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# The Concept of Vocational High School Development Industry-Based in Central Lombok Regency

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**Abstract.** The purpose of this study is to develop the concept of Tourism Vocational High School that launched by the Government in improving the quality, relevance and competitiveness of tourism Vocational Education output. The amount of tourism potential contribution in Central Lombok Regency is an opportunity for tourism Vocational Schools to develop into Industrial-based Vocational Schools in Central Lombok Regency. The researchers use qualitative research as a research method by collecting the information, doing interview, literature, stakeholder analysis; teachers, principals and other policy makers, analysis of factors that support the suitability of vocational skills programs with industry potential by using Delphi, conformity analysis, and triangulation analysis. The results of the research revealed that the concept of developing tourism Vocational Schools can be improved by paying attention to the supporting factors according to the expertise of Vocational Tourism with tourism potential in Central Lombok Regency. The concept of development can be through the efficiency and effectiveness of school management; operational costs of education, students, competence of teaching staff, facilities and infrastructure, and the relationship of vocational schools with industry to the local area.

## 1. Introduction

Vocational education or often called Vocational Middle School (SMK) is currently as the center of attention. In improving the development of the West Nusa Tenggara tourism growth center, human resources are certainly needed, especially vocational school graduates to fill executive staff in various industries and services. Meanwhile, based on the 2016 Sakernas data, the percentage of vocational school graduates who take tourism education majors are only 3.32 percent among the 10 other vocational majors.

Data from the Central Lombok District education office in 2018/2019 shows that there are 63 Vocational Schools that consist of 12 Public Vocational Schools and 51 Private Vocational Schools. The development of Tourism Vocational Schools has increased. It indicates that post-graduate student will also increase in the coming year [1].

Competitive vocational development should make reference for the development of vocational education. The admission of vocational schools should be based on the development of vocational education. The existence of Vocational Schools should be based on the characteristics and needs of each



region. The fact is that right now existing Vocational Schools only tend to impress the demand ratio that has been planned and deviates from the substance that should be. This is important to be discussed because the work produced by vocational education institutions is developed in each region.

Quality education can be viewed from two sides, quality and quantity. The quality of vocational school education refers to quality assurance of 8 National Education Standards (SNP) which consists of: (a) standard content, (b) standard process, (c) graduate competency standards, (d) education standards and education personnel, (e) basic standards, (f) management standards, (g) financing standards, and (h) educational assessment standards. The fact that the SNP achievement based on component values in 2009-2014 in vocational school education shows: (1) content standards of 72, (2) process standards of 71, (3) graduate competency standards of 66, (4) education and education 76, and (5) facilities and infrastructure of 67, (6) management of 64, (7) financing of 76, and (8) assessment of 76 (Jarimollah, 2015).

There is still a lack of conformity in the vocational expertise program in West Nusa Tenggara with the needs of the developing industry, so it is necessary to develop the concept of vocational tourism expertise programs that are in line with the potential of the industry. Therefore, graduates are needed to be able to manage this potential.

One of the potential economic sources of West Nusa Tenggara is the tourism sector. This is because West Nusa Tenggara is rich in marine tourism objects and cultural tourism with exotic panoramas and adjacent to the island of Bali. Therefore, in order to strengthen the tourism sector from West Nusa Tenggara, the government presents SEZ (Special Economic Zone) Mandalika which has a focus on tourism.

KEK Mandalika located in Central Lombok Regency which has just been inaugurated by President Jokowi in October 2017 located in the southern part of Lombok Island, KEK Mandalika was established through Government Regulation Number 52 of 2014 become a Tourism SEZ. With an area of 1035.67 ha and adapting to Samudera Indies, KEK Mandalika is the government's hope to accelerate the potential tourism sector of West Nusa Tenggara Province. The Mandalika SEZ is expected to attract 2 million foreign tourists per year in 2019 (2017 SEZ National Council).

The basic problem is that there are not many graduates of vocational expertise programs in tourism who can fulfill the needs of the tourism industry in West Nusa Tenggara. It has an impact on the unreadiness of human resources to enter the tourism industry.

## **2. Literature Review**

### *2.1. Vocational School*

Education should pay attention to the needs of individuals and the community. It must be maintained that the system is correlated with each other. Education has to fulfill both the individual's needs and those of the society and must be kept pace with variables that are inter-related. It shows that the development of vocational education should consider the needs and characteristics of the surrounding community. Educational development that is based on the needs of the community will produce graduates who are acceptable in accordance with regional characteristics. The purpose of vocational education (1) Vocational education will be efficient in the proportion of the environment in which the learner is trained and (2) Effective vocational training can be given where the training jobs are carried on in some way, with the same operations, the same tools, and the same machines as in the occupation itself [4]. Technical and vocational education for student orientation and education must include balanced theory and practice learning [5]. The aim of the vocational education curriculum is not only measured through achievement in the form of starting but also through the results of these achievements, which is in the form of performance in the world of work [6]. Vocational education both theory and practice has the same value for learning in school and learning in the workplace [7]. Thus, both theoretical and practical learning is not limited to student learning places.

The development of vocational education is carried out with complex readiness arguing that one of the best strategies for individuals, social and country is through readiness of the children, readiness of schools and readiness of the family [8]. One of the best strategies to ensure the development of individuals, communities and countries is through several readinesses including: readiness of school financing, students, facilities (facilities and infrastructure) and families. The readiness is an important consideration for the development of vocational education, so that its implementation is expected to produce quality graduates. Concept Vocational Enforcement Schools that is inappropriate.

**Table 1.** Steps of Vocational Enforcement Schools that is inappropriate

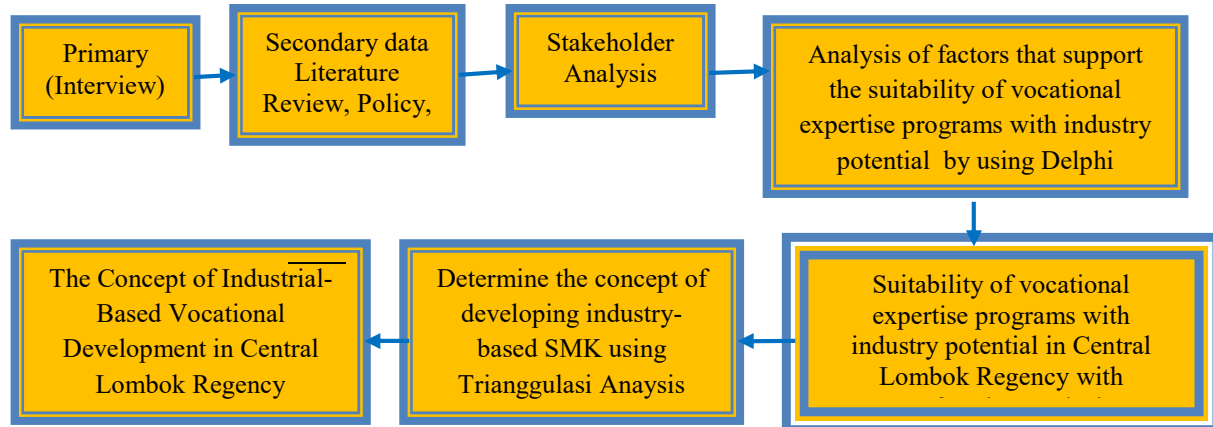
Phase	Concept	Explanation
Phase 1	Education operational cost	The concept is the efficiency of routine resources through cross subsidies system and maximum use of practical equipment
Phase 2	Students	The concept is to motivate students to follow the learning and training process.
Phase 3	Teaching competence staffs'	The concept is enhancing cooperative relations with industry through student internships and adjusting vocational expertise programs with industry.
Phase 4	Facilities and infrastructures	The concept is the efficiency and effectiveness of vocational students through direct learning in industry and vocational training centers.
Phase 5	The relation of vocational school with industry	The concept is to increase cooperative relations with industry through student internships and adjusting vocational skills programs with industry.
Phase 6	Regional potential	The concept is to add or to close the vocational expertise program in adjusting with the needs of the industry (re-engineering the vocational school).

## **2.2. Local Industry Character**

There should be an increase between the industry and senior vocational school communication, evaluation, link & match, regulation and quality control on doing student practice in industry [9]. Industry and vocational education can not be separated from a number of things that must be considered including: communication, evaluation, relationships, regeneration and quality control. Industrial cooperation and good vocational education have an impact on the quality of graduates who are easily absorbed. In the development of vocational education, industry characteristics need to be considered because they are related to future cooperation.

**3. Research Methods**

This study used the Delphi technique method developed by Dalkey and Helmer [10] gradually.



**Figure 1.** Step Dalkey and Helmer

The first step: interviewing and reviewing literature related to vocational schools, vocational school readiness, and local industry character. Second, determine the respondents / stakeholders who have the influence and importance of the problems of vocational education in Central Lombok Regency. The third is to explore the suitability of the vocational skills program with industry potential, and to do the iteration process, the process of repeating the questionnaire to obtain significant factors from several respondents who have been determined.

**4. Discussion**

Concept Vocational Middle School classified accordingly

**Table 2.** Vocational Middle School classified accordingly

Phase	Concept	Explanation
Phase 1	Education Operational cost	The concept is the efficiency of routine funding sources with the development of a School Services Production Unit as a means to minimize student practice costs
Phase 2	Students	The concept is to motivate students to follow the learning and training process.
Phase 3	Teaching Staffs' Competence	The concept is to increase the number of teaching staff from professionals or industry practitioners and improve the quality of teaching skills through training or industry internships and come from teaching staff from professionals or industry practitioners.
Phase 4	Facilities and infrastructures	The concept is that the efficiency and effectiveness of the education of vocational students in the use of practical tools is done directly in the industry
Phase 5	The relation of vocational school with industry	The concept is to increase cooperative relations with industry by making adjustments to the

program of expertise and regulations between SMK and industry.

Phase 6 Regional Potential

The concept is to improve the quality of qualified graduates in the expertise program.

## 5. Conclusions and Suggestions

The concept of industry-based vocational school development in Central Lombok Regency is obtained by compiling the concept of developing vocational school. The concept of developing vocational school is shown by giving the concepts in each classification of the appropriate and inappropriate vocational school. The concept of development can be through the efficiency and effectiveness of school management, improving the competence of teachers, enhancing industrial relations and re-engineering vocational expertise programs in industrial technology.

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