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PROCEEDINGS

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**“Strengthening TVET in
ASEAN Economic Community”**

Yogyakarta State University, Indonesia
September 15, 2016



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**PROCEEDINGS
4th INTERNATIONAL CONFERENCE ON
VOCATIONAL EDUCATION AND TRAINING (ICVET)**

**GRADUATE PROGRAM COLABORATION WITH
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September 15, 2016**

STRENGTHENING TVET IN ASEAN ECONOMIC COMUNITY

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Title:

STRENGTHENING TVET IN ASEAN ECONOMIC COMUNITY

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Strengthening Technical Vocational Education and Training (TVET) in ASEAN Economic Community (AEC)

Welcome to the 4th annual INTERNATIONAL CONFERENCE ON VOCATIONAL EDUCATION AND TRAINING (ICVET 2016)

This proceeding compiles all abstracts and fullpapers from the invited speakers and participants presenter in the 4th International Conference on Vocational Education and Training (ICVET) held by the Graduate School and Faculty of Engineering Yogyakarta State University on 15 September 2016 at Sheraton Mustika Hotel Yogyakarta.

ASEAN Economic Community (AEC) has prevailed at the end of 2015. Regarding this issue, it has some consequences. One of them is the open flow of products, services, and human resources across ASEAN countries. In addition, ASEAN members can freely sell their industrial products. In other words, this policy can increase the degree of products competition among those countries. The main theme of this conference is “Strengthening Technical Vocational Education and Training (TVET) in ASEAN Economic Community (AEC)”. Four sub themes are covered in this conference: 1) Establishing the policy of Quality Assurance in TVET to prepare Regional Qualification Framework, 2) The Role of TVET to Fulfill National Economic Growth and Workforce in AEC Era 3) Contribution of Informal Sectors and Skills Village in AEC, 4) Empowering Vocational Teacher Education Institution in AEC.

This conference provides the opportunity for teachers/lecturers, educational practitioners, industrial practitioners, and the others stakeholders as well to share knowledge, experiences, and research findings relevant in contributing ideas and considerations for the implementation of VET policy-making in order to strengthen Technical Vocational Education and Training (TVET) in ASEAN Economic Community.

The committee would like to thank to those who have provided assistance without which it is impossible to finish this proceeding. Further comments and suggestions on the improvement of this proceeding would be highly appreciated.

CHAIRPERSON SPEECH

Rector of Yogyakarta State University,
Prof. Dr. Pascal Marquet, University of Strasbourg, France
Tony Borkett, Theiss, Australia
Dr. Michael Grosch, Karlsruhe Institute of Technology, Germany
Prof. Soenarto, Ph.D., Yogyakarta State University, Indonesia

Distinguished guests, Participants, Ladies and Gentlements,

It gives me great pleasure to extend to you all a very warm welcome to the 4th International Conference on Vocational Education and Training (ICVET) with the theme “Strengthening Technical Vocational Education and Training (TVET) in ASEAN Economic Community (AEC)” held in Sheraton Mustika Hotel today.

Consequences of the implementation of ASEAN Economic Community which came into force in late 2015 are the open flow of products, services, and human resources across the ASEAN countries. Another consequence is there are many employment opportunities among ASEAN countries, however, when one side can enlarge employment opportunities, it can threaten less skilled human resources’ position in a particular country.

The successful fulfillment of skilled human resources is highly dependent on vocational education. Reputable vocational education certainly is supported by professional teachers. Based on this fact, the strengthening of vocational teacher education institutions is considered urgent since at this time vocational teacher education institutions have not set up teachers according to expertise program in vocational education. This conference offers an opportunity for participants to share best practices, concepts, and experiences in Strengthening TVET in AEC.

Our technical program is rich and varied with 1 keynote speaker and 4 invited speakers. 170 participants in this conference that involving 4 groups: Graduate School Students, College/University Teachers, Secondary School Teachers, Vocational High School Teachers. A total of thirty papers will be presented during the parallel session.

As a conference chair of the 4th ICVET 2016, I know that the success of the conference ultimately depends on the many people who have worked with us in planning and organizing both the technical program and supporting social arrangements. Recognition should go to the organizing committee members who have all worked extremely hard for the conference programs.

I hope that this conference will give benefit to the students, academic staffs and vocational teachers.

Thank you for your attention. I wish you a very fruitful conference.

Dr. Widarto
Chairperson of 4th ICVET 2016
Dean of Engineering Faculty
Yogyakarta State University

RECTOR YOGYAKARTA STATE UNIVERSITY WELCOME SPEECH

Prof. Dr. Intan Achmad, Directorate General of Learning and Student Affairs, Minister of Research, Technology and Higher Education, Indonesia

Prof. Dr. Pascal Marquet, University of Strasbourg, France

Tony Borkett, Theiss, Australia

Dr. Michael Grosch, Karlsruhe Institute of Technology, Germany

Prof. Soenarto, Ph.D., Yogyakarta State University, Indonesia

Distinguished guests, Participants, Ladies and Gentlemen's,

I would like to say welcome you warmly to the 4th International Conference on Vocational Education and Training (ICVET) with the theme of "Strengthening Technical Vocational Education and Training (TVET) in ASEAN Economic Community (AEC)" held in Sheraton Mustika Hotel today.

ASEAN Economic Community (AEC) has prevailed at the end of 2015. Regarding this issue, it has some consequences. One of them is the open flow of products, services, and human resources across ASEAN countries. In addition, ASEAN members can freely sell their industrial products. In other words, this policy can increase the degree of products competition among those countries. Service industry will take part in all ASEAN countries without boundaries. Others consequences are several employment opportunities among ASEAN countries. However, when one side can enlarge employment, opportunities, it can threaten less skilled human resources position in a particular country.

To confront the invasion of foreign labor from several countries, it is necessary to put up candidates who have qualified manpower that can be accepted in other countries. In that case, it is necessary for educational institutions at national, regional, and international level to have assured quality. Also, based on the demands of the regional labor qualification, it is expected that vocational education graduates can implement quality assurance in accordance with the framework of regional labor qualification.

Vocational education aims to produce skilled human resources to meet the demands. One of the criteria of successful fulfillment of skilled human resources is depended on vocational education. Vocational education certainly is supported by professional teachers. Based on this fact, the strengthening of vocational teacher education institutions is considered urgent since at this time vocational teacher education institutions have not set up teachers according to expertise program in vocational education.

We know that the success of the conference ultimately depends on the people who have worked with us in planning and organizing both the technical program and supporting social arrangements. Recognition should go to the organizing committee members who have all worked extremely hard for the conference programs. I hope that this conference will give benefits to the students, academic staffs, industrial practices and vocational teachers.

Thank you for your attention. I wish you a very fruitful conference.

Prof. Dr. Rochmat Wahab, M.A
Rector of Yogyakarta State University

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VOCATIONAL STUDENT'S SKILLS ENHANCEMENT THROUGH EMPOWERING LOCAL EXCELLENCE IN DEALING ASEAN ECONOMIC COMMUNITY (AEC)

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ABSTRACT

Education of local excellence is meant the process of education that exploit local advantages in the aspects of economy, arts and culture, human resources, languages, information and communication technology, ecology, and others that are beneficial to the development of competence of learners. Educational units of local excellence is a new paradigm of education to accelerate development in the region based on the potential of the local community. Thus, the district or school has enough authority to design and determine the things that will be taught. With the diversity of the potential of this area, the development potential and advantages of the region need to get special attention from the local government. In addition, the success of local excellence based school would be able to overcome the problem of urbanization, backwardness in science and technology. SMK present as: (1) an institution that is able to increase awareness and empathy of students to the problems of the people residing in the village Parambambe district Takalar, resulting in behavioral change in the behavior of students of vocational schools and communities in addressing the importance of skills in designing technology and business management to increase the value-added resource, which in turn can empower communities economically, so that the community is going to spearhead the production of bricks; (2) to overcome the problems faced by the people in the surrounding rural districts Parambambe Takalar through the application of TTG brick makers can improve their knowledge in making printing machine, fast and quality, as well as knowledge of entrepreneurship; (3) to overcome the problems faced by the community and around the village Parambambe Takalar district, through the knowledge in managing post-excavation soil bricks.

Keywords: local excellence, asean economic community, land management, business management

I. INTRODUCTION

Vocational high school (SMK) is a school that develop and sustain basic education and prepare learners to be able to work, either working alone or work as part of a group according their respective fields. Vocational schools (SMK) is an education at the secondary level that promotes the development of students' skills. Skills possessed is the result of learning in schools and in industry. Vocational schools have a primary mission to prepare students to enter the workforce. Thus the existence of CMS is expected to produce middle-level manpower are ready, in other words, CMS is required to produce graduates who are ready to work.

Job readiness vocational students is very important for vocational school graduates are ready workforce that will be

used in the workplace. The level of job readiness of students depends on how the student to prepare himself for the plunge into the world of work. Job readiness of students in the world of work depends on the aspect of competencies possessed by students and motivation of the students. The supporting factors that affect a student's readiness in facing the globalization of the world of work is the English language skills of the students and use of Information and Communication Technology (ICT), which is owned by the students. Therefore, vocational students must prepare themselves in the world of work meghadapi. Aspects of job readiness of students are legion, so in this study was limited to the readiness of student work from the aspect of competence, motivation of students, constraints and

efforts made in order to be ready to face the globalization of the world of work.

Globalization has become a major issue of the development and progress of the country. One association of countries considered is the ASEAN (Association of South East Asian Nations). The purpose of establishing ASEAN itself is contained in the Bangkok Declaration, namely to: (a) To accelerate economic growth, social progress and cultural development of the region; (b) Improve regional peace and stability; (c) Increase the active cooperation and mutual assistance in the economic, social, engineering, science and technology, and administration; (d) To maintain close cooperation and useful to a variety of international and regional organizations. One issue that is related to strategic implementation of the ASEAN Economic Community (AEC) which is implemented since 2015. AEC basically is an attempt to establish free trade among the countries of Southeast Asia, for example, import duties for goods and services will be deleted. This will affect the traffic flow of products from ASEAN countries, including in this case is labor. In the free market era of ASEAN in 2015, all ASEAN countries will compete for jobs that exist. Countries with high human resource competencies gets a chance superior economic gains in AEC.

Thus the vocational students are expected to have not only academic knowledge but also global knowledge as expected. One example is An Effort to Increase Productivity Through Custom Brick Application Technology and Business Management. Efforts were made include: 1) increasing awareness and empathy Vocational students to the problems of the people residing in the village Parambambe district Takalar, resulting in behavioral change in the behavior of the students and the community in addressing the importance of technology and business management to increase the value-added resources, which will empower economically, so that the community is going to spearhead the production of bricks in the face of global

competition AEC; 2) to overcome the problems faced by the people in the surrounding rural districts Parambambe Takalar through the application of TTG (appropriate technology) brick makers; 3) to enhance the knowledge and skills of vocational students in making printing machine, fast and quality, as well as knowledge of entrepreneurship.

Empowerment means craftsman brick amplifier Indonesian human resources will be the value and potential of local areas as a form of self-defense in receiving global flows. Thus increasing the skills of vocational students through empowerment of local advantages be one strategy in the ASEAN Economic Community (AEC).

1.1. Asean Economic Community Concept and Education Policy

MEA formation originated from ASEAN leaders agreed in Summit (KTT) in December 1997 in Kuala Lumpur, Malaysia. This agreement aims to improve the competitiveness of ASEAN as well as China and India could compete to attract foreign investment. Foreign capital is needed to boost employment and welfare of the people of ASEAN. At that time, ASEAN launched the initiative to form an ASEAN regional integration or community of ASEAN through the ASEAN Vision 2020 during the Second ASEAN Informal Summit. The initiative was later embodied in the form of long-term roadmap called the Hanoi Plan of Action agreed to in 1998. The purpose of the AEC to increase economic stability in the ASEAN region, and is expected to overcome the problems in the economic field between ASEAN countries. For nearly two decades, ASEAN consists of only five countries - Indonesia, Malaysia, Philippines, Singapore and Thailand are its founding in 1967. The countries of Southeast Asia who are members of a different time, namely Brunei Darussalam (1984), Vietnam (1995), Laos and Myanmar (1997), and Cambodia (1999).

Towards the AEC, the Indonesian government is expected to prepare a strategic step in the labor sector,

infrastructure, and industrial sectors. In the face of the AEC, the Indonesian government set up a policy response associated with the Industrial Development, Infrastructure Development, Logistics Development, Development, Investment and Trade Development (<http://fiskal.depkeu.go.id>). In addition to the respective ministries and institutions trying to anticipate the AEC with strategic measures. According Suroso (2015) in the field of education, the Government can also do curriculum development in accordance with the AEC. Education as a printer of human resources (HR) quality of the answer to the needs of human resources. Therefore, improving the school quality standard becomes imperative that graduates are ready to face competition. Dissemination activities the people should also be improved, for example with a Public Service Announcement about AEC trying to increase the readiness of people to deal with it. Education Minister Anies Baswedan said, raise the standard of quality of education one of them by reinforcing the educational actors, ie principals, teachers, and parents. According to him, the leadership of the principal to be the key growth ecosystem good education. Teachers also need to be trained in the proper methods, is to change the mindset of teachers. According Julipah (2015) in his paper on the ASEAN Economic Community (AEC) optimized approach that is able to face the challenges ahead AEC 2015, especially in the field of education, namely: education is the most important thing to improve the quality of community resources, especially in eastern Indonesia. In an effort to increase competitiveness by residents of foreign origin other countries, it is important for local and national governments to give more attention to the problem of education. Extension as a step to the intellectual life of the local community also needs to be done to provide the ease of managing the natural wealth of Indonesia's eastern region.

1.2. Vocational Students Skills

According to Nana Sudjana (1987: 68), skill is the pattern of activities that aim, which require manipulation and coordination of information learned. These skills can be divided into two categories, namely physical skills and intellectual skills. According Muhibin Shah (2006: 121), skills are activities associated with the nerves and muscles that typically appear in physical activity. Skills students, defined as the ability of a person to a matter that covers all tasks skills, attitudes, values and understanding that everything is considered as something penting untuk support its success in the completion of tasks.

Helen Connor, (2000: 42) states that the skills required by the labor of engineering are: (1) Have the skills specific techniques, (2) Proficient computer skills and informatics techniques, (3) Having a variety of applications skills (multi skilling), (4) Having the ability to adapt to new technologies quickly, (5) Grin and were able to add to his skills during his work, (6) Have the ability to communicate, (7) ability to work in a team (team working) and capable work personally, (8) Have the ability to organize and manage the management, (9) Knowing the laws and the environment, (10) ability to think globally. Meanwhile, According Anis Baswedan (2011) global competencies consist of: (1) World class skills, (2) Respect Diversity, and (3) Communication/language skills. Based on the description above it can be concluded that globalization is interconnectivity and interdependence between nations and people around the world, where between individuals, between groups and between countries interact with each other, dependent, related and influence each other that cross national boundaries.

II. RESULTS AND DISCUSSION

2.1. Role of Vocational Education

Vocational education has different characteristics with general education, both in terms of educational criteria, the substance of lessons, as well as

graduates. The criteria attached to the vocational education system by Finch and Crunkilton (1984: 12-13), among others (1) orientation of education and training; (2) the justification for the existence and legitimacy; (3) focus on the content of the curriculum; (4) the success criteria of learning; (5) sensitivity to the development of society; and (6) a cooperative relationship with the community. Nolker (1983), states that in choosing the substance of lessons, vocational education must always follow the development of science and technology, community needs, the needs of individuals, and employment. The government continues to encourage junior high school graduates to continue their education in vocational schools (SMK) in the hope that they can become a graduate skilled and ready to work. Skilled and productive graduates who are needed in the industrialized world who currently control the economic sector. It is inevitable that the industry excellence in a country is determined by the quality of skilled workers directly involved in the production process. Some of the reasons why the need for skilled labor as the support of industry excellence are: (1) skilled personnel are directly involved in the process of production of goods and services; (2) highly skilled personnel required to support the growth of industry in a country; (3) The global competition is growing increasingly tight and sharp, skilled labor is a factor of excellence to face global competition; (4) technological progress is an important factor in improving excellence, excellence factor is dependent on skilled labor to master and apply; (5) The person who has the skills have high chances to work and productive, the more a country has a highly skilled and productive, the stronger the economic development of the country concerned; and (6) a growing number of countries have unskilled labor, the more likelihood of unemployment would be an economic burden the country concerned (Djojonegoro, 1998).

The role of education in facing the coming of the AEC, it is expected. Either in

the form of formal education, non-formal and informal pendidikan especially in the sphere of vocational training. Due however to the AEC will give birth to the human impact Indonesia to pursue competence in the hope that the people of Indonesia can compete with ASEAN countries people who entered the free market AEC. Vocational education has a positive contribution to economic growth in Indonesia, namely through the human resources or the ability to produce a skilled workforce and productive according the demands of globalization. Vocational education can be interpreted as *keduniakerjaan* education. The world of work and employment change and evolve as a result of progress teknologi. Untuk can organize an effective vocational education to note the presence of several vocational education principles include: (a) The duties of the exercise performed by the way, the tools and the same engine as set forth in the workplace; (b) Students are trained in the habits of thought and work as required in the work itself; (c) The teacher has had a successful experience in the application of skills and knowledge in the operation and work processes to be performed; (d) Since the beginning of the exercise already habituation behavior that will be shown in its work; (e) The training given at a real job.

2.2. Local Excellence Empowerment Through SMK

Takalar is a district in the province of South Sulawesi, Indonesia. Its capital is located in the city of Takalar comprising eight districts, namely: Pattalassang, South Polombangkeng, North Polombangkeng, Galesong, South Galesong, North Galesong, Mappakasunggu, Manggarabombang. Geographically located at coordinates Situated on the west coast of South Sulawesi ±40 km from Makassar to City Center. Kabupaten Takalar has a strategic position in the trade of goods and services with the district boundaries are north to the city of Makassar and Gowa regency, east with Jenepono and Gowa regency, south, Flores Sea and the west by the Strait of Makassar.

This district has an area of 566.51 km² and a population of as much as ± 250,000 (www.takalar.go.id).

In 1998 due to the financial crisis that has implications also for agriculture due to increased fertilizer prices, some farmers use agricultural land / fields to be used as bricks. Due to the development needs in the Makassar city center increases, the most ordered bricks to Takalar. The increasing demand for demand for bricks, the other farmers in the village parambambe come into a brick craftsman giving good economic value, so that each village in the county Takalar started to develop this business.

The village farmers Parambambe district. South Galesong, Takalar, Prov. South Sulawesi who moonlighted as a brick craftsman made partner in science and technology activities. The average farmer in the village Parambambe has two plots of paddy field to place each other apart. The land area of paddy fields and dry land Parambambe village, 179.6 hectares of rice fields, rice area by type of irrigation and rainfed villages technically Parambambe 179.6 ha (BPS Takalar, 2007). In the planting season farmers doing work as a farmer, but in the season waiting for the crop farmers turn into a brick craftsman. Farmers who do not have land to make bricks to help other farmers with the wage system and for the results. From year to year since 2004 the farmers to use the land to be used as bricks which can then be distributed to cities as raw material for housing. Caused the number of housing developments in the city of Makassar, makes the need for increased and eventually many farmers are turning into a brick craftsman.

At the time of observation in January 2015 on a group of craftsmen obtained various problems as follows: (1) livelihoods are largely community Parambambe is making bricks, many rice fields that have been made of clay bricks, even if we see in this village almost the entire community dipekarangan the house is no place to make bricks; (2) Mechanical (method) of making bricks relatively slow, tractors are used only

for compacting materials (water + clay); (3) The tool used is still quite traditional tools; 4) This method of marketing is still low, due to the yet-based IT (Survey on Parambambe village, district. Takalar in January 2015).

Reality as stated, vocational institutions are expected to undertake training to improve the quality of brick production through the application of engineering technology and operate tools that can facilitate the conduct of brick-making and business management through community service program of the group of bricks in the district Takalar.

Based on identification of problems and potential brickyard in the village of the district Parambambe Takalar, can put forward proposals to settle matters of vocational students especially those in brick manufacture of printing machines and techniques to operate well, which is productive with good quality. The presence of this brick molding machine is possible to perform a much larger production and can reduce operating costs. Thereby increasing revenue brick craftsmen and acquire good management. Some activities related to the skills of vocational students are as follows: 1) The production of high quality bricks that can be marketed to consumers; 2) Design and Manufacture brick molding machine is fast and effective and improve the skills of bricklayers in operating the printing machine brick fast and qualified.

The target has been achieved in the implementation of this is as follows: (1) increase awareness and empathy Vocational students to the problems of the people residing in the village Parambambe district Takalar, resulting in behavioral change in the behavior of the students and the community in addressing the importance of technology and business management to increase the value-added resources power, which in turn can empower communities economically, so that the community is going to spearhead the production of bricks; (2) to overcome the problems faced by the people in the surrounding rural districts Parambambe

Takalar through the application of TTG (appropriate technology) brick makers; (3) to enhance the knowledge and skills of vocational students in making printing machine, fast and quality, as well as knowledge of entrepreneurship.

Evaluation and results achieved vocational students in this thesis are: (1) The interest and motivation of vocational students is quite high or very enthusiastic. The percentage of school attendance by an average of 80%. The presence of vocational students show their sincerity to be fostered. The spirit of cooperation within the group of vocational students this capital to make vocational students more advanced and creative; (2) Vocational students acquire knowledge about the techniques and scoring stone batamelalui print engine technology, marketing management, and fabrication shop on-line; (3) The participants acquire the knowledge and skills to use the equipment. During this community brick maker parambambe village still use traditional methods so that the productivity in terms of quantity, knowledge of marketing, and use of information technology for the marketing of brick craftsman members in terms of quantity and quality is still low.

Education of local excellence is done by exploiting local advantages in the aspects of economy, arts and culture, human resources, languages, information and communication technology, ecology, and others that are beneficial to the development of competence of learners that can be used for the competition locally, nationally, and globally. Educational units of local excellence is a new paradigm of education to accelerate development in the region based on the potential of the local community. Thus, the district or school has enough authority to design and determine the things that will be taught. Each region has the potential advantages of the area that needs to be developed better. With the diversity of the potential of this area, the development potential and advantages of the region need

to get special attention from the local government so that the younger generation of the region is no stranger to its own affairs and understand very well about the potential and the values and culture of the region itself, so that they can develop and strengthen regional potential in accordance with the demands of the economy and employment. In addition, the success of local excellence based school would be able to overcome the problem of urbanization, unemployment and backwardness in science and technology.

2.3. Government Policies to Increase Competitiveness in the Face of Labor Vocational AEC

Within the framework of the ASEAN Economic Community (AEC), low competitiveness of Indonesian workers is precisely the threat that harm Indonesia. This is because the freedom of mobility of factors of production (capital and labor) is required in the AEC. In other words, if you can not compete, Indonesia will only be a market for the major countries of ASEAN, especially in the context of the free flow of skilled labor/professional (free flow of skilled labor).

Improving the competitiveness of Indonesian workers in terms of education in the framework of the ASEAN Economic Community has been done through the policy of the relevant ministries. The Ministry of Manpower and Transmigration of Indonesia and the National Chamber of Commerce has signed a Memorandum of Understanding (MoU) has set some policies in order to increase competitiveness. It is stated in them are: (a) Improving the quality of the workforce through education and training system development based on competency. An example is implemented by forming the Professional Certification Institute under the auspices of the associations profession; (b) In a competency-based system, there are three interrelated components namely competency standards, competency-based training and certification of competencies. Examples are implemented

by linking vocational education curriculum policy nurse (SMK, Diploma), professional certification agency (Ministry of Health), and organizing certification in Indonesia.

Based on BPS data earlier, the Indonesian human resources yet able to face the AEC era for nearly 50 percent of the local workforce any graduates of Elementary School. College graduates are also only about 10 gratuity. The policy of the Ministry of Education and Culture, through the Head of Professional Development of Education, namely: (a) Develop curriculum 2013 to address HR issues in the face of industry and the free market. This curriculum contains many changes and emphasis on skill, knowledge, and attitude from basic education to upper secondary education; (b) Curriculum 2013 is directed at a specific orientation skills; (c) Focusing on the curriculum in higher education and competency-based international certification ; and (d) mastery of soft skills and English.

III. CONCLUSION

The ASEAN Economic Community (AEC) can be a scary thing for some circles, one in the field of education. Indonesia is required to improve the quality of human resources that have integrity and a strong identity as a nation of Indonesia. Indonesia is a nation that has diverse potential. This potential should continue to be preserved and strengthened through the use of local potentials in the area. One way is to increase productivity of craftsmen Bricks Through Technology Applications and Business Management. SMK Present as: (1) an institution that is able to increase awareness and empathy of students to the problems of the people residing in the village Parambambe district Takalar, resulting in behavioral change in the behavior of students of vocational schools and community in addressing the importance of skills in design technology and business management to increase the value-added resources, which in turn can empower communities economically, so that the community is going to spearhead the

production of bricks; (2) to overcome the problems faced by the people in the surrounding rural districts Parambambe Takalar through the application of TTG (appropriate technology) brick makers can improve their knowledge in making printing machine, fast and quality, as well as knowledge of entrepreneurship; (3) to overcome the problems faced by the community and around the village Parambambe Takalar district, through the knowledge in managing post-excavation soil bricks.

Development potential of the local area is one of the proven strategies in the face of the AEC. With the implementation of the AEC, through the utilization of local potential, the Indonesian people can transform challenges into opportunities. The negative impact of AEC can be turned into a positive is even more a nation of Indonesia is strong, firm and steadfast. The implementation of the training skills of vocational students as a strategic step to face the AEC, still need to continue to be improved and developed. The lack of evaluation of the improvement of skills into something that must be considered. Evaluation of skills training for potential development of local areas tailored to global developments.

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