

The Challenges And Risk Of Development Vocational Education In Indonesia

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Abstract

The quality of human resources (human resources) really depended on good and bad points of the educational agency that prepared him. By paying attention to this link, then the urgency of the quality educational agency had finally become the key strategy in order to gains the height of the quality of human resources. Vocational education that was quality became one of the most important answers for the Indonesian nation towards the demand of the globalisation. The quality of the graduate of Vocational Education that was high, required the adoption action and the adaptation of all the requirements for the work institution/the industry, furthermore reconciled the international standard of manpower, as well as filled the current legislation regulation. Vocational education aimed at increasing intelligence, knowledge, the identity, the noble moral, as well as participants's skills educated to live independent and followed education further in accordance with the program Vocational education (Permendiknas No. 22 Th. 2006). There were two spectra of the territory that became the aim of Vocational Education, that is preparing participants educated to the world of the work and at the same time the academic world. Therefore, then the Vocational educational curriculum became more complex both planning and his implementation. In the Vocational educational curriculum the achievement was in two spectra of the territory, that his achievement through the application of the curriculum comprehensively. This curriculum it was hoped guaranteed fully the achievement from the aim of Vocational Education. Therefore, in his fact of Vocational Education needed the operational fund that was far more bigger than that was needed by middle education the public.

Keywords: Vocational Education, Human Resources Quality, Quality Educational Agency

Introduction

According to social historical perspective, vocational education in Indonesia born with basis idea as same as in other country. To fulfill the need of skilled labor force become the most dominant reason that the other reason. In Indonesia industry take minimal responsibility, it means they have advantage position. Was different from Indonesia in many developed countries of the work institution/the industry shared the role equally with the government, even in the certain country the work institution/the industry that played an active role in holding Vocational Education.

Refer to the history like this, that apparently currently has become a tradition, the development of Vocational Education in Indonesia always experienced high resistance. At first when the government always played a role in bearing the task fully. Now the awareness in the circle of the manager of the work institution/the industry always did not yet achieve the situation that properly. Despite they always realize that the success of Vocational Education becoming the indicator for the received quality human resources, that is as that was wanted by them. So as until this then the proportion of the role and government responsibility was still being too dominant. The domination of the role day by day was increasingly strong was urged by increasingly the increase in the number of graduates of the public's school that could not continue the study to Higher Education. So as this phenomenon at the same time to pushed the government to rise Vocational Education in Indonesia.

The development of Vocational Education really depend on condition of his determining parameters. Several among them that most important was, was related to the choice of the foundation of implementation philosophy, human resources, infrastructure means, the support of the work institution/the industry, as well as the funding component. The short analysis about the challenge and the risk of the development of Vocational Education was observed had a basis in his parameter of the determining parameter was as follows.

The choice of the Foundation of Implementation Philosophy

Basic philosophy of the implementation of Vocational Education basically was critical planning, the implementation, and finally certainly will directly in the quality from the implementation of the Vocational Education personally. Whereas the election philosophy this implementation, clear had the requirement for the government that was urgent to answer or determine the certain answer to the choice that became the foundation for the implementation of Vocational Education. The choice of some sort answers that were considered to be appropriate, exact apparently the answer moved from the question how necessarily the government determined the role of the work institution/the industry in the implementation of Vocational Education? This answer substance was important, in order to reaches some understanding the perception and the action from all the components that were directly involved and indirectly in the implementation of Vocational Education.

In the circle of the work institution/the industry developed the discourse that really was rooted when the provisions of human resources that they the recruit always was available and was provided by the government or private education institution. This view was really supported by the government attitude that apparently too much took responsibility unilaterally. If being paid attention to more thorough, at least had three reasons why the

government have an attitude like that. Firstly, the current legislation regulation required the situation to be like this took place; Secondly, there is interpretation that was very strong in the government side to give the service that was maximal to the community including the work institution/the industry; Thirdly, the government until now failed to ask the work institution/the industry played an active role in the process of the implementation of Vocational Education.

Regarding efforts to rise Vocational Education then must be formulated by the step in the most just solution was felt by all the interested sides. Steps that were considered to be exact were, resolved all the problems of Vocational Education had a basis in efforts to bring about the implications of three justice principles below this.

1. The first justice principle,

The need was filled by the requirement together reasonably for sides that were interested with Vocational Education, That is the government, the manager of the work institution/the industry, and the community.

The requirement together that most was needed for the three of them was, the achievement of the quality of the implementation and the quality produced by Vocational Education. Therefore, the organiser of Vocational Education as the side that carried out the curriculum that already programmed, Must gave the guarantee for was received by him the achievement of the quality of the process of the implementation and the quality of results that were hoped for.

2. The second justice principle,

The need was realised of the distribution of balanced responsibility between all sides that was interested with Vocational Education. Shared responsibility of becoming the key word in order to receives quality and based results justice. The government through Vocational Education the country or private enterprise was responsible for the implementation of Vocational Education in accordance with the curriculum and filled the condition for the achievement of the aim of Vocational Education; the work Institution/the responsible industry supported fully the implementation of Vocational Education in the field, that is providing infrastructure means of the practice of the work/the apprentice the teacher and the student; While the community and the responsible school committee helped the government and the work institution/the industry in the implementation of Vocational Education, help that was meant to have the shape of the contribution, advocacy and the supervision.

3. The third justice principle,

The need was implemented the supervision/the responsible supervision and accountable towards the implementation of Vocational Education. The supervision was carried together out by the government, the work institution/the industry, and the community. The supervision with this was very significant while the implementation of Vocational Education took place. Because of that must be planned exactly and calculative. The mechanism of the supervision was compiled in a manner was programmed and details, also results of the supervision must clear his implications. What, when and whoever was responsible did, as well as how a result of the supervision must be followed up.

Human Resource

Human Resources Vocational Education in real terms was required had the special specification, nearby academically must comply with the provisions of regulations that obtain. Where Vocational Education human resources were required to have the qualification of the certificate of strata one (S1) or the diploma of four (D4) in the field Vocational for SMK (*PP RI No. 19 Th. 2005 tentang Standar Nasional Education*). Beside the provisions of the qualification, Vocational Education human resources must have the adequate industrial capacity, were measured, and were renovated. This industrial capacity was formed by the industrial experience. The available fact in the field shows, in order to fills the other part of the current legislation regulation, the Educator Vocational SMK that has been assigned to continue to be obliged to have the profession certificate, that only could be received after someone was stated passed the competence test. In order to carries out the obligation, then must be carried out by several activity agendas for the educators vocational the country and training private enterprise for preparations for certification. Till at this time most educators Vocational did not yet have the profession certificate.

The industrial capacity was the main prerequisite of the two for a Vocational Educator after having the qualification and the appropriate certificate. The industrial capacity could be only owned by someone through the direct experience in the work institution/the industry. Therefore the Educator Vocational must experience the work of the practice in the work institution/the industry. The industrial capacity the Educator Vocational was the spectrum that was exact as efforts to make the understanding of the student about the work institution/the industry, before the student personally directly carried out the practice of the work.

The fact in the field shows, the Educator Vocational most did not yet have the industrial capacity. The industrial experience was uptil now received by the Vocational Educator in the number that did not satisfy, actual the number was not enough to form the industrial capacity. Most Vocational teacher received this experience in the form of the visit to the work institution/the industry, not experienced the direct work in the place.

In the context of the problem of Education Vocational human resources, there were two problems that quickly must be resolved. First was the problem in the normative territory, that is any matter that was related to certification of the Vocational Educator in the position and pre the position. Secondly was the problem in the territory of the field fact, that is efforts terencana that must be carried out in order to strengthen the industrial capacity of the educators Vocational.

Structure and Infrastructure

Infrastructure means for operate Vocational Education still could not be up to now filled in accordance with the standard criterion. This fact had a basis in fact did not yet satisfy him good infrastructure means qualitative and quantitative, to the reality was not the calculation the contraction the qualitative value from available infrastructure means and has been made use of. The problem of infrastructure means in a sense qualitative in relation to not appropriate between skills that were hoped for the curriculum and infrastructure means that were available to develop the skills.

Still in the same context, the problem of equality (not the similarity) between infrastructure means that were used by Vocational Education and infrastructure means that were used in the work institution/the industry. Whereas the quantitative problem was to be related to the distance of the available proportion with the ideal proportion about the ratio between the number of students and the number of infrastructure means who was available, as well as the ratio of the number of students and the number of teachers.

Another thing that was striking enough about these infrastructure means of being the problem of the distribution. There was the acceptance variation that was very striking between Vocational Education one from other, that the institutions were managed by the government.

The support of the Work Institution/the Industry

The co-operation with the industry in the context of the implementation of Vocational Education was the purposeful co-operation to develop the industrial capacity for the student and the teacher.

Until this the co-operation became the problem was most serious apart from the physical territory limit of Vocational Education. In fact, there is un-balanced the will from two institutions that make this co-operation.

In this case the Vocational educational institution more active and was impressed more needed, now the other thing and even was the reverse shown by the side of the work institution/the industry. So as to be needed an efforts to balance him.

As for to bring about the condition, the role of the side that had authority to become an obligation. The side that was most authorized in this context was the holder of the authority, that is the government. The work institution/the Industry in Indonesia most had the history of the struggle that was very simple in connection with the fulfilment of its manpower. Until now they were always fed by the graduate of the Vocational educational institution when needing the prospective worker, and in the more unethical limit the work institution/the industry occasionally dictated his will and even considered the achievement of the Vocational educational institution not exactly. Ought to have the distribution of clear responsibility for the provisions of this prospective manpower.

The work institution/the industry necessarily open and planned could receive the student and the teacher for the practice activity of the work. The conclusion is, the authority of the government really was needed to place the work institution/the industry carried out the obligation that properly. The regulation that was more certain became the very exact and effective solution.

Conclusion

The implementation of Vocational Education need the fund was far more bigger than that was needed for the implementation of the other educational kind. This could be understood because of the procurement of infrastructure for the studies have very high value of the price. Beside the cost of infrastructure for the study, the operational activity was the fund absorbent number two in the implementation of Vocational Education.

Funding of Vocational Education fully is not borne by the government, especially the implementation of Vocational Education private school. The fact in the field shown, the government did not have the capacity to fulfill fully the requirement for the development of Vocational Education in Indonesia, at first if must funding the requirement for the Vocational educational institution private school.

Had a basis in the capacity of the government fund, then efforts developed Vocational Education that was ideal basically still needed the support and the third party of private enterprise's side, beside the community's support (*Undang Undang Republik Indonesia No. 20 Th. 2003*). Moreover in several forthcoming years the government planned to emerge the amount of Vocational Education. The increase in the number that was planned made the number of Vocational educational whole to be bigger than the amount of the public's education. The ratio now between Vocational Education and the public was 35% SMK and 65% of SMU. while in several years in the future were planned by the proportion conversely could be reached.

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