

# Industry in Supporting the Quality Management of Vocational School Through Blended Learning

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**Abstract-**This paper will examine in theory the industry relation to vocational school in support of vocational school quality management through blended learning. It is important to know that strengthening the concept of vocational school has a role in the economic growth of the country through the creation of professional quality. It is important to reflect on the direction of vocational education in Indonesia for the advancement of a state. By knowing that quality management is very important in producing the quality of graduates that are expected by the government. The success of vocational schools is certainly not loose with the role of industry, but how much this role can impact the quality of the vocational school. Industry as a job field should strongly support this vocational school program in creating the quality of professional human resources. This is where blended learning is crucial in supporting and facilitating the industry with the school in creating a good and comfortable learning atmosphere. The author wants to review in depth how much the industry is able to succeed the vocational school through the application of blended learning? The result of the study in this paper is that revitalization of vocational education from the quality management side with support from the industry through blended Learning will produce quality graduates who are ready to face the world of employment and Industry needs in the future. The revitalization of vocational education can be done in several ways: (1) optimizing cooperation with industry, and (2) industry role in learning (blended learning).

**Keywords:** *blended, learning, vocational*

## I. BACKGROUND

Competing in the global era is not easy thing. Similarly, things to note for the Indonesian nation in facing the challenges of the ASEAN Economic Community (MEA). The enforcement of the ASEAN Economic Community (MEA) in 2015 has a trading impact as well as the openness of land work in the Southeast Asian region. To be able to participate in the era of ASEAN Economic Community (MEA), the field of education has in creating professional skills in students. One of them is through vocational education.

Further certainly vocational schools can not walk alone to succeed in scoring professional personnel. Vocational schools require industrial intervention. Industry is a spirit for the sustainability of the teaching and learning process in vocational schools. Why so? Because of its purpose in scoring students who are ready to plunge in the workforce

[1], so as to not want both in the learning process and when the industry practice should be able to equip the students to have softskills in a specific field, this does not High School. Therefore, the school cooperation with the industry is a necessity to succeed and achieve that goal. On the other hand, communication and industrial cooperation are able to provide a positive impact to the school on the provision of learning infrastructure and also in the implementation of learning curriculum in schools.

The demands in the creation of prospective professionals in vocational schools can not be done optimally when there is still a media gap or a technology study in the school with the world of industry in the field. This inconsistency resulted in the quality of vocational graduates can not compete with high school. Therefore, there needs to be harmony in school learning between school and industry. Cooperation between school and industry can not only happen once but ongoing, which has been happening in the vocational school, the industry provides assistance in the school both goods and cooperation on the dissemination of Graduates. Not on the deepest aspects of the learning process.

Felt difficult if the industry should participate in the learning process at school. Factor difference of interest and need to be one of his. However, if it can be done by the industry to the school will certainly give a quality improvement from the vocational school itself. Especially today we are supported with various technological advances that facilitate access in communicating. In-depth industry should be clearly present in the learning that is in vocational schools, one of which is through blended learning. An approach that integrates face to face teaching and computer-based learning activities in a pedagogical environment [7]. This is where the industry can support and facilitate students even through long-distance media. Aimed at optimizing the process and learning services both long-distance, traditional, media, and even computer-based [3]. The concept of combining ICT and face-to-face learning is a conventional [10]. Although the industry cannot attend directly in the learning process, it is at least a medium for students to know closer to the industry itself. Successful application of blended learning in the realm of cognitive, affective and psychomotor because it with

blended learning interactions and communication between students and teachers can continue to be ongoing [3].

The school should have cooperation with the industry. In the curriculum on each KD there is no harm if the industry is also present to provide subject matter online. With the communication that is intertwined and also the involvement of the industry in a deeper depth will affect the qualities of the vocational school itself. On the basis of this, the authors want to examine whether the industry is capable of supporting the quality management of vocational schools through blended learning?

## II. WRITING METHODS

The writing method of this paper uses the literature study method. The data uses the results of previous research which was reviewed by the authors to find the answers of the questions previously stated.

## III. RESULTS AND DISCUSSION

Vocational education (and training) services are given from secondary education level, vocational high school, and higher education level, in the form of vocational education, Polytechnic and Diploma program at the University. This is confirmed in article 20 of UUSPN, that higher education can organize academic, professional and/or vocational programs. In accordance with the UUSPN on Vocational education is held in secondary education and vocations in higher education [16].

Furthermore, the purpose of the vocational education itself is explained by the Indonesian LAW number 20 year 2003 on the national Education system, article 15 states that vocational education is a secondary education that prepares students especially for Work in a particular field. The explanation above suggests that the competencies that are owned for those who pursue vocational education are trained more skills than other education [16]. Vocational technology education is for people, youth and adults interested in preparing for and progressing in a career in some type of satisfying and productive work. The opinion emphasizes the unique characteristics of technology and vocational education that differ greatly from the characteristics of the education in general [21].

The final goal of vocational education curriculum is not only measured through achievement of values but through the results of the achievement, which is the result in the form of work performance in the workplace or outcomes. The employment of prospective workers needed by the workforce is always changing in accordance with the advancement of Science and technology. The ideal figure of vocational education graduates in the future 2045 is a figure who has working competence in accordance with the qualifications of the work that apply nationally, regionally and international [20]. It can be concluded that the great hope is possessed by vocational education to create a generation that has qualified competencies in the future.

It is undeniable to print qualified learners of course requiring the quality of experienced educators as well as the role of industry in support of vocational schools. This is where the industry can fuse with the school in a successful teaching and learning process. The limitations and busyness of the industry will certainly be an obstacle for the industry to participate in the success of vocational schools. However, blended learning will at least be a bridge for both to be interconnected with each other, so that quality can be maintained and enhanced for industry involvement in the teaching and learning process. Suppose that on each KD that must be through the students, it does not hurt if there is a learning material in which the industry can enter it, in this case it is not only in drafting the curriculum. The delivery of material from the industry directly can be through media conference or website, where students can directly ask the industry. For example in practice in schools there is cooperation and also support from the industry, but this is certainly still the retardation of infrastructure facilities are given with the advancement of technology in this era. For example, in the Automotive engineering department when the car with CVT has been present in five years but in practice the technology has not been owned by the school. This reality shows that there is no conformance with the material taught with the current novelty technology in the industrial world. The problem will certainly be termination by the presence of additional material that will be provided directly by the industry online.

This blended learning can greatly interest students in learning and will have an impact on the students' quality ranking. Face-to-face classes can be used to engage students in interactive experiences, while online classes provide educators with knowledge-rich multimedia content at all times, and everywhere while access is available Internet [18]. Can demonstrate a better difference in the motivation, interest, and learning outcomes of students than in other methods especially methods in conventional learning [17]. Balancing students' independence in learning [5]. The teaching and learning process is not only face-to-face, but there is the addition of learning time by utilizing online media [12]. The effectiveness of the blended learning method in the realm of educational objectives is specifically found by Arga in the results of research stating that the application of blended learning can improve cognitive aspects, affective aspects and psychomotor aspects compared with method [8]. So that with all these facilities hope the industry is able to participate in supporting the management of the quality of the school championships through a flexible teaching and learning process. Sure to accomplish this it takes educators and staff who have the power of IT as well as learning media. So that teachers can facilitate students and also the industry to be able to create an interesting learning atmosphere.

Like the research done by Matthias Pilz (2017), many parts of the world are struggling to build a high-

quality vocational school based on education and training (VET). Similarly, in India, the institutions in Karnataka state in India reported low levels of skill training in India. The quality of what has been provided has been weakened by the quality of staff who do not have enough experience. Besides the availability of teachers/instructors, teacher competence is also doubtful. Many productive teachers are not up to date in the development of technology used in the program of expertise. This makes students unable to achieve the desired competencies in the current period [14] it is above that will affect the quality management of vocational schools if educators do not master blended learning, so that no Good relations between the industry and also the school.

Described by Suliswanto (2012) in the revitalization of vocational education, it is fitting that we exemplified the Western country, where the Government provides great subsidies for this vocational education. As the case in Germany, the industry has a role in determining curriculum and graduate standards. Even the industry is able to provide support directly to facilities that can support in creating a reliable or professional power. As comparisons of Austria, Switzerland and Germany as industrialized countries are quite advanced, they apply a study time of 4 years and also a time system of internship or practice which has a greater number of theories. This is due to the open industry support with vocational education [15].

His industry was put forward in Hudleston Research (2018), this article focuses on the deep investigation into modularization as a tool to achieve greater flexibility. Modularisation is defined here as the process of dividing the training and knowledge programs. [16].

#### IV. CONCLUSION

The explanation above can be concluded that improve the quality management of vocational schools should be able to involve the industry in it. But there is a difference in the needs of the industry and the world itself, should be with the advancement of technology that exists today the school should be able to facilitate the industry in order to participate in the teaching and learning process in schools. Vocational education in order to achieve the goal of the Government itself requires good management, one of which is to create the quality of vocational education according to the needs of the industry. Quality can be improved by improving the quality of teaching learning that is able to be touched by industry. Cooperation with the industry is one of the facilities provider of vocational education itself. The cooperation will certainly improve the quality of the school.

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