

Partnership Model between Vocational School and Stakeholder to Develop Entrepreneurial Graduates

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Abstract—The long term goal of this study is to determine partnership model between vocational school with stakeholders in order to hold education in vocational school to develop vocational school graduate. Specifically, the outcome of this study are: (1) learning material and curriculum implementation and development; (b) learning strategy and method learning implementation; (c) human resource empowerment (teacher and instructor); (d) learning facilities empowerment; (e) learning evaluation execution and (f) graduate delivery.

The first year outcome of this study are (1) partnership between vocational school and stakeholder in order to develop graduate is very important to be done continuously; (2) in certain field, vocational school has partnership with stakeholders, in which only the graduate absorbent in partner industry; (3) vocational school partnership with stakeholder does not develop graduate entrepreneur spirit yet.

Keywords—Vocational school partnership with stakeholders, graduate entrepreneur

I. INTRODUCTION

A. Background

Vocational education is the main pillar in the development and supply of medium-level skilled manpower until now. Through the implementation of vocational education, can be generated and developed middle-level skilled manpower to meet the needs of development in various jobs.

The main characteristic of vocational education requires management that is consistent and synergistic with the development and needs of relevant stakeholders. In popular language, management of vocational education should be a link and match with the development and needs of the stakeholders. In the vocational education implementation the main stakeholders are the business or industry.

In many cases link and match between vocational school with the industry so far have not led to the synergistic partnership, meaning that the development of the curriculum, the learning process, learning evaluation,

to marketing graduates have not yet to been developed in synergy with industry. In addition, important things cannot take place in partnership between vocational school and industry the development of entrepreneurial graduates. Samsudi's study (2010: 23) explains that: (1) 71.88% of students stated that vocational graduates still looking for a job to be oriented employees; (2) 100% confident students after graduation will be easier to get a job; and (3) 84.37% of students stated it is a problem if after graduation SMK did not immediately find a job.

The above phenomena cannot actually be separated from the pattern of vocational school implementation which is currently more to develop technical skills (hard skills) compared with the adaptive skills (soft skills). As known, education and learning in vocational refer to the three pillars of the development of skills, namely: (1) normative; (2) adaptive; and (3) productive. Normative skills developed through learning in a group of subjects that includes a normative dimension (religion, Pancasila, PPKn); Adaptive skills are developed through a group of subjects that contain values adaptability (English, Mathematics, and Indonesian). While the productive skills are developed through learning in groups of productive training which serves to equip students to have entrepreneurial skills and work competence according the National Competence Indonesia (SKKNI).

Factually, learning productive vocational program still stuck on the briefing and the achievement of hard skills, the technical skills of students in making / producing goods or services according to market demands. Skills soft skills, especially entrepreneurial skills have not given optimal development. This is because vocational school management (principals, teachers, and school committees) do not have the right strategy yet in optimizing partnerships with stakeholders as in developing soft skills of the graduates. Basically potential partnership between vocational school and stakeholders which have been running for a while can be designed as the main soft skills development of entrepreneurial skills. However, in many cases vocational school does not have model partnership with stakeholders yet that focuses on entrepreneurship development graduates.

B. Objective and Benefits

The specific objective of this study was:

1. To find the model of synergistic partnerships between the stakeholders in the implementation of vocational education for the development of entrepreneurship graduates;
2. To find the design and implementation of vocational partnership model with stakeholders in the following aspects: (a) curriculum and learning materials; (b) methods and learning strategies; (c) the utilization of human resources (teachers and instructors); (d) the use of facilities and infrastructure of learning; (e) the evaluation of learning; and (f) the distribution of graduates, to develop entrepreneurial graduates.

II. RESEARCH METHOD

This study utilizes research and development approach. This is associated with the study objective between vocational school and stakeholder. Dengan demikian, penelitian ini berupaya menghasilkan suatu komponen dalam sistem pendidikan, melalui pengembangan dan validasi. As explained by Borg & Gall (1993:772) that Educational research and development (R & D) is a process used to develop and validate educational products. The educational products explained further not only educational material such us text book, learning movie, but also development process and procedure including teaching development method, instrument and organization.

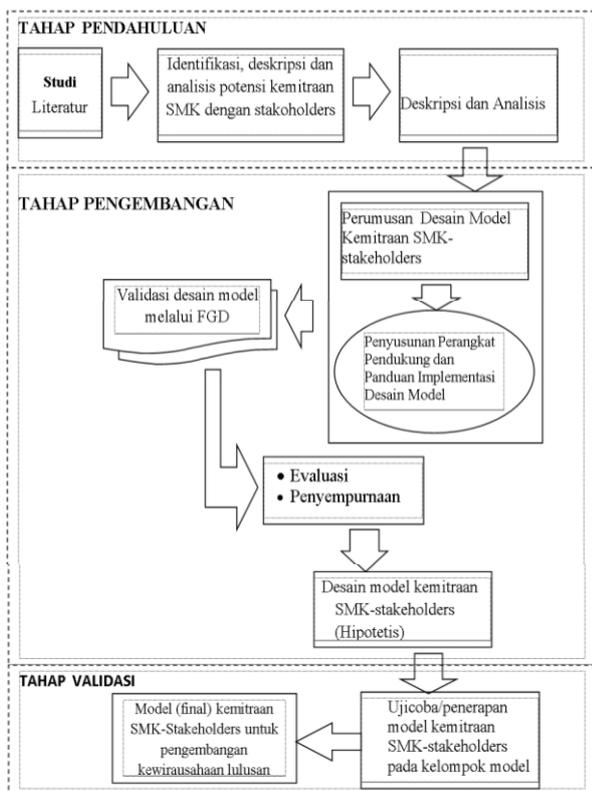


Figure 1. Research steps

The developed ten steps have been simplified in this study (Borg & Gall, 1983:773), they are: preliminary study, development study and validation, in which divided in three years activities. Preliminary study is conducted in the first year, development study is conducted in the second year, and model validation study is conducted in the third year.

III. RESULT AND DISCUSSION

A. Preliminary Study Result

There are two main objective, they are: (1) needs assessment of partnership between vocational school and stakeholder in graduate development needs (2) partnership aspects and its analysis.

1) Need Assessment Result

The results obtained from the two groups of data sources' needs assessment of (respondent), they are: (1) Man Power, and (2) Vocational school type Analysis of the needs of the human resources group involves respondents: (1) Principal of vocational school; (2) Teachers; (3) Instructor. Needs assessment through the vocational school type, the program involves vocational skills: (1) Business and Management, (2) Tourism, and (3) Technology.

The findings of the needs assessment of the productive learning model development program described in the following form (mean, median, mode, etc.), then it is analyzed (interpreted) by descriptive-analytic. The data that has been processed can be seen in Figure 2.

Mean score range is as follows: (0.00 to 5.00) is not necessary; (6.00 to 10.00) is not required; (11.00 to 15.00) is needed; and (16.00 to 20.00) is needed. Thus Table 1 and Figure 2 means that teachers, principals and instructors generally said that the aspect of the needs / vocational partnerships with stakeholders in the development is needed entrepreneurial graduates.

Based on Table 2 and Figure 3 can be interpreted that the group Technological and Tourism considers that the need / SMK partnership with stakeholders in the development of much-needed entrepreneurial graduates.

2) Description and Analysis Aspects of Partnership

Based on data collected from respondents (principals, teachers productive, and instructors) in both the Vocational Technology and Engineering, Business and Management, and Tourism, can be described that: (1) Partnership vocational schools and stakeholders in developing entrepreneurial graduates are very important and developed in a sustainable manner; (2) In certain productive sectors, CMS has been working with stakeholders, but it is only referring to one aspect, namely the absorption of vocational school graduates in industry partner; (3) Cooperation with stakeholders vocational schools have not been able to develop the entrepreneurial spirit vocational graduates.

TABLE I. RESPONDENTS DATA BASED HUMAN RESOURCES

Human Resource Type	Curriculum	Method	Human Resource Usage	Evaluation	Graduates
Teacher	18.87	17.20	19.80	18.78	20.25
Principal	20.14	18.71	17.43	17.03	17.77
Instructor	20.54	17.08	17.23	20.21	20.73
Profession Association	19.73	18.02	18.72	19.35	17.09

TABLE II. VOCATIONAL SCHOOL TYPE BASED DATA

Vocational school type	Curriculum	Metro data	Human Resource Usage	Evaluation	Graduate
Tourism	20.71	18.02	19.88	20.27	17.73
Technology/Engineering	23.17	21.17	22.17	20.07	18.75

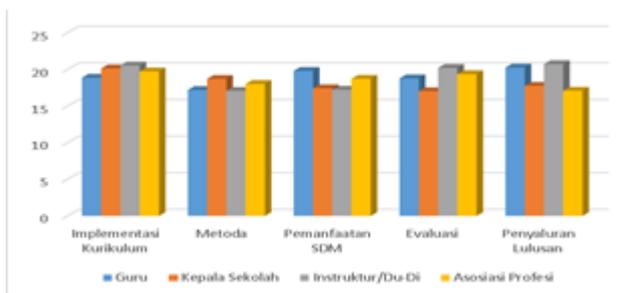


Figure 2. Needs analysis / vocational partnerships with stakeholders in the development of entrepreneurial graduates based HR

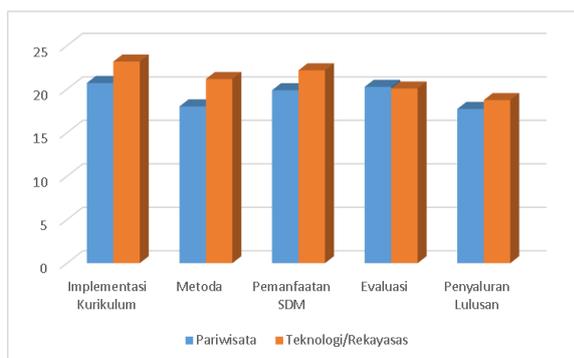


Figure 3. Graphic of need assessment based on vocational field

B. Discussion

Development of the entrepreneurial spirit for vocational school graduates in practice cannot stand alone, but must cooperate with relevant parties, in particular stakeholders. Entrepreneurship is a mental attitude and spirit that is always active or creative, power, work, and invention. Soul and character of entrepreneurship is influenced by the skill, ability or competence. Entrepreneur is someone who has the ability and the will to create something new and different (ability to create the new and different) or the ability and willingness of creative and innovative. Character creative and innovative is manifested in the form of the ability and willingness to start something (start-up), working on something new (creative), looking for opportunities (opportunity), the courage to bear the risk (risk bearing), and the ability to develop ideas and gathering resources.

The characteristics of a person who has a spirit and entrepreneurial behavior (entrepreneur) as follows: (1) confidence, (2) task-oriented and results, (3) take risks, (4) spirited leadership, (5) future oriented, and (6) originality. Suprojo Pusposutarjo in Kemendiknas (2010:14-15)

Entrepreneurial character formation is a process that is planned, designed carefully, and it requires media / vehicle to implement it through education and learning as well as through synergistic cooperation among stakeholders. Characteristics in vocational education and learning, especially learning the true productive program has great potential to become a medium in the formation and development of the character of graduates. In this context, the learning activities in vocational actually has a great potential as a vehicle designed for prospective entrepreneurs develop creative, innovative, and have a resistance to change.

The main characteristics of vocational education requires management that is consistent and synergistic with the development and needs of relevant stakeholders. In popular language, management of vocational education should be a link and match with the development and needs of the stakeholders. In the case of vocational education provision, the main stakeholders are the business / industry.

The partnership between vocational schools with the industry is still need to be encouraged to lead to the formation of a synergistic partnership, meaning that since the development of the curriculum, the learning process, learning evaluation, to marketing graduates need to be implemented in synergy with the industry. In addition, important things can not take place in a vocational partnership with industry is the development of entrepreneurial graduates. Samsudi's study (2010: 23) explains that: (1) 71.88% of students stated that vocational graduates still looking for a job to be oriented employees; (2) 100% confident students after graduation will be easier to get a job; and (3) 84.37% of students stated is a problem if after graduating from a vocational school do not immediately get a job.

Based on the findings, the aspect needs / vocational partnerships with stakeholders in the development of entrepreneurial graduates directly related to the development of the following aspects: (a) methods and learning strategies; (b) utilization of human resources; (c) the evaluation of learning; and (d) the distribution of graduates. Thus, the above factors require close attention to the development of vocational partnerships with stakeholders. In the context of the ability of teachers and vocational training instructors, Mndebele (2006), regarded as essential in the development of entrepreneurial graduates. Industry also should take an active role in developing entrepreneurship through street vendors and specialized training for vocational students, so that vocational graduates would have the entrepreneurial spirit.

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