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# Creation of Audiovisual Media for Children with Special Needs in Indonesian Language Learning

**Fajarika Ramadania, Kisyani, Mintowati**

Pascasarjana Program Doktoral
Pendidikan Bahasa dan Sastra Indonesia
Universitas Negeri Surabaya

Corresponding author: fajarika.19016@mhs.unesa.ac.id, kisyani@unesa.ac.id, mintowati@unesa.ac.id

## Abstrak

This study aims to find out: 1) The influence of learning methods by using audio visual media on the results of learning Bahasa Indonesia. 2) Interaction between learning methods and gender towards the learning outcomes of Indonesian subjects. This research is qualitative research using data collection techniques by conducting interviews and documentation. The informants in this study were teachers and principals. This research also uses literacy method (literature study) by reviewing various literature related to the application of Audio Visual model, Special Needs Children Education (Inclusion Education), and learning media. The data is then analyzed and then presented in the results and discussions in order to be concluded. The results showed that the use of learning methods using media, namely audio visual media has a significant effect on the learning outcomes of Indonesian education in students with needs, especially autism.

**Keyword:** Audio visual, media, autis

## Introduction

All human children do not want an abnormality or a disability to be born into this universe. Similarly, there is no mother needing her disabled child to be born. Since his birth in the world, both parents have not wanted a child with a disability or recognized as special needs (ABK). Logical implications as ABK faces multiple family, community and educational challenges.

The ABK as a human being has right in the midst of families, communities and nations to grow and develop. As everybody else who has no anomalies or normality, they have a right to school. There are no reasons for prohibiting ABK from school entry into Exceptional Schools (SLB) and Public Elementary Schools (SD). Requires schools to create PLB programs for children that relate to the characteristics and needs of the child alongside special guidance teachers with the experience and knowledge of Exceptional Education (PLB). It depends upon the child's potential and condition, whether it requires special classes, special programs or special services. The more ABK faces environmental problems psychologically, as earlier the ability to connect with children of its own generation. In comparison to those in exile and not educated, it will also be far more established. The quicker you access services for schooling, the better the outcomes.

Many lay people have a misunderstanding about ABK education. ABK introduces adaptive sports as part of its curriculum. Adaptive exercise is a type of exercise suited to an individual's functional cottonist. Movement, speed and frequency of sports are not limited. Adaptive learning is normal, adapted and structured so that children with particular needs can be taught, incorporated and fulfilled (ABK). So adaptive learning is also outstanding education for ABK (PLB). Since the management of courses, programs and resources is structured for adaptive learning by ABK (Mais, 2016).

Learning for children with special needs involves a self-contained approach based on the needs of one another. The learning model prepared by school teachers for students with special needs is structured to allow students to engage with the social environment. Inclusive education program is a versatile curriculum tailoring to each student's skill and needs. (Smart, 2010).

## Studies Theoreticle

### *Model of Learning*

By (Trianto, 2011), conceptual systems are learning models that carry out systemic procedures in the organization of learning experiences to achieve those objectives and serve as guidance for teachers and designers in teaching planning and learning. The learning today is evolving and rising. A learning process is now a process where students can learn according to their abilities, not just teaching knowledge or skills. Learning today is more focused at creating a good learning atmosphere such as structuring the environment, providing training instruments and tools and other things to help students to feel comfortable, so that their talents, interests and potentials are optimally created. Learning is all teachers (educators) do to make students understand the process. Nasution learning (2005) in (Sugihartono, 2007) describes learning as an operation for the best organization or organization of the environment and for it to be linked to students in order to achieve the learning process.

The most important thing about learning skills should always and repeatedly be accomplished. A skill which is regularly learned and done over and over again and then a shift is made in the student that means the skill is well mastered. «Changes in individual comportements as a consequence of learning in different areas, such as changes of knowledge, understanding, perception, motivation or a combination of these areas, are demonstrated» (Rusman, 2010).

From that experience, learning is an effort intentionally made by educators to communicate science, coordinate and build environmental structures using different methodologies to allow students to pursue learning activities effectively. Learning highlights more ways of achieving objectives and how the topic is organised and learning is handled.

### *Styles of audio visual education*

The nature of the above two fundamental features of audio visual (Sanjaya, 2006) Making the method more effective and interesting for use as a teaching and learning medium. In education, audio visuals are often used in the learning environment as 'sensory aids' or sensory aids, so that the words written and articulated can be better understated. Audio visual education is the development and use of content that doesn't rely on the absorption of similar words or symbolism by sight and hearing (Arsyad, 2002).

Audio-visual media such as this are designed to increase the quality and efficacy of the learning process, so that children can gain reasoning and capturing ability (Darwanto, 2005). Audio-visual media is a tool that offers samples or examples of materials that will attract the students' attention and interest to the topics, so students are required to provide an explanation of the content given after they are looking. Audio visual media is a new educational medium which is consistent with the evolution of the times (advances in science and technology).

### *Children with Special Needs*

A modern Special Education Environment Model Education for a broader variety of special needs has started to shift to all sorts of kids with learning disabilities. Extraordinary education usually focuses only on children, those with vision impairment and eye impairment and does not always meet the children's educational requirements. The spectrum of special children's education includes all children with learning disabilities, including children who are unable to understand, read, write and maths, children who are deemed nonsense or who are excluded from learning because of social mental, economic or political circumstances, and children with special needs should be supported by education (Hadis, 2006).

### *Autisme*

Autism is a behavioral developmental disturbance that makes communication and engaging with your environment very difficult for your infant. There was a mistake (Huzaemah, 2010). Autism is one of the five types of developmental disabilities per passivity characterized by communication and social contact. Autism, Asperger syndrome and childhood disintegration, rett syndrome, perpasive condition, or generally referred to as DPP are the five aspects referred to in this article. These five forms of autism vary in many ways, namely:

1. *A syndrome of Asperger*: Autistic people of this kind have the same attributes as autism but what makes

them different is how they speak and they have a better way of communicating than people with autism. They also have medium or higher intelligence.

2.  ***Childhood condition***: development normally resembles a typical child, but they begin to lose all capacity by the age of three or ten and have bowel and bladder control disorder (BBC) disorder.Sindrom rett: sindrom ini biasanya terjadi pada anak perempuan, mulanya anak berkembang seperti biasa tetapi mulai kehilangan keterampilannya sejak umur 1 tahun - 4 tahun. Mereka sering mengepakan tangannya tanpa alasan yang jelas dan juga kehilangan keterampilan motorik yang lain seperti berjalan.

3.  ***Perpassive development disorder***: this is more a communication disorder and how to play, but in this kind of autism the characteristics of the motor or physical disabilities do not occur.

Safaria (2005) notes that there are two forms of autism, namely:

1.  **Excessive behavior (*excessive*):**
    a)  Abuse yourself, like knock, bit and clutch. (Priyatna, 2010)
    b)  *Agresif*, Kick, hit, bit, and pinch behaviour, for example.
    c)  *Tantrum*, like the action to yell, scream, and skippe.

2.  **Failure to behave (*deficit*)**
    Failure to conduct marked by speech disorders and social conduct. Sensory deficit is unacceptable such that children often are deaf, play wrong and unsuited feelings, like laughing, crying without reason and dreaming. Based on the aforementioned definition, autism has abnormal behaviour or a deficit behavior that enables the behavior of those around it to be disrupted.

## Research Methods

This study is qualitative research through interviews and reporting using data collection techniques. Teachers and directors were the informants in this report. In addition, this analysis incorporates the methodology of literacy (literature study) by analyzing different literature relating to the implementation of the audio-visual model, the special needs for child education and the learning media. The data are then evaluated and discussed to be concluded in the findings and discussions.

## Discussion

The communication and social contact of children with autism is challenging. But Bahasa Indonesia is no obstacle to autistic children, even join the team when they study. For children with autism, preferring specific sports that can easily be imitated is easier. Autistic children will also engage in the team if you are more steady and used to it. Autistic kids are hard to interact reciprocally; they always repeat words and their response to a voice is not limited, so they do not even have eye contact, apathy towards people who they do not know when they are called on behalf to get close to the teacher, and they often avoid physical contact. Autistic children experience auditory, hypersensitive, or hyposensitive five senses shifts, laughter and rage without a cause and lack of reaction to pain.

Exploring the world of children with autism remains an activity that appears to do unusual things for example, swinging, liquidating toys, hurking, switching activities, using the body to accomplish targets, searching for pleasure. Autistic children appear to be like deaf children, they have difficulties to talk, and if they're said, they're not real, autistic children prefer not to interact with words, so that they're strictly treated so they're able to offer the orders, meet the needs they want, many of them pull against other people's hands; it's one of the want.

Autistic kids have trouble communicating, autistic kids like to be alone, avoid eye contact, do not want to play with friends. Autistic children, including being highly sensitive to the touch, often experience sensory problems when they hear noisy sounds covering the eye, oblivious to pain. For autistic children, sports may improve the focus of children in school and must not be formal.

The education of autistic children cannot necessarily be undertaken as regular children. Certain measures are necessary in order to achieve their objectives by learning autistic children. The first step towards a pronostic/

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suspected autism spectrum in children is recognition. The first step. The parents interviewing the attitude of the child at home should take this measure.

It is important to do an examination after recognition. When an alleged diagnosis is made, it tries to evaluate the severity, capability level it has at this time and find out whether it is followed by any other obstacles or disorders. To be understood what is appropriate for children with this form of adaptive Indonesians Language so that all activities are safe and successful. In the case of adaptive Indonesian language learning, the knowledge from the evaluation is also helpful as instructions for supervisors for guidance to children.

It turns out that the findings are very acceptable by learning using audio visual media. Multiple learning activities may affect autistic kids, namely the effect of imitating the video movements. It is worth noting that children with autism have anomalies, including communication, in particular verbal communication. Visual communication through the video displayed will route these obstacles. Autistic children can follow the intended movements by looking at the video to imitate the displayed movements. Thus the audiovisual media in this study are obviously a learning tool that is adequately powerful for the education of autistic children in Bahasa Indonesia.

The findings of association trials between these two factors have also shown an important impact on children with special autism needs in their learning outcomes. The findings of Indonesian Languages are also affected in autistic children by audio visual learning methods.

## Conclusion

Results have shown that the use of methods of learning using the media, i.e. Audio-vision media, has a major impact on the student needs especially autism, of Indonesian training. The findings from this study illustrate the need for media support in learning materials for children with special needs and particularly for autistic people. Autistic people are men, of which there is a deficiency of speech. Therefore if only orally, they find it difficult to understand anything.

Media is a platform for children's learning. Children are interested in current media for the proper use of media. The secret to good learning is this curiosity. The media collection must also be adjusted to teachers' preferences and conditions. The collection of media can definitely not easily be achieved. Before determining the type of media used it is important to verify. It is not important to use even the option of media forms, and after the method, this can be understood. Teachers as educators therefore must continue in the learning process with the analysis of a chosen media. The evaluation is performed not only before the learning takes place or in the preparation phase, but also during the course of the procedure. The test continues even until the final phase or assessment phase. Therefore, during the present time, teachers can choose one form of media, but at the next point, they can either choose another media or enhance the used media.

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# Benchmarking Implementation: A Case at Vocational High School Continuions for Sustainability in Pandemic Time

**Rr. Sri Kartikowati[1], Gimin, Sakdanur**

Faculty of Education, Sciences, Universitas Riau (UNRI), Pekanbaru, Riau, Indonesia
[1]Corresponding author: tikowati@lecturer.unri.ac.id

## Abstract

*Purpose*: This study aims to explore the process of benchmarking that has been successfully implemented by a public vocational high school in Pekanbaru. This study also intended to figure out on how the school strives for sustainability to proceed the project while facing Covid-19 pandemic, after targets partly have been achieved.

*Methodology*: This study employs three qualitative interviews with school principal and the leader who managed the project using the benchmarking approach. Uses only one unit of analysis, the findings of this study may not be generalizable to a wider population.

*Results*: Two findings are 1) Description of benchmarking stages based on the Five-phase of Benchmarking process from Spendolin (1992); and 2) Five essential aspects derived from each stage of benchmarking implementation (strategic issue of customer affairs, team work, potential partners, site visits and secondary data, and achievement of predetermined targets & continuous improvement agenda).

*Applications/Originality/Value*: This study beside describes the benchmarking phases conducted typically vocational schools, this study also produces essential aspects derived from each stage of benchmarking implementation, by which, can be used by the next benchmarking implementer as a guideline of minimum quality standards.

## Introduction

The dynamics of organizational life is always interesting to study, including schools. The problem that arises is how the dynamics of a school's life should be managed properly so that organizational resources play maximize. The Total Quality Management (TQM) approach views that quality management in schools is a long process where the components are reciprocal. This approach to managing quality is widely known as Total Quality Management (TQM).

In a TQM-oriented 'sustainable' manner there is one quality management tool, namely benchmarking. Benchmarking implementation has been used widely by various organizations, from commercial organizations and other similar organizations. Benchmarking has become a popularly adopted procedure and is used to form "competitive advantage" (Elmuti and Kathawala, 1997). Entering 2000, the procedures used for benchmarks have been improved and modified. Benchmarking is increasingly popular and is defined and understood in different ways, not only as data collection but as a method that generates new ideas, which can be used by both the manufacturing and service industries (Elmuti and Kathawala, 1997)

Many relevant benchmarking definitions provide different perspectives (Salem, 2013). For example, benchmarking can be used for continuous improvement purposes (Dattakumar, 2003). In addition, benchmarking is a 'continuous process' to measure products, services, and practices against potential competitors or companies that are prominent in the same industry (Azis, AM., Et., Al, 2013); quoting Rohlfer (2004) that benchmarking is seen as a continuous process used to measure performance gaps, to ascertain where there are 'best practices' and to recognize changes to address gaps that were originally identified. The latter is related to the external view of TQM.

In addition, in times of turbulent corporate life, benchmarking remains a strategic tool for the company (Hong et., Al. 2012); serves as a performance measurement tool which functionally serves as a strategic tool for performance appraisal and continuous performance improvement (Elmuti and Kathawala, 1997); to improve performance in various industrial areas (Azis, 2011). In the future, the definition of benchmarking is directed at situations that require an organization to have a «competitive advantage», which causes the definition of benchmarking to shift and pay more attention to vital aspects of the «learning» process, namely a benchmarking cycle on *continuity, measurement, comparison, and improvement*. (Hong and Hong, 2012).

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A number of benchmarking models can be found in various literatures. One of the benchmarking models used in this paper is the Five-stage Benchmarking Process Model from Spendolini (1992) with 5 main steps, namely Determine what to benchmark; Form a benchmarking team; Identify benchmark partner; Collect and analyze information of benchmarking; and Take action.

From the paragraph explanation above, it is known that there are many benchmarking studies among the business industry. Likewise, in educational institutions benchmarking has been used, especially by universities, such as the benchmarking model for E-learning ( Jirasak Sae-Khow1, 2014) and the development of learning methods (Henderson-smart et. Al. 2006). But unfortunately, from the literature search results published for 15 years by the Benchmarking Journal: An International Journal, it is known that only 21 articles (5%) of the 382 published journals studied the theme of Education, 170 publications (45%) studied the theme 'benchmarking models, 163 publications (43%) on the theme of case study benchmarking, and the remaining 31 publications (7%) examined benchmarking innovation (Dattakumar, R., and R. Jagadeesh. 2003). This situation shows that although benchmarking has been used in educational circles, however the number is still very small. Not many projects that have successfully applied the principal of benchmarking, in school institutions, are analyzed in management studies, even though these studies may contain 'best practices' that can be used as lessons for other schools.

This paper intends to delate the gap, and explores especially the implementation of benchmarking in vocational high schools. The aims of the study, first, to produce a report (report) on the implementation of benchmarking in vocational high schools, which is compiled according to The Five-stage benchmarking process of Spendolini (1992); and second, based on the report, the 'essential aspects' obtained from each implementation stage are determined based on the criteria of customer orientation and continuous improvement.

## Method

This study is a qualitative descriptive research. The population frame for the Vocational Intermediate School (SMK) analysis unit was determined deliberately with the criteria that the school had successfully implemented an educational project using a benchmarking approach. School leaders have stated their willingness to be discussed and analyzed in this educational project. One school designated is SMK (Negeri) II Pekanbaru, which carries out the Technopark project. The data collection activity begins with providing preliminary instruments so that the researchers and the school have a relatively similar understanding of benchmarking. The instrument was arranged based on the Success factors table for Higher Education Benchmarking from Booth et., Al. 2011 and modified by Scott Rowena (2011). This instrument is the first questionnaire whose data is obtained through interviews.

Respondents (informants) are the principal and the head or secretary of the project in question. There are some data that require triangulation so that observation or interview techniques are needed to respondent (from elements of consumers / customers, such as teachers and employees). All data were obtained from them as a form of triangulation of methods and triangulation of sources because they had knowledge or influence on the success of the educational project. This type of triangulation suggested Denzin as quoted by Nicholas Chileshe (2017). Secondary data such as school profiles, web, and reports also complement the primary data of this study.

Qualitative studies have their own challenges in data collection and analysis. There are 4 main steps. First, documentation techniques, in order to obtain school profile information, benchmarking implementation reports, all of which are secondary. The second step, the first FGD, was conducted to prepare various instruments such as interview guides and site visits. All are prepared to eliminate ambiguous questions and have reliability and validity. The FGD activities were originally planned to be implemented virtually but were still carried out to maintain data validation. The third step of observation is still carried out in a pandemic situation by observing strict health protocols. Likewise, the health protocol was still carried out when conducting in-person interviews (do not use the zoom application or Google.meet or others). This is the 2nd interview.

*Fourth*, conducting a second focused discussion (FGD), both internal to the research team, and outside the team's FGD. The goal is to sharpen the analysis of the findings obtained, a second triangulation is carried out with management & organization experts, education practitioners (school leaders). The resulting product is a

draft final report. The resulting report is a draft final report, which is the 3rd interview, which is presented in a table that contains benchmarking steps according to the concept of the Five-stage benchmarking process from Spendolini (1992). As a guide, the following is a picture of the steps for the benchmarking process (Spendolini, 1992)
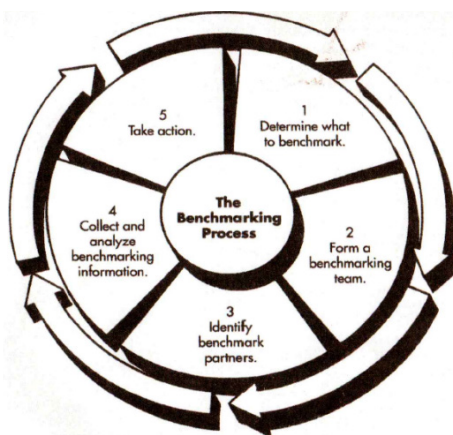


Fig. 1. Phases of Benchmarking Process (Spendolini, 1992)

The analysis techniques are *integrated and interactive*; The data obtained are grouped to be further reviewed repeatedly to ensure the validity and validity of the data. Data collection does not stop, continues like a cycle until *data maturity* is reached. Other things that are done are triangulation, discussion with peers, with experts in a focused discussion agenda or FGD.

## Result and Discussion

The implementation of the 'technopark' project at SMK II is guided by the technopark goals set by the government, which then focuses on the interests of the basic ideas of Technopark for SMK Negeri II, namely (a) Providing a forum for students and teachers to generate creative ideas and cooperation with various industries & institutions in order to realize the current needs of society in the form of a marketable product / service; (b) Supporting 21st century skills (creative, critical thinking, collaborating, and communicating) students; (c) Producing innovative work products from students that have registered intellectual property rights at the Ministry of Law and Human Rights, as the beginning of the birth of new business (vehicle of start-up) that is competitive in local, national, international markets, so that students are able to live independently.

Table 1. Phases of Benchmarking Implementation on the Project Technopark – Vocational Public School II.

| No. | Phase/Targets | SMK II |
| --- | --- | --- |
| | | Project: Technopark |
| 1. | Determine what to benchmark | (1) Forming Technopark, as an assignment of the Ministry of Jakarta, yang (1) Providing a forum for students and teachers to generate creative ideas and innovative marketable products; <br> (2) Master the skills and competence character of the 21st century. <br> (3) Increasing human resources in the long run. |
| 2. | Form a benchmarking team | Establishment of a benchmarking team with an official letter of assignment no. 552/420 / SMKN.02 / TU.06 / 2018, consisting of teachers with various competency and skill backgrounds. |
| 3. | Identify benchmark partner | (1) Government - Education Office, Manpower, UMKM, Technopark Industry Service. <br> (2) Consultant network: ITB, SMK ATMI MM Solo (business canter), IPB. |

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| No. | Phase/Targets | SMK II |
|---|---|---|
| | | Project: Technopark |
| 4. | Collect & analyze information of benchmarking | (1) Comparative study<br>(2) Academic consultant in planning<br>(3) Internal stakeholder engagement - forum<br>(4) Project institutionalization<br>(5) Innovative product competitions.<br>(6) Animating the Technopark atmosphere throughout. |
| 5. | Take action | (1) Generates 4 IPR<br>(2) Produce innovative product designs from the competition.<br>(3) Producing innovative products.<br>(4) initiating start-up births;<br>(5) Creating an evaluation instrument for the achievement of the benchmarking process |

Source: Meeting of FGD, 2020

Furthermore, based on Table 1 regarding the benchmarking implementation report, essential aspects are produced. These essential aspects (are lessons learned) from the implementation of the Digital Library and Technopark projects, which are carried out with reference to the criteria of 'customer orientation' and 'continuous improvement' through focused discussion activities (FGD) with a team of education and management experts, as well. The results are listed in Table 2.

Tabel 2. Essential Aspects derived from each stage of Spedolini

| Stage | Activity | Essential Aspects |
|---|---|---|
| 1. | Determine what to benchmark | strategic issue of customer affairs |
| 2. | Form a benchmarking team | team work |
| 3. | Identify benchmark partner | site visits and secondary data |
| 4. | Collect & analyse information of benchmarking | *member check* within the school |
| 5. | Take action | 1) Benchmarks are achieved early in the process (goods/ services)<br>2) Continuous improvement agenda for the next cycle |

## Discussion

At the first stage, SMK II has firmly and clearly stated 'what to benchmark'. The statement contains customer requirements. Likewise, there is no option for SMK II apart from carrying out tasks from 'Jakarta'. This is in line with the TQM statement which is comprehensive and touches the entire life of the organization (Dragolea & Cotirlea (2009). Customers for Vocational Schools are clearly students (primary) and teachers and education personnel. At this stage the indicators of quality are by making provisions that are focused on and for school customers and are defined based on strategic issues.

Strategic issues need to be emphasized as stated by Jetmaroba, that… benchmarking must be done, especially in critical areas; because benchmarking does not stop at solving problems but rather has a broader impact on the organization, such as change and innovation… .. (Jetmarova, B.2011) and strategic statements are at the organizational level that provides direction, thus enabling organizations to strive for continuous improvement in the form of products or services.

In stage 2, *Form a benchmarking team*, the results of the FGD determine two quality indicators. The teams formed by SMK II vary in number and in variations in competencies / skills. This determination is of course with understandable reasons. Benchmarking results are the result of team work, it is impossible to do or acknowledge the work of individuals. Therefore, big or small team size does not seem like a big problem, the main thing is a solid team that generates strong and synergistic energy. Therefore, there must be *a clear job description*; Meanwhile,

team solidity can be seen from the *'time table'* which shows that there is work continuity that is continuity. The notes and milestones from the program's stepping to the next program will show that there is a *continuity* of work from a solid team. In stage 2, the solidity of work and each program foundation can be identified as an indicator of quality.

Stage 3, identify partners, is a stage full of intrigue not only personally but also organizationally because at that time it begins to «outside» the organization and the inclusion of «outsiders». Even though it is for the benefit of the organization and to achieve goals (as stated in the first stage - determine), the determination of the partners departs from a subjective element of what is appropriate and should be taken as the «best». Therefore, we need the size / criteria for establishing partners. The criterion of 'continuity' can be used, by determining potential partners, namely those who can guarantee continuity of work, who are willing to share knowledge and experiences. Usually they are parties (relations) who have long been or are working with the school. Thus, there will be mutual benefits and incentives.

Stage 4, *Collect and Analyze information*. At this stage, funds are generally required which is not small; At this stage, the benchmarking team starts "hunting" for information, which is usually done in terms of site visits or comparative studies. This activity may have been greeted with enthusiasm by the team even though actually starting this work would require more time, thought and effort. Therefore at this stage a careful planning is required. Perform site visits aimed at the right target. As argued by Bhutta and Huq (1999), what is wanted to be achieved is something that has high identification so that it must be precise and possible to achieve that standard. Site visit has the advantage because the team can see firsthand the shape of the expectations that will materialize in the organization.

However, the site visit can be continued after the team first gets an overview of secondary data, from the Internet, magazines, newspapers and websites of various organizations / institutions, and what touches the word 'customer' is to involve them in brain-storming '. In conclusion, at this stage the quality indicators according to customer criteria and continuity are site visits & secondary sources; and institutionalizing the educational project or making this project known to all school members (*let everybody know it*).

The fifth stage, take action, is the final, defining stage; hence the team began using the design of the measuring instrument although at each stage there was a small 'evaluation' step. The opinion of Freytag Hollensen, 2001 deserves attention when he introduces the concept of 'bench-marking, bench-learning and bench-action. This stage is not only marking (mark) but also in *learning*, and finally the *action*. The three concepts can only be separated when studying them, but in practice they blend with each other and there is no stage of implementation which is the first and which one is later. This means that in the learning stage, there is actually a *mark* and *action* stage. It means that at this fifth stage the benchmarking process must have shown the results for «customers» either in the form of goods or services. The achievement is measurable and directed (there are grids and signs) the project achievement for the next step. Benchmarking will never end as long as it is in the customer's interest and is sustainable. The measure or quality indicator for this stage is «achieved the predetermined initial stage target» and there is a continuous agenda for the next cycle.

The opinion of Jetmarova, B (2011) that 'successful implementation of benchmarking is not without difficulties' is appropriate - therefore it is necessary to establish a model or planning that will be used in advance to avoid wasting organizational resources; the models are key to understanding and manage the challenges business has to face (Camp, 2004). In addition, implementing a successful benchmarking program requires more than just adherence to a step-wise model, but also the support of positive effects, such as support from leaders, high involvement of employees / teachers / and even students (key customers); there is strong discipline and commitment, and prioritizes common interests. If you pay close attention, it can be seen that from one step to the next there is a close connection, one can go forward or backward to take two steps forward. Everything forms a cycle with a clear thread.

## Conclusion

This study generally aims to analyze the implementation of benchmarking. One of the best schools is the target of the analysis unit in this study so that it is expected that from the benchmarking expressions and analysis,

information is generated regarding the implementation steps of benchmarking, management of organizational resources, and finally the best practice is determined. The implementation of this ongoing research has resulted in an analysis of: benchmarking steps at SMK Negri II, which has implemented the Technopark project. From the initial report on how this vocational high school implements benchmarking, as shown in the Table. Then produced the essential aspects, presented in Figure 1, which is systematically arranged according to The Five-stage of Benchmarking process from Spendolini (1992), namely organizational strategic issues, and paying attention to customer interests (customer concern) in stage 1; Work solidity and clarity of the duties of members, and identified each step in the 2nd stage; Potential relationship partners, and mutually beneficial incentives at stage 3; Site visits and secondary data sources, and Institutionalization of educational projects in the 4th stage; Benchmark targets are achieved at the beginning of the process (goods or services), and the continuous improvement agenda for the next cycle at stage 5.

With the production of two answers to two research questions, it is advisable for the implementers of benchmarking in public SMK education projects to first establish a benchmarking model, and ensure that there is always high involvement of school residents in its implementation.

## Acknowledgement

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