THE ROLES OF VOCATIONAL EDUCATION IN THE PREPARATION OF PROFESSIONAL LABOR FORCE

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All articles in the Proceeding of International Conference on Vocational Education and Training (ICVET) 2011 are not the official opinions and standings of editors. Contents and consequences resulted from the articles are sole responsibilities of individual writers.
FOREWORD

This Proceeding compiles all papers from the invited speakers and complementary papers in International Conference on Vocational Education and Training (ICVET) 2011. The conference is organized by Graduate School and Faculty of Engineering of Yogyakarta State University in collaboration with SEAMEO Voctech on 9 July, 2011. The conference is conducted as one of the programs to celebrate the 47th Yogyakarta State University Anniversary.

The main theme of this conference is “The Roles of Vocational Education in the Preparation of Professional Labor Force”. Three sub themes are covered in this conference: 1) Human Resources: Character Building in the Professional Development in Vocational Labor Force; 2) Organization: the Challenge of Vocational Education in the Changes of Technology; and 3) Financing and Infrastructure: the Alternatives of Vocational Education Financing.

I should apologize for the discontentment and inconvenience concerning both the conference and proceeding. I hope this proceeding will give deeper insights about vocational education and training.

Yogyakarta, 9 July 2011
Editor
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DEVELOPING ENTREPRENEURIAL SPIRIT OF VOCATIONAL HIGH SCHOOL STUDENTS

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Abstract

Developing entrepreneurial spirit of Vocational high school (VHS) students through extracurricular entrepreneurship learning model, aims to produce quality human resources who have the entrepreneurial spirit. Formation entrepreneurial spirit of VHS students, marked by the growing attitude of self-reliance, increased entrepreneurial spirit and motivation, the development creative ideas of students', and changing the mindset to create jobs of students. This can be achieved through extracurricular entrepreneurship learning model. Through extracurricular entrepreneurship learning in vocational, self-potential students can be developed effectively. Extracurricular entrepreneurship learning model the using Contextual Teaching and Learning (CTL) approach. Contextual approach is the concept of learning that help teachers to link between what is taught with real-world situations students and encourage students to make connections between the knowledge possessed by its application in their daily lives. With that concept, the meaningful learning more for students. The learning process takes place naturally in the form of student work and experience, not a transfer of knowledge from teachers to students. Competence of indicators developed is the attitude discipline, honesty, active, creative, innovative, and productivity.

The results of the analysis of the model effectiveness show that the extracurricular entrepreneurial learning model satisfies the effectiveness criteria. The students’ and teachers’ responses are positive and objectively they state that the extracurricular entrepreneurship learning model is effective to develop the entrepreneurial spirit of VHS students. The extracurricular entrepreneurship learning model can function well to develop the students’ entrepreneurial spirit.

Keywords: Development, models, entrepreneurial spirit, extracurricular.

1. INTRODUCTION

National education aims to develop the potential of learners in order to become a man of faith and piety to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and accountable. Based on the function and purpose of national education, it is clear that education at all level, including the Vocational high schools (VHSs) should be organized systematically to achieve that goal. This is related to the formation of entrepreneurial spirit so that students can compete in this globalization era. In the Roadmap development of Vocational High Schools (VHSs) 2010-2014 vision Directorate of Vocational High School stated that "The realization of VHSs that can produce entrepreneurial graduates who are ready to work, intelligent, competitive, and has a national identity, and able to develop local excellence and be compete in global markets ".

Vocational High School as a sub-national education systems have substantial opportunities to participate in the development of the economic system that relies on the strength of the people who still grow in a difficult situation, especially if supported by the business people are creative, innovative and have the resilience to changes. Therefore, vocational school needs to make efforts that could grow the culture, create opportunities and take advantage of the situation that there are more creative. This method can be pursued by encouraging students to utilize existing knowledge and skills to develop business, to be able to work independently in the form of small business. With built his own small business will grow a new discourse for students in developing future planning paradigm which does not only expect opportunity to work in the formal and informal, but dare to be creators of jobs.

Admittedly, short-term problems of this country are unemployment and poverty. Employment is minimal, not comparable with the quantity of school and college graduates who crowded to continue. This is the challenge ahead of VHSs. Must be able to print a true entrepreneur candidates. Vocational High Schools (VHSs) as an institution of vocational education is the beginning point as a driving force behind economic and social development in society. Vocational High Schools (VHSs) is expected to create a multiplier effect, which encourages residents as well as educational
attainment also contributes directly to economic growth. Debriefing entrepreneurship becomes important. Students are educated to be a job creator or a businessman and not just as a worker.

Vocational high school (VHS) is one of the institutions formal educational that aim to produce middle level manpower. As institutions formal education, vocational co-responsible in the revamping, enhancement of expertise and skills of students so as to produce a highly qualified workforce and trustworthy in order to enter the labor market both regional and global scale.

The substance curriculum-based of entrepreneurship, is essentially entrepreneurial in character formation of students, including curiosity, flexibility of thinking, creativity, and ability to innovate. The first to be established is 'thinking' because of this flexibility that will encourage creativity. People will not be creative if his mind stiff. Creativity and innovation will not grow if the model of thought which formed the schools is a model of rigid thinking. Development of entrepreneurial spirit students can not be done only in the amount of entrepreneurship learning face to face 2 hrs / week. Therefore, the most effective learning programs to develop independence, creativity and innovation students of extracurricular entrepreneurship programs. Extracurricular activities very effectively filter out the interest and talent of the students for entrepreneurship.

The integration of subjects of entrepreneurship should be emphasized in the formation of entrepreneurial spirit embodied in the teaching materials that are being discussed. In the study of entrepreneurship, the role of teachers is very important and decisive. Invites students to practice the values of entrepreneurship, is a concrete example for teachers in implementing the values of entrepreneurship in their everyday lives. Efforts to realize the values mentioned above can be implemented through contextual learning.

Contextual approach (Contextual Teaching and Learning) is a concept of learning that help teachers to link between what is taught with real-world situations students and encourage students to make connections between the knowledge possessed by its application in their lives as family members and the community. With that concept, the learning outcomes expected to be more meaningful for students. The learning process takes place naturally in the form of student work and experience, not a transfer of knowledge from teacher to student.

Competence of indicators developed is the attitude discipline, honesty, active, creative, innovative, and productivity. The indicators here are the main materials that are developed in extracurricular entrepreneurship learning, so students are expected to have an entrepreneurial spirit.

2. DISCUSSION

2.1 Basic Concepts of Entrepreneurship Education

The term comes from the translation of entrepreneurship, which can be interpreted as "the backbone of economy", which is the nerve center of the economy or as the "tailbone of economy", namely controlling the economy of a nation.

Entrepreneurship by Suryana (2008:10) is a discipline that studies about the values, skills and behaviors in the face of life's challenges with the opportunity to acquire a variety of risks that may be encountered. Entrepreneurship is the creative ability, innovative basis, tips, and resources to find opportunities for success (Suryana, 2008:2). Furthermore Zemmerer (2008:59) says that entrepreneurship is the result of disciplined and systematic process in applying creativity and innovation to the needs and market opportunities.

While the entrepreneur is some one who is doing businesses with creative and innovative way to develop ideas and gathering resources to find opportunities and improve lives. According Hisrick & Peter (1989: 8-10) and Lambing & Kuehl, CR (2003: 23) that an entrepreneur is a pioneer in the business, someone who has a personality that is creative, innovative, productive, disciplined, risk insurer that has a vision for the future and has the advantage in achievement in the field of business.

Creative and innovative process according Suryana (2008: 3) is only done by people who have creative and innovative personality, that is, people who have the attitude and entrepreneurial behavior, characterized by: (1) Full of confidence, the indicator is fully confidence, optimistic, committed, disciplined, and responsible, (2) has the initiative, the indicator is full of energy, deft acting, and active, (3) Having a motive of achievement, the indicator is on results orientation, and insight into the future, (4) have the leadership, the indicator is able to appear trustworthy, and tough in the act, and (5) dare to take risks with the full calculation.

According to Zimmerer (2008: 6) that an entrepreneur is some one who creates a new business, with risk and uncertainty, and which aims to achieve profit and growth through the identification of opportunities and the combination of resources necessary to get the benefits. In fact enough people bring creative ideas with respect to various kinds of business, but most of them never make it happen.

Profile entrepreneurs as the elaboration of a person who has entrepreneurial spirit as expressed by Zemmerer (2008:7) that: (1) The entrepreneur has a responsibility towards the results of operations established, (2) The entrepreneur prefers intermediate risk, to take risks with the calculation mature, (3) entrepreneurs are optimistic for success., (4) the entrepreneur wants to achieve
Entrepreneur basically is the soul of someone who is expressed through the attitudes and behaviors of creative and innovative ways to do activities. So it can be concluded that the entrepreneur is someone who has a soul which is expressed through the attitudes and behavior of creative and innovative ways to do activities. So a person or group of people who have the entrepreneurial spirit a superior human beings, which potentially face the future with confidence for success. In addition he has someone who has a superior private entrepreneurial spirit he must also have spiritual intelligence with emphasis on ethics and morals in the side of life.

Ciputra (2008: 61-62) says that an entrepreneur must be businessman but not every businessman is an entrepreneur. A business can be an entrepreneur because of inheritance, gift, or special facilities. Not so with an entrepreneur, he started from "zero". With a capital of a beautiful dream of the future, the power of innovation, and courage to take calculated risks he managed to give birth and raise a business. In simple language Ciputra, an "Entrepreneur and managed to turn dirt into gold". The quality of such a man would not happen overnight. A true entrepreneur who was born through a long learning process in his life, which should already be while experienced in school.

2.2 Competence Entrepreneurship

Competency is defined as the ability to carry out tasks in the workplace that includes the application of skills which is supported by the knowledge (cognitive) and attitude in accordance with the conditions required. According to Spencer & Spencer (1993: 9) that "A competency is underlying characteristic is individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation".

Entrepreneurial competencies required are: (1) human relations competence. Entrepreneurial competencies associated with the ability to maintain, construct, develop good relationships with people, as well as parties with an interest in the company's activities, (2) technical competence. Associated with the techniques, methods, materials and labor to produce goods and services, (3) marketing competence. With regard to the ability of entrepreneurs the field of product marketing, (4) financial competence. Competence finances management, especially looking for the cheapest sources of funding, (5) conceptual competence. Associated with the ability to make the concept of activities, events, good products, (6) decision making competence. With regard to the ability to make decisions appropriate, measurable and profitable, and (7) time management competence. Associated with the ability to time manage efficiently.

Peniti Mankine (2007: 3) describes the behavior of an active entrepreneur is someone who get things done, strategic thinking and imaginative use of resources. According to Joshua & Russell (2006: 4) that all entrepreneurs have in common is equally eager to discover and exploit profit opportunities.

Of explanation to some experts, the entrepreneurial competence is defined as the knowledge, skills and individual qualities that include attitude, motivation, personal values, and behaviors needed to carry out entrepreneurial activities that aim to produce value-added.

This extracurricular entrepreneurship learning, more emphasis to the formation personality (individual quality), that is the establishment entrepreneurial spirit (attitude, motivation, values and behavior of entrepreneurs) of Vocational High School (VHS) students.

Conceptual model of entrepreneurship learning for the establishment entrepreneurial spirit of Vocational High School (VHS) students can be described as in Figure 1.

Development of students' entrepreneurial spirit through extracurricular learning entrepreneurship aimed at changing the mindset of learners, especially those things 4H pragmatic include:

First, is the Head which is defined as thinking and learning "filled" by the knowledge of the values, spirit, soul, attitude, and behavior, so that learners have entrepreneurial ideas.

Second, is the Heart or liver which is a feeling defined, that 'filled' by the socio-economic, so that learners can feel the joys and sorrows of entrepreneurship and gain empirical experience of the entrepreneur earlier. It is expected the students began to cultivate the potential to develop anticipatory measures.

Third, is the Hand are defined as skills that must be possessed by learners to entrepreneurship. Therefore in this context of entrepreneurial learning to equip students with production techniques so that they can later be productive or produce a good product in the form of goods, services or ideas.

Fourth, the Health defined as physical health, mental and social. In this regard, learners should be provided by the techniques of the anticipation of things that may arise in the form of entrepreneurship issues, problems, and other risks as an entrepreneur.
2.3 Entrepreneur Life Development Process

The essence of entrepreneurship is a discipline, honest, active, creative and innovative, and productive. Therefore, the development of vocational students entrepreneurial spirit through extracurricular learning more focus into the realm of effective, namely: to develop an attitude of discipline, honest, active, creative, Innovative, and Productive. The indicators here are the main materials that are developed in extracurricular entrepreneurial learning, so students are expected to have an entrepreneurial spirit.

Mastery-oriented learning materials failing produce to active learners, creative, and innovative. Learners successfully "remember" the short term, but failed to equip students to solve problems of living in the long run. Therefore, there should be changes to a more meaningful approach to learning so as to equip students to face life problems facing the present and future. According Kunandar (2007:293) that learning a suitable approach for this is that contextual learning.

Contextual approach (Contextual Teaching and Learning or CTL) is a concept of learning that assume that children will learn better if the environment is created natural, means learning to be more meaningful if the child is "working" and "experience" for himself what he learned, not just mere "know ". Learning is not just transferring knowledge from teacher to student, but how students are able to make sense of he learned (Elaine B Johnson, 2010).

Therefore the main strategy of learning more than just results. Contextual learning was developed with the aim to equip students with the knowledge that can be applied flexibly from one problem to problem another, and from one context to another.

Empirical model for the formation of extracurricular entrepreneurship learning entrepreneurial spirit of students in vocational schools, as presented in Figure 2.

In the implementation of extracurricular entrepreneurship learning for the formation of entrepreneurial spirit of students, need to pay attention to the characteristics of contextual learning. Characteristics of contextual learning are: (a) the material is selected based on student needs, (b) students are actively involved in the learning process, (c) instructional material associated with the real life / simulation, (d) material associated with the knowledge that has been owned by students, (e) tend to integrate multiple disciplines in accordance with the thematic, (f) the learning process contains the activities to locate, dig up information, discussion, critical thinking, working on projects and problem solving (through group work); (g) learning occurs in many places, according to context, and (h) learning outcomes measured through the implementation of authentic assessment.

By following the whole cycle as in Figure 2, foster will the spirit and motivation of students to entrepreneurship, which turn will form entrepreneurial spirit of students.

![Conceptual model of vocational school students' entrepreneurial spirit](image)

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**Figure 1.** Conceptual model of vocational school students' entrepreneurial spirit
3. CONCLUSION

Extracurricular entrepreneurship learning model very effectively used to develop the entrepreneurial spirit of students at the Vocational High School (VHS). This is supported by the results of research performed by the author, as follows:

1. Extracurricular entrepreneurship learning model can be used to develop the entrepreneurial spirit of students at the Vocational High School.

2. The results of the analysis of effectiveness, suggesting that extracurricular entrepreneurship learning model meet the criteria are very effective. Illustrated the effectiveness of: (a) Students demonstrate a change in attitude and behavior of entrepreneurs into a better direction, (b) Students learn entrepreneurial activity shows an increasing (c) Increased motivation and spirit of entrepreneurship for students.

3. Based on the results of the analysis of questionnaire responses of students to application of extracurricular entrepreneurship learning model at school, suggests that students are very positive response and objectively students said that extracurricular entrepreneurship learning model is effectively nurture entrepreneurial spirit in students Vocational High School.

4. Similarly, the results of the analysis of teacher responses to the application of extracurricular entrepreneurship learning model suggests that teachers respond very positively and objectively assess the extracurricular entrepreneurship learning model is very effective to grow the entrepreneurial spirit of students at the Vocational High School.

Based on the previous discussion and results of research that has been the author, it is evident that learning is very effective extracurricular entrepreneurship foster entrepreneurial spirit of students, so it is suggested / recommended to teachers and stakeholders to consider as an extracurricular entrepreneurship activity choices of activities required for Vocational High School (VHS) students to develop the potential himself.

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