

Revitalisation of Vocational High School in the Business and Management in Indonesia

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Abstract. Indonesian demographic premium with the profile of productive age dominated by general high school graduates negatively affects national productivity levels. As an institution that produces skilled labour, vocational high school is expected to become an institution that provides a solution to increase labour productivity. As a government strategy to overcome these problems, the Presidential Instruction No. 09 of 2016 to revitalise the vocational high school aimed at improving the competence of vocational high school graduates. This research aims to see how the revitalisation programme designed by the government is driving vocational high school majoring Business and Management in Indonesian. The study uses a mixed method with document analysis, interviews, and questionnaires. The results of this study show that 60% of vocational high school curriculum in SMKN 2 Pariaman has met the requirements of the industry, while 40% has not. Since the industry is not yet involved in the preparation of the vocational high school curriculum, then the revitalisation programme has not fully impacted vocational high schools in Indonesia.

Keywords: curriculum, revitalisation, vocational high school

Introduction

Indonesia is the largest island state in the world with about 267 million inhabitants and consists of 34 provinces. The land area of Indonesia is spread over 17,491 islands, of which 6,044 are inhabited. In addition, the state of Indonesia has diverse ethnic groups with different cultures, languages and landscapes.

Due to geographical condition and great difference in culture, it is difficult to realise the equality of development in all areas. Indonesian demographic premium with the profile of productive ages dominated by general high school graduates negatively impacts national productivity levels. This is reflected in the fact that Indonesia occupies relatively low levels of labour productivity compared to other neighbouring countries. Indonesian productivity is only 1.37% or almost four times lower than Thailand's productivity, which reaches 5.28%.

Indonesia's productivity score is also lower compared to Vietnam (4.39%) and Malaysia (2.16%) (Tsuchiya, 2018).

This situation requires the Indonesian government to immediately provide skilled and trained labour through education to be able to increase productivity and competitiveness. Education in a country is a systematic process that trains human resources to develop the country. One of the government's strategies to prepare a skilled workforce is to improve the access, quality and relevance of education, including the development of vocational education to strengthen innovation capacity and increase creativity. One form of vocational education is the vocational high school.

Vocational high school is a secondary education that priorities the development of students' ability to perform certain types of work. Vocational high school priorities the preparation of students to enter the labour

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market and the development of vocational attitudes. In accordance with its objectives, vocational high school organises educational programs tailored to specialisations (Pemerintah Republik Indonesia, 1990). The Vocational education system is currently considered inadequate as it has produced few sufficient tertiary degrees qualified for high-skilled employment. The existing Vocational education system results in many low-skilled degrees, while the labour market has limited capacity to absorb Vocational high school graduates

The number of vocational high schools in Indonesia is currently 14,234 schools consist of 3,610 state schools and 10,624 private schools; while the number of vocational students is 5,079,386, of which 2,242,285 are state schools and 2,837,101 are private schools. The following table provides information on the number of vocational students by field of study.

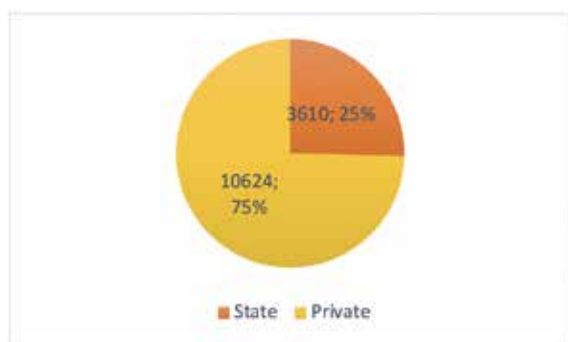


Figure 1. The number of Vocational high school in Indonesia

Source: Directorate of Vocational School, Access on 20.06.2020

The vocational education system is currently considered to be inadequate where the existing vocational high school system leads to many low-skilled qualifications, while the labour market has limited capacity to take up vocational high school qualifications. Competition for vocational education qualifications in the labour market or for finding job is quite hard because the increasing number of qualifications is not matched to the growth in job opportunities commensurate with their abilities. This research analyses the correspondence between the curriculum of the vocational school in Indonesia with the needs of the labour market in the field of business and management with the needs of the business and industrial world (DUDI) after the implementation of the revitalisation of vocational education (Dewi, 2015). The

inconsistency between supply and demand for vocational education majoring business and management qualifications and the possibility of labour needs is shown in table 1 below.

Table 1
Supply and Demand for Subjects of Business and Management Qualifications

Major	Business and Management
Graduation	348.954
Employment Opportunities	119.255
Plus/Minus	-229.699

Source: Report for Vocational School Counselling, Ministry of Education and Culture 2016, accessed on 09. 07. 2020

Table 1 above shows that while there are 348,954 business and management qualifications, only 119,255 of them get jobs (which are not balanced) and cause the rest of 229,699 unemployed. The reason for this to happen is because the job opportunities for business and management skills can also be fulfilled by other secondary education qualifications such as general secondary education qualifications.

According to data from the Statistical Center, the number of open unemployed in Indonesia in August 2019 is 7.05 million people, and when broken down by level of education, vocational school qualifications are the primary focus. The unemployment rate of vocational school diplomas reached 10.42% in August 2019, and has fallen to 11.24% or 1,731,743 persons in 2018.

Table 2
Data on the Open Unemployed by Level of Education (%)

Education Level	Vocational School
2017	11.41
2018	11.24
2019	10.42

Source: National Labour Force Survey, accessed on 08. 07. 2020

The table above shows the percentage of open unemployment based on educational attainment in Indonesia. Looking at the overall percentage aggregate, the open unemployment rate of vocational high schools is the highest. On the other hand, the vocational high school also shows a good downward trend compared to other graduates of other educational institutions.

Achieving educational goals is not maximised because the education system hardly gives learners room to develop their potential, talents and interests. As a strategy in facing the challenge, the Indonesian government has issued Presidential Order No. 09/2016 on the revitalisation of the vocational high school. Revitalising education is a more careful and responsible endeavour that can realise the development of national education.

Based on the above problem, this research aims to analyse the suitability of the vocational education curriculum in Indonesia with the needs of the labour market in business and management with the needs of business world and industry world (DUDI) after the enforcing of the revitalisation of vocational education by conducting a case study at SMKN 2 Pariaman, where this SMK has implemented revitalisation programme.

Revitalisation

Revitalisation is an approach that has been protested because the term is defined in Europe as a solution to urban problems as well as urban redevelopment and urban renewal. Both approaches are referred to as abortive approaches. The revitalisation approach is a popular term in urban regeneration today. The definition of revitalisation can be viewed from two angles:

First, in terms of urban planning science, revitalisation is an effort to improve the quality of a particular function or area that has been degraded in some way functionally, environmentally and visually and implies the presence of efforts to use, protect, preserve and enhance the value of social and cultural. In other words, the revitalisation approach is not an abortive effort (Djoeffan, 2004). *Secondly*, revitalisation is an attempt to address and revive certain wisdom or traditions. A particular tradition here means the tradition of a particular group. It maintains the links of civilisation in order to survive in its life (Mattulada, 2000).

According to the great Indonesian dictionary, revitalisation means the process, method, and act of reviving something that

was previously insufficient. Revitalisation can also mean making something or an action vital. While the word vital has a very important or very necessary meaning (for life and so on) (Pemerintah Republik Indonesia, 2016). Revitalisation is an action aimed at the all-encompassing, lasting and all-round solution to urban problems. This implies that revitalisation requires both an integrated and a strategic approach (Roberts & Sykes, 2000).

In other words, revitalisation can mean the process, method and/or action of reviving or reactivating various programme activities. Or to be more precise, revitalisation is the revival of vitality. The revitalisation of education is a more cautious and responsible effort that can bring about the development of national education. Revitalisation is also a precise step over time to meet changing demands on skills and qualifications.

Revitalisation of the Vocational High School

According to DKI Jakarta Governor's Regulation No. 32/2019, revitalisation of vocational high school is systematic, planned, measured and organised efforts to achieve the objectives of developing quality vocational education in vocational school to improve the quality and competitiveness of Indonesian human resources by optimising all related elements (Sutiyoso, 2005).

The goals of the revitalisation of vocational high school are as follows: (1) Improve the links and match between the implementation of secondary vocational education in public and private vocational schools and the business/work practices implemented and developed by economic operators and industry; (2) Change the paradigm of vocational school and promote the creation of degrees without paying attention to the needs of the labour market; (3) Change the learning in VET unit based on the needs of the labour markets; (4) Increase the independence and quality of the delivery of vocational education and training as a basis for revitalisation.

In relation to Presidential Order No. 09/2016, the Minister of Education and Culture clearly instructs to refine and align the vocational school curriculum according to the competency requirements of graduate users (link and match) (Pemerintah Republik Indonesia, 2016).

Table 3
Area of Revitalisation in the Vocational High School

Curriculum
Teachers
Cooperation with Industry
Certification and Accreditation
Infrastructure and Institutional Facilities

Source: Adam and Rahayu, 2017

Referring to the revitalisation aspects mentioned above, this research will focus on the aspect of adapting the curriculum to meet the needs of business and industry (DUDI). The revised post-revitalisation curriculum includes (Adam and Rahayu, 2017): (1) Link and Match; (2) Change the approach from supply-driven to demand-driven; and (3) A change from dual education system, which is school-based, or the so-called "school-based programme", to the "dual-based programme".

Based on the evaluation data of the Directorate of Vocational School Counselling, Ministry of Education and Culture of the Republic of Indonesia, it is known that the vocational school curriculum in Indonesia before the revitalisation has not yet met the needs of labour market. This can be seen from the subjects that vocational students learn in the individual subject areas, that there are more normative and adaptive subjects than productive ones. In addition, the curriculum content, objectives, facilities and infrastructure, and media do not meet the standards required for business and industry (DUDI). This is due to the lack of cooperation between vocational schools and business and industry. The inadequacy between the vocational high school curriculum and the needs of the labour market is one of the factors underlying the low quality of vocational school qualifications (Disas, 2018).

Curriculum of the Vocational High School in Indonesia

The vocational high school in Indonesia currently uses the 2013 curriculum that has the following features: (1) Developing a balance between the development of spiritual and social attitudes, curiosity, creativity, collaboration and the development of intellectual and psychomotor abilities; (2) The school is part of the community offering

a planned learning experience in which students apply what they learn at school to the community and use the community as a learning resource; (3) Development of attitudes, knowledge and skills and their application in different situations in schools and communities ; (4) Allow sufficient time for the development of different attitudes, knowledge and skills; (5) Competencies are expressed in the form of class core competences, which are further detailed in the basic competences of the subjects; (6) Core competences become organisational elements of core competences, in which all core competences and learning processes are developed in order to achieve the competencies identified in the core competences (Kemendikbud, 2018)

The Curriculum Development and Alignment Programme is a strategic step to facilitate the fulfillment of the supply side in the form of vocational school qualifications and the demand side in the form of labour requirements; the stages of curriculum development can be explained by the model developed below (Schoenfeld, 1998).

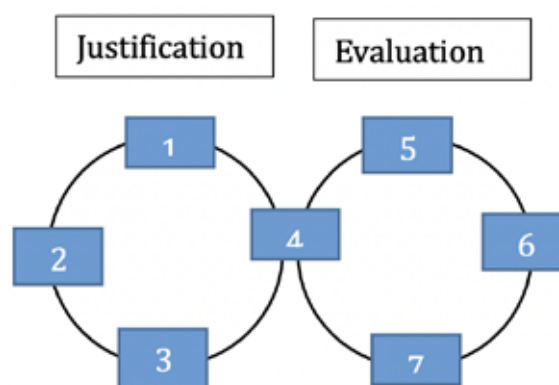


Figure 2. Model of Curriculum Development
Source: Nölker, H.; Schönfeld, E. : *Guide to Courses and Teaching Texts*; Berlin: BIBB 1991, p. 21.

Description of figure : (1) Situation analysis, (2) Conditions, (3) Didactic analysis, (4) Learning objectives, (5) Organisations of learning, (6) Teaching learning process (7) Evaluation

Meanwhile, general principles for the development of vocational school curriculum are as follows (Soemanto, 1986):

Relevance

There are two types of relevance, namely internal and external. Relevance means conformity or consistency between the curriculum components, i. e. the objectives of vocational school, content, delivery process and evaluation

Flexibility

The curriculum is flexible in that it can be easily adapted, modified, completed or reduced, as it responds to the needs and conditions of the ecosystem and local capabilities, so that it is neither static nor rigid

Continuity

The learning process and the development of children’s learning is continuous, non-intermittent or stopping

Scheme for Adapting the Curriculum of vocational school

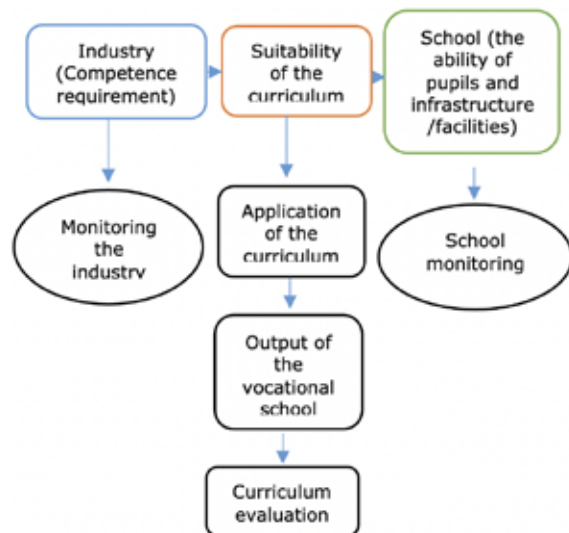


Figure 3. Scheme for Adapting the Curriculum of the Vocational High School
 Source: Kemdikbud.go.id, access on 05.07.2020

The above figure explains that the scheme for adapting the vocational school curriculum is based on a dual system. The dual system of vocational education is a form of technical qualification that systematically and simultaneously combines school-based education with the mastery of competences acquired directly in industry. The dual system in vocational education and training is also a form of professional competence training that systematically and synchronously combines educational programmes in schools and the mastery of skills acquired through activities performed directly in the world of

work with the aim of achieving a certain level of professional competence (Pemerintah Republik Indonesia, 2013).

Research Methodology

A Mixed Methods is used in this research to be able to answer the research’s problem. Mixed methods research is an approach to research that combines or links qualitative and quantitative forms. This approach involves philosophical assumptions, the use of qualitative and quantitative approaches, and the combination of the two approaches in one study. Qualitative research focuses more on descriptive analysis in relation to the theory studied in the research so that the results obtained can be used as material for discussing research findings. Meanwhile, quantitative research in this study statistically analyses the sample taken by the researcher to know it clearly in terms of numbers.

Some methods of data collection used in the research are formulated as follows:

Documentation analysis

The documentation analysis is used to define the revitalisation and to collect information about the revitalisation process. This method will also provide information about the curriculum, especially its contents, objectives and equipment. In addition, the information about the current occupations of the two professions, cashier and marketing, will also be collected. The documents of the four companies clearly showed that they shared the same activity descriptions and data of curriculum were provided by the Business and Management teachers of SMKN 2 Pariaman who developed the curriculum. The documents in this study were obtained from the Ministry of Education and Culture and Industry in cooperation with SMK (PT. Solo Mechatronic Indonesia and PT. Sumber Alfaria Trijaya Tbk.).

Interview and questionnaire

Questionnaire were conducted to obtain information on the process or strategy of curriculum development of vocational school, information on the qualification of vocational school teachers who developed the curriculum and information on the participation of business and industry in curriculum development. The questionnaire was conducted online via Google Form platform. For the interview, data was taken by conducting interviews with two industries that collaborated with vocational high school.

For the questionnaire, data was taken by conducting a survey of teachers who teach Business and Management majors at vocational high school (SMKN 2 Pariaman).

Results and Discussion

For document analysis, the results are obtained from the analysis of the business management vocational school curriculum in SMKN 2 Pariaman, where 60% has met the requirements of the industry, while 40% have not. For the questionnaire analysis of qualifications of vocational school teachers in business and management, the results are shown in the following table:

Table 3
Teachers Qualification Profile

Qualification Profile		Total	Percent (%)
Qualification level	Diploma	0	0
	Bachelor	9	75
	Master	3	25
Teacher's degree	Yes	10	83.3
	No	2	16.7
Previous work experience	Cashier	4	33.3
	Marketing	5	41.7
	Without experience	3	25
Vocational training in business and management before studies	Yes	0	0
	No	12	100

The table above shows that 75 % of the teachers interviewed received their experience of the curriculum through university studies. Meanwhile, teachers who participated in curriculum training were only 50%. For the results of the interview, 100% of the teachers interviewed did not know the curriculum model. They have neither learned it at the university nor in the seminar. 100% of the teachers interviewed did not know the different types of curricula because they did not learn them at the university or in the seminar, and they are not qualified to develop the curriculum. The result of the survey shows that the vocational school teachers interviewed are not qualified to develop the curriculum. Meanwhile, the analysis of industry participation in vocational high school shows that of the two industries interviewed, they were not involved in the preparation

of the vocational high school curriculum so that the competence of vocational school qualifications are incompatible with the competences needed for the industry.

Conclusion

Based on the results of documents analysis and interviews with industry, vocational school qualifications still do not cover the skills needed by industry. And also from this result, it can be concluded that the revitalisation programme launched by the government has not been properly implemented in the vocational high schools. This may be due to the government not maximising its willingness in implementing the revitalisation programme and it could be also from the school side that is not willing to implement the revitalisation programme.

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