

Malcolm Baldrige Education Criteria For Performance Excellent of Vocational School In Rural Area

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Abstract. Education in Indonesia today must face the era of industrial revolution 4.0, which forces every school to implement high-quality system to produce the quality of graduates in both soft and hard skills. The curriculum of vocational high schools (SMK) is mostly practically based aiming to provide labor force with the necessary skills required by industries. School quality plays a significant role in upgrading the quality of the graduates as well as for its sustainability. One excellent method of school quality measurement, used in this study, is the Malcolm Baldrige Education Criteria for Performance Excellence (MBECfPE), which is one part of the assessment criteria for the Malcolm Baldrige National Quality Award / MBNQA. Performance measurement needs to be done to evaluate, control, budget, motivate, promote, organize, study, and improve organizational performance. Performance measurement is the process by which the organization determines the parameters of the results to be achieved by the program, investment, and acquisition carried out which impact the quality of the schools. Current school quality improvement can be seen from eight national education standards based on PP No. 19/2005 by BNSP namely content standards, process standards, competency standards, standards of educators and education personnel, standards of facilities and infrastructure, management standards, and standards of assessment, but in this research will be measured using other models. The design of the study was made using a questionnaire adapted to the MBECfPE survey, which was divided into process criteria items (criteria 1-6) and outcome criteria (rule 7). The scoring system uses the score criteria established by MBECfPE. The assessment of this item uses the Approach, Deployment, Learning, and Integration (ADLI) methods for process criteria and Level, Trend, Comparisons, Integration (LeCTI) for the outcome criteria

Keywords: 1 Vocational school · 2 Quality management · 3 Malcolm Baldrige · 4 Rural area

1. INTRODUCTION

Vocational High Schools face a significant challenge in the Industrial Revolution Era 4.0, mark by the emergence of rapid industrial technology that has changed the system in all aspects of life. There have been many corporations in the field of economy, services and services collapsing because they cannot maintain their existence, so that they replaced by the emergence of new players who are more attractive and competitive. Education now also faces challenges that are not light, mainly Vocational High Schools (SMK). In many fields of work, technology, machinery, robots, or artificial intelligence has replaced human power. As a result, many vocational school graduates end up threatened with unemployment. (Abdul Majid, 2018). The Industrial Revolution 4.0 is an effort of the era of transformation towards improvement by integrating the online world and all production lines in the industry, where all production processes run on machines and the internet. (Nur Chandra, 2019).

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Education in Indonesia today must be able to face the era of industrial revolution 4.0 so that schools can prepare the quality of graduates who are of good quality soft skills and hard skills, mainly Vocational High Schools (SMK), namely developing the skills of students from low/middle level to high skill level. School quality plays a significant role in the development of schools where quality determines the quality of the school, whether or not the school is. Quality is quality, level, level, or degree. A quality concept often interpreted with various definitions, depending on the party and the point of view where the idea is perceived. Vocational schools have a big responsibility, namely what produced and how much students absorb in the industrial world. What created in the world of education or school, primarily vocational schools is to provide quality graduates who are competent and acceptable to industry/users so that they focus on customer satisfaction? Customer satisfaction refers to the added value provided by the school and the parties who process and enjoy the education results, which means showing the quality or quality of the school. Quality is something that provides added value or rewards given to individuals or organizations that aim to encourage the application of quality management. Quality management applies four things, namely customer focus, work processes, profits, and a continuous learning process.

Efforts to improve the quality of schools in SMK 1 Purwojati are continually trying to improve all aspects related to school quality, one of which is to increase the rank of accreditation of all departments, namely Fashion, Marketing, Welding Engineering, and mechanical engineering. Improved accreditation ratings are carried out in various fields of performance, namely principals, teachers, education staff and all school staff.

One of the quality improvement of graduates in SMK 1 Purwojati is measuring the competency of students with the Skill Competency Test (UJK), because the student's competency test can measure its ability, whether competent or not, because the good or not of the school can be seen from the quality or quality of graduates, while school quality improvement can be seen from all supporting aspects starting from the principal's performance, teacher's performance, employee staff and students. Performance measurement needs to be done so that it can evaluate, control, budget, motivate, promote, organize, study, and improve performance (Behn, 2003). Performance measurement is the process by which the organization determines the parameters of the results achieved by the program, investment, and acquisition carried out (wikipedia.org). Performance measurement will have an impact on the quality, level, or quality of the school. Current school quality improvement can be seen from eight national education standards based on PP No. 19/2005 by BNSP namely content standards, process standards, competency standards, standards of educators and education personnel, standards of facilities and infrastructure, management standards, and standards of assessment, but in this research will be measured using other models.

The school quality measurement method used in this study is the Malcolm Baldrige Education Criteria for Performance Excellence (MBECfPE), which is one part of the Malcolm Baldrige National Quality Award / MBNQA assessment criteria. Malcolm Baldrige National Quality Award / MBNQA is a formal quality management system that applies in the United States. MBNQA was first created by U.S. Congress under Public Law 100-107, in recognition of Malcolm Baldrige, Commerce Department Secretary, who passed away in 1987. The MBNQA award is held annually and is usually handed over directly by the President of the United States. The award is given to companies that can show their performance. The MBNQA or Baldrige National Quality Program (BNQP) is under the National Institute of Standards and Technology (NIST) and the American Society for Quality (ASQ). (extracted from Vincent Gaspersz, 2007). Malcolm Baldrige Education

Criteria for Performance Excellence (MBECfPE) or Baldrige Criteria (Baldrige Criteria). The following are the Malcolm Baldrige assessment criteria Education Criteria for Performance Excellence:



Picture 1 Malcolm Baldrige Framework

Source: <https://www.nist.gov/baldrige>

Malcolm Baldrige consists of seven criteria, namely as follows :

1. Leadership Malcolm Baldrige composed of senior leadership and governance and Social Responsibility.
2. Strategic planning namely Strategic Development (Development Strategy) and Strategy Dissemination (Strategy Deployment).
3. Market and customer focus. The deep market and customer focus categories (MBCfPE) test how the organization determines the requirements, needs, expectations, and preferences of customers and markets.
4. Measurement, analysis and management of knowledge, namely testing how organizations choose, collect, analyze, manage, and improve data, information and knowledge, and how the organization manages information technology.
5. The focus of human resources is to test how the organization involves, manages, and develops employees to use full potential capabilities in aligning with the vision, mission, values, strategies, and action plans of the organization as a whole.
6. Management, namely testing how organizations establish core competencies and work systems, including how to design, manage and improve key processes for the implementation of work systems in delivering value to customers, achieving success and sustainability of the organization.
7. The results are testing organizational performance and improvement in all key areas of product and service *outcomes* , customer-focused, market and financial, focusing on human resources, process effectiveness, and leadership and social responsibility.

The assessment used was the criteria of Malcolm Baldrige using methods ADLI namely, *approach* (approach), *Deployment* (dissemination), *Learning* (learning), and *Integration* (integration) and LeTCI namely *Level* (level) , *Trend* (trend), *Comparisons* (comparison) and *Integration* (integration). The Malcolm Baldrige criterion is used because it has a comprehensive approach and has been tested for its effectiveness in the future of several companies. One reason

for choosing the Malcolm Baldrige Criteria for Performance Excellence (MBCfPE) criteria is being able to identify strengths and opportunities for improvement (oppo reunites for improvement-OFI). (extracted from Vincen Gaspersz, 2007: 196).

2. RESEARCH METHODS

2.1 Research Design

The design of the study was made using a questionnaire adjusted to the MBECfPE survey which was divided into process criteria items (criteria 1-6) and outcome criteria (criteria 7). The scoring system uses the score criteria established by MBECfPE. Assessment of this item uses the *Approach, Deployment, Learning, and Integration (ADLI)* methods for process criteria (criteria1-6) and *Level, Trend, Comparisons, Integration (LeCTI)* for outcome criteria (criteria 7)

Table 1 . MBECfPE Questionnaire Example Criteria 1-6 (process) uses *Approach, Deployment, Learning and Integration (ADLI)* methods.

CRITERIA	SCORE			
	A	D	L	I
1. LEADERSHIP (120)				
1.1 senior leadership: how do you senior leaders lead the organization (70 pts.)				
a. vision, values, and mission				
(1) vision and values how do senior leaders set your organization's vision and values? how do senior leaders deploy vision and values through your leadership system; to the workforce; to key suppliers and partners; and to students, other customers, and other stakeholders, as appropriate? how do senior leaders' personal actions reflect a commitment to those values?				
(2) promoting how do senior leaders and ethical behavior 'actions demonstrate their commitment to legal and ethical behavior? how do they promote an organizational environment that requires it?				
(3) Do senior leaders create successful organizations' actions that are successful and now in the future? create an environment for achievement of your mission, improvement of organizational performance, leadership performance, organizational learning, and learning for people in the workforce; create workforce culture that delivers consistently positive experiences for students and other customers and at customer customer engagement; create environment for innovation and intelligent risk taking, achievement of your strategic objectives, and organizational agility; and participation in success planning and the development of future organizational leaders?				
b. communication and organizational performance				
(1) communication how do senior leaders work with the entire workforce, students, and ther key customers? how do they encourage frank, two-way communication, including effective use of social media, when appropriate; communicate key decisions and needs for organizational change; and reinforce high performance and focus on students, other customers, and student learning by taking a direct role motivating the workforce, including participating in reward and recognition programs?				
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source: Baldrige Excellence Framework, NIST 2015

Table 2. Example of MBECfPE Questionnaire Results Criteria (criterion 7) uses *Level, Trend, Comparisons, Integration (LeCTI)*

CRITERIA	SCORE			
	Le	T	C	I
7 results (450 pts.)				
7.1 student learning and process results: what is your student learning and process effectiveness results? (120 pts.)				
a. provide data and information to answer the following questions:				
a. student learning and customer-focused service results of what are your results for student learning and for your students and other customer service processes? What are the current levels of student learning outcomes and the performance of students and other customers? how do these? how do these results differ by educational programs and service offerings, student and other customer groups, and market segments, as appropriate?				
b. work process effectiveness results				
(1) process effectiveness and efficiency what are your process effectiveness and efficiency results? What are the indicators of the operational performance of your key work and processes, including productivity, cycle time, and other appropriate measures of process effectiveness, efficiency, and innovation? how do these products work? how do these results differ by process types, as appropriate?				
(2) emergency preparedness what are your emergency preparedness results? What are your current levels and trends in key measures or indicators of effectiveness of your organization's preparedness for disasters or emergencies? how do these results differ by location or process type, as appropriate?				
c. supply-chain management results				
what are your supply-chain management results? What are your results for key measures, or its contribution to enhancing your performance?				
....			

Source: Baldrige Excellence Framework, NIST 2015

Table 3. Guide to Assessment of Process Criteria Scores (Criteria 1-6) Based on Approach, Deployment, Learning, Integration (ADLI)

SCORE	DESCRIPTION
0% or 5%	No SYSTEMATIC APPROACH to item requirements is evident; information is ANECDOTAL. (A) Little or no DEPLOYMENT of any SYSTEMATIC APPROACH is evident. (D) An improvement orientation is not evident; improvement is achieved by reacting to problems. (L) No organizational ALIGNMENT is evident; individual operate independently areas or work units. (I)
10%, 15%, 20%, or 25%	The beginning of a SYSTEMATIC APPROACH to the BASIC REQUIREMENTS of the item is evident. (A) The APPROACH is an early stage of DEPLOYMENT, inhibiting progress in Achieving the BASIC REQUIREMENTS of the item. (D) The orientation of the problem to a general improvement orientation are evident. (L) The APPROACH is ALIGNED with other major through joint problem solving areas or work units. (I)
30%, 35%, 40%, or	An effective, systematic APPROACH, responsive to BASIC REQUIREMENTS of the item, is evident. (A)

45%	<p>The APPROACH is DEPLOYED, although some are in early stages of DEPLOYMENT. (D)</p> <p>The beginning of a SYSTEMATIC APPROACH to evaluation and improvement of performance is evident. (L)</p> <p>The APPROACH is in the early stages of ALIGNMENT with the basic organization needs to be identified in the organizational profile and other process items. (I)</p>
50%, 55%, 60%, or 65%	<p>An Effective, SYSTEMATIC APPROACH, the OVERALL REQUIREMENTS of the item, is evident. (A)</p> <p>The APPROACH is well DEPLOYED, although DEPLOYMENT may vary in some areas or work units. (D)</p> <p>A fact-based, SYSTEMATIC evaluation and improvement in some organizational LEARNING, including INNOVATION, are in place for improving the efficiency and efficiency of KEY PROCESSES. (L)</p> <p>The APPROACH is ALIGNED with your overall organizational needs as identified in response to the Organizational Profile and other process items. (I)</p>
70%, 75%, 80%, or 85%	<p>An effective, systematic APPROACH, responsive to the multiplex regression of the item, is evident. (A)</p> <p>The APPROACH is well DEPLOYED, with no significant gaps. (D)</p> <p>Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING, including INNOVATION, are KEY management tools; there is clear evidence of the refinement as a result of organizational-level ANALYSIS and sharing. (L)</p> <p>The APPROACH is INTEGRATED with your current and future organizational needs as identified in response to the Organizational Profile and other process items. (I)</p>
90%, 95%, or 100%	<p>An Effective, SYSTEMATIC APPROACH, fully responsive to the MULTIPLE LEVEL REQUIREMENTS of the item, is evident. (A)</p> <p>The APPROACH is fully DEPLOYED without significant weaknesses or gaps in any areas or work units. (D)</p> <p>Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING through INNOVATION are KEY organization-wide tools; refinement and INNOVATION, backed by ANALYSIS and sharing, are evident throughout the organization. (L)</p> <p>The INTEGRATED APPROACH is well with your current and future organizational needs as identified in response to the Organizational Profile and other process items. (I)</p>

Source: Baldrige Excellence Framework, NIST 2015

Table 4. Guidelines for Assessing Results Criteria Scores (Criteria 7) Based on *Level, Trend, Comparisons, Integration (LeCTI)*

SCORE	DESCRIPTION
0% or 5%	No organizational PERFORMANCE RESULTS, or the RESULTS reported are poor. (Le) TRENDS TREND data. (T) Comparative information is not reported. (C) RESULTS is not reported for any areas of importance to accompaniment of your organization's mission. (I)
10%, 15%, 20%, or 25%	A few organizational PERFORMANCE RESULTS are reported, responsive BASIC REQUIREMENTS of the items, and early good PERFORMANCE LEVELS are evident. (Le) Some TREND data are reported, with some adverse evident TRENDS. (T) Little or no comparative information is reported. (C) RESULTS is to be of some areas of importance to the accompaniment of your organization's mission. (I)
30%, 35%, 40%, or 45%	Good organizational PERFORMANCE LEVELS are reported, responsive to the BASIC REQUIREMENTS of the item. (Le) Some TREND data are reported, and most of the TRENDS are presented beneficial. (T) The early stages of obtaining comparative information are evident. (C) RESULTS are of many areas of importance to the accompaniment of your organization's Mission. (I)
50%, 55%, 60%, or 65%	Good organizational PERFORMANCE LEVELS are reported, responsive to the OVERALL REQUIREMENTS of the item. (Le) Beneficial TRENDS are evident in the areas of importance to accompaniment of your organization's mission. (T) Some of the current PERFORMANCE LEVELS have been evaluated against relevant comparisons and / or BENCHMARKS and show areas of good relative PERFORMANCE. (C) Organizational PERFORMANCE RESULTS are reported for most studies and other customers, market and PROCESS requirements. (I)
70%, 75%, 80%, or 85%	Good-to-excellent organizational PERFORMANCE LEVELS are reported, responsive to the MULTIPLE REQUIREMENTS of the item. (Le) Beneficial TRENDS have been sustained over time in most areas of responsibility to the accomplishment of your organization MISSION. (T) Many to most TRENDS and current PERFORMANCE and LEVELS have been evaluated against relevant comparisons and / or BENCHMARKS and very good relative PERFORMANCE. (C) Organizational PERFORMANCE RESULTS are reported for most studies and other CUSTOMERS, markets, PROCESS, and ACTION PLAN requirements. (I)
90%, 95%, or 100%	Excellent organizational performance levels that are fully responsive to the multi-level implementation of items. (Le) Beneficial TRENDS have been sustained over time in all areas of importance for your organization's mission. (T) Industry and BENCHMARK leadership is demonstrated in many areas. (C) Organizational PERFORMANCE RESULTS and PROJECTIONS are student and other CUSTOMER, market, PROCESS, and ACTION PLAN requirements. (I)

Source: Baldrige Excellence Framework, NIST 2015

Table. 5 MBECfPE Scoring Weight value per criterion

No.	Criteria	Weight	Percentage
1	Leadership	120	12.0%
2	Strategic Planning	85	8.5%
3	Customer Focus	85	8.5%
4	Knowledge measurement, analysis and management	90	9.0%
5	Workforce Focus (Human Resources)	85	8.5%
6	Operation Focus	85	8.5%
7	Results	450	45.0%
Total		1000	100%

Source: Baldrige Excellence Framework, NIST (2015 : 3)

2.2 Data Collection

Data collection is done using data, interviews, and questionnaires as follows:

2.2.1 Data obtained from the PMP Quality Report Directorate General of Primary and Secondary Education Ministry of Education and Culture 1 purwojati Vocational School

Table 6. Data and Information Sources refer to 8 education standards

No.	8 Education Standards	Performance Categories					Value
		1 (0-2.04)	2 (2,05-3,7)	3 (3,71-5,06)	4 (5,07-6,66)	5 (6.67-7)	
1	Graduate competence standard				✓		5.97
2	Standard content				✓		5.43
3	Process Standard				✓		6.58
4	Educational Assessment Standards				✓		6.16
5	Standards for educators and education staff			✓			3.72
6	Standards for educational facilities and facilities			✓			3.79
7	Education management standards				✓		5.89
8	Financing standards				✓		6.16
total							43.7
Average value							5.46

Information :

Grade 1: Towards SNP 1

Grade 2: Towards SNP 2

Grade 3: Towards SNP 3

Grade 4: Towards SNP 4

Grade 5: SNP

In accordance with the school quality report data that SMK Negeri 1 Purwojati is in grade 4, namely school towards SNP (National Education Standard 4).

2.2.2 Data obtained from the results of accreditation, because credit is one of the benchmarks of quality assurance that is measured and evaluated according to the quality standards set by BAN-SM. (Middle School National Accreditation Agency).

Table 7. Department Accreditation Ranking Data at SMK 1 Purwojati

No.	Department	Value	Rating Accreditation	Pedikat	Validity period
1	Mechanical Engineering	86	A	Very good	November 16, 2015-2020
2	Las technique	92	A	Superior	November 9, 2017-2022
3	Fashion	91	A	Superior	November 9, 2017-2022
4	Marketing	91	A	Superior	November 9 , 2017-2022

2.2.3 Results of interviews using MBCfPE criteria with Principal respondents while for data and information through questionnaires with respondents 9 teachers who are competent and master school quality management.

2.2.4 Data Analysis uses the criteria outlined in several question items. Calculation of scores is done by calculating the average thing first. After that, proceed with the calculation of the sub criteria, and the last estimate of the value per criterion uses the *Approach, Deployment, Learning, Integration* (ADLI) method for Process criteria (Criteria 1-6), while the Criteria Criteria score (Criteria 7) *Based on Level, Trend, Comparisons, Integration* (LeCTI). The average percentage of criteria describes where the performance level per standard is located. The lowest item value for each standard becomes a weakness that will be prioritized for improvement. While the highest item value of each criterion is excellent at school, the results of the existing scores can describe the weaknesses and strengths of the school both standard and overall to be taken into consideration in developing strategies in achieving the objectives of each department. Also, the overall score of the school's quality assessment will be compared with the Scoring Band Descriptor and Baldrige Assessment to find out where the band's position is the quality level of the school SMK Negeri 1 Purwojati.

3. RESULTS AND DISCUSSION

Table 8. Results of Assessment of Process Criteria Scores (Criteria 1-6) Based on Approach, Deployment, Learning, Integration (ADLI)

NO	CRITERIA	FACTOR	0-5%	10-25%	30-45%	50-65%	70-85%	90-100%	
1	Leadership 1.1 Senior Leadership	A						X	
		D					X		
		L					X		
		I					X		
1.2 Governance and responsibility social	A				X				
	D				X				
	L					X			
		I						X	
2	Strategic Planning 2.1 Development of strategies	A				X			
		D					X		
		L					X		
		I					X		
2.2 Strategy Implementation	A				X				
	D				X				
	L							X	
		I					X		
3	Customer Focus 3.1 Customer Voice	A				X			
		D				X			
		L							X
		I					X		
3.2 Customer Engagement	A						X		
	D						X		
	L				X		X		
		I					X		
4	Measurement, Analysis and Management Knowledge 4.1 Measurement, Analysis and Organizational Performance Improvement	A				X			
		D					X		
		L					X		
		I					X		
4.2 Information Management, Knowledge and Technology Information	A						X		
	D							X	
	L						X		
		I						X	
5	Focus on Human Resources							X	

6	5.1 Human resources environment	A	X	
		D	X	
		L		X
		I		X
	5.2 Engagement of human resources	A		X
		D	X	
		L		X
		I		X
	Focus of Operational Activities			
	6.1 Work System	A		X
	D		X	
	L	X		
	I		X	
6.2 Work Process	A	X		
	D	X		
	L		X	
	I		X	

Table 9. Result of Assessment of Criteria Results Score (Criteria 7) Based on *Level, Trend, Comparisons, Integration (LeCTI)*

NO	CRITERIA	FACTOR	0-5%	10-25%	30-45%	50-65%	70-85%	90-100%
7	Results 7.1 Results and learning processes	Le					X	
		T						X
		C						X
		I						X
	7.2 Customer Focus Results	Le					X	
		T				X		
		C				X		
		I					X	
	7.3 Results of Focus on Human Resources	Le				X		
		T					X	
		C			X			
		I						X
	7.4 Leadership Results and Mastery	Le				X		
		T					X	
		C			X			
		I						X
	7.5 Market and Financial Results	Le			X			
		T			X			
		C				X		
		I					X	

Table 10. The weight position of the seven process criteria and results according to Malcolm Baldrige

NO	CRITERIA	0-5%	10-25%	30-45%	50-65%	70-85%	90-100%
1	Leadership						
	1.1 Senior Leadership					X	
	1.2 Mastery and responsibility social				X		
2	Strategic Planning						
	2.1 Development of strategies					X	
	2.2 Strategy Implementation				X		
3	Customer Focus						
	3.1 Customer Voice				X		
	3.2 Customer Engagement					X	
4	Measurement, Analysis and Management Knowledge						
	4.1 Measurement, Analysis and Organizational Performance Improvement					X	
	4.2 Information Management, Knowledge and Technology Information						X
5	Focus of Manpower (Human Resources)						
	5.1 Human resources environment				X		
	5.2 Engagement of human resources					X	
6	Focus of Operational Activities						
	6.1 Work System				X		
	6.2 Work Process				X		
7	Results						
	7.1 Results of student services and processes						X
	7.2 Customer Focus Results					X	
	7.3 Results of Focus on Human Resources				X		
	7.4 Leadership and governance results					X	
	7.5 Market and Financial Results			X			

Table 11. The results of the achievement of the seven criteria and results according to Malcolm Baldrige

NO	Criteria	Max Weight	Score	
			%	Value
1	Leadership	120		
	1.1 Senior Leadership	70	80	56.00
	1.2 Governance and responsibility social	50	65	32.50
2	Strategic Planning	85		
	2.1 Development of strategies	45	70	31.50
	2.2 Strategy Implementation	40	65	26.00
3	Customer Focus	85		
	3.1 Customer Voice	45	65	29.25
	3.2 Customer Engagement	40	70	28.00
4	Measurement, Analysis and Management Knowledge	90		
	4.1 Measurement, Analysis and improvement	45	70	31.50
	Organizational Performance			
	4.2 Information Management, knowledge and information technology	45	70	31.50
5	Focus of Manpower (Human Resources)	85		
	5.1 Human resources environment	45	65	29.25
	5.2 Engagement of human resources	40	65	26.00
6	Focus of Operational Activities	85		
	6.1 Work System	45	50	22.50
	6.2 Work Process	40	50	20.00
7	Results	450		
	7.1 Results of student services and processes	120	80	96.00
	7.2 Customer Focus Results	85	70	59.50
	7.3 Results of Focus on Human Resources	85	65	55.25
	7.4 Leadership and governance results	80	70	56.00
	7.5 Market and Financial Results	80	40	32.00
Total value		1000		662,75

Based on the results of the assessment on the process criteria (criteria 1-6), the total value obtained is 364.00, while the result criteria (criteria 7) the total amount received is 298.75. The complete acquisition of the total cost is 662.75. The results of each approach are as follows:

- 1) Leadership criteria consist of senior leadership with a score of 80% while governance and responsibility have a score of 65%. Illustrates that the leader (Principal) is at a reasonable level. The Principal is able to Approach namely an approach or action involving his subordinates, for example establishing a vision, mission and school values, but only limited to setting and informing them without any suggestion to memorize or understand the vision, mission and values of the school or their respective majors, while for the Deployment approach, principals have applied a consistent approach, for example requiring teachers to take part in organizations such as MGMP (Deliberation of Teacher Subjects), while Learning Schools are able to assess the progress of teacher performance through assessors (PKG), and some have realized improvements and innovation in learning, for example before learning begins teachers are required to do ice-breaking first. Whereas for Integration Principals have high integration in work, one of which is harmonizing the needs of school organizations and contributing to social, economic needs in the surrounding environment, for example helping disaster victims, distributing zakat and distributing “qurban”.
- 2) Strategic planning criteria consist of developing a strategy with a score of 70% while the strategy implementation has a score of 65%. Illustrates that Approach, deployment, learning, and integration are at a reasonable level, but there are still some criteria that need to be improved, for example, the leadership is sometimes less consider and balance long-term needs, for all stakeholders in each department.
- 3) Criteria customer focus consisting of voice customers with a score of 65% and customer engagement 70%, this illustrates that the school is already at the level of the early well it describes that the interaction between the school and the students, parents, and customers are already performing well example is schools in the BKK division (Special Employment Exchange) already have links with the industrial world (absorbing labor).
- 4) Measurement criteria, analysis and knowledge management, consists of measurement, analysis and improvement of organizational performance with a score of 70% and information management, knowledge and information technology 70% this illustrates that information and technology are going well, one example is the use of WhatsApp, school web and other information technology for the teaching and learning process. However, there are some weaknesses that should be corrected, namely the school conducts a self-evaluation (performance measurement) consistently in each department, so that the department has a good and orderly administration, and every week or at least once a month should the principal and chairman of the department carry out progress department meetings so that each department is well-controlled, it is best to have an internal audit in each department once a year so that when the department accreditation is ready and complete with the required documents, and the teacher has responsibility for his work both the learning administration and teaching assignments.
- 5) The criteria for labor (human resources) consist of a human resource environment with a score of 65% and the involvement of human resources 65%. This illustrates that the level of this criterion has a good start with a teacher ratio of 50% ASN (State Civil Apparatus) and 50% GTT (non-permanent teacher), in certain subjects there are still some subjects that are not in accordance with the educational background, namely in the arts subjects none of the teachers are in accordance with these subjects, whereas in the subjects of Javanese there are only one teacher who has an appropriate diploma, and there is still a shortage of teachers in BK subjects, marketing, productive motorcycle engineering and productive

- welding, the average teacher teaches 30 hours or more and even 40 to 50 hours with a maximum of 24 hours teaching teacher / Sunday.
- 6) Focus criteria for operational activities consist of a working system with a score of 50% and a 50% work process which illustrates that this criterion is at a reasonably good level, so there needs to be a good work system improvement such as the availability of adequate facilities and infrastructure.
 - 7) Results criteria consist of 80% student service and process results, 70% customer focus, 65% focus on human resources, 70% leadership and governance results, and 40% market and financial results. Illustrates that the average yield has an excellent level, trend, comparation, and integration, but the market and financial results criteria are at a reasonably good level because the absorption of graduates in the industrial world is around 40% according to the department and the others work not in line.

Table 12. Score Excellence Level (Points), according to Vincent Gaspersz . (2011) divided into 8 categories, namely:

Global Image	Excellence Level	Score
<i>Beginning</i>	<i>Early Development</i>	0-250
	<i>Early Result</i>	251-350
<i>Average</i>	<i>Early Improvement</i>	351-450
	<i>Good to Excellence</i>	451-550
	<i>Emerging Industry Leader</i>	551-650
<i>Excelent</i>	<i>Industry Leader</i>	651-750
	<i>Benchmark Leader</i>	751-875
	<i>Wolrd Class Leader</i>	876-1000

Based on the results of the assessment according to the level of excellence, SMK 1 Purwojati is included in the excellent category with a score of 662.75, which means that the school is at the Industry Leader level, ie, overall organizational performance begins to enter the Excellent realm, but for a low value requires improvement maximum performance, so that it reaches a higher level.

4. CONCLUSION

- 1) The assessment criteria used in the performance appraisal at SMK 1 Purwojati apply the Malcolm Baldrige criteria with an assessment based on the ADLI, namely, Approach, Deployment, Learning, and Integration for criteria criteria criteria 1- 6) and LeTCI namely Levels, Trend, Comparisons and Integration for the outcome criteria (rule 7).
- 2) The reason for using the Malcolm Baldrige Criteria is to have a comprehensive approach and have been tested for effectiveness in the future of several companies. The Malcolm Baldrige

- Criteria for Performance Excellence (MBCfPE) criteria are capable of identifying strengths and opportunities for improvement (opportunities for OFI improvement)
- 3) The results of performance appraisal at SMK 1 Purwojati even though in rural areas but have a score of 662.75 which means that the school is at the Industry Leader level, that is, overall organizational performance begins to enter the Excellent realm.

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