

ISSN : 977 23017 14009

PROCEEDING

International Conference on Vocational Education and Training (ICVET) 2012

Zuinal
Aulian



60 Years

Indonesia-Germany

From Friendship to Partnership



6 Windu

21 Mei 1964 - 21 Mei 2012

*Strengthening the Partnership
between Vocational Education and Training and Industry*

Yogyakarta State University, INDONESIA
28 June 2012



Deutsche Botschaft
Jakarta
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Jakarta



TECHNISCHE
UNIVERSITÄT
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MELBOURNE AUSTRALIA



giz Deutsche Gesellschaft
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Zusammenarbeit (GIZ) GmbH

Proceeding

International Conference on Vocational Education and Training (ICVET) 2012

Publishing Institute
Yogyakarta State University

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ISSN: 977 23017 14009

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Printed in Yogyakarta
By Yogyakarta State University
Address : Jl. Colombo, Karangmalang, Yogyakarta 55281
Email : icvet@uny.ac.id; icvetuny@yahoo.co.id | Website : <http://icvet.uny.ac.id/>

All articles in the Proceeding of International Conference on Vocational Education and Training (ICVET) 2012 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) 2012. The conference is organized by Yogyakarta State University in collaboration with the German Embassy in Jakarta and the Indonesian Embassy in Berlin on 28 June 2012. It is conducted as a part of event series held to celebrate 65 Years Indonesia-Germany Partnership.

The main theme of this conference is "Strengthening the Partnership between Vocational Education and Training and Industry". Three sub themes are covered in this conference: 1) Management, 2) Learning Process, and 3) Program and Collaboration.

I would apologize for the inconvenience and inconvenience concerning both the conference and proceeding. I hope this proceeding will be useful for the development of vocational education and training.

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STRENGTHENING COLLABORATION PARTNERSHIP FOR VOCATIONAL SCHOOL QUALITY IMPROVEMENT

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Abstract

Cooperation between vocational high schools and industries is built to improve the efficiency and effectiveness of education in providing qualified education by making use of all available resources and performing power-sharing with stakeholders within the framework of partnership. Partnership that has been established between industry and vocational schools provides considerable benefits for both parties, especially as improvement tools in developing competence-and-industrialneeds-oriented education, to produce students who have proper attitude and skills needed by industry and businesses.

Forms of cooperation between vocational school and industry in developing and aligning those goals are aligning and developing sustainable communication on the condition and development of industry and its competence needs and adjust them with the educational program in secondary vocational schools (SMK), that the students acquire proper and sufficient knowledge to compete on work market. On the other side, business sector obtains employee in accordance to its specifications and requirements.

Reliability of the development of cooperative partnerships between vocational high school (SMK) and business sector is pursued through a more professional collaboration management including planning, organizing, development, implementation and supervision, as a reference for the development of vocational education and skills training to improve the relevance and quality of vocational school graduates.

Key Word : partnership collaboration, vocational school

1. Introduction

Education is the most strategic sector in the national development since improvement in the quality of people who become the subjects of development can only be achieved through education. Education may provide sufficient knowledge, skills and attitudes as well as develop a variety of skills needed by every member of society. In global perspective, education plays roles in: 1) personal development, 2) employability or work skills development, 3) nationality development (citizenship), and 4) culture transmission and transformation.

The most appropriate education to face globalization challenges is vocational education which is oriented to the industry and put an emphasis on learning approach and is supported by an appropriate curriculum. Education in Indonesia, particularly vocational education is supposedly able to prepare skilled workforce that can fill the needs of development, changing the status of the student from load status into the nation's assets, create reliable and superior professional human resources to face global competition.

Currently, the development of vocational education organization of has shown encouraging results. However, it must be admitted that on its implementation there are still some problems faced, so the effectiveness is still questionable, even the

existence of vocational education as one of the pathways leading to improvement of competence and competitiveness of human resources is still questionable.

Sumarno (2008) said that currently vocational education still faces obstacles of qualitative and quantitative equivalence. Qualitative equivalence emerges because of quick technological developments in the industry resulting in gaps between the competency of vocational high school graduates with the competencies required by the industrial world, while quantitative equivalence occurs due to the imbalance of number of existing jobs with number of education outputs who are looking for a job. Table 1 below shown the condition of vocational high school in Yogyakarta.

Table 1. Number of schools, students and teachers of vocational school in City of Yogyakarta 2008-2010

Item	Status	Year		Growth (%)
		2008/2009	2009/2010	
Schools	State	7	7	1,02%
	Private	20	19	
	Number	27	26	
Students	State	9500	9915	2,41%
	Private	5732	5946	
	Number	15232	15861	

Teachers	State	887	868	0,5%
	Private	656	649	
	Number	1543	1517	

Source : Yogyakarta education office

Louis L Warren (2004) argues that some of the problems which often come to the surface, among others, is limited infrastructures and facilities owned by vocational education which is still far behind the condition in the industry.

Sulipan (2004) concluded that the gap between the available equipment owned by vocational schools and by the industry is still wide apart. In addition, Sulipan (2004) also stated that vocational schools have not been able to empower all of potential and resources existing in their environment. If students are only given the opportunity to develop themselves according to the capabilities of the school, their understanding quality will not be optimal. It happens because the ability of tools and resources owned by the school are very limited. Therefore, to achieve the expected competency, Sulipan recommends cooperation with industry to empower all of available potentials and resources.

2. Cooperation on Vocational School

According to Thomson and Perry (2006), Cooperation have different degrees, ranging from coordination and cooperation to a higher degree of collaboration. The differences lie in the depth of interaction, integration, commitment and complexity in which cooperation lies in the slightest degree, while collaboration at the highest level. In this sense, it is shown that collective action is in a higher level of collaboration rather than cooperation and coordination. Collaboration is a collective process in the formation of a unity that is based on mutually beneficial relationships (mutualism) and a common purpose of organizations or individuals who have autonomous power, so conceptually collaboration is much more effective than cooperation which must be directed and harnessed for greater common interest.

For vocational education, the cooperation that is built with the industry is very proper, especially in developing resources (Lawrence C. Scharmann, 2007). According to Marilyn J. Amey, Pamela L. C. Casey Ozaki (2007), with the cooperation between vocational education and industry, it is expected that there will be a benefit to use various facilities. Meanwhile, according to Trace Allen (2007) and McLean (2004) a cooperation between vocational schools and the industry has considerable benefits for both parties, especially as tools of improvement.

Industrial world as a partner should be able to walk along and grow with vocational education. Therefore, both sides should be able to work together in achieving common goals. An approach

that can be used for vocational education and the industry world according to Ian Smith (2006) is a partnership approach. In line with that according to Henrietta Bernal (2004) and Susan Bodilly, et. al (2004) forms of cooperation between educational world and the industrial world can be developed through a community framework around the school environment in order to utilize and empower all potential and resources around the school. As a community, according to Suzanne R. Hawley (2007) and Jason, Leonard, (1997: 89), schools and businesses can establish mutually beneficial cooperation in solving any problems encountered together.

Departing from some of these problems, there is a need of efforts from educational institutions and businesses to jointly develop education, so that the purposes of business and educational institutions can be achieved and harmony. Form of cooperation between education and industry in developing and aligning the goals is aligning and developing sustainable communication toward industrial conditions and development as well as industrial competence needs with the educational program in secondary vocational schools (SMK) so that students can acquire adequate and sufficient knowledge to compete in work market. On the other side, business world will get proper employment in accordance to its the specifications and requirements.

Vocational education should be able to develop networks of cooperation in promoting the organization and achieving educational goals (OriEyal, 2008). Networking is very important for the sustainability and advancement of an organization and even a nation. Cooperation is a basic requirement for vocational schools as a follow up of productive learning aspects as the hallmark of vocational schools. Development of braided network of cooperation between vocational schools and industrial world is possible for schools to provide greater opportunities for the students to obtain productive skills that match with the needs of the community.

School is a systematically social institution which consists of interrelated and inter-influenced components. The main components of the school are students, educators and other education personnel, curriculum, and educational facilities. In addition, the community as a stakeholder also has a considerable influence on the process of organizing and improving the quality of education. In this case, the community is a stakeholder who should be able to work together in synergy with the schools

Educational activities undertaken at the school is essentially a continuous process of student learning, which led to the goal to produce qualified output. In the organization of educational activities, there is a functional relationship between other

ISSN : 977 23017 14009



9 772301 714009

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