

Industrial Class With Work Based Learning Approach As Alternative To Increase Educational Quality In Vocational High School

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Abstract. In order for the learning process in the vocational high school (VHS) match with the real world working situation, and can achieve optimal results, then the implementation of learning should be supported by industry work practices. The Experience of working practices in the industry makes the learners confidence because of the skills they possessed are by the needs of industry, while learning in school is conditioned to prepare for the learning implementation in the industry. Research and evaluation of studies on work-based learning indicate a correlation between outputs and impacts (outcomes) of vocational graduates with learning structures that exist in schools and industry. If the purpose of the program, curriculum and industry-based experience designed and applied with the support of staff and adequate facilities and appropriately evaluated, then the program will have a positive impact on improving the quality of vocational education.

Key words: Quality of VHS, work-based learning, Industrial Class

I. INTRODUCTION

Government Regulation stipulates national Education Standards which are the elaboration of the National Education System Act, has outlined minimum requirements for formal education units in order to meet the quality of education [1].

In line with the improvement of the quality of vocational education has also outlined the policy on equalization of educational opportunities that not only increase the educational facilities quantitatively, but also all components qualitatively [2]. The development and improvement of the quality of education and the development of VHS become the main priority in accelerating the development and economic growth of Indonesia because the economic development of all sectors requires skilled middle-level skilled workers from VHS graduates.

Every vocational school must cooperate with Businesses and Industries. This cooperation is in line with the Government Regulation on Secondary Education, stating that the establishment of vocational schools must meet the requirements of potential employment and community support, including business and industry [3]. VHS cooperation with the business/industry main purpose is to improve the suitability of VHS programs with the needs of the world of work are cultivated with the principle of mutual benefit [4]. Between VHS and industry are mutual give and need each other, VHS need industry for inputs in curriculum and learning improvement, while industry requires graduate of VHS as skilled labor in industry.

Presidential Instruction on Revitalization of Vocational School mentions four points that become the focus of revitalization of Vocational High School (VHS), namely: curriculum revitalization, educators & education personnel, cooperation, and graduates. The curriculum of education in VHS must be in harmony with the needs of business and industry, then educators and educational staff should be upgraded by the development of science and technology as well as industrial development [5]. At this time, the most appropriate cooperation with the industry to improve the quality of vocational education is industrial-class cooperation with work-based learning approaches, with the hope that students will get hands-on experience in industry activities as a provision to get a job after completing education in vocational school.

The purpose of this paper is to explain the importance and the implementation of VHS cooperation with Industry. The research method used for this paper are qualitative approach by using multi sites study case.

The urgency of VHS Cooperation with Industry

One of the requirements of the business world and industry world is well-educated human resources, the human resources that are reliable, capable of responding to the challenges of the job. Also, the business/industry needs a program that can help professionals to sharpen their skills and keep up with technological progress. These needs require a variety of readiness and ability to deal with them. One effective way is to establish cooperation between the business world and industry world with the educational institution is VHS.

Forms of cooperation between partner institutions (Industry) and VHS on a reciprocal basis can be outlined: (1) from VHS to partner institutions: introduction of business world and industry world, student work practices, teacher internships, study visits, and employee search and placement; (2) from partner institution (industry) to VHS: input of learning resource center, information of science and technology, scholarship aid, curriculum development, exhibition, labor recruitment and assistance of facilities and infrastructure or fund for education development [6, 7].

The steps needed by VHS in the effort to cooperate are: (1) selecting the relevant partner industry as partners; (2) to cooperate with industries that have been determined as a place of learning, by explaining the purpose of cooperation, form of cooperation, execution time, duties and responsibilities of each party; (3) after the industry is willing to be invited to cooperate, a cooperation agreement between the two parties must be made; (4) then both parties begin to realize the cooperation, in the form of real activities [8].

So that the learning process in real-world situations achieves optimal results, the implementation of industrial work practices becomes very important and should be the concern of education managers. While learning in school is conditioned as preparation of the implementation of learning in the industry with a comparison that the percentage of practical learning is 70% while theoretical learning is 30% [9]. The implementation of basic practice in schools as a preparation for implementation of on the job training (OJT) in the industry, vocational schools should prepare the practices means and infrastructure and instructors (practice teachers) with industry standard competencies [10].

Thus schools should use the world of work as a foundation in curriculum planning [11] so that there is a link between the material in the school and the material learned in the industry. The industry must be a harmonious school partner to produce qualified vocational school graduates as per the industry's wishes [12]. The activities are carried out during the students' study at VHS and are directed to produce the quality of the graduates by the demands of the work or job qualification for self-employment [13].

VHS Cooperation with Industry in The Preparation of Skilled Labor Through Industrial Class

Stimuli that can be developed to the business/industry in cooperation with VHS, among others are (1) treatment

of income tax on employee training, apprenticeship, and scholarship and (2) giving recognition and appreciation to industry/partner company of VHS in the organization of double system education [7].

Another form of cooperation, so that the implementation of education in Vocational High School can run well, and the quality of graduates can be qualified with cooperation in the field of education which includes: cooperation in curriculum development, cooperation in the implementation of industrial work practice, cooperation in the implementation of competency test, and education cooperation through industrial class.

It can be argued that this cooperation is a symbiosis of mutualism, that vocational education requires industry, and industry requires vocational schools to sustain their survival [14]. The cooperation strategy for vocational education with industry are: (1) contribution, meaning between vocational schools and industries mutually give contribution for the interest of both parties; (2) purchases and exchanges, vocational schools may purchase industry-leading products to support the upgrading of skills and practical tools, while vocational schools may provide consulting and training services for industry employees; (3) networks, the two sides form a networking mechanism for solving problems between industry and vocational schools; and (4) financial management cooperation, in which case both parties cooperate in financial management for the common interest [15].

The implementation of Cooperative Class Education (CCE) or Industrial Class in VHS is a form of cooperation between industry and school [15]. The goal is to help students to get a job quickly after graduating from vocational school. Therefore, this cooperative class education must be managed seriously and responsibly. With the existence of cooperative class education, the development of a harmonious relationship with other parties, i.e. public (general, community) and industry become very important. The purpose of public relations is create, nurture and maintain a pleasant attitude for the institution with the public through harmonious and reciprocal communication [16].

The purpose of the development of vocational education with cooperative patterns is: (1) to balance each employee's ability with vocational training so that each company has competent employees in each of their respective fields; meet the needs of the industry so that vocational or vocational education can adjust what is needed in the industry, (3) the development of new capabilities to meet the needs of the industrial world, (4) with vocational education helps to improve employee skills in the work so they become experts in their field respectively, and (5) the vocational program can meet all industry needs with all the skills contained in the vocational education curriculum [17].

In Cooperative class education / industrial class model, VHS curriculum is arranged together between school and industry. The curriculum is structured using two main approaches: Competency-Based Curriculum Development Approach and Broad-Based Curriculum Development Approach [18]. Conceptually both approaches have a fundamental difference; Competency-

Based Approaches focus more on the consideration that the curriculum should contain learning materials that equip the graduates in order to carry out the job tasks in the work field, so it must contain the competencies (especially skills) actually in need in the employment. Broad-based instead prefers consideration to the provision of grants so that graduates can develop sustainably, so the curriculum must contain capabilities (especially intellectual and emotional) that enable graduates to develop continuously.

Collaboration in VHS Quality Improvement Through Work-Based Learning in Industrial Class (WBL-IC)

Work-Based Learning on Industrial Classes in VHS is basically aimed at preparing middle-level skilled workers in the industry. To fulfill that goal, the school implement Work-Based Learning (WBL) which is a Contextual teaching-learning (CTL) approach where businesses and industries provide a structured set of workplace-based learning experiences [19].

Recent research results conclude that the use of Work-based Learning Approach in education has a positive influence on achievement, motivation, and continuation of education [19].

The focus of attention in the application of the vocational curriculum is on maximizing the success of the students as they move from the school environment to the business world. The opportunity to succeed is due to the Company-Based School (CBS) where CBS is a more realistic approach to prepare students in understanding the operational activities of a company; CBS is based on three learning approaches: (1) school-based learning, (2) work-based learning, and (3) meaningful activities in the world of work [20].

II. CONCLUSION

Work-based learning in the industrial class in VHS aims to prepare skilled middle-level skilled workers who can compete and work proportionally in the industry in accordance with their skill program. Therefore, every vocational school must cooperate with industry to form a cooperative class according to the existing skill program in the school. The existence of industry-class cooperation will provide the benefit of cost-saving financing, and students will be quicker to get a job after graduation. Moreover, parent's expectations for their child to quickly get the work will be realized.

Industrial class management is an essential part of the process of vocational education in order to improve the quality of vocational education. Therefore VHS must professionally manage this industrial-class education model and make the industry as a partner in the implementation of education.

III. REFERENCES

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