

# Relationship Between Organizational Capacity and Quality management of Academic Services in Higher Education

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**Abstract**— The focus of the discussion of this paper is on the management of private vocational high schools in West Bandung Regency. The purpose of this study was to conduct a study on the effectiveness of private vocational high school management in West Bandung Regency. This type of research uses a qualitative approach with a case study method and uses a questionnaire filling technique. This paper specifically discusses the management effectiveness survey of private vocational high schools in West Bandung Regency. After conducting the research, the findings obtained are as follows, the effectiveness of management of private vocational high schools in West Bandung Regency in general shows that the perception of management effectiveness is in the very good category. The results of the survey on the effectiveness of the management of vocational high schools in West Bandung Regency also show that the dimensions of school objectives provide the highest level of effectiveness with an average of 3.67. So that in general the management of private vocational high schools in West Bandung Regency has been running effectively with a record of improvement in several aspects that are still lacking

**Keywords**— *school effectiveness, school management*

## INTRODUCTION

The This Along with the times, the implementation of management has undergone renewal in order to adapt to changes. Management is defined as a unified sequence of steps to develop an organization as a socio-economic-technical system. Management becomes a necessity that can provide convenience in organizing and managing various available organizational resources. Management cannot be separated from human life and can be carried out in various sectors, one of which is education.

Education can be obtained anywhere, one of them is in educational institutions. Educational institutions are places where the educational process takes place to change individual behavior for the better through social

interaction with the surrounding environment. The most common educational institutions in the community are formal institutions, one of which is the level of vocational high school education.

In the implementation of the educational process in vocational high schools, there are several problems that arise and are related to school management. These problems require solutions to reduce various risks that may arise in the future. So that there is no neglect of responsibility from related parties for the smooth running of an organization. However, full cooperation is needed between schools, educators, and students so that organizational management can be easily implemented in schools.

The implementation of effective management in vocational high schools consists of several dimensions as factors supporting the success of management which consist of school goals, implementation of educational leadership, expectations of educators and education staff, school partnerships, positive and conducive learning climate, student progress, success students, high commitment from the school's human resources, and the quality of school services. If all these dimensions can be fulfilled and implemented properly, then the management of vocational high schools will take place effectively. So that all problems and high risks can be avoided as early as possible.

## METHODOLOGY

This research is located in West Bandung Regency and was conducted in May 2022. The research population is a private vocational high school in West Bandung Regency. While the research sample is representative of teachers from every private vocational high school in West Bandung Regency. The source of data in this study was obtained from humans (humans) who function as key informants ( key informants ) and data obtained through informants in the form of hard data in the form of

questionnaire sheets that have been filled out by the research sample.

This study uses a qualitative approach with a qualitative descriptive method. Qualitative research is research that is used to investigate, find, describe, and explain the quality or privilege of social influences that cannot be explained, measured or described through a quantitative approach [12].

This study uses a survey method with a questionnaire filling technique which is then analyzed into a theory. The survey method uses the main sources of data and information obtained from respondents as a research sample by using a questionnaire or questionnaire as a data collection instrument. The survey method is a quantitative research method used to obtain data that occurred in the past or present, about beliefs, opinions, characteristics, behavior of variable relationships and to test several hypotheses about sociological and psychological variables from samples taken from certain populations, data collection techniques with observations (interviews or questionnaires) that are not in-depth, and research results tend to be generated [9]. The survey method dissects and skins and recognizes problems and obtains justification for current conditions and practices. The survey method will understand, examine, and interpret the meaning obtained from the phenomena that have been studied.

Table 1 Research Instruments of School Management Effectiveness

Theoretical Definition	Dimension	Indicator	No Item
All joint efforts to utilize all resources (personnel and material) effectively and efficiently in order to achieve goals ( Henry Fayol)	Clearly stated and specific school goals	School goals: a. Clearly stated b. Used for decision making c. Understood by students, educators and staff	1-3
	Implementation of strong educational leadership by the Principal	Principal: a. Can be contacted easily b. Be responsive to educators, staff and students c. Responsive to parents and society d. Implement learning-focused leadership e. Keeping the ratio between	4-8

Theoretical Definition	Dimension	Indicator	No Item
		educators/students in accordance with the ideal ratio	
	education personnel	Educators and staff: a. Convinced that all students can learn and excel b. Emphasis on academic results c. Viewing educators as the most important determinants of student success	9-11
	There is a collaborative partnership between schools, parents and the community	School: a. Maintain positive communication with parents b. Maintain guaranteed parental support c. Collaborating with parents and the community d. Share responsibilities to enforce discipline and sustain success e. Attend important events at School	12-16
	There is a positive and conducive climate for students to learn	School: a. Neat, clean and physically safe. b. Well maintained. c. Give awards to achievers. d. Giving reinforcement to the positive behavior of students Learners: a. Obey school rules and local government regulations b. Carry out tasks / obligations on time	17-22

Theoretical Definition	Dimension	Indicator	No Item
	Student progress is often monitored	Educators give students: a. The right task b. Good feed quickly (soon) c. Ability to participate in class optimally d. Assessment of learning outcomes from various aspects	23-26
	Emphasizes the success of students in achieving essential activity skills	a. Students do their best to achieve optimal learning outcomes, both academic and non-academic b. Learners acquire a variety of essential skills c. Principals demonstrate commitment to supporting essential skills programs d. Educators receive adequate material to teach essential skills	27-30
	High commitment of school human resources to educational programs	a. Educators help formulate and implement school development goals b. Demonstrate professionalism at work	31-35
	Service Quality	a. Educators and education staff provide support b. Responsive in providing support c. Service time d. Service professionalism e. Service satisfaction	36-38 39-40 41-42 43-46 47-50

## FINDING AND DISCUSSION

The results of this study are presented by researchers in accordance with the existing research focus. In this study, the main resource persons were representatives of private vocational high school teachers in Bandung Regency who had filled out the questionnaire that had been distributed. The results of this study are then described separately and sequentially starting from the effectiveness of management, school goals, implementation of leadership, expectations of educators and education staff, partnership cooperation, positive and conducive climate, student progress, student success, commitment to school human resources, to service quality. .

In this section, the author describes the chart of management effectiveness of private vocational high schools in West Bandung which includes 2 parts, namely: perceptions of management effectiveness and dimensions of management effectiveness.

### A. Management Effectiveness Perception Chart

If conveyed in the form of images, the perception of the effectiveness of private vocational high school management in West Bandung can be seen in the following figure 1.

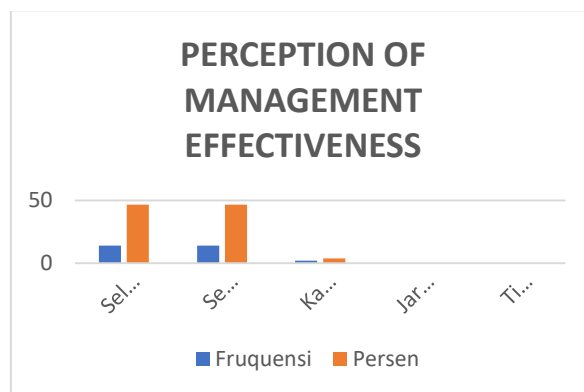


Figure 1 Perception of Management Effectiveness of Private Vocational High Schools in West Bandung

Based on Figure 1, it can be concluded that overall respondents chose the Always and Often scale for each dimension and aspect of the statement with a frequency of 14 (47%). While the other answers show the Sometimes scale with a frequency of 2 (4%). For answers on the Rarely and Never scale have a frequency of 0 (0%).

### B. Dimensions of School Management Effectiveness

Overall filling out the questionnaire on the effectiveness of private vocational high school

management in Bandung Regency is divided into 9 dimensions, namely:

1. Dimensions of School Goals
2. Leadership Implementation
3. Expectations of Educators and Education Personnel
4. Partnership Cooperation
5. Positive and Conducive Climate
6. Student Progress
7. Student Success
8. School HR Commitment
9. Service Quality

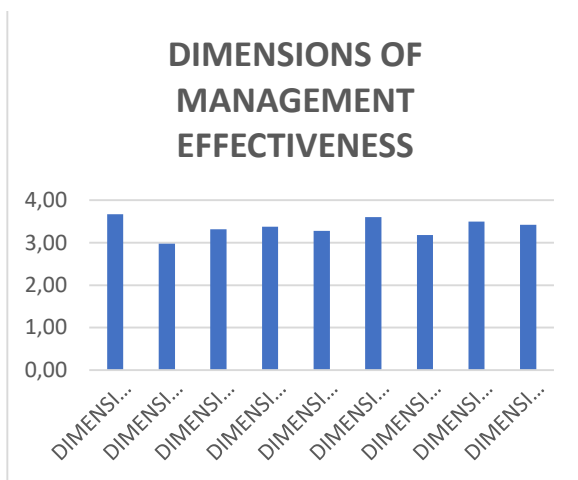


Figure 2 Dimensions of Effectiveness of Private Vocational High School Management in West Bandung Regency

Figure 1.2 shows the average acquisition of respondents in each dimension with details: the dimension of school goals has an average of 3.67, the dimension of leadership implementation has an average of 2.98, the dimensions of expectations of educators and education personnel have an average of 3.32, the dimension of partnership cooperation has an average of 3.38, the dimension of positive and conducive climate has an average of 3.28, the dimension of student progress has an average of 3.60, the dimension of student success has an average an average of 3.18, the dimensions of school HR have an average of 3.50, and the dimensions of service quality have an average of 3.42.

### 1. Responses to the Dimensions of School Goals

In this section, the responses to the dimensions of school objectives are described which consist of 3 statements, namely:

- a. Clearly stated
- b. Used for decision making

### c. Understood by students, educators and staff

If it is presented in the form of an image, the response to the dimensions of the school's objectives is presented in 3 below.

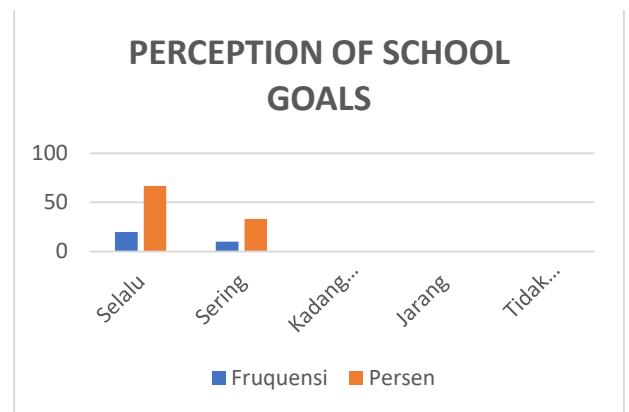


Figure 3 Responses to Perceived School Goals

So it can be concluded that the response to the perception of school goals is at different levels of frequency and percent in each aspect. The majority of respondents answered the Always scale with a frequency of (20) respondents (67%) and the Frequent scale with a frequency of 10 respondents (33%). Meanwhile, the Sometimes, Rarely, and Never Known scales were not chosen by the respondents.

While overall filling out the questionnaire on the dimensions of the school's goals, the results are as shown in the following figure.

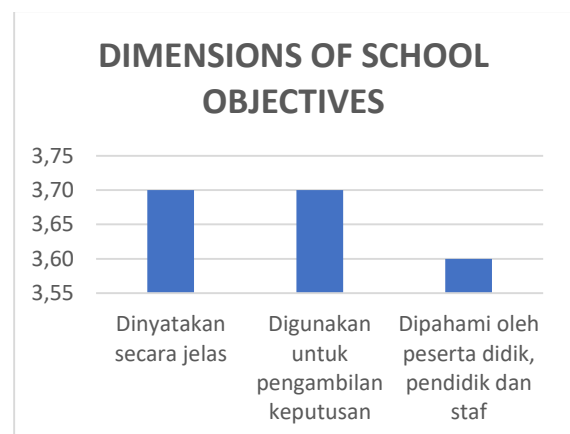


Figure 4 Responses to the Dimensions of School Goals

Based on the figure, it is known that the first and second statements have the same average acquisition of 3.70. While the third statement became the lowest average of 3.60.

## 2. Responses to the Implementation Dimensions of Leadership

In this section, responses to the Leadership Execution dimension are described which consist of 5 statements which include:

- Principal can be contacted easily
- Principals are responsive to educators, staff and students
- Principal is responsive to parents and community
- Principals carry out leadership focused on learning
- The principal keeps the ratio between educators/students in accordance with the ideal ratio

If it is presented in the form of an image, then the response to the perception of the implementation of leadership is presented in Figure 1.5 below.

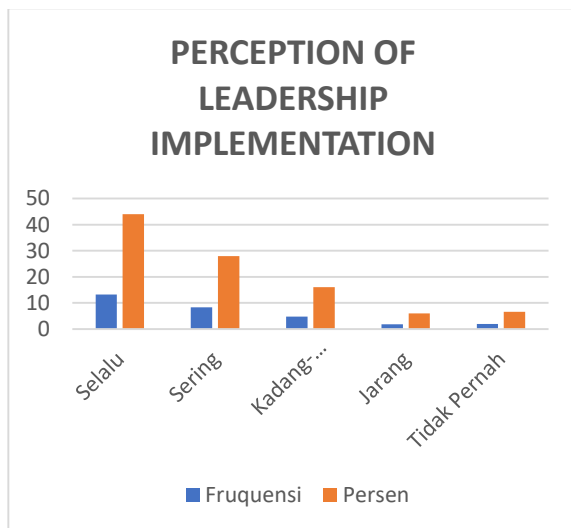


Figure 5 Responses to Perceptions of Leadership Implementation

ased on Figure 5, it is known that the response to the perception of the implementation of leadership is in different levels of frequency and percent in each aspect. The scale is Always selected as many as 13 respondents (44%), the Often selected scale is 8 respondents (28%), the Sometimes scale is selected as many as 5 respondents (16%), the Rarely scale is selected as much as 2 (6%), and the scale Never 2 (7%) were selected.

While overall filling out the questionnaire on the dimensions of leadership implementation, the results are as shown in the following figure.

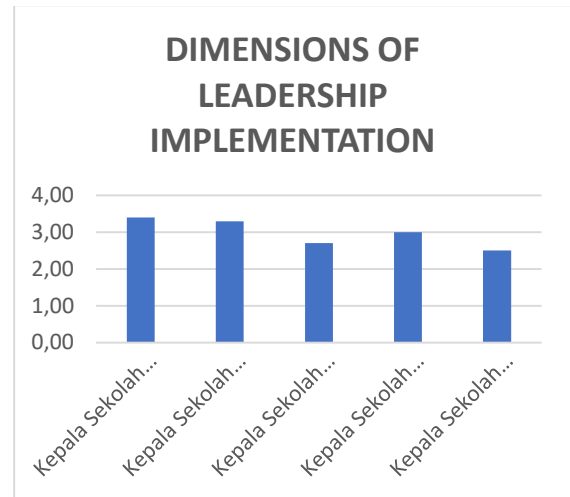


Figure 6 Responses to the Dimensions of Leadership Implementation

Figure 1.6 shows the results of responses to the dimensions of leadership implementation in the form of different averages in each aspect. The first statement was at the highest level with an average gain of 3.40. Followed by the second statement with an average of 3.30, the fourth statement with an average of 3.00, and the third statement with an average of 2.70. Meanwhile, the fifth statement has the lowest average of 2.50.

## 3. Responses to the Expectation Dimension of Educators and Education Personnel

In this section, the responses to the aspects of the statements submitted in the questionnaire consist of 3 statements, namely:

- Educators and staff believe that all students can learn and excel
- Educators and staff emphasize academic results
- Educators and staff view educators as the most important determinant of student success

If it is presented in the form of an image, the response to the dimensions of expectations of educators and education personnel is shown in Figure 7 below.



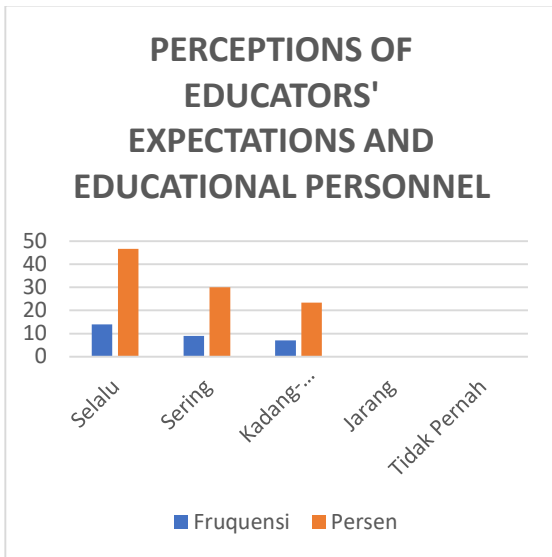


Figure 7 Responses to Perceived Expectations of Educators and Education Personnel

Based on Figure 7, it is known that the majority of respondents chose the Always scale with a total of 14 respondents (47%) and the Frequent scale with a frequency of 9 respondents (30%). While the other answer is the Sometimes scale with the acquisition of a frequency of 7 frequencies (23%). For the Rarely and Never scale, none of the respondents chose it.

While overall filling out the questionnaire on the dimensions of implementing the expectations of educators and education personnel, the results obtained are as shown in the following figure.

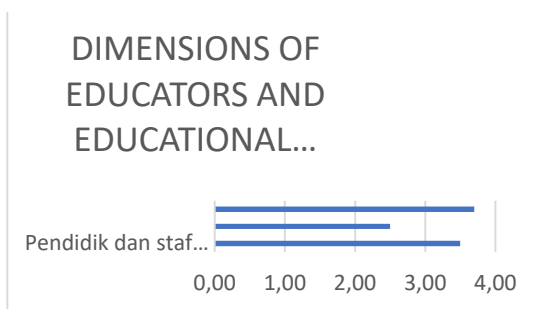


Figure 8 Responses to the Expectation Dimension of Educators and Education Personnel

Based on the survey results, it is concluded that the third statement occupies the highest level with an average of 3.70. Followed by the second statement with an average of 3.50 and the second statement with an average acquisition of 2.50.

#### 4. Response to the Dimensions of Partnership Cooperation

In this section, the responses to the dimensions of partnership cooperation are described in the aspects of the questions posed in the questionnaire consisting of 5 statements, namely:

- Schools establish positive communication with parents
- Schools maintain guaranteed parental support
- The school collaborates with parents and the community
- Schools share responsibility for enforcing discipline and sustaining success
- School attends important events at School

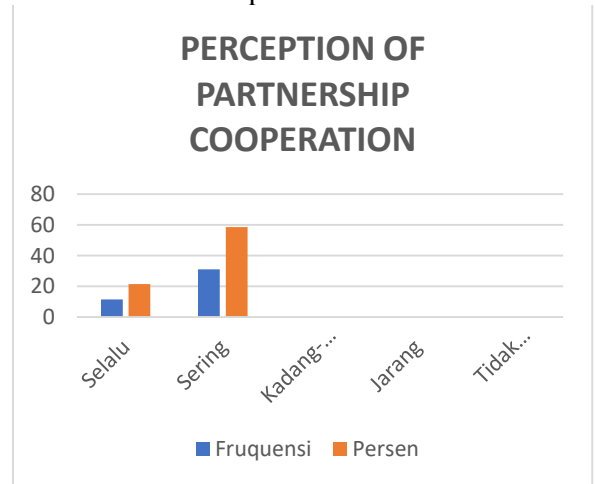


Figure 9 Responses to Perceptions of Partnership Cooperation

The following figure shows that partnership cooperation is perceived well by respondents with details: 31 respondents (58%) chose the Often scale, 11 respondents (22%) chose the Always scale, and none of the respondents chose the Sometimes, Rarely, and Never.

When described in the form of images, the overall filling of the questionnaire in the dimensions of partnership cooperation can be seen in the following figure.

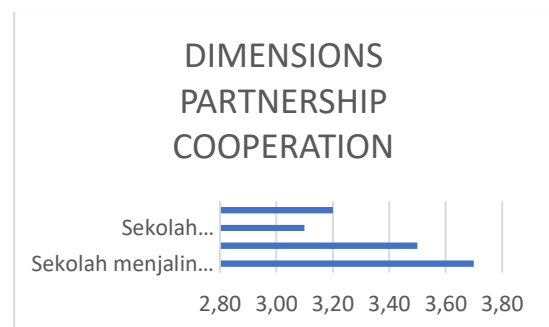


Figure 10 Responses to the Dimensions of Partnership Cooperation

Based on the survey results, it is concluded that each aspect of the statement has an average that is not much different from one another. The first statement has the highest average of 3.70. While the second statement has an average of 3.50. Followed by the fifth statement with an average of 3.40 and the fourth statement with an average of 3.20. The third statement has the lowest average of 3.10.

5. *Response to Positive and Conducive Climate Dimensions*

In this section, the responses to the aspects of the statements put forward in the questionnaire regarding positive and conducive climate for learning are described. The questionnaire consists of 6 statements which include:

- a. Schools are neat, clean and physically safe
- b. School is well maintained
- c. The school rewards those who excel
- d. Schools provide reinforcement for the positive behavior of students
- e. Students obey school rules and local government regulations
- f. Students carry out tasks / obligations on time

The following figure shows that the perception of a positive and conducive climate has varied answers from the respondents. The Frequent scale was chosen by the most respondents with a frequency of 16 respondents (53%). Followed by the Always scale with a frequency of 12 (38%), the Sometimes scale with a frequency of 2 respondents (7%), and the Rare scale with a frequency of 1 respondent (2%).

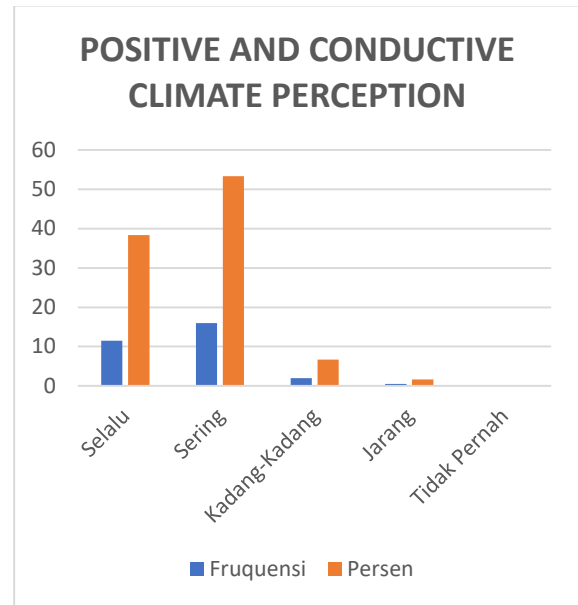


Figure 11 Responses to Positive and Conducive Climate Perceptions

If described in the form of images, the overall filling of the questionnaire in the dimensions of a positive and conducive climate can be seen in the following figure.

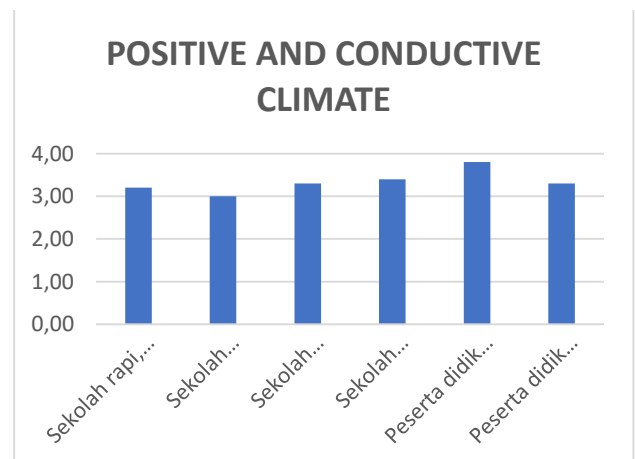


Figure 12 Responses to Positive and Conducive Climate Dimensions

Based on the survey results, it is concluded that the fifth statement has the highest average of 3.80. While the fourth statement has an average of 3.40. The third statement and the sixth statement have the same average of 3.30. Followed by the first statement with an average of 3.20. The second statement has the lowest average of 3.00.

6. *Responses to the Dimensions of Student Progress*

In this section, responses to aspects of questions regarding student progress are described which consist of 4 questions, namely:

- a. The teacher gives students the right task
- b. Educators give students good feedback quickly (immediately)
- c. Educators give students the ability to participate in class optimally
- d. Educators give students an assessment of learning outcomes from various aspects

The following figure shows that the students' progress is perceived very well by the respondents. Through the statements submitted, the majority of respondents answered the Always scale with a frequency of 18 respondents (60%) and the Frequent scale with a frequency of 12 respondents (40%). While the other responses showed that none of the respondents chose the answers to the Sometimes, Rarely, and Never scale.

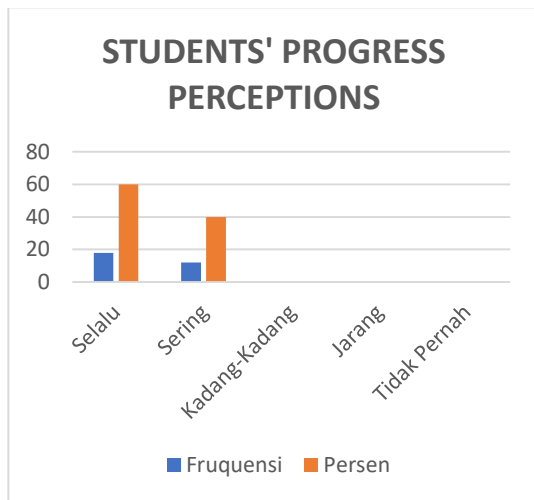


Figure 13 Responses to Students' Perceptions of Progress

When described in the form of images, the acquisition of responses to the dimensions of student progress can be seen in the following figure.

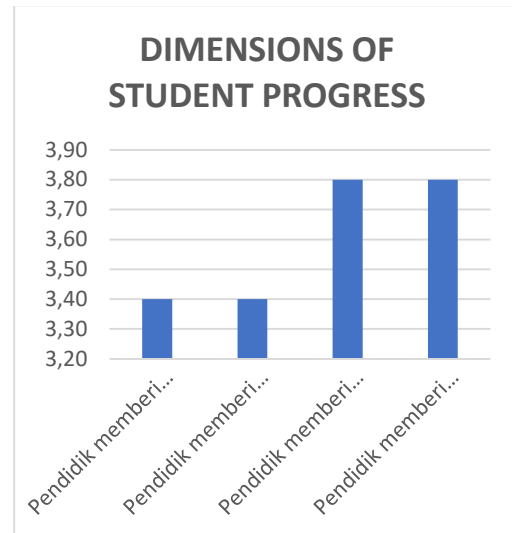


Figure 14 Responses to the Dimensions of Student Progress

Based on the survey results, it is concluded that there are 2 equations of the average acquisition of the four aspects of the statement. The third and fourth statements have the highest average of 3.80. While the first and second statements have the lowest average of 3.40.

#### 7. Responses to the Dimensions of Student Success

In this section, the responses to the aspects of the statements submitted in the questionnaire related to the success of students are described. The questionnaire consists of 4 statements which include:

- a. Students do their best to achieve optimal learning outcomes, both academic and non-academic
- b. Learners acquire a variety of essential skills
- c. Principals demonstrate commitment to supporting essential skills programs
- d. Educators receive adequate material to teach essential skills

If it is presented in the form of pictures, then the response to the student's perception of success is presented in Figure 4.15 below.



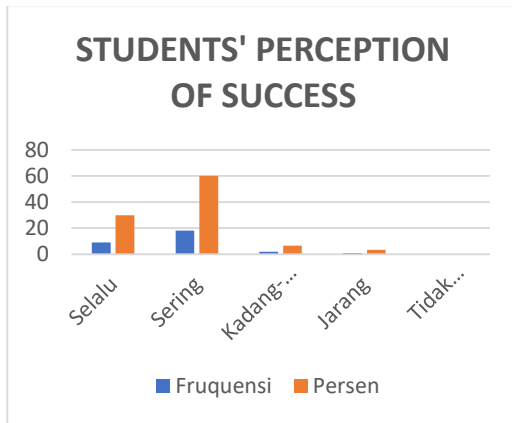


Figure 15 Responses to Students' Perceptions of Success

Based on Figure 4.15, it is known that the responses to the perception of success of the majority of students are on the Frequent scale with a frequency of 18 respondents (60%). While the other answers show the Always scale with a frequency of 9 respondents (30%), the Sometimes scale with a frequency of 2 respondents (7%), and the Rare scale with a frequency of 1 respondent (3%).

While overall filling out the questionnaire on the dimensions of student success, the results are obtained as shown in the following figure.

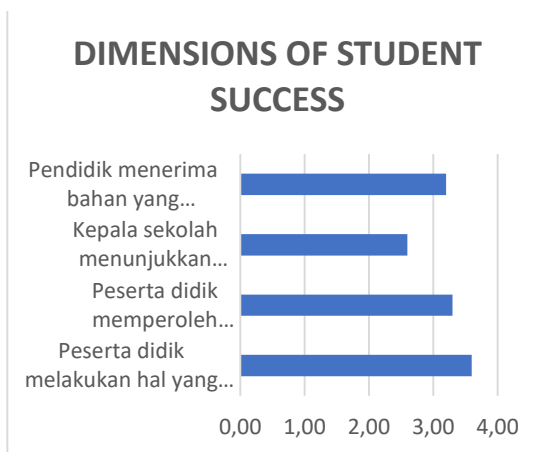


Figure 16 Responses to the Dimensions of Student Success

Figure 16 shows the results of responses to the dimensions of student success in the form of an average that differs from one aspect to another. The first statement has the highest average of 3.60. Followed by the second statement with an average of 3.30 and the fourth statement with an average of 3.20. While the lowest average is obtained by the third statement with an average of 2.60.

#### 8. Responses to the Dimensions of School HR Commitment

In this section, responses to aspects of statements related to school HR commitment are described which consist of 5 statements, namely:

- Educators help formulate and implement school development goals
- Demonstrate professionalism at work
- Carry out work with certain skills that are in accordance with the characteristics of the work that is the responsibility
- Increase skills in carrying out the work that is the responsibility
- Strive to be an example and influence others by motivating

If it is presented in the form of a picture, then the response to the perception of the commitment of the school's HR is presented in Figure 17 below.

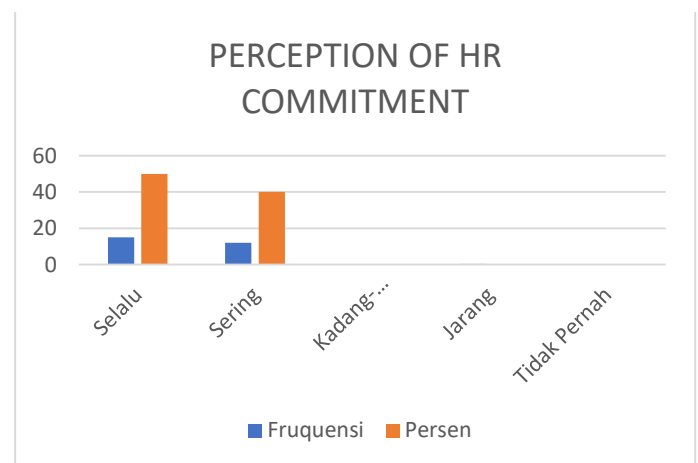


Figure 17 Responses to the Perception of HR Commitment

So it can be concluded that the response to the perception of HR commitment has a different level of frequency and percent in each aspect. The Always scale is at the highest level with a frequency of 15 respondents (50%) and continued with the Frequent scale with a frequency of 12 respondents (40%). While the other answers indicated that none of the respondents chose the Sometimes, Rarely, and Never scales.

While overall filling out the questionnaire on the dimensions of school HR commitment, the results obtained are as shown in the following figure.



Figure 18 Responses to the Dimensions of School HR Commitment

Based on the figure, it is known that each aspect of the statement has an average that is not much different from one another. The highest average gain is in the first statement with an average of 3.80. While other answers show that the fifth statement gets an average of 3.60, the fourth statement gets an average of 3.50, and the second statement gets an average of 3.40. While the first statement has the lowest average of 3.20.

### 9. Response to Service Quality Dimension

In this section, responses to aspects of statements related to service quality are described which consist of 15 questions as follows:

- Educators and education staff always provide assistance when needed by students
- Educators and education personnel can always be contacted at any time when needed by students
- Educators and education staff are always at work when needed to provide services to students
- Educators are always quick to answer when students ask for help
- Educators and education personnel immediately provide assistance to students who need help/assistance
- Educators and education personnel can complete work on time according to the agreement made
- Educators and education personnel keep their promises to complete the work in accordance with the specified time limit
- Educators and education staff always listen to the needs of students

- Educators and education staff are always friendly in providing services to all students
- The school treats students with a very high quality of service
- The school treats students according to their needs
- Students are satisfied with the services provided by the school
- The school provides counseling guidance, career guidance, and academic guidance to students
- The school facilitates the process of accepting new students
- The service facilities at the school are easily accessible to all students

If it is presented in the form of an image, then the response to the perception of service quality can be seen in Figure 4.19 below.



Figure 19 Responses to Service Quality Perceptions

Based on Figure 19, it is known that the response to the perception of service quality shows different frequency and percent results in each aspect. A total of 16 respondents (53%) chose the answer on the Always scale, 14 respondents (47%) chose the answer on the Frequent scale, and 2 respondents (4%) chose the answer on the Sometimes scale. Meanwhile, the Rarely and Never scales were not chosen by a single respondent.

While overall filling out the questionnaire on the dimensions of service quality, the results obtained are as shown in the following figure.

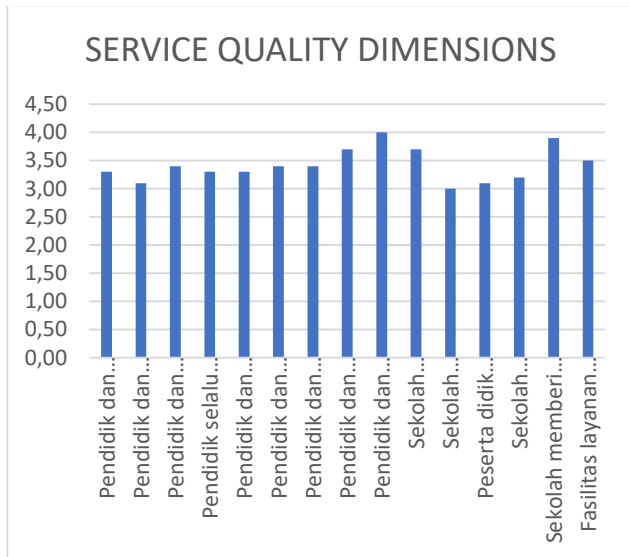


Figure 20 Responses to Service Quality Dimensions

Figure 20 shows the response results in the service quality dimension in the form of an average which is not much different from one another. The fifteenth statement has the most perfect average of 4.00. Only slightly different, the fourteenth statement has an average of 3.90. Followed by the eighth statement and the tenth statement with the same average of 3.70. The fifteenth statement has a mean of 3.50. In this dimension, the third statement, the sixth statement, and the seventh statement have the same average of 3.40. In addition, the first statement, fourth statement, and fifth statement also have the same average of 3.30. Then, the thirteenth statement has an average gain of 3.20. While the second and twelfth statements have the same average of 3.10. For the lowest average, the eleventh statement was obtained with an average of 3.00.

## CONCLUSION AND RECOMMENDATION

Based on the results of the study, the findings of the survey on the effectiveness of the management of private vocational high schools in West Bandung Regency generally indicate that the perception of management effectiveness is in the very good category. From a total of 30 respondents, 14 respondents (47%) chose the Always and Often scale. This shows that the effectiveness of the management of vocational high schools in West Bandung Regency is at a high level. While other responses are seen on the Sometimes scale with a frequency of 2 respondents (4%). The respondent's answer choices on the Rarely and Never

scale are seen to be few and do not really highlight the shortcomings of each aspect of the statement regarding the effectiveness of private vocational high school management in Bandung Regency.

The results of the survey on the effectiveness of the management of vocational high schools in West Bandung Regency also show that the dimensions of school objectives provide the highest level of effectiveness with an average of 3.67. Not much different from the dimensions of school goals, the dimensions of student progress also show high effectiveness with the second highest average of 3.60. While the dimensions of school HR commitment have an average of 3.50, the dimensions of service quality have an average of 3.42, and the dimensions of partnership have an average of 3.38. Not only that, there are also dimensions of educators' and education's expectations that get an average of 3.32, the dimensions of positive and conducive climate get an average of 3.28, and the dimensions of student success get an average of 3.18. In this dimension of management effectiveness, the dimension of leadership implementation has the lowest average, which is 2.98. So it is necessary to increase the role of the principal in building self-image and good relations with all schools so that school management can be easily implemented with full support from the principal as a leader. The dimensions that have obtained a high average still require supervision in order to continue to maintain the quality of school management that has existed before. So it can be concluded that in general the management of private vocational high schools in West Bandung Regency has been running effectively with a note of improvement in several aspects that are still lacking.

### *Follow-up*

Based on the results of the survey on the effectiveness of the management of private vocational high schools in West Bandung Regency, it was found that in general the management activities have been carried out well. However, there are still some aspects of assessment and dimensions related to the implementation of vocational high school management in Bandung Regency with poor responses. So it is necessary to conduct an evaluation in order to improve and improve the management services of private vocational high schools in West Bandung Regency so that they can be even better in the future. It is hoped that the implementation of vocational high school management in West Bandung Regency can continue to improve in all its aspects and dimensions.

Hopefully this report on the results of the survey on the management of private vocational high schools in West Bandung Regency can provide clear and comprehensive information related to the 9 dimensions of management effectiveness which includes school objectives, leadership implementation, expectations of educators and education staff, partnership cooperation, positive and conducive climate, progress students, student success, commitment of school human resources, and quality of service to other vocational high schools. So that this report can be part of an effort to improve the quality of management of private vocational high schools in Bandung Regency so that it becomes even better every year.

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