AFFECTED ANALYSIS FACTORS FOR VOCATIONAL EDUCATION “BASIC DEVELOPMENT POLICIES OF VOCATIONAL EDUCATION”

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Abstract

According to the government regulation no.29 1990 formulated says that education vocational prioritising preparing students for entered the office as well as develops attitudes professional . In order the vocational education reference to 8 educational standards . And as to the improving quality ideal has arranged various products policy to be included in the seminar. That policy is established via government regulation such as operational on each type educational seminar , legal products the seminar event through decision and minister regulation education, Effort regulation has been done with repositioning vocational education and an increase of services through 3 main pillars namely: (1) distribution and access extension education. (2) improving quality, relevance and competitionss and (3) strengthening of management. But in the implemented education vocational that are some factors affected training program vocational education . The best strategy Of the affected analysis factors in the implementation vocational ducation can be used as an input in developing policies in order to increase the quality of vocational education in Indonesia .

Keywords: *analysis, factors, vocational education, policy development*

Introduction

According to Government Regulation No. 29 of 1990 formulated says that education vocational high emphasis on preparation of students to enter the field of work and develop a professional attitude. Vocational high school (SMK) as a form of vocational education units as defined in Article 15 of the SISDIKNAS explanation, is secondary education that prepares students primarily for working in a particular field. In other words, a vocational high school is an educational institution that prints human resources to directly enter the workforce. In other words the vocational education in Indonesia is the education that prepares individual learners to become a professional workforce. Vocational education with characteristics in its commissioning has manyfactors that affected it. In order to organize vocational education has been compiled to the product of range policy expected to become reference in its commissioning. Policies that are set through Government Regulation No. 29 of 1990 about secondary education. Furthermore, the operationally on each type of education ministry, its law established through product decisions and regulations of the education Ministry. Those decisions include: decisions of the education Ministry and culture number-0490/U/1992 on vocational high school, education Ministry culture and education Number 80/U/1993 on vocational high school curriculum, PP 19/2005 article 17 paragraph 1 about the development of Tehachapi in accordance with educational units, a potential regional/socio-cultural characteristics of the area, the local community, and learners. Regulations of the Minister of national education number 22 in 2006 about the contents of the Standard Units for primary and secondary education, and the National Ministry of Education Regulation No. 23 of 2006 about standards of competence of graduates for the units of primary and secondary education. Decision of the education Ministry and culture No. 323/U/1997 concerning the implementation of a dual system in vocational high school. And many more policies that set the Organization of vocational education.

The emergence of various constraints in organizing vocational education shows that target much organizing vocational education has not been maximized. From the background, the need to examine the Factors analysis about influential in organizing vocational education in Indonesia.

The Vocational Education in Indonesia

The vocational education is part of the education system that prepares one to make it more capable of working at a job or group of jobs in other areas of work (Muliati, 2007: 7). In line with such opinion is the opinion of Djohar, who posited that vocational education is an educational program that prepares individual learners to become professional workforce (2007: 1285).

The Characteristics of Vocational Education

Criteria inherent in the system of vocational education according to Finch and Crunkilton (1999: 12-13), among others, (1) education and training orientations of training; (2) legitimacy and justification for the existence; (3) focus on the the curriculum; (4) learning success criteria (5) sensitivity to the development community; and 6) the relationship of cooperation with the community. according to Djohar (2007: 1295-1297) vocational education characteristics are as follows: (1) vocational education is education which has properties for setting up the provision of manpower. Therefore its orientation fixed on marketable graduates in the job market. (2) Justification of vocational education is a real need for manpower in the corporate world and industry. (3) Learning experiences are presented through vocational education includes the affective domain and psychomotor, cognitive, applied either on the work situation of tersimulasi through the process of teaching and learning, as well as the actual work situation. (4) the success of vocational education is measured from two criteria, namely, student success in school (in-school success), and student success beyond school (out-of school success). The first criteria include student success in meeting curricular requirements, whereas the second is indicated by the success criteria or the appearance of graduates after being in the workforce. (5) vocational education have power/sensitivity (responsiveness) against the development workforce. Therefore the vocational education must be responsive and proactive on the development of science and technology, by emphasizing the efforts of adaptability and flexibility to cope with career in the long run. (6) workshop and laboratories is the completeness of the vocational education, to be able to realize the situation of learning that can reflect the world situation realistically and educative work. (7) the relationship of cooperation between vocational education with the corporate world and the industry is a must, along with the high demands of the relevance of vocational education with the demands of the business world and industry.

There are two opinions according to Prosser and Quigley (1950: 10) there are five characteristics of vocational high school/vocational education (Characteristic of Vocational Education), namely: (1) prepare students to work in a more efficient 2; provide specific training in terms of skills and knowledge that is useful for any particular job; (3) is given to those who are gearing up for a certain type of work or has worked in that field; (4) using experience as the primary method. Experience in doing a job to develop skills and in thinking about the performance in a given job, so get the full understanding and initiative in solving employment problems; (5) the basis of the concept of the psychology that mind (mind) is a Shaper machine habit taught through practice habits of thinking and actions to achieve the purpose of interest by the learner. Vocational education is one of the kind of education that prepares students to work in a particular field. According to Sukamto (2001), vocational education includes all types and forms of learning experiences that help students pursue a vocational stages of development, ranging from the identification, exploration, orientation, preparation, selection and stabilization of a career in the world of work. Limitation of vocational education shows that vocational education is identical to work force. Thus, vocational education has characteristics that differ from the general education. Some of the principal characteristics of which that vocational education based on the needs of the world of work, the success of learners as seen from how it looks in the world of work, responsip

and anticipatory of the progress of teknologi, In additional focus on the program of learning by doing and hands-on experience, and the need to support facilities for learning practices. From some of the opinions above it can be concluded that the vocational education have different characteristics with education in General. The difference lies in its orientation, curriculum, success criteria, the sensitivity of the suai with the community resources and relationships with the community

Oriented of education and training is Learning Success in the form of graduation from a vocational school is the destination terminal, whereas the success of the program completely the appearance-oriented graduates later in field work. While the justification of vocational education is the existence of a real need that was felt in the field. The focus of vocational education curriculum and learning experience of stimuli is presented through an educator of vocational includes stimulation and learning experiences that develop their cognitive and affective domains, the following psikomotor integralnya alloy that is ready for combined well on the tersimulasi situation of work through the learning process would also later in the actual work situation. These include the attitude of job and underlying value of tasi orien aspirations, motivation and ability to work. As for the criteria for determining the success of a vocational educational institution basically applying double size i.e. succes in school and out of school succes. The first criteria include aspects of student success in meeting curricular requirements which have been oriented to the requirements of the world of work, being the second criteria indicated by success or the appearance of graduates after having been in the real world of work Because of its high commitment to always be oriented to the world of work, vocational education had additional features in the form of sensitivity or power high to the development of the suai society and the world of work. The development of science and technology of the ebb and flow of the world a field work, innovations and new discoveries in the field of production of goods and services, it was a huge influence on the trend of the development of vocational education. His relationship with the world community's efforts. Relations further with the community that includes the power absorbed power support and the environment is a very important role for the life and death of an institution of vocational education. Embodiment of reciprocal links that exist in this covers any Advisory Board of vocational curriculum (curriculum advisory commite), the willingness of the business world holds protégé vocational school in the cooperation program that allows an opportunity learning experience in field. Improving the skills and expertise of HR meru feed value added for nation-building, can be acquired through education. Education is considered relevant if the results obtained from the education that has a value for the functional environment of students with his livelihood, the development of the present and future in accordance with the demands of jobs. (Calhoun & amp; Finch, 1982).

Implementation of Policies and Implementation of Vocational and Technical Education in Indonesia

To implement such implementation, the Government set 8 Indonesia education standards that become guidelines for Educators and educational policies to develop the ability to form figure and dignified nation civilization in order to educate the nation's life. In implementing the Organization of vocational education refers to education standard 8, namely: (1) standard competence with candy 23 2006 2; standard contents of the regulations governing the standard contents include Permendiknas No. 22 of 2006 about Standard contents for units of primary and secondary education and Permendiknas No. 14 in 2007 about the standard Content for Package A, Package B and Package C; (3) the standards process. Regulations related to the standard process is Permendiknas No. 41 in 2007 about the standard process for units of primary and secondary

education and Permendiknas No. 3 of 2008 about Educational Equality Standard Process A Package, Package B, and Package C.; (4) the standard of education and workforce education, regulations governing is as follow: Permendiknas No. 12 in 2007 about the Standards Watchdog school/Madrasah, Permendiknas No. 13 in 2007 about the Default Principal/Madrasah. Permendiknas No. 16Permendiknas No. 16 of 2007 about the Academic Qualifications and competency standards for teachers. Permendiknas No. 24 in 2008 about the standard Administrative Personnel school. Permendiknas No. 25 in 2008 about Labor Standards Library school/Madrasah. Permendiknas No. 27 in 2008 about the academic standards of Competence Kulifikasi and counselors. Permendiknas No. 40 in 2009 about the assayer Standard courses and training. Permendiknas No. 41 in 2009 about the qualifying Standard in Supervising and Training Courses. Permendiknas No. 42 in 2009 about Standards Manager courses and training. Permendiknas No. 43 in 2009 about the Labor Standards in education administration Program Packages A, B, and the package Package c. Permendiknas No. 44 in 2009 about the Education Manager at Standard Package A, Package B, and C; (5) the standards and infrastructure, the related regulations is the number 40 in the 2008 Permendiknas about the Standards Infrastructure for vocational high school (SMK) and (MAK); (6) the management standards, regulation is a regulation is Permendiknas number 19 in 2007 about the standards of Management Education by units of primary and secondary education. ; (7) the standard of education financing, regulation is Permendiknas No. 69 in 2009 about Standard operating expenses Non personnel in 2009 (8) standard assessment pendidikan. (BSNP – Indonesia.Org).

Quality Improvement Efforts On Vocational Education

With Regarding to the quality of vocational education can be reviewed from three aspects, namely: (1) product quality; (2) the quality of the process; and (3) the quality of service. Product quality vocational upbringing in vocational high school (SMK) can be measured from the level of satisfaction of stakeholders to quality and qualifications of competence of graduates, the goods and services produced. While the quality of the process of vocational education can be measured from the level of effectiveness and efficiency of training process penyelenggaraan. This is related to the quality of education, the quality of the contents of the 56th curriculum, quality of infrastructure, quality educators/trainers and power quality technician/laboratory. The quality of vocational education and one year service can be measured from the level of satisfaction of users of Community vocational education and the level of satisfaction of DU-in to quality results or graduates of the vocational high school (SMK).

Providing of the Government in good education services to all the nation's children have been conducted through various activities regarding education building one attempt is doing a repositioning of vocational education is one of the model Setup and development of vocational education based on the study of the problems of the economy and employment in the region. In practice the Central Government, in this case the Ministry of national education as in charge of the technical break it into 3 main pillars: (1) Equitable and expanded access to education. (2) improvement of the quality, Relevance and competitiveness as well as (3) strengthening of governance, accountability and Public Imagery.

Government's efforts work together with experts to improve the quality of vocational education has always done so that gave birth to the future of vocational education's recommendations as written in the script of the academic study of curriculum policy vocational high school (SMK) (2007: 17), mentions that the future of vocational education are (a). Learners actively develop potential himself.(b) preparing learners especially for working in a particular field.(c) Working for itself (standalone) as well as for others. (d) have a work ethic. Factors That

Influence.

The Implementation Of Vocational education

The characteristic Vocational education in Indonesia with all its characteristics and concept organization, in the implementation of course there are many factors that influence. Factors that influence can be reviewed or classified in 5 things, namely, natural resources, Cultural Resources, human resources, and the economy.

Human Resources

There are 3 human resources on the vocational education organization (1) Educators (teachers), (2) workforce education (laboratory, librarian, administrative personnel) and (3) students. To enter "New world of work in the 21st century" is required seven survival skills: (1) critical thinking and problem solving; (2) collaboration across networks and leading by influence; (3) agility and adaptability; (4) initiative and entrepreneurialism; (5) effective oral and written communication; (6) accessing and analyzing information; and (7) curiosity and imagination (Wagner) the ability to ask good as basic components of the critical thinking and problem solving skills (critical thinking and problem solving). While according to Prof. DR. Soekidjo Notoatmodjo explained that there are factors to consider in the process of the development of human resources management in an organization (micro). The factor, these factors comes from within organisation (internal) or from outside the Organization (external) in this factor has not been sesuai program expertise a vocational high school (SMK) as an organization that manages the Human resources management are divided in 2 Internal factors, among others: (1) quality of Educators, educators and laboratory in the vocational high school (SMK should be actually true the skill, good theory and practice and always be able to follow the development of education as well as technology and is a educator certified power. (2) the competence of the workforce, the workforce graduates must pass the test of competence of the vocational high school (SMK) to be able to compete in the job market in accordance with their areas of expertise and programmatic expertise each graduates SMK Hence the need to double the education system with the internship program of work at agency or other institution outside the school to practice the knowledge and skills obtained in school.

The education has not been served optimally in developing human resources through equitable educational opportunities, implementation of integrated education, so that the outer covering (output) more education into the search community worker (worker's society), not the creators community employment (employee society) or society The business man (entrepreneurship society). Thus, education is not yet a major triggers in the development of human resources, but instead became a major contributor to the increase in the number of unemployed. Aspiration at the time it shows strong currents that national leaders need to take charge of a new paradigm of national development efforts focusing quality improvement of human resource be the subject of development in various areas of life. In the development of human resources, education holds the key because as role basic approach and an important part of suprasistem nation-building. To that end, within the framework of the development of human resources required that future reform efforts include the realignment of national education systems in national development, accelerate the implementation of the policy of widening obtain education, improving education, organizing and developing an integrated educational system.

Cultural Resources

Fokus on the quality of the vocational high school (SMK) paying attention to the development of quality SMK trend and challenges of globalization is also very necessary pay

attention to wisdom-wisdom of the local area. So that SMK can develop on an ongoing basis for social progress along, contributed to the preservation of the environment and culture, the wise use of natural resources, and the improvement of labour educated and trained (Chinien and Singh, 2009). Outcome of the CMS is expected can act locally and develop globally as a figure of a strong local private maintain the values and traditions of international mindedness (Cheng, 2005). Profits obtained i.e. society can maintain values traditions and cultural identity, the accumulated knowledge-knowledge in fostering new knowledge lokal which contributed to the partumbuhan of society and knowledge. Culture of Indonesia should be a force in sustainable development. However, during this most educational theories used in this country are taking the theory from outside that its relevance is unquestionable, so still need to do a return meeting Indonesia pene cultural power for pemba ngunan. The dominant paradigms of modernisation in Indonesia as long as it sees culture as a barrier.

Natural Resources

Indonesia is a country with abundant natural resources. From start to didaratannya wealth wealth also dilautannya. From the start of mining, oil and gas, up to underwater treasures i.e fisheries, and so on. Unfortunately this potential and wealth can not be exploited by the State itself for the prosperity of its people. It's good we start thinking towards a policy of education in this country. The potential of the abundant natural resources of the country should be combined with human resources that have the skill and special ability according to the potential of our natural resources In order to further encourage quality assurance towards education relevant to the needs of the community, the Government and the local government is paying special attention to the quality assurance unit of the local-based education Excellence (PP 19 Article 91 explanation paragraph 1). the promulgation of Act No. 22 and 25 in 1999 about autonomous region Where the previous management of education is the authority of the Center, then with the enactment of the law on local government authority is the city/district. his demanding and requires a variety of changes to other components of education. As for the conditions of utilization of natural resources in vocational education have not maximized.

Technology

Vocational education in addition to generate technology as well as using technology to advance education in the end will also foster the cultural progress of society. By the following will be contrast, the progress of cultural community will foster educational progress hand in hand with the advancement of technology. In this regard an important role of vocational education and strategic in developing human resources that has identity and personality as well as having a superior culture in technologically where through vocational learning program activities are expected to be produced graduates who do not become" slave technology", but graduates who are responsive and anticipatory against technological advances, for the good of themselves and others. Slamet PH (2001) suggests that technology has four components, namely human, tools, resources, and processes. According to Pavlova (2009) with consideration that economic activity is very determined the existence of rapid technology changes in the future, then the orientation of education one year directed into educational work (work education) or technological education (sofyan, p. 6). Some characteristics of human technolo gical literacy also suggests that in addressing the advancement of technology skills but also does not care positive behavior in tech. To be able to produce human behavior that has positive results in the tech can be done through various means including through the process of learning in vocational education. According to Wagner (2008) will occur three fundamental transformations that need attention, namely: (1) rapid

evolution in the era of the creative economy is highly influential on the world of work, (2) the occurrence of sudden changes to the availability of information is limited to information that is continuous and abundant, and (3) the increase in the impact of the use of media and technology to young people, especially students. Opinions were expressed Power (1999) that the education one year is education related directly with the advancement of the knowledge and skills required for workers in the field of engineering and industrial service.

Economic

The resources of economic in SMK has faced with internal challenges such as the shift of economic structures as a result of the prolonged economic crisis. If the Decade 1970 until towards the end of the 1990s the structure of the economy shifted from agriculture to the manufacturing industry and services sectors, now central distorted and start there is a tendency to be developed towards the 'Cresource' based, and it will experience "set back" (Sidi, 2002). According to Mc Mahon, Boediono, Adams, in Indonesian economic Efficiency, Nurhadi mik in education can be distinguished into two kinds, namely: (1) the efficiency of the internal and external efficiency (2). Internal efficiency is the level of efficiency in the internal system of education in allocating education input to produce a high output (2004; 10). From the study of factors that influence can be seen in the current conditions on appendix.

Conclusion

Many factors affecting the vocational education in indonesia good factor natural resources , factor resources culture , factor human resources factor technology , economic factors . this factor is constraint , then need to be taken steps to anticipate the vocational education in indonesia approaching the ideal and qualified and able to fulfill tututan society and market needs work, having competitiveness face the future . Data wainscoting condition now are existing gap in the vocational training path . A move made is : 1) classify the dominant factor that requires priority, 2) set factors which in solving need policy , 3) review policy relating to the dominant factor , 4) recommended policy to the authorities.

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