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ALIGNMENT OF SUPPLY AND DEMAND WORKFORCE VOCATIONAL SCHOOL

GRADUATE ON INDUSTRY ABSTRACT There are six tasks successfully formulated to improve SMK so competitive, including: making development roadmap SMK, enhance and harmonize the vocational curriculum with competency in accordance with user needs graduates (link and match), increase the number and competence for teachers and vocational, improving cooperation with Ministry or Institution, Local Government and Business or Industrial, improving access to vocational certification and accreditation of vocational school graduates, and formed a working Group on Development of Vocational.

Vocational schools are expected to be the training ground or into a miniature of an industrial world for students, which included material on subjects and all activities at SMK is a reflection of an actual factory or industry. Briefing-debriefing both learning materials normative, adaptive and productive and practices should be relevant to the competencies required by the industry in order, carried out in a process of real (real learning) with a goal that does not happen the gap between the education system in schools to the workplace or the world industry.

This repositioning is intended to restructure the system of vocational education in order to become permeable education system and flexible, with a competency-based learning patterns, to rearrange the field or membership programs that put more emphasis on the needs of the market. Organizing paradigm change after the reform of vocational education, for example, is changing the orientation of vocational education that are developed from supply-driven into a demand driven. A management system was centralized, turn out to be decentralized.

Keywords: alignment Supply-demand, vocational schools INTRODUCTION Ministerial Regulation No. 22 (2006: 20) mentions that "Vocational Education aims to improve intelligence, knowledge, personality, character, and skills of students to live independently and to follow further education in accordance with its vocational program". Educational Objectives SMK contained in Law No.

20/2003 on National Education System: "Vocational Secondary Education is an education that prepares students to work in a particular field". It is also mentioned in Government Regulation No. 19/2005 on National Education Standards: "Vocational Secondary Education is education in secondary education that promotes the development of students' abilities to certain types of work".

On another occasion Sunu (2006) says that "the current Indonesian government has a program in education, which is to SMK as much as 70% and 30% for high school". Changes in the number of schools was triggered data obtained in the field that unemployment is the most productive high school graduates. Basically SMU is programmed for those who go on to a higher level, while debriefing skills (for high school) can be said, no.

In contrast to the vocational world, they are required to master the skill and are expected to create their own jobs. The inclusion of children to a vocational school is for students to quickly get a job after graduating from school, and the presence of subjects of entrepreneurship and productive learning expected of students after graduation has an interest in entrepreneurship in accordance with the competencies that have been owned.

To be able to achieve what we want of course the INTERNATIONAL CONFERENCE ADRI - 5 "ient Puicatns tardGlol mpetit Hherdun" 219 students have to go through a learning process in advance. So, actually, vocational schools also play an active role in alleviating poverty in the community, with a debriefing skills and prepare students to be independent.

More and more students studying in vocational schools, the poverty rate could be reduced also in the community. Expectations of all parties, especially the world of education and the Indonesian government are students who have graduated can entrepreneurship, so that unemployment and poverty can be reduced.

RESULTS AND DISCUSSION There are six tasks successfully formulated to improve SMK so competitive, including: making development roadmap SMK, enhance and harmonize the vocational curriculum with competency in accordance with user needs graduates

(link and match), increase the number and competence for teachers and vocational, improving cooperation with Ministry or Institution, Local Government and Business or Industrial, improving access to vocational certification and accreditation of vocational school graduates, and formed a working Group on Development of Vocational.

SMK position as a vocational institution in the global context, at least should be ready with the times. The first development in the face of global regulations (regulation changes) where there is a shift, especially the economic aspects of orientation monopolies to open competition era.

The second development, changes the orientation of the market (market changes), which is protected from the market to the free market or of a market-oriented products towards control of the market (market driven). Recently a development in technological change (technological changes). In this case the vocational school as one part of a mid-level vocational education instrument must inevitably oriented to the development demands adjustment.

Figure 1. Revitalization of Vocational Education (Ananto Kusuma Seta, 2016) If seen the readiness of graduates of vocational today, according to a research report Siti Mariah & Machmud Sugandi (2010), it is still a gap soft skills vocational INTERNATIONAL CONFERENCE ADRI - 5 "ient Puicatns tardGlol mpetit Hherdun" 220 school graduates to the labor needs in industry or business.

This demand may clash with the habits and mental readiness of candidates for employment in the middle, in this case from the vocational school graduates are on average not formed to be ready to plunge into workers. Instead of trying to eliminate this practice, pesertadidik need to be trained and molded into new habituation ie readiness to work and competed since school.

In many cases, the training forms according Dirwanto (2008), deals with soft skills such as teamwork, honesty, responsibility, punctuality, productivity, interaction, flesibelitas, etc. Figure 2. Gap Analysis demand (industrial labor force) and supply (graduate SMK) (Source: Siti Mariah and Machmud Sugandi, 2010) One solution is to direct most graduates to dare entrepreneurship by relying on their field of expertise of each.

Labor sector services sector for example has many opportunities for vocational school graduates to boldly promote yourself as an expert that can be used by the user. Should the government and creative industries participate in developing this program by facilitating vocational graduates productively through funding or access to bank loans so that they dare to open the service or the company itself.

Surely in the running program funding is continuously monitored and supported so that the graduates of vocational totally self-contained and ready to be released. Borrowed capital is then directed in order to be returned and handed over to other graduates who intend to entrepreneurship. Efforts Alignment Between Supply And Demand of Labor Vocational Graduates Many graduates of general education that can not continue to pursue higher education, and many of them graduates of vocational education that does not get a job as field of expertise they have.

Conditions such as these resulted in INTERNATIONAL CONFERENCE ADRI - 5 "ient Puicatns tardGlol mpetit Hherdun" 221 unemployment every year. Unemployment potential vulnerability to various criminal and social unrest, politics, poverty, and a tremendous waste. In this paper will examine how the alignment between supply and demand of labor primarily vocational graduates majoring in Computer Network. Figure 3.

From Supply Driven to Demand Driven 1. Reinforce Back Products Law Implementation Study Secondary Education Law Number 20 Year 2003 on National Education System is the source of the highest legal basis regulating the conduct of education in Indonesia. In respect of the secondary education, legal products has been established by Government Regulation No.

29 of 1990 on Secondary Education. Furthermore, by operating on each type of education, product implementation laws and regulations established by the decision of the Minister Pen upbringing. For example, Decree (Decree) Education and Culture No. 0490 / U / 1992 on Vocational High School, Decree of Education and Culture No.

80 / U / 1993 on the School Curriculum and Vocational Education Minister Regulation No. 22 of 2006 on the Content Standards for unit Elementary and Secondary Education, and the National Education Minister Regulation No. 23 of 2006 on Graduates Competency Standards for Primary and Secondary Education unit.

All products above laws have been prepared coherently and "ideal" in the framework of the provision of education, but the implementation is still less supported the implementation of the policy strategies that can realize the expected direction and purpose of law above product. In general types of school education, the number of high school (SMA) is still very large with a relatively small number of graduates to proceed to higher levels.

On the other hand, the vocational high school (SMK), many graduates who can not be

absorbed by the world of work due to incompatibility with the labor market demands of the competence of the students. One of the causes of the condition is due to an imbalance between the ironic legal product with the planning and implementation of the policy set. 2.

Curriculum Development in Secondary Vocational Education Qualification harmony with the needs of the labor market The curriculum is one of the important components in the national INTERNATIONAL CONFERENCE ADRI - 5 "ient Puicatns tardGlo mpetit Hherdun" 222 education system. The curriculum serves as a set of plans and arrangements regarding the content and teaching materials and methods used as a guideline in the implementation of learning activities. The curriculum is needed to help teachers develop the knowledge, attitudes, values, and skills of the various studies made.

The curriculum can improve the ability of teachers to organize learning activities developed through a comprehensive and systematic process. Thus, in curriculum development need to be applied systematically pedekatan thorough and systemic. Curriculum development should imply a change, the change (alteration), or modifications to the existing arrangement.

Changes that occur in the development of the curriculum should have characteristics beneficial changes, changes that are planned, and changes must be made progressively the impact posive in the future. The history of the development of vocational education seems to do less systematic and systemic. In the policy level curriculum development concepts can be arranged, but the implementation is a lot of problems in the school and the teachers.

This condition indicates that curriculum development is still not stable, so it requires intensive coordination with the various parties concerned in order to produce a curriculum that berorintasi directly in accordance with the direction and objectives in general and vocational education. 3. Optimizing the Implementation Support Community participation in Vocational Education The education system is not solely the responsibility of the government and schools. Public participation (stakeholders) have an important role in realizing the delivery of education.

Communities can play a role in setting government policy in the field of education, curriculum development, especially the quality of the curriculum in accordance with the expected demands of society, and channeling graduates to result from the process of education. During this time, they were impressed that the public is still not aware of its role in enhancing the quality of education in Indonesia.

Each result of policy and curriculum changes resulting from government always being debated occur even counter-productive. Such conditions are less effective in providing education. Public participation, particularly business and industry, it was still not optimal role in the framework of the implementation of vocational education.

The weakness of public participation is visible when the development and evaluation of curriculum of vocational education as well as the distribution of graduates.

Implementation of supply-driven approach to be demand driven in vocational education (SMK) still do not get a positive response from the public. However, the systems are designed triggered demand driven labor market needs, because basically oriented vocational education program the real needs of the labor market. Thus, the active role of business and industry in the implementation of vocational education is needed. 4.

Improving Learning and Practice Facility for the establishment of student competency Learning facility is an important part in the education providers in implementing the learning process and requires management and utilization of effective and efficient. With the implementation of a decentralized INTERNATIONAL CONFERENCE ADRI - 5 "ient Puicatns tardGlol mpetit Hherdun" 223 system of education and on the other hand with the implementation of educational management refers to the achievement of certain competency standards greatly impact on meeting the needs of learning facilities in schools.

In addition, the low percentage of the total budget for education from the state budget (APBN) leads to a tendency delivery of education is slow, and differ greatly from the quality of education neighboring countries, such as Malaysia, Singapore, and Australia. In fact, according to a survey report of international education, educational quality is now under Vietnam.

Budget allocation to education is obviously directly affects the quality of education, especially the ability of schools to provide facilities or adequate learning infrastructure. Therefore, learning facilities should be developed and optimized integrally by reference raw quality standards. Classrooms, practice rooms, laboratories, libraries, tools and media education is a teaching and learning facilities planned as a whole in one unified and standardized.

5. Improving Professionalism Human Resources Education Provider Level Vocational Schools Principals, teachers, educational staff (administrators, librarians, and technician / laboratory) is the key to the success or failure of an education and dealing directly with the subject of education (students).

The school principal has a very important role in determining the development level of education in the institution. Thus, the principal must have the potential to be developed optimally and professionally. Guru is the soul of the school. Therefore, improving the professionalism of teachers need to obtain special attention both from schools and government.

Nowadays, there are many teachers who teach do not correspond to the fields and competence should be. Increased professionalism of teachers should be done continuously and continuously. Certification of teachers initiated by the government lately is supported by the wider community needs, and the implementation must still refer to the competency standards set as a whole, which is the standard of competence pedagogis, personable, professional, and social.

Principals and teachers may not be working alone, without the help of educators, the whole process of learning may not be able to move. So, to achieve a quality school, all the schools have a major role and must work in a professional manner in accordance with their respective work areas. CONCLUSION Vocational schools are expected to be the training ground or into a miniature of an industrial world for students, which included material on subjects and all activities at SMK is a reflection of an actual factory or industry.

Briefing- debriefing both learning materials normative, adaptive and productive and practices should be relevant to the competencies required by the industry in order, carried out in a process of real (real learning) with a goal that does not happen the gap between the education system in schools to the workplace or the world industry.

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