



- EI-02-050 PROTOTYPE APPLICATIONS OF BLENDED LEARNING ON THE LESSONS OF PROJECT MANAGEMENT INFORMATION SYSTEM (MPSI) IN COLLEGE
Riswan, State University of Padang
- EI-02-053 MODEL OF BUILDING CONSTRUCTION CERTIFICATE USING REGIONAL MODEL COMPETENCY STANDARD SAND PROJECT-BASED LEARNINGIN CONSTRUCTION SERVICE DEVELOPMENT INSTITUTION
Tri Kuncoro, State University of Malang
- EI-02-058 SCHOOL BULDING CONDITION AND PREVENTIVE MAINTENANCE OF VOCATIONAL SCHOOLS AS A MEANS OF ENHANCING COMPETENCE MILE STONE IN THE FIELD OF VOCATIONAL STUDENTS IN ORDER TO ENHANCING COMPETITIVENESS OF GRADUATES TO FACE MEA
H.A. Syafrudie, State University of Malang
- EI-02-046 DEVELOPMENT OF LEARNING MEDIA USING INTERACTIVE MULTIMEDIA SUBJECT ASSEMBLY ON COMPUTER IN SMKN-8 PADANG
Muhammad Giatman, Sukardi Umar & Andika Riyadi Jasril, State University of Padang
- EI-02-006 THE NEED OF VOCATIONAL TEACHER STANDARD COMPETENCIES AND PROFESSIONALISM CONCEPT IN INDONESIAN VOCATIONAL EDUCATION SYSTEM
Yuyun Estriyanto, Sebelas Maret University
- EI-02-008 IMPROVEMENT STUDENTS LEARNING ACTIVENESS AND ACHIEVEMENT THROUGH THE APPLICATION OF THE JIGSAW TYPE COOPERATIVE LEARNING MODEL
Ranto, Indah Widiastuti & Ihsan Fahrizal, Sebelas Maret University
- EI-02-009 DRAWING WITH CADINTERACTIVE VIDEO ANIMATION LEARNING MEDIA FORBUILDING ENGINEERING VOCATIONAL HIGH SCHOOL
Taufiq Lilo Adi Sucipto, Waluyo & Ragil Hayan Saptiono, Sebelas Maret University
- ✓ EI-02-015 **ELIMINATING THE IMAGE OF SECONDARY VOCATIONAL SCHOOLS AS A SECOND CHOICE THROUGH EXPERTISE PACKAGE DEVELOPMENT BASED ON LOCAL EXCELLENT POTENTIAL AND COMMUNITY NEEDS ASSESSMENT**
Rusli Ismail & Sunardi, State University of Malang
- EI-02-011 INVOLVING STUDENT IN THE LEARNING PROCESS: LEARNING JOURNAL OF FERMENTATION TECHNOLOGY TO IMPROVE ACADEMIC WRITING SKILL OF STUDENT
Wara Dyah Pita Rengga, Megawati and Widi Astuti, State University of Semarang

ELIMINATING THE IMAGE OF SECONDARY VOCATIONAL SCHOOLS AS A SECOND CHOICE THROUGH EXPERTISE PACKAGE DEVELOPMENT BASED ON LOCAL EXCELLENT POTENTIAL AND COMMUNITY NEEDS ASSESSMENT

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ABSTRACT

This paper aims to present a critical review of secondary vocational schools as a second choice and elimination efforts through the development of expertise packages based on local excellent potential and community needs assessment. Ideally secondary vocational school plays an important role in supporting regional economic growth and reduce unemployment, therefore the secondary vocational schools should be prioritized. However secondary vocational schools still underestimated and become second choice. One of the factors that cause this current situation is the inability of graduates to contribute in the community that could eventually create the perception that the secondary vocational schools is not promising. Besides, the irrelevant competences of the graduates with local excellent potentials as well as the needs of the community is considered to be another factor. One of the things that can be done to eliminate the image of vocational schools as a second choice and make it as first choice is through the development of expertise packages based on the potential of local and regional needs. This is important as part of efforts to realize the vocational capable of utilizing and optimizing the potential in the regions to meet the needs of the community.

Keywords: Second choice, local excellent potential, community needs assessment

INTRODUCTION

The progress of Nations depends on the quality of education of the young generation. The quality of human resources is seen as one of the key factors in the current global era. The quality of human resources, one of which can be acquired through education. The progress of a nation is marked and measured from education (Zainuddin, 2008). Education has a role in creating high-quality human resources. A number of developing countries that have no capital investment to increase its economic growth rate due to the lack of an educated human resources.

Construction of education faced with the magnitude of the unemployment figures due to the discrepancy between the output of education with employment and the availability of formal jobs. One side is the number of the labor force will continue to grow but on the other hand the availability of employment are not comparable. High school graduates become a problem when they don't work, so that gave birth to the open unemployment. Vocational secondary school aims to prepare students to be able to work, either independently or fill existing job vacancies as a labor compliance with intermediate level of competence. The purpose of so doing, brings consequences that vocational secondary schools are required to equip graduates with the capable set of

competencies in accordance with the demands of employment needs. Therefore, a high school vocational education programs favor the development of students' ability to be able to carry out certain types of work. It is in line with the basic concepts of vocational education, namely preparing intermediate level technician workforce to work in the industry and fill a new job opportunity that is open along with the development of the industrialized world.

Vocational high school played an important role in establishing a reliable resource as graduates who are ready to work. Strategic plans Directorate of secondary education 2005-2009 explained that vocational high school is one of the types of vocational education unit at the level of secondary education. In carrying out its duties and functions, proved to have a strategic role in education employment. Vocational high school is a vocational education aimed at preparing students to become competent workforce and independent with emphasis on abilities and skills in specific areas in accordance with its expertise.

Vocational high school is a school that is oriented in the world of work and one of its objectives provide a ready to work on the student as a skilled workforce intermediate level in accordance with the requirements demanded by the world of work. Vocational education should be run on the basis of the principle of investment namely preparing learners as labor nominee declination learners and develop, for the benefit of the students, the community, the nation and the State (Djojonegoro, 1998).

Vocational secondary school has a multifunction and benefits in the development of the region. Development of the region is a continuous process that involves the economic aspects, social aspects, the environment and politics. Medium potential areas can be seen from how the region meet the needs of its own territory. The increase in productivity is supported by a skilled workforce. A skilled workforce is one of which can be retrieved and vocational education (Argadewi, et.al, 2009).

In the course of utilization of regional economic development potential and the existence of the institution of vocational high schools in particular had a very strategic role and function. Nevertheless the strategic function can be implemented given the vocational secondary school development policy during this almost can be said not to come into contact with the needs of the region. For it in conjunction with the efforts of the regional economy development, emerging problems of how vocational secondary schools should be developed so that it can carry out strategic functions support the efforts of economic development of the region.

Based on the above, then it is supposed to be a vocational school to become a prima donna, but in fact is happening is still considered to be vocational school next to the eye, still lost prestige when compared to public schools or in other words still being second choice. With the prestige of the current vocational school which is considered still lost when compared to public schools making vocational school became the second option, so it is difficult to answer the demands to produce qualified human resources.

Adult vocational school development is still done based on interests of the community with the direction you're trends, so that the vocational school graduates tend to choose to seek work in urban areas in the formal sector. This condition makes the development of the area to be slow because of the skilled personnel that they should be directed to build his area instead chose to work in other areas. But this would be

different if the development of the vocational school is directed on the development potential of the region, in other words the development of vocational school-based potential seeded area and needs analysis.

One of the remaining problems is the stigma that has been attached to the community, especially parents of middle school students first still looked at with one eye vocational high school. Vocational secondary schools are still considered second-class schools compared to high school. Community vocational high school that is choice number two after high school, because most of the students are high school graduates first is not accepted in high school, the choice of the next school is a vocational high school. So the effect of vocational schools were less well. Secondary vocational school graduates are seen not as good as high school graduates.

A growing reality in today's society, shows that vocational high school is still a school of second choice so that students who enter high school is largely vocational students are not accepted at the high school. Nazara and Wicaksono (2008) found that students graduate from junior high school still consider superior high school mainly because of flexibility in the areas of work and greater possibilities for continuing higher education. While vocational high school graduates considered more prepared to work right away, not for continuing education to College.

Vocational high school is considered to be the second option, then the existence or role needs to be reviewed so that the ideals of vocational high schools can be realized. The total reform of vocational education needs to be done in order to make its existence maintained through the efforts of how vocational high school as making a choice by society because of the vocational secondary school promising a prospect of the future young generation with specific expertise. Vocational high school had maintained its existence, there must be a reform package on which his total should be exactly the specific and unique and promising special skills needed in society. Because of its uniqueness, the vocational high school that so very few in number and have the flexibility to follow developments there in society (Brodjonegoro, 2016).

To cope with this the Government is attempting to realize the aim of vocational education in order to produce graduates who have the expertise and skills that can be directly absorbed into the world of work, so as to anticipate the onset of unemployment. The vocational education should certainly be realized is the pre-eminent local potential-based and in accordance with the needs of their respective areas so that future graduates can develop its territory in accordance with the local potential.

Based on the above issues, then this paper aims to expose critical studies of vocational high school as a second choice and elimination efforts through the development of a package of skills-based potential flagship local and community needs assessment.

STUDY AND DISCUSSION

Development of Vocational High School

Development of vocational secondary schools should be adapted to the local perspective, where vocational secondary schools developed in accordance with the demand for skills in the area concerned. In accordance with the mapping of the potential of the industry, then the development of the vocational high schools we recommend is to

accommodate the needs of the industry in the future in each region. Collaboration with industry to accommodate the graduates of vocational high schools and as a place of internship for students. In addition, it is very important to do the coordination with local governments to accommodate development of vocational high schools in each area.

In the context of the development of vocational education, the region has the authority to determine the policy of the development of vocational secondary education programs that are appropriate to the context of the region. High school vocational education programs can be directed to produce the workforce or human resources productive and capable of utilizing the potential of regional economies so that in the long run will increase the independence of the region. In addition the function of vocational high schools associated with the provision of traction power the economy of the area, where the vocational secondary schools are required to open a wider horizon of thinking for the manpower vocational high school graduates, so that graduates can develop the potential of the area in the produce and market their goods and services. This ability is important primarily in order to expand employment opportunities and business field, so that the graduates of vocational high schools depends not only on the existing jobs, but are able to develop employment opportunities that are still exploring potential with the economic potential of the region is still there.

One form of education planning in relation to development planning is the planning of vocational education that is relevant to the potential of its territory so that the individual perpetrator of development have a high responsiveness and sensitivity to any of the existing economy phenomenon (Setyaningsih, 2008). Enhancement of the role and function of the vocational secondary school is basically a process of coaching, development and empowerment school based and community areas by utilizing the entire opportunity and potential (Hill, 2003).

As a follow-up to the policy of 70% of vocational secondary schools and 30% high school, then each area should be prepared to follow up with various strategies. In addition to the aspects of proportion, one important aspect that should not be overlooked is the relevance of the field or a vocational program will be opened with the demands of the world of work and the potential of each area (Wagiran, 2010). Therefore each region is claimed capable of planning the number and types of vocational programs that will be developed in the future. The impossible without planning it brings qualified vocational education graduates with adequate quality.

Programs in vocational secondary schools are supposed to be drawn up in accordance with the needs of learners and the *kemajemukan* needs of the community and the world of work in various sectors. CMS is required to develop programs based on local advantages, based on the characteristics and needs of the community with a wealth of diverse and abundant nature and *kemajemukan* sectors of development.

Vocational High School Based Potential Flagship Local and Community Needs Analysis

The potential area that owned an area is the capital base of the implementation of the regional development. The efforts made through policy development potential in the form of the provision of facilities and infrastructure development including the provision and upgrading of human resources who have a significant level of expertise namely

provision of vocational school graduates who have specific expertise in accordance with superior potential of the region.

In the era of regional autonomy at the moment, the suitability of developed areas of expertise vocational secondary schools with potential areas that there is one aspect that needs to be considered (Hutagaol, 2009). This is intended so that the existence of vocational school can benefit and impact for the region in developing its potential to achieve progress. The existence of vocational secondary schools are expected to spur regional economic growth through utilization of the potential of either natural resources or other resources. The establishment of the vocational secondary school is expected based on the potential of existing territory with the intention that the students who graduate can apply his abilities through work in the business world or the world existing industries or open their own business in the area.

In the era of regional autonomy, followed by determination of decentralization, the development of study skills of vocational high schools need to be considered and adapted to the potential of the region. This is intended so that the existence of vocational high schools is really beneficial for the region in advancing and developing potential flagship. Vocational secondary schools are expected to spur regional economic growth through utilization of the potential of either natural resources or other resources. Exploiting the potential of the region as a base for the development and expansion of education must be viewed from three main aspects, namely: (1) the geographic potential of natural resources, which include the location of the region, and artificial resources; (2) cultural factors, trust, moral values and norms that erratic personality right of the society; and (3) social, economic conditions, and the level of progress of the society.

The diversity of potential regional advantages should be conserved and developed while maintaining great value in it through education. According to Prihartini, (2014) through the excellence of the local realization of the increased value of the potential of the region is expected to be a product or service or high-value work that is unique and has a competitive advantage. The purpose of organizing school-based local advantages, among others, so that learners know the advantages local area where they live, to understand the various aspects related to the local advantages. Thus, learners capable of processing resources, engage in service/service or other activities related to local advantage, thus earn while preserving the resources being seeded area, as well as able to compete nationally and globally (Wasino, 2008).

The results of the research of Tito (2012) suggests that the motivation of the students in vocational high schools choose one of them affected by the competence of the skills offered by vocational secondary schools. Thus it can be said that the competency of skills offered by vocational secondary schools to the community should pay attention to the development needs of the industry and the needs of the community.

Research-research on vocational program needs analysis necessary in the era of regional autonomy, it is important to do an overview of objective and accurate data as a material consideration. Vocational program and compliance with the characteristics and potential of the region is expected to increase the business field for graduates of vocational high schools that can have an impact on the progress of the area. The relevance of vocational fields closely related to what is about to be opened. From various fields of expertise that are recommended based on economic growth and

employment, the task of the area to determine what areas of expertise are worth to potential opened as well as the characteristics of each region.

According to Wagiran (2010), the steps that can be done in determining the required vocational program areas include: (1) determine a typology of regions, (2) determine the manpower supply areas, (3) taking into account the needs of the labour force, (4) taking account of the needs of the labor area, (5) determine the number of institutions on the basis of vocational fields.

The analysis of the needs of vocational education programs in the region required is based on the estimated labor requirements at certain periods, taking into account the characteristics and potential of the region. This is in tune with the spirit of regional autonomy including decentralization in the education field who put education as one of the aspects in growing the economy and progress of the region.

CONCLUSION

To increase public confidence in vocational secondary schools to keep could be preserved, then the vocational secondary schools have to re-arrange the orientation of educational programs, by organizing educational programs are indeed really needed by the community. The expansion of access to education in vocational middle schools must comply with the needs of the community and the potential winning local areas respectively. The expansion of the vocational secondary school is implemented through the addition of appropriate expertise packages with the demands of the job market. So vocational high school graduates can eventually contribute in building area through the utilization of the potential of the flagship which will eventually boost the economy and reduce unemployment.

Thus, through the development of local potential-based skill package and an analysis of the needs of the community then the vocational secondary schools are expected to no longer be the second choice for graduates of secondary school first in continued his education, vocational high school, but became a Prima Donna and is the first choice.

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