

The Efforts of Vocational Education in Improving National Education's Stronger and Independent Case Study at BLKI Tangerang Banten

Oleh :

Haryono Edi Hermawan STIE ISM¹, Sutarman STKIP SERA², Slamet Riyanto STMIK TRIGUNA UTAMA³
Jl. M. Thamrin Komplek Mahkota Mas Blok E 28 -30 Cikokol Tangerang 15117

Abstraction: Vocational education is a higher education that supports the mastery of Science and Technology Science, which prioritizes certain applied science skills in accordance with the chosen field of study, while the study program includes Diploma 1, diploma 2, diploma 3 and diploma 4, while vocational education Which is equivalent to an academic program of stratum 1 and will earn a Bachelor Degree in Vocational. Vocational Education or otherwise known as vocational or skill based education, the longer its existence will be sought after by the business world, Industrial Company companies, both government, Private and other large companies and will be increasingly popular. Because it is considered more expert, more mastered and ready to work.

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I. The predecessor

Vocational vocational education is education that emphasizes the applied skills needed by the industrial world, ready to go directly to the world of work. His study program which studies the more specific the material. Vocational vocational education requires students to apprenticeships, to companies of large corporations that conform to their study programs taken before completing their studies. For Vocational Education students graduation degree with a Certificate Diploma, or Advanced Diploma. And the vocational level can be continued to undergraduate and postgraduate education.

Competence of vocational education graduates is needed by the industrial world, national and international companies, because the need for experts is needed, because vocational education brings together the needs of individual learners, the community, and the business world / industry. In compiling the competence of vocational education has been consider the needs and developments of the graduates / out put its, so be out come for him and also for the company.

In response to the rapidly changing world of development, it has implications for education. Qualified educators greatly influence on the quality of education and Improved quality of education, especially in vocational teacher educators, should be able to prepare educators who have the ability and expertise, who are able to think critically and creatively. Therefore, higher education institutions that print educators for vocational study programs need to be improved. Also in the development of curriculum is a field of study that is very dynamic and strategic, because basically the curriculum should continue to be developed in accordance with the progress and development of science and technology, and the development of entrepreneurship curriculum on Vocational education, as educators must have entrepreneurial spirit in the students, It is necessary to revitalize the curriculum. The substance and importance of entrepreneurship must be planned from the first circle on vocational education, and should be spelled out in the learning objectives at the later stages, and in the second or fifth, sixth and seventh stages. Entrepreneurial spirit must be emphasized and implemented in the learning process.

II. Problem Formulation

1. What is Manfaat and Advantages of Vocational Education?
2. What are the advantages of Vocational Education?

III. The Purpose and Purpose of Vocational Education Writing

The aim is to examine more deeply about the superior Vocational Education, as an applied Science in the field of study which is studied in depth, in accordance with the purpose and legislation of invitation in Indonesia and become the world's leading class. Although now still relatively under, accordingly and in line with Vocational Education and other Higher Education education will be more than optimal to occupy the best

shrinking in the World class. Minister of Research and Technology M. Nasir prepares Vocational Higher Education to be an unguan Education and to support the policy, the collaboration related to Sain and Technology department. Higher Education S3 will be prepared that is, there is applied Sain, Technolog, Manufacture, Engineering. That is driven and expected to become a world-class collaboration. Strengthening of vocational education so that all college graduates are not only focused on the type of academic education, but the community is given the widest possible opportunity to utilize vocational education. Leads to the skills that the business and industry really need. Graduates of vocational education are more concerned with practical ability, as evidenced by the certificate of competency of vocational education.

IV. Discussion

Description of Vocational Education

Vocational Program is an applied education program at higher education level that aims to prepare experts who can establish skills and skills in the field, ready to work and able to compete globally. In general, vocational education is equivalent to a diploma program, which aims to prepare students to become experts and professionals, to develop and disseminate other applied technologies and sciences, and to strive for their use to improve the productivity and standard of living of a more prosperous society. In particular, the diploma program is directed to produce graduates who master the ability in certain fields of work so that they can be directly absorbed as laborers in industry / private sector, state-owned enterprises, government institutions, self-employed entrepreneurs, because the teaching load on the vocational education diploma program has been prepared more Prioritizing the burden of skills courses compared to general materials

Vocational Education Strategy

Strategy and function of educator institute of educational staff to produce professional educator, while strategy to increase competence of educator candidate by giving hard skills education and soft skills. The objective of this research is to know the process of content of hard skills and soft skills competency in the learning process in the study program

Vocational education aims to produce graduates who immediately work after completing the program that followed. Strata of vocational education in every field of study according to the organizers, universities, institutes, and polytechnics as its institute, mining technique of mining geology, mechanical engineering, electrical engineering, civil engineering, electrical engineering, fishery techniques and fishery processing techniques.

The learning process such as field experience program is one of the subjects in Mechanical Engineering program which aims to provide learning experience to the students in real situation in the field, in order to achieve the full competence. Competence in question includes pedagogic competence, professional competence, personality competence and social competence, while the purpose of this study to determine the picture of achievement.

Government Regulation Vocational Education

Vocational education with rapid growth and development and full attention from the Government and with all the regulations that have been prepared as follows: Government Regulation Law Number: 12 Year 2012 on Higher Education, August 10, 2012. Vocational Education and Diploma and undergraduate degree, Master and Doctorate which is applied.

Government Regulation for Vocational Education, set forth in the Letter of the Director General of Higher Education, Ministry of Education and Culture Number: 1061 / E / T / 2012 dated August 9, 2012 on Temporary suspension (moratorium) of establishment and change of form of college, and opening of new study program. Article 16 paragraph (1) Vocational education is a Higher Education diploma program that prepares the Student for a job with a particular skill up to an applied degree program; Article 16 paragraph (2) The vocational education as referred to in paragraph (1) may be developed by the government to an applied magister program or an applied doctoral program. Article 21 paragraph (1) The diploma program is a vocational education intended for graduates of secondary education or equivalent to develop skills and reasoning in the application of Science and / or technology, paragraph (2) The diploma program as referred to in paragraph (1) prepares students to become practitioners (3) The diploma program as referred to in paragraph (2) shall consist of the program: (a) diploma one, (b) diploma two; (C) diploma three and (d) a diploma of four or applied undergraduate, paragraph (4) The diploma program as referred to in paragraph (3) shall have a lecturer who has minimum academic qualification of graduates of master program or equivalent, paragraph (5) In paragraph (3) a and two diploma programs as referred to in paragraph (3) letter b may use instructors who are academically qualified with a minimum of three or an equivalent diploma who have experience.

Article 22 paragraph (1) The applied master program is a continuation of vocational education intended for graduates of applied or equivalent degree programs to be able to develop and apply the application of

Science and / or Technology through reasoning and scientific research, paragraph (2) The applied master degree program as referred to Paragraph (1) develops Students become experts who have high capacity in the application of Science and / or Technology in their profession, paragraph (3) Applied master program must have lecturers who are academically qualified graduates of doctoral programs or equivalent. Paragraph (4) A graduate of an applied magister program is entitled to use an applied master degree. Article 23 paragraph (1) The applied doctoral program is a continuation for graduates of applied or equivalent master programs to be able to discover, create, and / or contribute to the application, development and practice of Science and / or Technology through reasoning and scientific research; Article 23 paragraph (2) The applied doctoral program as referred to in paragraph (1) develops and confirms the Student to be wise by improving the ability and independence as an expert and generate and develop the application of Science and / or Technology through comprehensive and accurate research in advance Civilization and human welfare. Article 23 paragraph (3) The applied doctoral program shall have a lecturer who is an academic qualified graduate of a doctoral program or equivalent. Article 23 paragraph (4) A graduate of an applied doctoral program is entitled to apply an applied doctoral degree.

Level of Vocational Education

According to Minister of Research and Technology M Nasir, revealed that plans to improve the quality of vocational education. According to him, lecturers do not have to graduate S2. Lecturers for vocational college according to him can come from professionals who only graduate S1 with the requirements that have been determined. Kemenristek Dikti run vocational education separation system with universities. "It is not no S2, but the lecturers may be those who are not S2. It will be if they enter the university especially in vocational education that is expected by the minister, the vocation of 50 percent of academics whose education is at least S2 and 50 percent of industries that do not require S2 but have competence requirement Level 8 of the Indonesian National Qualification Framework, the non-S2 Lecturer qualifies from the Indonesian National Qualification Framework, which is a certification qualification for workers with levels tiered from level 1 to level 9. Namely: Level 5 is equivalent to diploma, Level 6 is equivalent to undergraduate, level 7 equivalent profession, level 8 equivalent to S-2 and level 9 equivalent with doctoral degree

Excellence of Vocational Education

Practical parts are inseparable, If students feel attending college classes boring, do not like to do assignments and assessed by way of examination, students may consider with vocational education, Because vocational education really educate and train skills, so more practice than theory. Many options in educational institutions, Unlike undergraduate, graduate and other education, vocational education is run by many institutions, whether universities, institutes, polytechnics, training centers or other institutions that are affiliated to organize vocational education programs. Vocational education is perfect for those looking to pursue future careers and the many areas available in vocational education such as: tourism, hospitality, healthcare, retail management, software development, interior design, mechanical engineering, electrical, electronics, computers, automotive, hairdressers and Catering, Vocational Education emphasizes practical expertise that the business and industry really desperately need, as it deals with more specific applied sciences, when compared to university courses that deal with the broader sciences.

Development of Vocational Education and Curriculum Development is a very dynamic field of study, since the curriculum must be developed in accordance with the advancement of science and technology and become the demands of the world of work, for the development of entrepreneurship curriculum in Vocational education, so every educator must have an entrepreneurial spirit And encourage students to learn. To be independent and entrepreneurial spirit. Be competitive with other countries against new and dynamic changing conditions, open to change, able to learn and possess skills, easy to train, and have broad, strong, and independent skills base. Vocational education has its own characteristics, which is oriented to the development of job demands.

Curriculum development is a very dynamic field of study, because basically, curriculum must be developed in accordance with the progress and development of business world and industry, as well as the development of entrepreneurship curriculum in Vocational education, because every educator should be able to entrepreneurial spirit in students. Therefore it is necessary to conduct a revitalization of curriculum development. Along with the globalization for the industry that will impact on the life of the Indonesian nation. Competitive and determinant to every industry and business actors, with the dynamics of its development, it is necessary to identify the opportunities and challenges, such as demographic, geographic, socio-cultural, because it needs to be managed in order to be a profit rather than a threat. In order to survive and compete in globalization, Human Resources are required that have the competitiveness of both personal and other countries, open to change, able to learn skill, easy to train, and independent.

Vocational education update

Human resource development is still pursued in accordance with expected conditions, such as the following:

- [1]. The structure of the Indonesian workforce is still dominated by the less educated workers, so there is little effect on the increasing economic growth in the world work sector
- [2]. The preparation of skilled workers is only at the mid-level level of duty and burden of vocational high schools, while graduates in public high schools who do not continue college education, which then entered the world of work.
- [3]. At the secondary school graduate unemployment rate for vocational school graduates by 12% and for general high school graduates by 18%.
- [4]. Competence and productivity of Indonesian workforce is still low compared with the labor of other countries of southeast asia, All of them will affect the Indonesian labor is difficult to compete, even within the country employment opportunities in Indonesia itself is filled by foreign workers experts. To anticipate such problems, vocational education should be an alternative in improving the quality of human resources should be a priority in development.

The arrangement of the vocational education system needs to be anticipated with Vocational education in order for a surge to progress and balance the business world and the industrial world and technological developments. Educational institutions need to be well acquainted with the quality of education as the masterminds that the world needs, both in general and in particular. General improvement means trying to meet the needs of human resources as experts, while the improvement in particular means trying to prepare human resources as experts in accordance with the needs of the linear with the discipline of science into the field of study at the relevant institutions and interests of learners.

Some reasons should be paid serious attention to the education system.

- [1]. Education is not non-linear with the needs of the business world and industry.
- [2]. Education policy is not supported by the principle of values that underlies the principles needed to solve problems in the business world.
- [3]. Planning and implementation of unprofessional and inconsistent educational programs.
- [4]. Changes in the business world and the world of industry change rapidly in accordance with technological developments, the education system too late in anticipation.

According to Bambang Budiono, 2001: 15. New paradigms used by ADB for the achievement of self-evaluation include aspects of: (a) Relevance, (b) Academic Atmosphere, (c) Internal management, (d) Sustainability, (e) Efficiency and Effectiveness must achieve a market driven system Including: quality, relevance, permeability and autonomy and accountability

Changes in the current system of government are shifting the monolithic system into pluralistic in a civil society, there are several tendencies of changes in the vocational education system can be explained in the following table:

Currently	Future
• Supply-driven systems based on community needs	Market-driven demand driven systems
The study program is based on a fixed curriculum that is structured because of national needs	The study program is structured based on industry needs both locally and globally and is accountable to the local government with national and global commitments
Centralized management system Government regulation number 60	Decentralized management system in which polytechnic stands as an autonomous institution Government regulation number 61
Institutions are fully accountable to the central government	Institutions are accountable to an institutionalized society in the form of transparency in the trustee system
Students have difficulty performing different competencies with the articulation system	Many articulation systems and easy to obtain other competencies with the module system
Institutions are regulated and funded by the central government. The high directorate acts as a provider	Self-sufficiency in funding and management with funding is borne by the central government (block grant). The high directorate turned into a facilitator
Position of students as learners	Position of the student as a partner in team-work.

According to Bambang Budiono, the key indicators for performance will be changed from internal evaluation as "supply-driven" to "demand-driven". Key success indicators for performance include the following:

- [1]. The rate of increase in the absorption of alumni in the world of work (graduate employment rate),
- [2]. The level of satisfaction of alumni (graduate satisfaction),
- [3]. The level of industry satisfaction (employer satisfaction),
- [4]. The level of student satisfaction

[5]. The pace of graduated alumni graduation increase on time including the Graduation rate.

While key indicators for quality are as follows;

- [1]. Provision of teaching and learning services including facilities and equipment that meet the needs of students,
- [2]. Assessment of alumni towards their education program
- [3]. The level of student satisfaction to the lecture and study program
- [4]. The quality of the lecturers is evaluated by the students
- [5]. Anticipate future needs of students
- [6]. Alumni get work that suits their field and able to compete
- [7]. Assessment of the employer to the alumni competition including able to think critically, able to write, able to solve problems and able to work in a team-work
- [8]. The level of satisfaction of society to educational institutions.

If key performance indicators and quality are not met then inputs and processes should be checked and quality assurance systems, including an integrated quality management system. In vocational education providers that are inconsistent with the skills competencies that are developing and required by the world of work will be abandoned by society, because the output is not relevant to the needs of the community and the world of work.

The problems that often occur is a mistake in teaching and learning activities to learners, will affect the output of education are:

- [1]. Basic vocational practice lessons are not taught in a basic way. Errors received become a fairness, among others; The quality of the work is left as it is without the standard of quality; Less qualified teachers are assigned to teaching at the first or early semester; And tools that are old or not good for first grade students. There is a wrong pattern and attitude, as if at the first level, the quality level should be ignored.
- [2]. In practice lessons, students are often left to work the wrong way. Not following the right steps of work, body position and hand gestures are not required. In fact, technically, the quality and productivity of a person's work is determined by the right way of working.
- [3]. Allowing students to work with the quality of the work of origin. Many student practice activities are done only formalities have been done only, without any quality standards to be achieved. Habits of students doing work with the quality of origin so forming attitudes and habits graduate SMK less understanding and less concerned about quality.
- [4]. Student practice activities do not follow the principle of thorough learning (mastery learning). For example, in a certain week the students working on a particular unit of work are not finished. But even though the work has not been completed, the following week has moved on to other work units so that the students' practice activities are not complete.
- [5]. Students are often left to work regardless of safety requirements. As a result there are students who weld without protective goggles and a protective mask for the mouth that could endanger their safety.
- [6]. Vocational education does not have economic insight yet. Often found in existing machine tools in schools, used with low hours of use, or hours of low workshop use, the school does not realize that the disposability is a waste of capital.

Based on the above, vocational education is able to overcome these problems, so vocational education can really be a pillar in providing expert workforce of superior quality and can be accepted by the world of work. The main components that are effective and efficient in the organization of vocational education are:

- [1]. Human resources such as teaching staff, administrative work must meet the professional competence on the development.
- [2]. Facilities and infrastructure must be adequate in accordance with conditions in the world of work, should be developed in accordance with technological progress.
- [3]. Adequate funding to maintain eligibility for quality management.

Vocational Entrepreneurship Development

Vocation is a specific field of knowledge that is in the environment of the growing community and grow in accordance with the dynamics of the needs of the business world and industry and the needs of society itself, the selection of curriculum substance depends on three things that need, the Kebutuhan on individuals, the needs of science and technology needs All of which are necessities needed by society.

Basic Entrepreneurship

- [1]. Quality thinking power as an entrepreneurial mindset has characteristics such as: thinking, creative, innovative, new and original.
- [2]. Power-quality hearts The entrepreneurial heart has characteristics such as: initiative, proactivity, risk-taking, courage, commitment, diligence, tenacity and patience.
- [3]. Physical power qualified physical entrepreneurial power has characteristics such as: maintaining health, maintaining stamina, having energy and positive thinking.

Instrumental Entrepreneurship

A person who wants to become a successful entrepreneur is not enough to have only the basic qualities of entrepreneurship, but also must have the instrumental qualities of entrepreneurship such as, mastery of disciplines, both mono disciplines, interdisciplinary, and cross discipline.

How to Develop Entrepreneurship

Entrepreneurship development is done through several stages:

- [1]. Learn about entrepreneurship
- [2]. Doing and trying in entrepreneurship
- [3]. Conduct self-evaluation of entrepreneurial ownership
- [4]. Doing business based on the results of self-evaluation

V. Conclusions

The benefits and advantages of vocational education,

- [1]. the focus of educating and training skills, so that more practice than theory, many options in the course of study in accordance with the wishes of learners and the needs of the business world and industry
- [2]. Unlike undergraduate education,
- [3]. Vocational education is run by many institutions, be it universities, institutes, polytechnics, training centers or other institutions that are affiliated to organize vocational education programs.
- [4]. Vocational education is perfect for those who want to pursue a career in the future
- [5]. Indispensable by business world and industry world both in domestic and abroad.

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About the Author

- [1]. Haryono Edi Hermawan Born in Bandung, April 6, 1960 Education S1. STT Pelita Bangsa, STIE Pelita Bangsa, S2 STIMA IMMI Master of Management, S3 Management Doctoral Pasundan University Bandung. Lecturer STT Pelita Bangsa and STIE ISM.
- [2]. Sutarman born in Bandung, Mei 10, 1964. Education S3 Islam Nusantara University, S2 STIMA IMMI Master of Management, S1 Achmad Yani University and STMIK Triguna Utama, Lecturer STKIP SERA
- [3]. Slamet Riyanto Born in Klaten June 10, 1972. Education S1 STT Pelita Bangsa and Instiper Yogyakarta, S2 STIMA IMMI Master of Management, Lecturer in STMIK Triguna Utama and STIE ISM

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