputy Head of Madrasah, the Board of Teachers and students, also determines the success of Madrasah Aliyah skills program in improving the quality of graduates.

Another component that murderous try to build and strengthen is cooperation, partnerships with government and private organizations. Skills management programs in Madrasah will be difficult to develop, if the Madrasah has not been able to establish relationships with the industry and the business world.

Another alternative that can be done by Madrasah creates its own entrepreneurship that is well managed by Madrasah. Entrepreneurship is important for Madrasah in exploring financial resources resulting from the performance of skills programs conducted by students, such as the results of sewing, catering, welding, and fisheries.

In education, education, management mechanism there are several steps, namely planning, organizing, directing, and controlling in order to maximize and utilize resources well to achieve maximum goals. The resources are human resources, including students, Madrasah heads, educators, and educational personnel, while other resources such as money, infrastructure, and Madrasah equipment.

From the fact of research it is known that the scheduled organizing system in the division of task loads formulated jointly between Madrasah leaders and teacher councils and legalized based on the decree of the Head of Madrasah. The elements referred to in the decree includes teachers who are given teaching assignments, teachers with additional tasks, teachers with the task of mastering skills subjects and teachers who occupy positions as managers of infrastructure facilities such as laboratories, research, workshops, multi-media laboratory and others.

The fact of the study also found that the organization of skill programs is not described in the detailed task sharing and assistance of Standard Operational Procedures. There is a discipline in the management of various areas of skills, but it has not been carried out consistently, so that such conditions have an impact on the maintenance of tools, resources of skill fields that are not well organized.

In terms of workshop management, Madrasah has designed various disciplines, for example: The Code of Use of Workshop, as follows, namely:

- a. Students are required to be ready 10 minutes before practice starts, according to the schedule;
- b. Students are required to wear workshop work clothes and shoes;
- c. Before and after practicing, students are required to line up to receive instructions from the instructor;
- d. Before work, check all necessary work safety equipment;
- e. For the needs of tools/materials coordinated by the chairman of the group by using form borrowing equipment that is then reported to the tool officer;
- f. For the sake of work safety and Madrasah discipline, students are prohibited from maintaining long nails or hair;
- g. During the practice, students are prohibited from joking and playing in the workshop;
- h. Students who are sick before or during the practice are expected to report to the instructor;
- i. Students are prohibited from using or operating the machine without the instructor's permission;
- j. Students are prohibited from taking tools/materials without the permission of tool man;
- k. Ask if there are difficulties, things that are not understood to the instructor;
- l. After practice, all equipment/machines used must be cleaned;
- m. Students are responsible for the cleanliness, security, beauty and order of the workshop;
- n. Students are allowed to work/repair their vehicles outside of lesson hours with the permission of the instructor;
- o. Students are expected to bring books/stationery to record the necessary information;
- p. Students are expected to learn the theory first before practicing;

The implementation of the organization of skills programs in Madrasah Aliyah is still not shown the model of procurement, development and coordination between lines in the structure of the division of skills program tasks in Madrasah Aliyah. In terms of organizing skill, teachers, the Madrasah has sought to foster and improve the ability of teachers by involving skill teachers in

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various technical activities. To become a professional teacher, it takes a long journey. Thus, the policy of coaching and fostering the teacher profession must be carried out continuously, with a series of certain activities. Starting with the preparation of prospective teachers, recruitment, placement, assignment, professional and career development.

Especially for skills programs, Madrasah Aliyah increases the strategic role of Madrasah heads to maximize the overall resources of Madrasah, especially teacher resources. Madrasah can conduct in-house training. Training in the form of in-house training is training conducted internally in Madrasah or other places that are set to hold the training. The strategy of coaching through in-house training is carried out based on the idea that some of the skills in improving the competence and career of teachers do not have to be done externally, but can be done by teachers who have competencies to other teachers who do not have the competence. With this strategy is expected to save more time and costs.

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In addition, the Madrasah in improving the ability of teachers and students through an internship program. The internship program is training conducted in relevant institutions/industries in order to improve the professional competence of teachers. This internship program is mainly intended for vocational teachers and can be done during certain periods, for example, internships in the automotive industry and the like. The internship program was chosen as an alternative to coaching on the grounds that certain skills, especially for vocational Madrasah teachers require real experience.

Madrasah plus skills program in Madrasah Aliyah at least organizes 3 skills programs, consisting of five majors that include fashion, automotive, machinery, furniture and gas welding and electric welding are grouped in special classes namely social sciences skill and natural sciences skill classes. The implementation model becomes one roof and one management with Madrasah Aliyah, only in handling the overall educational activities are given wide autonomy. The curriculum used is the curriculum of the Ministry of Religion in 1997 and adapted to the curriculum 2006.

Then several efforts were made in exploring funding resources and facilities including the Madrasah Committee to raise funds by asking students for info. The amount is RP 60.000, - per child. In addition, funds sourced from budget project checklist have also been raised in terms of the implementation of learning. However, in terms of the implementation of Madrasah skills programs are still lacking.

Supervision of the course of the skills program is carried out by means of periodic joint evaluation, both about work programs, learning programs, apprenticeship programs, improvement of facilities and facilities and facilities and financing. Monitoring and evaluation of the program and its implementation is carried out periodically so that what has been done and that cannot be known, which has been both maintained and improved, which is still not repairable.

Evaluation of Madrasah Aliyah skills program is a step from the governance conducted by Madrasah to observe, review, and obtain an overview of the implementation of a Madrasah

Aliyah skills program organized by Madrasah. Involvement of parties in evaluating the skills program Madrasah Aliyah, involving other parties such as a supervisory position group, Madrasah education section of the Ministry of Religion. Madrasah Aliyah skills program evaluation activities that are currently carried out by Madrasah also have not comprehensively discussed the issue of evaluation of the Madrasah Aliyah skills program as evidenced by the absence of evaluation documents owned by Madrasah.

4. Discussion

1. MAN Skills Program in Improving The Quality of Graduates.

Madrasah is a formal educational unit under the guidance of the Ministry of Religious Affairs that organizes public education with typical Islamic characteristics. Islamic education serves to form Indonesian people who believe and fear God Almighty and noble character and able to maintain peace and harmony between inter-religious relationships, and is intended for the development of the ability of learners in understanding, living, and practicing religious values that harmonize the mastery of science, technology and art.

There are several conditions that must be met in carrying out the educational process, including the existence of educational facilities and equipment that suit your needs. The means must be based on devotion to learners, must be in accordance with every transformed value and adequate atmosphere, so that the process of transformation of these values runs fairly (Uyoh, 2018).

In the Madrasah Education Development Master Plan 2010-2030 it is stated that the vision of Madrasah is to realize a superior and competitive Madrasah. The mission of Madrasah is to strive for the realization of Madrasah as an educational institution based on science and religious values that are superior, qualified, and competitive. While the purpose of Madrasah is to produce people and Indonesian people who have a religious attitude, scientifically capable practice, skilled and professional, so that it will always be in accordance with the order of life.

Madrasah has made many innovations in the development of Madrasah curriculum implementation to realize these advantages. Therefore, the Ministry of Religious Affairs continues to encourage and provide innovation and the creative space Madrasah education units. Development of curriculum implementation in Madrasah Aliyah can be made among others by:

- a. Increase the learning burden based on consideration of the needs of students and /or academic, social, cultural, and time availability needs;
- b. Relocating lesson hours in certain subjects for other subjects as much as six hours of lessons for the entire relocation;
- c. Organizing integrated learning with a collaborative approach;
- d. Conducting learning with Package System or Semester Credit System. The provisions of the implementation of the Semester Credit System are stipulated by the Decree of the Director General of Islamic Education. The innovations made by Madrasah are contained in the Curriculum Document of the Education Unit Level of the Madrasah concerned and obtained approval from the Regional Office of the Provincial Ministry of Religious Affairs.

2. Organizing MAN Skills Program in Improving The Quality of Graduates.

The organization of learning is done by integrating characters in the learning process through models or learning methods that activate students' critical thinking, reasoning power, so as to solve problems and be creative through collaboration and communication that is good, correct, polite and polite, and uses a variety of media, both print and digital, as well as a variety of learning resources that activate the literacy skills of learners to overcome the problems of today's world.

Strategies are needed to minimize uncertainty and provide consistency to help cognition and satisfy intrinsic needs, as well as maintain work efficiency in stable conditions (Thompson, 1992). Activities in the organizing function related to the organization of skills programs are:

- a. Allocate sober power, formulate and assign tasks, and establish the necessary procedures;
- b. Establishing an organizational structure that indicates the existence of lines of authority and responsibility;
- c. Recruitment activities, selection, training and mining, human resources/labor;
- d. Human resource placement activities in the most appropriate position.

3. Implementation of Madrasah Aliyah Skills Program in Improving The Quality of Graduates.

The most interesting thing about Madrasah Aliyah skills program in improving the quality of graduates is a Madrasah partnership pattern with third parties. Partnerships can provide academic benefits and economic benefits. A partnership between Madrasah and industry world can provide academic benefits if the partnership obtains results that can add scientific substance to learning in Madrasah. A partnership between Madrasah and industry world can provide economic benefits if done by utilizing existing resources and facilities together so that the implementation of education is more effective and efficient than when only utilized by each institution individually.

The motive that underlies the pattern of Madrasah partnership with industrial world is the need to gain knowledge and experience in one of the organizations. Madrasah partnership with industry world is oriented towards academic benefits to improve student competence and economic benefits to improve teaching factory and teaching industry in Madrasah (Purnamawati and Yahya, 2019).

The Madrasah Aliyah skill Program is a general (non-vocational) Madrasah Aliyah with the same curriculum content as Madrasah Aliyah in general coupled with extracurricular programs in various areas of structured skills (Depag RI, 2003). This skills program is implemented to make it easier for Madrasah Aliyah graduates get a job or do independent business in accordance with the skills learned in Madrasah Aliyah Skills Program.

Skills education conducted in Madrasah Aliyah is a development of the concept of life skills. The essential products of skills education are: knowledge, skills, attitudes, values and experience. So it can be concluded that skills education is the answer to the fulfillment of students' life skills needs in anticipation of the demands of the world of work and the needs of the community.

The skills education that is organized must be in accordance with the type of work, social environment, national development needs, student development stage, the development of science and technology. The final result of skills, education should be realized with a certificate from the assessor recognized by various parties.

In fact, the quality of graduates who are expected to be the product of Madrasah Aliyah skills program has relatively not been achieved, and when referring to Sallis's opinion on quality, Madrasah still has to improve, make continuous changes, synergize with various parties, meet the needs that must be met in the implementation of Madrasah Aliyah skills program in improving the quality of graduates.

Reflecting on the concept of quality, education is included in the effort to provide maximum service to customers. Education is a service that needs to have standardization of quality assessment. Quality standards are a combination of the properties of goods or services including a management system that is relatively establish and in accordance with the needs of customers.

The implementation of the program of decency in Madrasah Aliyah remains religious-based as a feature of Madrasah education, among others, habituation of praying before and after studying, reading the Qur'an every day, praying Zuhur and Dhuha prayer in congregation, the implementation of fardhu kifayah (funeral prayer) for large families and neighboring Madrasah Aliyah, behaving clean and healthy and fostering a competitive and fair soul through the competitions that followed.

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The Madrasah Aliyah skills program is an educational design based on local and global excellence is an education that utilizes local excellence and global competitiveness needs in economic, cultural, language, information and communication technology, ecology, and others, all of which are beneficial for improving the competence of learners. Therefore Madrasah Aliyah chose education based on local and global excellence, namely Tahfiz education, Sasirangan making and olympic as intellectual education.

1 4. Evaluation of Madrasah Aliyah Skills Program in Improving The Quality of Graduates.

Evaluation of Madrasah Aliyah skills program in improving the quality of graduates who are welded so far, the ability of students in the test by Madrasah itself, Certificate of expertise owned by students issued by Madrasah with ratification from Dinsosnakertrans District has not been fully implemented, has not received recognition from the business world/industry at large. Do not yet have a special team for marketing and search graduate skills program. Production Units are carried out by each major and have not been managed properly.

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Evaluation is not only based on the assessment of learning outcomes, but also needs an assessment of the input, output and quality of the learning process itself. Optimization of evaluation system has two meanings, namely evaluation system that provides optimal information in the process of organizing education in general and improving the quality of learning (Mardapi, 2003).

In principle the evaluation system at the Madrasah Aliyah level refers to the national evaluation system, including in the process of evaluation of skills, program learning, based on the existing determination of the skill program evaluation system in improving the quality of graduates through, as follows, namely:

First, the assessment of learning outcomes includes aspects of attitude, aspects of knowledge and aspects of skills. Assessment of learning outcomes can take the form of portfolios, assignments, projects, practices, writing and other forms. Assessments include daily assessment, semester-end assessment and year-end assessment;

Second, Madrasah students are declared to be in class if they meet the following criteria: 1) Complete the entire learning program in two semesters in the following school year; 2) The predicate of good minimum attitude is to meet competency indicators in accordance with the criteria set by the education unit; 3) The predicate of extracurricular activities must be minimum scouting education in accordance with the criteria set by the educational unit; 4) Do not have more than two subjects that each achieve knowledge and skills. If there are subjects that do not reach in odd semesters or even semesters, then the final score of the subjects is taken from the average value of the subjects in the odd and even semesters for the same aspect; 5) Number of absences; sick, licensed and unscripted maximum 35 days per year, without explanation maximum 25 days per year.

Third, students is declared graduated from Madrasah Aliyah if they have fulfilled the following requirements: 1) Have completed the entire learning program; 2) Obtain good grades in the final assessments for all subjects, religious and moral subject groups, nationality and personality, aesthetics, and physical, sports, and health subject groups; 3) Pass Madrasah exam

5. Creative and Innovative Ideas Madrasah Aliyah Skills Program In Improving The Quality of Graduates.

The creative and innovative ideas of Madrasah Aliyah's skill program in improving the quality of graduates are emphasized in curriculum design. Madrasah Aliyah Skills curriculum content: hours each week. Evaluation model and competency standards of graduates Madrasah Aliyah Skills: The same as the evaluation and competency of Madrasah regular, coupled with the skill competency test including apprenticeship activities.

In addition, creative ideas are also related to the improvement of human resources Madrasah Aliyah Skills include: Educators and education that exist quantifiable still inadequate, there are some skills programs that are still lacking and even inadequate teaching resources, examples of automotive leadership and fashion, to improve the resources of educators required the addition of knowledge and skills, so it needs to be included in the training activities of teachers skills.

Some of the problems related to the implementation of skills programs in Madrasah Aliyah, including: a) The absence of Basic Competency and Competency Standards set by the Government for the skills of fashion, welding and motorcycle workshop; b) Still lack of facilities and infrastructure skills of fashion, welding and workshop of motorcycles; c) The lack of training to improve the competence of teachers, especially on welding skills and motorcycle

workshop; d) The lack of special funds for the implementation of the program of fashion skills, welding and workshop of motorcycles; e) Still the lack of local content teachers making Sasirangan.

Conclusion

Management of skills programs in improving the quality of graduates in accordance with the technical guidelines of the Ministry of Religious Affairs of the Republic of Indonesia on Madrasah Aliyah, but has not been effective in improving the quality of graduates due to limited resources both educators, infrastructure and financing facilities.

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