



SHIFT IN ORIENTATION OF VOCATIONAL SCHOOL GRADUATES BASED ON LOCAL POTENTIAL FOR REGIONAL DEVELOPMENT

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Abstract

Indonesia has abundant natural and human potential. The development of vocational schools based on local potential is one of the efforts to prepare skilled labor to reduce the number of unemployed. This article aims to describe changes in orientation of vocational school graduates based on local potential for regional development. The method used is descriptive by examining 34 literacies relevant with research problems. The results of the study found that shifts in graduate orientation can be done by developing vocational schools based on local potential for regional development as preparation for skilled labor, vocational school graduates are projected to work in local and surrounding industries, entrepreneurial graduates are designed to open companies in their own or around so that the natural potential possessed by the local community is not beneficial to foreign parties. The development of vocational schools is carried out by identifying the characteristics of natural, cultural and artistic and technological potential in each region. Extensive natural potential analysis is carried out to determine priority potential so that it can be used as a reference in determining the spectrum of local potential-based expertise.

INTRODUCTION

The population Indonesia in 2000 was 205.1 million, increasing to 273.2 million in 2025. The high population growth demands that the supply of basic necessities be able to meet the needs. In 2018, with the condition of the Indonesian region which is rich in natural potential, it is not able to meet basic domestic needs so the government must import from other countries. Inequality in the rate of population growth is not followed by the preparation of labor to develop the existing natural potential. The number of skilled workers who have the expertise to develop natural potential is very low, so that the natural wealth in Indonesia cannot be felt by the whole community. Indonesia is the country with the largest population in Southeast Asia, so it is very strategic to be used as a market object for producers of domestic and foreign products.

According to data from the Central Statistics Agency (BPS), the number of labor force in February 2018 was 133.94 million people, up 2.39 million compared to February 2017. The labor force is the working population and unemployed. There are 127.07 million people working in February 2018, while 6.87 million people are

unemployed. Compared to a year ago, the number of working population was reduced by 3.52 million while unemployment was reduced by 140 thousand people. In line with the increase in the workforce, the Labor Force Participation Rate (TPAK) also increased. Based on the Education and Culture Statistical Data Center, the number of vocational students in 2018 was 4,867,690 students from 14,148 SMKs. This condition is a considerable potential of Human Resources for Indonesia in preparing skilled workforce. However, in February 2018, the Open Unemployment Rate (TPT) for Vocational High Schools (SMK) was the highest among other education levels, which amounted to 8.92 percent. The next highest TPT is found in I/II/III Diploma of 7.92 percent. In other words, there is a supply of labor that is not absorbed especially at the level of vocational education and Diploma I / II / III. Those with low education tend to want to accept any job, it can be seen from the elementary school TPT to the smallest among all levels of education which is 2.67 percent. Compared to the condition of a year ago, the increase in TPT occurred at the level of I / II / III Diploma, University and High School education, while the TPT at other educa-

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tion levels decreased.

Efforts made to reduce unemployment are development policies to improve the welfare of the population with the employment sector. An increase in the number of unemployed indicates that poverty and social problems are still the actual conditions in society. The Government of the Republic of Indonesia plans economic development that is able to meet its own needs, fair and prosperous based on the potential of the region. The master plan (Master plan) of the Acceleration and Expansion of Indonesian Economic Development (MP3EI) in 2011-2025 is divided into six corridors according to regional potential, namely: (1) Sumatra as a center for production and processing of natural resources to serve national energy needs; (2) Java is a national industrial driver and service provider; (3) Kalimantan as a national mining production and processing center and energy reserves; (4) Sulawesi as a center for the production and processing of agriculture, plantations, fisheries, oil and gas and mining; (5) Bali-Nusa Tenggara as a center for tourism and national food support; (6) Papua-Maluku Islands as a center for national food, fisheries, energy and mining development.

The formulation of vocational education goals and the determination of appropriate efforts to be in harmony with the world of work is an important work for policy makers and implementers. The implementation of vocational education tends to prepare graduates to work, but the diverse needs of society requires the purpose of vocational education not only to function in preparing graduates to become workers but more complex functions. Vocational Schools are vocational education institutions that prepare graduates to work as experts in accordance with their respective fields of expertise. Vocational Schools are the government's solution in preparing skilled workers to meet the needs of skilled workers in 2030. Indonesia is predicted to become the largest country in 2030 with a total of 113 million skilled workers. One potential provider of prospective workers is graduates of vocational schools.

METHODE

The type of research used in this study is descriptive research by examining 34 literacies related to vocational schools based on local potential for regional development. The results of various literature studies will be used as a reference in identifying vocational schools based on local potential for regional development so that the impact of graduate orientation shifts in Indonesia.

RESULT AND DISCUSSION

Law Number 22 of 1999 Article 11 stipulates that education and culture is one of the fields of government that must be carried out by District and City Regions. The purpose of the handover of authority is to improve education services that are more quality, relevant, and evenly distributed to local communities. In addition, Law Number 20 of 2003 article 50 paragraph (5) stipulates that the District and City Government manages primary and secondary education, as well as education units based on local excellence. Based on the regulations in the legislation it can be concluded that local governments are given the freedom to make planning, management, and evaluation and financing of education programs. The strategy of empowering education according to the spirit of decentralization and regional autonomy according to Wagiran (2010) can be seen from the following indicators: (1) the availability of increasingly varied educational institutions in the regions, which are tied nationally with the vision and mission of national education; (2) the number of educational institutions efficient; (3) educational institutions supported by effective and efficient organizations in their management; (4) quality and variety of infrastructure and facilities of educational institutions; (5) level of independence of educational unit institutions in planning, implementing, and asking for input from the community and stakeholders.

Career Orientation Graduates of Vocational Schools

According to Maley (2009), graduates career can have a quality lifestyle in rural areas with longer blended learning programs. The main factor for achieving student success is through an approach by developing teacher professionals who utilize local technology and culture. While according Abdullah (2018) there is a significant relationship between selfknowledge, and occupational exploration, and career decision-making among graduating students and there are significant relationships between self-knowledge and career decision-making as well as between occupational exploration and career decision-making. Career graduates are influenced by classroom learning, this is supported by Hee Choon (2014) that in the learning process, students tend to like a deep learning approach from both age and gender groups. Other study according Paimin (2011), there is a strong correlation between strategy, motive and intention of these engineering undergraduates. that learning strategy did not have a direct relationship with learning

intention unless mediated by learning motive. Decision making by graduates is characterized by: 1) get out of socioprofessional and economic downturn; 2) recognize yourself, personally and socially; 3) theoretical and practical value; 4) utilize supporting conditions; and 5) reconciliation of known closeness (Cournoyer, 2017). Wagiran (2008) shows that the top ten skills expected by the industry include aspects of honesty, work ethic, responsibility, discipline, applying safety principles, initiative and creativity, cooperation, adjustment, self-confidence, and tolerance. Soft skills have a significant role in determining the success of a business/industry and the success of the employees.

Inside the twenty-first century place of work, academic qualification is now not a passport to secure or protect jobs (Mazwin, 2006). Employers are more and more searching out extra than a simply academic degree acquaintance and hard skills; they desire ‘work-ready’ graduates alongside wanted soft-skills. Employers worldwide own been acute considering graduates and their readiness for the globe of work (NCIHE, 2009). The quality of students when apprenticeship greatly influences the skills and personality of graduates after becoming a workforce (Jingzhou, 2018). Career vocational school graduates are influenced by several factors, one of which is the planning of vocational programs. The ability to build human relationships, the ability to utilize information, the ability to plan for the future, and the ability to make decisions are goals that must be prioritized in planning vocational programs to produce productive graduates (Morita, 2018). Thomas (2011) said that giving knowledge or skills, if done regularly and continuously, students/graduates will master the knowledge or material thoroughly.

Career guidance, the process of learning theory and practice and the performance of vo-

educational schools in preparing graduates who are ready to work continue to be improved. So it is expected that after graduation can work in accordance with the area of expertise that is owned. However, the projection of vocational school graduates has not been designed optimally, so that graduates cannot be absorbed in the workforce to the fullest. Inequality between relevant job vacancies in each region requires graduates to move to regions that in fact provide relevant job vacancies. Such a situation is carried out by graduates from all regions who need these job openings.

The impact was the explosion in the number of job seekers in several regions to compete in taking jobs. The number of vacancies that cannot accommodate all the number of job seekers causes many graduates of vocational schools who are unemployed and choose to return to the area of origin to work anything even though it is not relevant to the area of expertise they have. The cycle that occurs is the preparation of skilled workforce has been done well by vocational schools through the process of learning practice and theory, then after graduating from school they look for work outside the area to get a job that is in accordance with their expertise. The reason is that the number of relevant job openings in the area of origin is less able to facilitate both the number of vacancies and wages. Poor synergy between education, the world of work and local governments has led to the projection of vocational school graduates experiencing mass confusion to determine their careers. Governments that are less planning the needs of workers from vocational school graduates in each sector of the field of expertise cause the unemployment rate of graduates of vocational schools to be very high. The graduate orientation scheme can be seen in Figure 1.

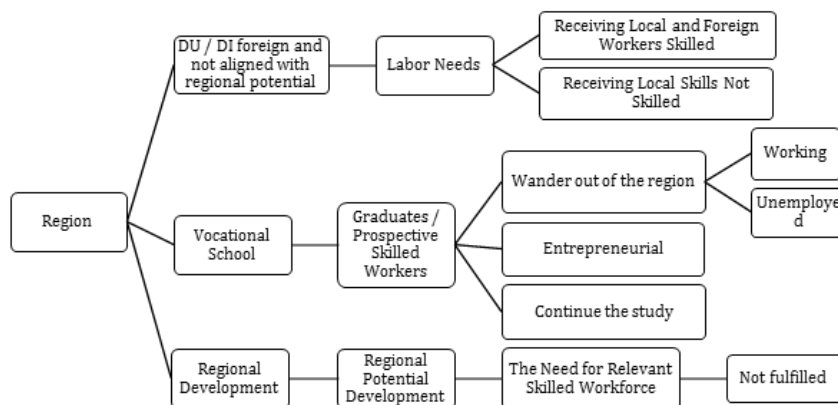


Figure 1. Orientation for Vocational School Graduates

Vocational School Based on Local Potential

Local advantages are the produce of the earth, the creation of art, tradition, culture, services, services, natural resources, human resources or other which are the advantages of an area (Dedidwitagama, 2007). According to Santoso, et al, (2011) Diversity of Natural Resources, Human Resources, geography, history, and culture of each region are assets of national development. Asmani (2012: 30), a local advantage possessed by a region can be more empowering of the population so that it can increase income or increase PAD (Regional Original Income). Vocational education is an education that aims to prepare graduates to enter the world of work. Clarke and Winch (2007:9) say that vocational education is confined to preparing young people and adults for working life. Gunderson (2004: 3) states that Vocational Education includes courses and programs at various educational levels for selected careers in an occupational area While Billet (2011: 2) states vocational education as education for occupation. In the international context, vocational education is commonly referred to as Technical and Vocational Education and Training (TVET). TVET is concerned with the acquisition of knowledge and skills for the world of work (Gough, 2010: 1). Vocational education involves preparing people for the world of work, that is, preparing them to “make a living” by the nearby and distant societies (Thomas, 2005: 626). In line with that, Rauner (2009: 1451) states that Vocational education differs from all other types of institutionalized education at schools and universities in that learning about the process is an indispensable part of professional competence development”. Based on this statement it is clear that vocational education focuses on efforts to prepare graduates in accordance with the demands of the world of work. The consequences vocational education have to adaptive to the changing world of work.

Expertise programs developed in vocational schools tend not to be based on regional potential needs, only a few vocational school graduates can be absorbed by local industries because most industries still use traditional methods of knowledge and production processes (Abdurrahman, 2016). One of the graduates is not maximally absorbed is because middle age population cannot have vocational schools that can facilitate, according to Mirza (2008) the inequality of education especially in terms of quantity / number of vocational schools affects the number of skilled labor produced so that the industry will use labor outside the area. Kilpatrick (2004) argues

that educational and training institutions have an important role in regional development or are the key to interaction for the community with the government in regional development. The growth of an economic sector that occurs in a region will have an impact not only on economic growth in the region, but also on the economies of other regions (Setiawan, 2006).

The development of education based on local potential should be carried out with in-depth and systematic studies to produce targeted planning. According to Wagiran (2010), there are 4 main focuses on the in-depth study, namely; (a) analysis of potential and resources, (b) drafting several concepts concerning regional (regional) education development, (c) short, medium, long term programming, (d) human resource planning and supporting facilities. Wagiran also said that to produce a regional/local potential education based model or master plan, the scope of the development study activities could be presented as follows:

- a. Identify all existing infrastructure both education and economic infrastructure
- b. Exploration of potential resources owned to improve the quality of education as expected
- c. Making plans for the initial development of the education system within the framework of educational reform by taking into account the vision proposed and its implementation in the field.
- d. Analysis and development of existing education program strengthening plans and the creation and development of new education programs and even new educational institutions according to their potential and needs
- e. Making plans for improvement and early development of learning systems in educational institutions

Measures that can be taken in determining the vocational programs needed by the region according to Wagiran (2010) include: (1) determining the regional typology, (2) determining the supply of regional labor, (3) taking into account labor requirements, (4) taking into account the needs regional labor, (5) determine the number of educational institutions based on vocational fields. This step can be shown in the diagram in Figure 2.

In line with Wagiran, Nurtanto (2016) suggested several considerations in the development of vocational education based on local potential in each region, namely regional characteristics, local government regulations, public

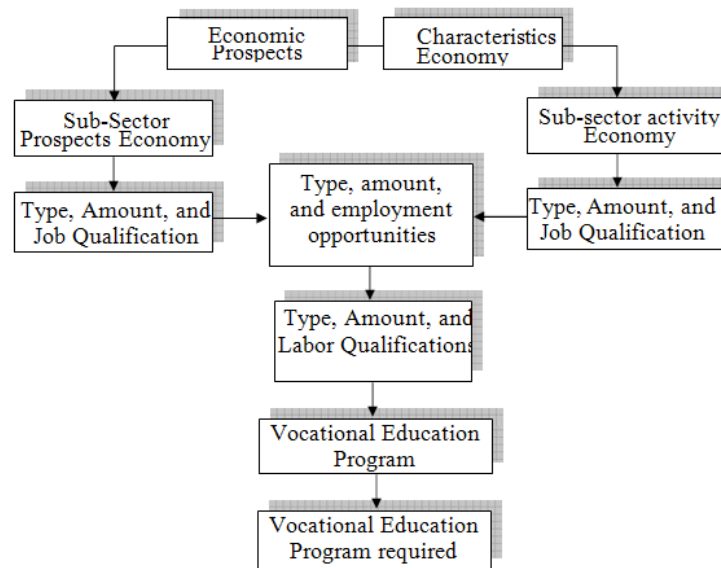


Figure 2. Program Determination of Vocational Schools Based on Local Potential (Wagiran, 2010)

awareness, school readiness, and local industry characteristics. The development of vocational education is carried out with complicated preparation. Britto (2012) said that one of the best strategies to ensure individual, community and state development is through several readiness including: school funding readiness, students, facilities (facilities and infrastructure) and families. Such readiness is an important consideration for developing vocational education, so that in its implementation it is expected to produce qualified graduates. Maekae (2013) revealed that the development of education in an area has an impact on the survival of people in the area and has a major impact on the development of the industrial world and the quality of human resources produced.

Various literatures related to vocational schools based on local potential to support regional development programs that have been reviewed can be used as a reference in creating a new paradigm or shifting orientation of graduates from vocational schools. The steps that can be taken to create such things are:

- a. Develop vocational schools based on regional potential. At this stage, identification is made of the characteristics of natural potential, culture and science and technology in each region. Extensive natural potential analysis is carried out to determine priority potential so that it can be used as a reference in determining the spectrum

of local potential-based expertise. Vocational school needs must be relevant to the needs of the workforce.

- b. Synchronization of the functions and objectives of developing vocational schools with regional development programs owned by the local government.
- c. Providing opportunities for local communities and vocational school graduates to open local companies based on the development of regional potential in each village and sub-district, thereby increasing the number of job openings. At this stage it is expected that vocational school graduates as skilled workers can be used by the regions to advance their own regions rather than advance foreign parties/companies.
- d. Calculating the needs of local workforce from vocational school graduates to fill each leading sector in each region, so that the expected number of students who graduate can be absorbed maximally in the region and around to develop local potential.

The shift in orientation of vocational school graduates needs to be done so that the quality of each region in Indonesia has developed evenly so as to increase local revenue and reduce unemployment. The orientation shift has a scheme: (a) the area has abundant local potential and has a regional development program to develop local potential so that from synchronization the two aspects can be used as a reference

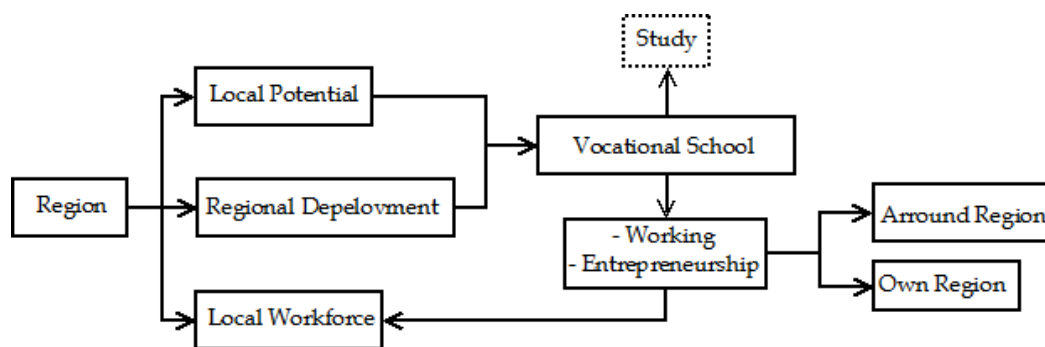


Figure 3. Shift in Orientation Graduates

in developing vocational schools based on local potential; (b) vocational schools have graduate projections into 3 categories, namely continuing study, work and entrepreneurship; (c) local governments open relevant jobs and provide opportunities for the community to create local companies/industries as an effort to develop local potential. (d) graduates who work and entrepreneurship are projected to work in the industry or entrepreneurship in their own area or surrounding area. Vocational school graduates as skilled workers should be utilized by local companies, local governments and communities to advance their own regions rather than benefit foreigners. Shifting orientation of graduates can be seen in Figure 3.

CONCLUSION

Changes in the orientation of vocational school graduates need to be done considering the quality of progress in each region is not equal, one of the causes is the need for skilled labor that is not met by the region to develop local potential. The conditions that are prevalent are graduates of vocational schools competing for jobs to look for work outside the region that has jobs relevant to the area of expertise possessed by graduates. This makes competition more difficult and increases educated unemployment. The new scheme is that vocational school graduates work to develop their own regions and help local governments in developing the local potential of each region.

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