

Development of Graduate Capability Through Work Culture Habituation on Industrial Class Students in VHS

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Abstract: VHS is a secondary education that prepares students to work in a particular field in the industry. VHS as a producer of skilled workers in the industry must be able to create and form strong character to the students so that after graduation they have a work culture that can bring themselves to develop a career and can apply their competence in the work environment after they graduate VHS. The industrial class is part of an alternative learning program that is an option for students to learn while practicing directly in industries relevant to their study interests. Establishment of the Industrial class can make the students have the ability and skill that excel in the world of work. The industrial class is part of the learning model that can develop student capability. Capability development in the industrial class is done through Work-based learning approach.

1 INTRODUCTION

The increasingly complex needs and challenges of the workforce demanding that human resources as human resources must be able to compete with professionals. Education is expected to give birth to a generation of strong character, skilled, creative, innovative, imaginative, and sensitive to local wisdom and techno partnership (Hadam, Rahayu and Ariyadi, 2017). One of the school institutions that prepare its students to be able to work directly in the world of work after graduation is Vocational High School (VHS). Elucidation of Article 15 of the National Education System Act of 2003 states that VHS is a secondary education that prepares students primarily to work in a particular field, namely preparing students with the knowledge, competence, technology and art in order to become productive human beings, as well as working independently, filling existing job vacancies in the business world and industry as middle-level workers according to their competence.

Based on the schools graduates, the Central Bureau of Statistics (CBS) in August 2016 described the employment structure in Indonesia as shown in Figure 1.

From Figure 1 it is known that the labor coming from junior high school graduates and bellow equal to 60,24%, while labor from the middle-level education graduate equal to 27,12%, and labor from college graduation equal to 12,24%. Looking at the diagram in Figure 1 of the Indonesian workforce reviewed by graduates, it can be said that the percentage of the most labor is from junior high school graduates, consequently many unskilled workers, so it is understandable if the productivity of Indonesian labor is left behind from Malaysia, Thailand, Philippines and China (Central Bureau of Statistics, 2016).

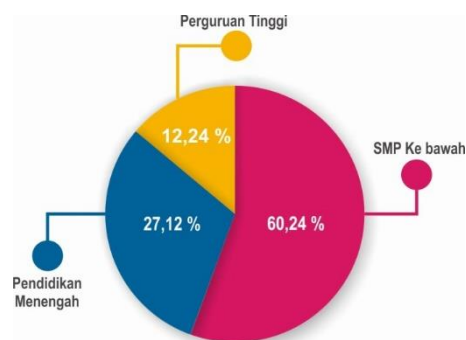


Figure 1: Diagram of Indonesian workers based on school's graduates (Source: Hadam, Rahayu and Ariyadi, 2017: 5)

From 2010 to 2025 it is estimated that there will be an increase in demand for skilled workers in the ASEAN region which is about 41% or about 14 million people. Half of those figures are Indonesia's needs and followed by the Philippines with the need for skilled workers of 4.4 million. Taking into account the needs of the workforce in Indonesia by the above predictions, it needs acceleration program to meet the needs of workers in Indonesia. Provision of skilled workers in the industry is done by improving the quality of vocational education one of them is through the habituation of working culture in the industrial class in VHS.

Based on the description above, this paper aims to review the work culture habituation in industrial class that has been implemented in some of VHS in east java, Indonesia.

2 STUDENT CAPABILITY DEVELOPMENT

Capability development is based on the competencies of individuals in an educational unit. The industrial class is part of the learning model that is able to develop student capability. Capability development in the industrial class is done through Work-based learning approach. (Hariyono, 2017) explains that the development of a capability-based curriculum provides an opportunity for every individual to determine his or her individual choice to grow and develop his / her personality fully in accordance with his capabilities, the learning approach with the development of the capability is a model of life-based learning (Life Base Learning / LBL). LBL views the process of acquiring knowledge and skills throughout life through education, training, employment, and life experiences.

The principles of Life Base Learning (LBL) according to (Sulton, 2017) are described as follows: (1) LBL views the process of acquiring knowledge or skills throughout life through education, training, employment, and life experiences; (2) LBL recognizes the importance of learning resources, and how each individual learns to get something new (learning from life); (3) LBL gives individuals the freedom to choose what they learn, when they learn and how one learns, as long as it still makes a useful contribution to itself; and (4) LBL is integrative and holistic, so it requires a strategy to obtain maximum results. LBL combines everyday life, work and study, any room and in any situation and in any moment so learn in a broad situation (Kamdi, 2017). Life-based

learning embraces life as a venue and learning space for students, so that learning does not take place only in class and curricular, so that life-based learning will form a whole person who has the capability and talent that develops sustainably.

3 WORK CULTURE HABITUATION FOR VHS STUDENTS

Culture is defined as a system of values and beliefs that interact with people within an organization, organizational structure, and control systems that produce behavioral norms (Tika, 2005). Culture is a powerful determinant of people's beliefs, attitudes and behaviors, and their influence can be measured through how people are motivated to respond to their environment, hence culture as a group of people organized with common goals, beliefs and values, and can be measured in terms of its influence on motivation (Wibowo, 2010). Culture as a pattern of basic assumptions found and developed by a particular group for learning and mastering the problem of external adaptation and internal integration, which has worked well enough to be considered appropriately and therefore taught to new members as perceived, thought and perceived correctly in connection with the problem.

Organizational culture basically represents behavioral norms that are followed by members of the organization, including organizational members within the organizational hierarchy, for example for organizations dominated by the founders, the organizational culture within the organization becomes a vehicle for communicating the founders' expectations to other workers.

If a culture is formed from the moral, social, and behavioral norms of an organization based on the beliefs, actions, and priorities of its members, then the leader is definitively a member and influences many behaviors with an example of the sincerity of the members of the organization itself. In any management model, leaders are always responsible for their exemplary (Robbins, 2003).

Organizational culture according to (Wirawan, 2007) has two different levels that can be viewed from the side of clarity, and resistance to change. At a deeper and less visible level, culture refers to the shared values shared by people in the group and tends to persist over time even if group members have changed.

Associated with the work culture, it should be seen first what the meaning of the term work is. Literally, the term work is the act of doing something or something is done to earn a living (livelihood). Thus, the work culture can be defined as a culture to do some work in order to meet the daily needs that are done in the workplace that is in the industry or company. Taking into account the concept and definition of the working culture, the vocational school as an institution that produces skilled labor in the industry must be able to create and form strong character to the students so that after graduation has a work culture that is able to bring themselves to be able to apply in their environment after they graduate from vocational school.

The work culture at the vocational school is carried out by implementing a work-based curriculum, where students carry out practical activities with a proportion of greater theoretical activities, both elementary school practices and field work practices carried out in the industry. Nurturing students to get used to doing work activities is done when students practice. This habituation includes: cooperation, responsibility, discipline, hard work, careful work, and carrying out disciplinary procedures in accordance with applicable regulations. This habituation is trained by productive teachers, especially those who teach practical subjects in vocational schools and by industry advisers as long as students practice field work in the industry. Collaborative learning in schools and in industry is shown as in Figure 2.

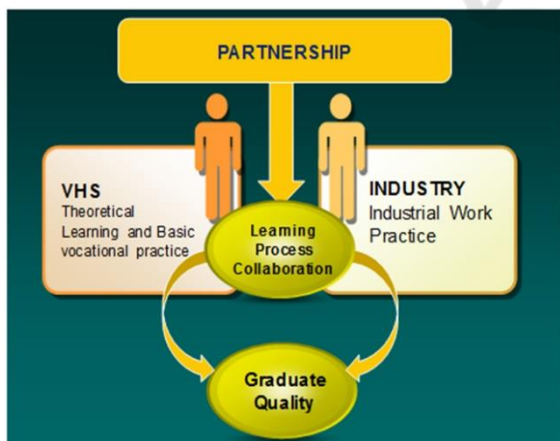


Figure 2: Collaboration of learning processes in vocational schools and in industry.

4 WORK BASED LEARNING THROUGH INDUSTRIAL CLASS IN VHS

The industrial class is part of an alternative learning program which is an option for students to learn hands-on practice with Business/Industry World relevant to their study interests (Hadam, Rahayu and Ariyadi, 2017). Industrial class programs are organized together between schools and the world of work to meet the needs of students and as a contribution of the world of work to the development of educational programs in VHS. With the industrial class, students can fully master the competency aspects required by the curriculum, in addition to knowing the industry in their field of expertise early that later can be used as a provision to work after completing his education.

Through industrial class programs, students gain work experience for the transition from school to the workplace, understanding the world of work and choosing the right job. Establishment of the industrial class can make the students really have the ability and skill that excel in the workplace. Industrial classes able to improve the institution image in improving the quality of graduates also have qualifications and competency standards of VHS and Business / industry

Through the industrial class programs, students gain work experience for work-based learning in industry classes in VHS. It aims to prepare middle-level skilled workers in the industry. To meet these objectives, the school applies Work Based Learning, a Contextual teaching-learning (CTL) approach where the business and industry provides a set of structured workplace-based learning experiences (Siswanto, 2009). Work Based Learning has a broad meaning, which provides learning relevant to real conditions in the industry and familiarizes students to learn to work as work culture in the industry, this means that Work Based Learning will bring students into real working conditions. With Work Based Learning, it is hoped that after students complete their studies in vocational schools they feel confident and adapt easily after they work. the transition from school to the workplace, understanding the world of work and choosing the right job. Establishment of the industrial class can make the students have the ability and skill that excel in the workplace. The industrial class is also able to improve the image of institutions in improving the quality of graduates as well as having qualifications and competency standards of VHS and Business/industry

According to (Reksoadmodjo, 2010), the center of attention in the application of the vocational curriculum is on maximizing the success of the students as they step from the school environment to the business world. Therefore, learning practices in schools should create conditions as the conditions that exist in the company. (Reksoadmodjo, 2010) argues that the opportunity to succeed due to company/industry based learning in schools is a more realistic approach to preparing students in understanding the operational activities of a company/industry.

This company/industry-based learning has consequences that schools should make the company/industry a partner in conducting education. Schools should cooperate in all areas to smooth the learning process, including the preparation of infrastructure, the curriculum used, the preparation of teachers, and other resources. Cooperation in learning based on company/industry need to be realized by the management of VHS and realized in the form of a cooperation agreement between VHS and industry. With the cooperation is expected to link and match in the implementation of education in VHS will be realized.

5 INDUSTRIAL CLASS IMPLEMENTATION MODEL IN VHS

Prosser in (Arikunto, 2003) states "Any effective learning formation will be optimal if training is provided in the context of actual work, rather than on false practice or work". In order for vocational practices undertaken by VHS to be effective, they must be involved in the actual production process, not just artificial jobs or simulations of actual work. There is a need for a learning process that combines lessons that are held in schools and supported by industry ranging from classroom standardization, tools to be used for practice, and competence in accordance with Business World / Industry embodied in industrial class (Hadam, Rahayu and Ariyadi, 2017).

The establishment of an industrial class, beginning with the school together with the partner industry, undertook a mature industrial planning activity. The focus in industrial class planning is the specificity in improving the vocational competencies of students. Graduates in this special class are expected to have competencies that are ready to work and according to industry needs. All activities to be

carried out within the industry class are organized in a memorandum of understanding between the school and the partner industry.

After the industry class is formed, VHS can begin to implement industrial class education according to the agreement. Starting from the acceptance of new students by involving the industry through the exposure of the company profile, followed by basic knowledge test, talent interest test, health test, and psychology test in accordance with the standards of companies that become industrial-class partners. The results of tests that have been done can be informed to prospective students in accordance with the talents and interests possessed. Information on the test results can be used as a prospective student to select the industry class in accordance with the interests and talents of students. The result of student's selection as mentioned above will be obtained by students in accordance with industry standard. After that, only the industrial class education process can be implemented. The process of implementing industrial classes in vocational high schools can be seen in Figure 3.

6 THE BENEFITS OF WORK CULTURE THROUGH INDUSTRIAL CLASS LEARNING

The work culture through learning in the industrial class provides benefits for various parties, namely: for industry, for schools, for parents, and for students. Further described as follows.

6.1 Benefits for Industry

Benefits of industrial class implementation for the industry are (1) Bridging industry with VHS so that it can directly improve the industry image to the surrounding community, (2) minimize training cost and recruitment fee since the industrial class students have received training and materials according to the need industry, (3) Industrial classes can be used as promotional and product development arenas for VHS and surrounding communities; (4) industrial class can also be used as an evaluation of existing products in industry; and (5) facilitate job recruitment as industry can take labor of industrial class.

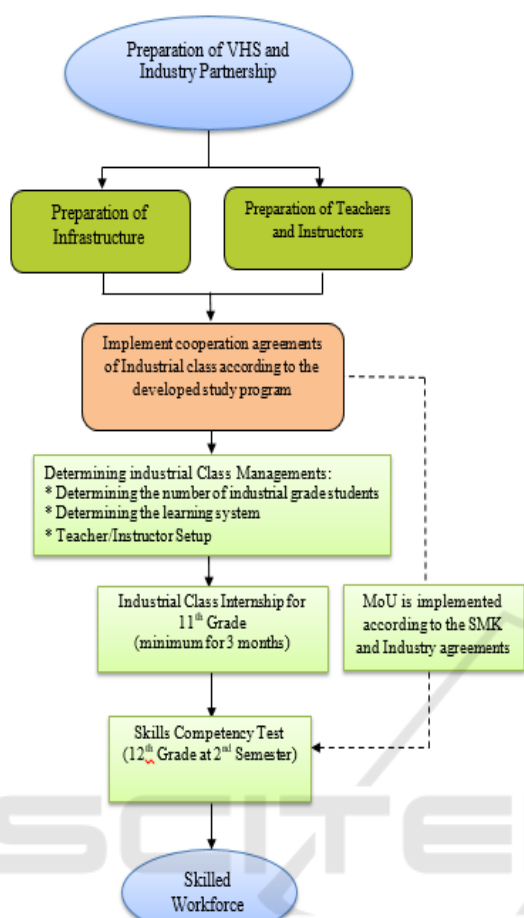


Figure 3: Implementation process of industrial class in vhs.

6.2 Benefits for VHS

The benefits of industrial class for VHS are explained as follows: (1) graduates' absorption increases because of the industrial class, (2) as school promotion to surrounding communities because VHS has industrial class, (3) Because of the industrial class some equipment/machine needed in the practice activities is partly provided by the industry so as to save the cost of education, (4) The school benefits from the provision of infrastructure by the industry, (5) the competency of VHS graduates produced will be in accordance with the demand of industry, (6) increase the teacher's human resources because the teachers get training from industry so that their competence will also increase, and (7) graduates are more qualified because they have competence in accordance with industry demand.

6.3 Benefits for Parents

The benefits of industrial class for the parents are: (1) With the industrial class the expectation of the parents so that the child can work fast can be realized, (2) Parents feel proud because their children are accepted in industrial class, and (3) parents do not have to find a job for their child because they have been recruited by the industry.

6.4 Benefits for Students

Benefits obtained by students in Work Based Learning in the industrial class are: (1) students will be familiar with the attitude and work culture in the industry so that will facilitate students when later working in the industrial world; (2) students will have competencies that meet the needs and demands of the industry; (3) students feel confident because they have the knowledge, skills, and industry experience as a provision to compete in the world of work; and (4) in the learning process, students always receive the latest technology on tools and machines and learning materials in accordance with the development of the industry.

7 CONCLUSION

VHS is an educational institution that aims to produce middle-skilled workforce in the industry, and able to create jobs for themselves and others. Therefore, learning practices in schools must develop conditions as the conditions that exist in the industry. The industrial class assures with learning through Work-based learning approach. The industrial class should be able to create an atmosphere of learning by what is happening in the company/industry, vocational practice activities in the industrial class done with industry standards and produce works that can be utilized by the community. The development of graduate capability through the habituation of work culture in industrial grade students in VHS has great benefits for industry, schools, parents, and students.

SUGGESTIONS

Due to the enormous benefits of developing graduate capabilities through the habituation of working culture in the industrial grade students in VHS, it is expected that VHS managers can organize the implementation of industrial class as a medium for

habituation of work culture for students to finish having the knowledge and skill to compete in the world of work and/or create their jobs.

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