

Public Services Model in Vocational High School at Kendari, Indonesia

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Abstract: *Division of roles between the government and the community in the organization within the public service in vocational school is still not clear. These is not yet have an impact on and the responsibility he explained the each party in this financing, providing personnel, the curriculum with, legality of the organization and management in vocational high school. Lack of educational facilities in Vocational High School (VHS) is still an important issue in improving the quality of education, especially at Kendari. According to Savas, E.S. (1997), there are several models in public service settings that government service, government vending, intergovernmental agreement, contracting, franchising, grants, vouchers, market, voluntary and self service. Research aims is to describe public services model in the VHS at Kendari practice which is managed by the government (state school) as well as by the foundation (private schools). Data collection will be done through interviews and focus group discussions with the school management and study documents. Results, the public services model in state VHS of different with privatives. In the state VHS, a source of financing, most of the 83.50% comes from the government, and 16.50% comes from public funds school management and education curriculum set up and carried out by the government, it means is a government service model. In private VHS, a source of financing most of the 14.79% comes from the government, and 85.21% comes from public/private funds, that are voluntary and self service model in education funding. In VHS, the manual education services both curriculum and administration standard refers to standard of vocational education from central government, and its implementation is controlled by the local government, in terms services model embraced a franchising.*

Keywords: Public Services Model, Vocational Education

1. Introduction

In this time in Indonesia are trying to improve the quality of human resources through education in a fair and open to all people of Indonesia. This was done in order to realize the goal macro-level education in Indonesia, namely develop the intellectual life of the nation. To be able to achieve the aim of education meant, the one of the principles of national education namely education was held in a democratic and equitable and non-discriminative with respect human rights, religious values, cultural values, and the pluralistic nation (Danim, 2010).

Indonesian government's goal to improve the quality of human resources among others laid out in the Law No. 20 of 2003 on the National Education System, (Article 11 verse 1 and 2) explained that the government and local governments are obliged to provide services and relaxation and ensure holding a quality education for every citizen of without discrimination. All this time, problems that need to be addressed in the fields of education is that there are still discrimination, still levy fees that will be charged to the disciples, and low quality graduates from education in every level education units, and especially school education. The quality of education is a must. Availability the budget, infrastructure, education facilities, the curriculum and management school management is the important thing to create a graduate school that has high quality, has the competency and is ready to enter world safety.

In fact, the role of government in shouldered education in vocational high school is not yet continuously, affecting the low quality graduates. Lack of government services to

facilities and infrastructure that owned VHS up to now, there is an important issue in order to increase the quality of education at Kendari. In Kendari VHS continues to grow. In 2015 according to data City education Service 23 school, is composed of 6 state schools of 16 private schools, everything is responsible for providing services in the fields of vocational education. The presence community is very important in participate to organized a vocational education. But there are still not clear division of roles between the government and the community in education services vocational schools.

Division of roles In the case that there is a and the responsibilities between the government and people related to education vocational training such as financing, providing personnel, the curriculum, legality and management schools are expected to be able to determine the quality education in vocational schools in the area. Model public services that are appropriate related to people's participation (private) in education in vocational schools can affect quality of its graduates that are produced. The Research Problems: (1) How public services model in VHS at Kendari?; (2) Are there any differences of the public services model in the state VHS and private VHS at Kendari seen to the financing aspect, providing personnel, the curriculum, and school management? The purpose of this research are: (1) Describe and analyze public services model in VHS at Kendari; and (2) Describe and analyze the difference public services model in State VHS and Private VHS at Kendari seen from the aspect financing, providing personnel, the curriculum, and the school management.

2. Literature Review

Public Service Model

According to Gronroos (1990) service is a "such or a series activity that is not all too obvious (can't be touch) that happened as a result of the interaction between consumers and its employees or in things is provided by the organization service provider that was meant to solve problems customer/user". Warella (2004) said that the ministry is as an act, a performance or a business. The statement that was relevant by Ivancevich, et al. (1997) that "service is the products that are not invisible (can't be touch) involving business people and using the equipment".

Public services related with accomplishing accountability and responsibility of the government. Sinambela (2005) public service is every activities of government that will be done to some people to meet the needs for the benefit activity or a group and offers customer satisfaction even though the results are not tied to a physical one a product. According to Widodo (2001), public service as a professional service is characterized by accountability and responsibility of the service provider that government apparatus or which was facilitated by the government to provide services to the community. Salusu J (1996) said, that public function of the government is set up, organizing, provide facilities for the creation and guarantees public service (public service), both by the government as well as non-government institution which was given a mandate to carry out public services.

According to Savas (1987) privatization measures is to reduce the role of government and private role in public services. There are several models public services are associated with the role government organizations and the private sector, namely:

- 1) **Government service**, is a public service model, where the government to take their duties and roles and responsibilities in providing services, ranging from a number of rules, make and carry out an instrument with a high standard of services, provide facilities, provide the fund, providing salary to a civil servant, providing services in accordance with the requirements community and managing organization that hold public services. In this model, there is no participation of private sector to third parties (people) in providing services, all things are done by the government;
- 2) **Government vending**, is one of the service setting where government to provide funds or the budget for the public service, and rules become reference while fest being handed over to other parties to produce goods and services in accordance with the requirements public. A Profitable organization in public services model is no government intervention, the Manager for the private sector or civil society organizations (foundation) parties that are believed to be the government has a role in managing organization public services. The government vending, the government to make the rules and regulations in supervising the public service was held by private companies or the foundation by the government. Private companies or foundation organized public service based on the rule that is, provides or produce goods and services and distribute goods and services public according to the standard made by the government will provide justice in public services.
- 3) **Intergovernmental agreement**; is the public services model, that will be done is based on the agreement between government officials that related to both central government with one another (national), between national government and local government, between local government and local government one another, and inter executive elements of governance in the region. Authority in a profitable service, financing, organizing service and personnel and goods and services supplying public services is made on the inter-government agreement with blood that are Involved in public services.
- 4) **Contracting** is a model for the public services with contract system. The government signed the holding of public services to the other party (private or community) who are interested to take over the role service, by taking advantage for services that given. This was done because of limited government in providing services. The Government would only make regulations on service implementation.
- 5) **Franchising model**, a profitable services which the organization public services is controlled by head office. The people who wish to be involved in public service must receive recognition or legality of head office, with the system fee or a commitment to the system for the result or compensation. Decentralization public services through franchising can take all aspects or some aspects of service management from service system that is controlled head office to ensure quality of service that same uniform in every line service. In this setting where the government gave authority to a private company that has a quality standard that is identical to that required by the government to provide services to the people, and the people pay for the services provided.
- 6) **Grants**, is a public service model, where the government to help (subsidies) funding to the private sector or community organizations that have played a role in providing public services to improve the service quality to the community. In this model government or consumer given the authority to private companies or community organizations to the event services suitable needs of society and is still to ensure that quality of service in accordance with whom he by both the government and by the community.
- 7) **Vouchers**; service system model by using vouchers is not much different from a profitable service by using grant, the purpose of which is helping people as consumers. The government gives subsidy in its organizing directly to the consumer (medical card free of charge) and consumer has the authority to appoint a company will provide services to work their needs. The Government or the public finance service, which was held, here corporate services according to the standard that determined.
- 8) **Market**, this model assumes a principle service where goods and services are status. The process to get service through market mechanisms, there is a side goods manufacturers and service needs of the society and consumers who need work and legal services. Someone who is going to get work needs and services need to buy according to ability that has been owned. Those who have

paid great can enjoy quality service, while for those who have a limited ability can enjoy quality of service less in accordance with nominal that has been paid to get goods and services public that is needed. Financing services is done by the consumer directly.

- 9) **Voluntary arrangement**, a profitable service is done by social organization community needs in. Social organization who voluntarily to provide service directly to the community without any intervention of the government and the role and private sector. Voluntary arrangement there are two models, the first of which are services that directly conducted by social organizations to the community as a decomposed above and the second is services done by social organization but not directly.
- 10) **Self-Service**, is a model service where most goods and services needs of the society is prepared to be handled by individuals or the community (self-service), without the role and the government or private sector.

Vocational Education Services

In the Law No. 20 of 2003 on the National Education System (article 15), explained that vocational high school is "secondary education are preparing students mainly in their respective fields particular". Whereas Article 38 which states that basic framework and the structure curriculum for elementary and secondary determined by the government through the National Education Standards Agency (NESAs). VHS is the educational institutions have a goal to prepare to labor and become self-sufficient to give priority to what were actually abilities and skills in a particular area they planned to use. Djojonegoro (1999), the benchmark vocational education efficient is: (a) prepare students to type of work that is based on their need for labor and (b) The students get the work in accordance with skills training. Consider ant like that indicates the importance of secondary education system that was carried out on the principle partnership, especially how relate to competency with the industry as the target working world.

The aim of vocational school is to prepare students to have competency teenage vocational training in certain areas so that at once to be able to work in order to the future and to welfare of the nation. For that, students must supplied and practical skills scientific theory, also patterns of behavior and attitude social and political expectation certain, and it was all absolutely necessary for our provision are precious to be successful in order to enter the world, both as workers in the company or as entrepreneur who are independent and to become members of the community who were responsible for (Schiopopers and Patriana, 1994). Vocational Education has different characteristics with public education, in terms of education, substantial criteria lessons, and the graduates. That Criteria vocational education must be owned by: (1) Orientation in the working world individual performance; (2) Justification in real in the field; (3) Focus on the curriculum in these aspects impact, affective, and cognitive; (4) The measure the success not only limited in the school, and (5) Sensitivity to the development work world; (6) Requires a sufficient infrastructure facilities, and (7) the support of the society, Financ & Crunkilton, in Sonhaji (2000).

Sallis (1993) refers to human beings that education is the service in the form cultural process. This sense is implicated in the existence of input (input) and the exodus (output). The students' feedback can be infrastructure facilities, damaging learning facilities including other environment, while output is a graduate or alumni, who later became a quality, considering education products is services, and quality services education very much depends on what the attitude service provider in the field and the expectations user education services. This means services education is not tangible objects (intangible directly, but a qualitative quality/education services can be seen from soft indicators such as concern and attention on the desire to /hope and customer satisfaction education services.

In the context of good education macro-level (country) as well as in micro-level (a) financing is the key element that must be in place. As an example the government of the Republic of Indonesia in accordance with the mandate constitution each year has launched education budget allocation of minimum 20 percent of the total budget revenues and expenditure of the State Budget, also said the government areas each year to set a budget for education such as for the salary of teachers and educators other salary in the region. In the context institution or organization, the school every year draw up a budget and income school budget that shows how planning revenue and fees for operational activities using school. The bill use methods described in the field of education funding. Thus at all levels of education funding is a very important to guarantee to the education implementation.

Education finance as the cost of education is budgetary namely that is taken and spent by the school as an institution. This means that, for the education expenses that are budgetary and non-budgetary costs of education, including in the sense in general meaning. Education costs while understanding that is non-budgetary is for the education expenses that spent by the disciples, or parents/family expenses and educational opportunities (Fattah, 2006). The budget for education consists of two side of the relation to one another, namely the acceptance and the budget expenditures to achieve the educational goals. Still in the same book according to Fattah (2006) Budget acceptance is the revenues every year by the schools from various sources official and bake on a regular received.

3. Research Method

Research methods use qualitative approach; it was done in schools and Vocational Education and the Ministry and Cultural Kendari. This paper uses qualitative methods. Bryman (1988) and Sugiyono (2012) argue that qualitative research is the collection of data on a natural background, using natural methods, and performed by a person or researchers who are interested in nature. Qualitative research by Jane Richie is an attempt to present the social world, and perspectives in the world, in terms of concept, behavior, perception and the question of human studied.

Finch (1986) looked at as a qualitative research approach to uncover the meanings and contexts of individual behavior. Qualitative and quantitative approaches differ not only in terms of the methods used but also on the perception of the problem and the type of data that is generated. Norman Denzin and Yonna Lincoln (2009) quotes Patton, Michael Quinn (1990) add that the data collection instruments provide benefits, where he can be flexible and adaptive and can use its entirety senses to understand something. Thus, the instruments in this study are human instrument.

Informant heads of organizations a Department of Education and Culture Kendari, and the heads of vocational school. Data Collection will be done through interviews, documents study and focused group's discussion (FGD). Data analysis was using a model description presents and analysis of information using a model interactive (Miles and Huberman, 1992 and Silalahi, 2009).

4. Results and Discussion

Vocational High School in Kendari

VHS in Kendari can be classified into two categories namely State VHS and Private VHS. As a whole VHS in the safety of Educational and Cultural Kendari there are 22 vocational high schools, abs's was in Table 1.

Table 1: List of Names, status, the Number of State and private VHS in Kendari, 2015

No	School Name	Status School
1	VHS I Kendari	State
2	VHS II Kendari	State
3	VHS III Kendari	State
4	VHS IV Kendari	State
5	VHS V Kendari	State
6	VHS VI Kendari	State
7	VHS Husada Kendari	Private
8	VHS Live Skill Kendari	Private
9	VHS Mine Nusantara Kendari	Private
10	VHS Panca Marga Kendari	Private
11	VHS Cruise Ship Samudra Kendari	Private
12	VHS Sailing Kendari	Private
13	VHS Indonesia Kendari	Private
14	VHS Maritime and Fishery Kendari	Private
15	VHS Satria Kendari	Private
16	VHS Earth Moral Standards	Private
17	VHS Forestry Kendari	Private
18	VHS Shoot Husada Kendari	Private
19	VHS Eka Bhakti Kendari	Private
20	VHS Health Mandonga	Private
21	VHS SincerityKendari	Private
22	VHS AzadiracthaKendari	Private
23	VHS Telkom Kendari	Private

Table 1 shows amount of VHS at Kendari as many as 23, which serves as a government as much as 6 schools (26.89 percent) and managed by private or foundation as many as 17 schools (73.91 percent). Data suggest that interest of the public through the foundation for the private sector to school education is very high. It is related to the consciousness, the experiences and the fact that during this VHS graduate produce human resources who are ready to work in accordance with the competencies and expertise in each of

them. A private VHS at Kendari describes as the following: we are interested in and want to develop vocational school, because the need the market to ready-to-use labor in the field of technical, us, and opened Vocational High School, mine is intended to fulfill the market will labor mining sector Mining sector such as nickel and other minerals is the mainstays Southeast Sulawesi region ... (Interview, 2015)

With regard to this, the Department of Education and Culture Kendari pay attention to VHS which is managed by the public or private schools, the monitoring and evaluation of school management, especially in relation to the development curriculum learning. Learning curriculum tailored to provide the market, in addition to remain consistent in implementing that serves as a guideline national curriculum in the event Vocational High School. One informant said as that: there is freedom the management of the school to formulate a curriculum for expertise as local content of the components. But the education is still monitor so that private vocational high school to be consistent education vocational training in a professional manner in line with its mission resources that provides ready-to-use in more sectors, such as mining, fishing, tourism, health and other (interview, 2015).

The information management insisted that the school will be done by every VHS but in the execution receive supervision from the Department of Education and Culture Kendari as coach and manager in organizing the local vocational schools. Data in vocational high school in Kendari period in 2015 as many as 6,094 students who are spread out in state VHS and private VHS. On the data is describe that the number of students in state VHS far more than the number of students who attended the education in private VHS. It can be seen in table 2

Table 2: Number of students who attended the State VHS and Private VHS Schools at Kendari, 2015

VHS Status	Amount (Unit)	Number of students (person)	Percent (%)
State	6	4,369	71.69
Private/ Foundation	17	1,725	28.31
Total	23	6,094	100

Source: Department of Education, Kendari, May 2015

Table 2 shows that from 6,094 vocational school students in Kendari there are 4,369 students (71.69 percent) is a student at State Vocational School and as many as 1,725 students (28.31 percent) students in private vocational high school. That shows people's progress through education that the interest in vocational high school in the City is still dominant in schools. The causal factor: (1) facilities and infrastructure that available more complete and sufficient; (2) teachers and education workers a reasonable cost of education; (3) cheaper; (4) have trust of the community because it has been famous and managed by the government. Interviews with various aspects stakeholders revealed the cause, why number of private vocational high school students still a little bit, because: (1) have not had a name that state vocational school; (2) The program of study opened limited, average of only 1 to 2 studies program; (3) facilities is still limited; (4) Number of personnel still less; (5) Quality still doubted by

the community; (6) is still a last resort for the community; (7) financing is still minim, depending on the ability foundation which is also limited. In fact, there is some private vocational high school that was established in the hope that they will be able to get support funding from the government (central and regional level). That means that this they can only exist if getting funding support from the government.

Almost important elements in education services in Vocational High School (VHS) are the availability teachers (teacher). Without the teachers either quantity or quality, learning process will not be accomplished. The picture availability vocational school teachers in Kendari served in table 3.

Table 3: School status, the number of schools, Teachers and the Status Teachers in VHS at Kendari, 2015

VHS Status	Amount (unit)	Teachers Status				Total (person)
		Permanent		Not-Permment		
		Person	%	Person	%	
State	6	403	86.48	63	13.52	466
Private	17	68	42.24	93	57.76	161
Total	23	471	75.12	156	24.88	627

Source: Department of Education, Kendari, May 2015

Table 3 shows that from 466 teachers in the State VHS at Kendari there are 403 teachers (86.48 percent) the status of teachers are still and as many as 63 people teachers (13.52 percent). While the number of teachers in private vocational high school as many as 161 people, there are 68 teachers (42.24 percent) with the status teachers are still and as many as 93 people (57.76 percent) are temporary teachers on. Data was shows that the State Vocational School has been using teachers with Public Servant status power of the Civil

Servant, only a few using non-permanent teachers. While in private vocational high school is still largely dependent on teachers on the teachers from State VHS that teaches private vocational high school or teacher in a year by the foundation.

The process for the redeployment of teachers in the VHS Kendari was the authority of Department of Education and Culture Kendari. Support personnel started to their attention by placing civil servant teachers to be teachers is still in private VHS, although it has not yet fully carried out. There are still private vocational high school teachers who do not receive civil servant allocation. For allocating teachers civil servants in private VHS showing a commitment by the city government in order to support private VHS that is to reduce the burden foundation in financing teachers' salary, as well as to ensure quality of learning in private VHS in order to state VHS. This shows that local governments lack of commitment in developing the quality of vocational education at the local level.

The Models of Education Services

Financing Source

Vocational High School (VHS) at Kendari should be supported by human resource availability or budget financing to make all the process of learning in school. Availability the budget schools used to complete all facilities, equipment and infrastructure in teaching and learning in vocational high school in the City Kendari. Source of funds and the financing that is allocated to meet the needs school budgets in Kendari can be seen in table 4.

Table 4: Source of Financing of VHS, Kendari

School	Financing Source				
State VHS	Local Government Budget	School Operational Assistance (Central Government)	Operational Costs Education (Central Government)	Social Assistance (Govern- ment)	People Through The School Commite
Private VHS	Foundation; Fund School Operational Assistance	School Operational Cost Assistance (Central Government)	Operational Costs Education (Central Government)	Social Assistance (Comunnity)	Education Develop-ment Donations

Source: Department of Education, Kendari, May 2015

Table 4 shows that a source of financing the State Vocational High School at Kendari: (1) funds regularly, (2) School Operational Assistance; and (3) Operational costs for Education. These three kinds of assistance funding are increased for the service quality education in Vocational High School from the central government to increase the facilities and school infrastructure. In addition, State Vocational School as a source of public funds through the school. School committee Fund, from the students used to improve development of means and schools facilities in order to realize that are convenient, education services fair and transparent. In private VHS financing sources from the government to increase the facilities and infrastructure: (1) School Operational Cost from central government; 2) Operational support education both are called grant. In addition, private VHS has get routine of the foundation, donations from the students is an artist Donations

Development of Education (self-service), and help from Local Non-Governmental Organizations that cannot be binding (Voluntary) to support funding for private VHS.

The difference is prominent in education services in vocational high school in Kendari was the regular budget from the state budget City to State VHS that given every month, while private VHS did not get funds from the central government and routine budget from the City Government Kendari. The event school education funding in Kendari is used to meet the facilities and infrastructure, stationary and other operational.

Composition source of financing State VHS in Kendari from the government in the amount of 75.27 percent (through the School Operational Assistant, Social Assistant, help for the poor students, the Fund EOA, Province Budget, funds from

the regional routine budget city cover men. The concept is according to Saves called government service where government to provide all facilities for education service, starting from the building, operational funds, the salary, curriculum and management of school. Funds from the community or the student fee of 24.73 percent through school committee fund to support the fulfillment needs of the school called the self-service.

A source of financing Private VHS has three sources from the fund of 63.31 percent, from total needs, from the community (0.09 percent), from the parents of the students through Education Development Donation (3.96 percent). Government aid (grant) was 32.63 percent. A source of financing from the government as the school operational assistant, Social Assistant, helps for poor students, the Fund Education Operational Assistant (Provincial Government). The pattern financing the government in private VHS at Kendari adheres to grant model where the government only provides subsidies to school budgets, most stems from the foundation and donations from the community do not bind (voluntary) and mandatory fee students (self-service).

Assets Source

Overall average total assets owned State Vocational School in Kendari, 83.5 percent rise by APBN, from the government budget, the Asian Development Bank (ADB Province, BOP, a building (classrooms, laboratories, multi-media laboratory building, the school principal, teachers and the administrative staff, multipurpose building, and the OSIS), practices a laboratory as well as a good field, so-called government vending. While 16.5 percent is derived from the parents of the students, donation to willingly voluntary. Through the school, such as the mosque, security posts, the office co-operatives and electricity post

That was different from private VHS, the average most of the or 85.21 percent of the total assets they came from foundations or public funds (voluntary) as office building, the classroom, learning facility (chairs, tables, chairs and tables the school principals working and working room teachers and staff. In addition, assets private vocational high school, including land for the foundation, is part of the community in the event vocational education. While that comes from the government price was only 14.79 percent of the total assets private VHS. A number of schools among others VHS Fisheries and Marine Kendari Bhineka Eka Bakti Kendari, to get aid (grant) for the development of building schools, (the classroom), head room school, a teachers' room and administrative staff, laboratory room or practice room students are given in the form subsidy. Based on composition source assets in State VHS and Private VHS pawned private sector, obliterated the comparison between the government and the people in the provision assets education in VHS at Kendari was (49.15:50.85) or 49.14 percent came from government aid (grant), while 50.86 percent of the people that is a foundation contribution and voluntary and mandatory fee students (self-service).

The Learning Curriculum

Curriculum is strategic for instruments effort to raise the quality of education vocational training. Competence of the teachers and the provision of the means and education facilities will only for learners gives the meaning if directed in order to reach the goal education that was formed in the curriculum as the content, teaching methods and purpose. In the context National Education System formulation vocational education curriculum formulated the students based on competency standard.

A curriculum that is used in vocational High School State and private vocational high school in Kendari referring to Learning Unit Level Curriculum (KTSP) in 2008, consisting of normative, adaptive and productive. According to the government provision the curriculum center through policy ministry of education. The program and expertise has competency test in accordance with the National Education Standards Agency (BSNP) in 2008. Using this curriculum is expected to be able to answer the problem that is developing in the event that oriented education vocational school in the field work. That Model can be called francashing according to Savas (1987) because the curriculum developed in the region must get approval from central or refer to national curriculum. It intends to education curriculum Vocational High School in the region have relevance and between Vocational High School on a national, in accordance with the business world and industry in the world today. Thus, the graduate school can be accepted for work in accordance with the competencies and expertise. In addition, also to anticipate accelerating the development of technology and changes the global economy that affects the demands of human resources (SDM) which has a competency standard that has been required by the world of business and industry in the world. In addition, vocational high school graduate in Kendari achievement is expected to be ready to work independently or to meet the need for business world.

A curriculum that developed in vocational high school in Kendari essentially emphasized on learning approach, based on competency-based production and learning to be completed (mastery learning). The Third approach to learning is focused on efforts to achieve competency standard expertise students for each program expertise competency standard vocational skills that developed and used in vocational high school in Kendari expertise in accordance with the program, and will require increased fulfilling various standards in each component education and teaching and learning. Involvement industrial world, professional associations, and the government in the implementation of the curriculum especially in order evaluation start to be done, but has not yet.

Management of VHS

Education in VHS at Kendari can be done with good to the management of the school that is consistent. School Management in this would include planning process (the determination target resources needs lessons, personnel, equipment, materials, organizing, implementing, monitoring and evaluation on the student field, will be maintained, the

curriculum, personnel, good corporate governance schools, facilities and infrastructure required education implementation so that the process is good. Management process schools were also payroll system related personnel (teacher, energy administrative, security, and cleaning service) that is set in the Budget and school budgets showing fund of which came from the fund government as well as the foundation organizers.

Management practices that will be done in State VHS at Kendari has implemented the principles of the good management started planning, organizing, implementing, and controlling and evaluation market coordination. Sustainable manner, that was different from private VHS that is not optimal in implementing school management. This is related to human resource that still lack available. In fact, applying management principles in vocational high school to be able to produce graduates have achievement, are ready to work, according to the needs business world.

The aspects which have attention in the management in VHS at Kendari were: (1) Good governance in school organization; (2) curriculum development; (3) Learning; (4) Management teachers and educators; (5) Student Field; (6) facilities and infrastructure; (7) Financial and finance; (8) Administration, (9) Regulations, (10) The behavior and work culture and (k) Cooperation and partnership. This is in accordance with a view to Joyonegoro (1999) that management vocational schools that should pay attention curriculum and teaching and learning, Giving teachers and educators, means and latest learning, management and financing and resources cooperation and partnership with the working world.

Supervision

Educational implementation in Vocational High School in Kendari was brought supervision of the Education Office Kendari that have the capacity and the authority according to the regulations are there. In the framework, school supervisors to carry out the construction supervision function, namely academic supervision and managerial skills supervision. Academic supervision in relation to the education and development professional capacity teachers in improving quality of teaching and learning and leadership in the school. Target academic supervision is intended to help teachers in: (1) Planned learning activities; (2) To learning activities; (3) considered the process and learning outcomes; (4) To be able to benefit assessment result for the increase service, participation; give feedback 5) and in order to the participants and continually students, (6) the students to serve who would have difficulty learning, (7) to provide counseling the students learning, (8) create an learning environment, (9) use learning resources, (10) develop interaction learning (method, the strategy, the technique, the model approach, etc. that accurate and efficient, (10) or practical to improve teaching; and (11) to develop innovative teaching learning. The function of academic supervision VHS at Kendari, a school supervisor played a role as: (1) teachers' partners to increase the quality process and result in teaching and leadership in the school; (2) Innovator and a pioneer in developing innovative lessons and leadership in the school;

(3) a Consultant in the school; (4) a counselor for school principals, teachers and the entire school staff, and (5) a Motivator to improve performance all school staff.

Objects target of managerial supervision in VHS at Kendari in relation to the school, to increase efficiency and effectiveness of schools management. It includes aspects: planning, coordination, the implementation, assessment, developing human resource competence educational and other resources. Target managerial supervision be done to help the school principal and the staff in managing administration will be maintained as: administration curriculum, financial, infrastructure, staffing, student field, relationship between schools and community, culture and school environment, and aspects of the other administration in order to improve the quality of education.

In carrying out supervision, managerial supervisors play a role as: (1) Collaborators and negotiator in the planning, coordination develop of school management, (2) become assessor candidates in identifying weaknesses and analyze the potential schools, (3) information center development quality of education in schools and (4) a follow-up on the results supervision. Periodically supervision VHS at Kendari has carried out a routine supervision through weekly, monthly and supervision every first, to ensure that the process of learning can reach the target and to be able to apply the curriculum will continuously.

Model of public service in Vocational High School (VHS) at Kendari, in practical, terms have differences between vocational school which is managed by the government or state VHS with the school that was held by the foundation and private VHS, viewed from a number of aspects such as a source of financing, the assets, the curriculum, school management and supervision. A source of financing and assets, state VHS most of them are from the government and only a small part comes from the students through committee fund. This model is called government vending according to Savas (1987). The community in financing state VHS through the school called (self-service) as a contribution to meet the needs education services in state vocational school. The community is not calculating the amount of quantity received to contribute to the school, but only on the basis limit (voluntary) and the ability to inventory the parents of the students to meet the facilities services at state vocational school.

Different thing happened in private vocational high school, where the government is likely to grant model that is to provide assistance (subsidies) to meet some needs of the school in providing services to the people, while most needs of the school budget, means good, infrastructure and facilities or assets school comes from the foundation (private or community organization) on the voluntary basis (voluntary) as the manager private vocational high school and a mandatory fee charged to students through the donation development of education, called the self-service).

A curriculum that is used in education committee state and private vocational high school in derived from the central government. Vocational curriculum development to local

also refers to the head office policy, the department of national education; including local content curriculum determination must be reported to the local department of education. Implementation of VHS curriculum is controlled by the government through their representatives in the area or the district education office. This model according to Savas (1987) is called francashing in public services, where action that has been done by representative office in the region must always be controlled and monitored by head office, and the only can perform creations in the corridor normative policy of central government. This was done to keep its consistency in national curriculum vocational education to suit your needs market and maintain quality education vocational schools in the region.

The event Management education in state vocational school to follow a profitable or the government's policy of Education and Culture, where government institutions is state vocational school. Process, planning, organization implementation, monitoring and monitoring of public service through state vocational school will be done government officials, including in supplying personnel. Because this system management service management in state vocational school called model government service. Different with private vocational high school management, where the government does not interfere in management process, the government is simply to provide assistance funding, aid personnel and the construction management, so-called model grant according to the views Savas (1987).

Improvement of public services in the event education in vocational high school in Kendari continue to be done through the school management, curriculum development, improvement of learning process, carrying out personnel management, student field, floating facilities and infrastructure, financing and financial management, improve administration services, the leadership, environmental management and co-operation with stakeholders. This is relevant with Joyonegoro (1999), that aspects must receive attention in development of VHS is its management of schools, the curriculum, study, teachers and education workers, student field,, facilities and infrastructure, financial, the administration, and the financing regulations, environmental management and work culture and partnership cooperation, so that the aims and objectives education resources vocational training to produce human being who is ready to enter world of work can be realized.

5. Conclusion

Model of public services in the VHS at Kendari was concluded as follows: (1) model financing, and source assets in providing public services to follow model grant, voluntary and self service, there is no difference between the state VHS and private VHS. The state vocational high school to apply a government vending model but in private VHS, government apply grant models, the foundation and community is voluntary so mandatory students fee determined of nominal, that is self-service. (2) education curriculum of VHS uses a francashing model, where the state VHS and private VHS applied the curriculum education standards was determine by

the central government, at the supervision of the VHS curriculum competency-based on accordance with the potential locally but in the policy corridor of central government, so the curriculum learning is still in the corridor national standards, and the quality education services of VHS is still guaranteed human resources to give birth to a child who is ready for competition to the world of work.

Finally, Management school in the State VHS uses a government service model, refers the city government. Planning process, procurement teachers and education workers, development of facilities and infrastructure, budget management, the public relations, and supervision school determined by the schools as government officials. That was different than private vocational high school management, where the government does not interfere in planning, organizing and implementation school. The education point out the supervision periodically, to give aid operations, the aid workers personnel, operational funds called model grant in public services.

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