

Working while Teaching: Balinese Culture-based Teaching Models

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Abstract—Balinese culture-based education has produced many skilled human resources in various fields. This study formulates the culture-based learning model to be applied to vocational education. Research used qualitative methods with Miles and Huberman techniques. Research found that experts act as models in working and behaving. Young community members try to follow the performance, attitudes and behavior of model. The learning model is implemented by preparing workshops according to the skills they want to learn. The workshop can be expanded by the presence of companies around the school that support the improvement of student competencies. In the workshop, junior students learn from their seniors, senior students learn while helping juniors, and teachers work while monitoring and facilitating learning. Each student learns from the lowest skills and gradually increases according to their abilities. This learning model ensures the integration of skills, attitudes and behavior, so that graduates are ready to work.

Keywords—work, teaching, Balinese, culture-based, teaching

I. INTRODUCTION

History shows that many skilled workers are born through informal education. Builders, farmers, breeders, fishermen, even artists who are highly skilled and have high productivity have never attended formal education. The high-level skills they have are obtained from informal education in the community. Models of direct involvement in various social activities in the community are able to educate individuals who do not have the skills to become individuals who have adequate skills in certain fields. Various cultural activities in Bali are carried out through mutual cooperation. *Ngayah* is a process of mutual cooperation in religious activities, while *ngoopin* is a process of mutual cooperation in social activities [1, 2]. The process of mutual cooperation involved members of the community who were very skilled, a little skilled, and some were even just starting to get involved. Indirectly, in the process of mutual cooperation, the learning process occurs. While working, skilled community members teach members of the community who are slightly skilled and newly involved.

Vocational education is very important in giving job opportunities to individuals and increasing company productivity [3]. Graduates of vocational education are expected to be able to meet existing employment opportunities or create employment opportunities to accommodate other workers. The expansion of access to education through the development of vocational education is expected not to result in an increase in unemployment of educated workers rather than an increase in professional personnel in accordance with the needs of employment. The skills possessed by graduates must be in accordance with current work demands that utilize a lot of innovations in technology. Academic provision must be able to be applied to anticipate employment opportunities. All must be based on superior characters that reflect the character of the nation.

Human capital theory shows that individuals and society get economic benefits from investing in humans [4]. Human capital resources as individual or unit-level capacities based on individual knowledge, skills, abilities, and other characteristics that are accessible for unit-relevant purposes [5]. People who have a higher education will have more income than people who have lower education. The theory of Human Capital considers education as an investment, both for individuals and for society. These investments will improve skills, and therefore increase productivity, which will directly create prosperity. Every community has a number of high-skill jobs that bring high remuneration. The workforce that will fill the job is determined by the education system so that individuals who have high abilities will get the most desirable job.

However, the most telling theoretical challenge to human capital theory within sociology comes from the proponents of the credentialist perspective; theorists who take immediate issue with the argument that education produces the necessary skills to be successful in a contemporary labour market. [6]. System must be able to open and broaden the horizons of labor produced, especially in opening up new employment opportunities. Furthermore, it was stated that education must be able to produce energy capable of mobilizing the potential of the community to produce products in the form of goods and services, and at the same time able to open up marketing opportunities. Thus, education must produce power that is able to expand employment, so that it does not depend on existing

employment, and on the contrary can provide employment opportunities for other workers. Theory that doubts the ability of formal education to produce skilled workers, on the contrary believes that job training is a strategic media in bridging the education with employment needs.

Vocational education currently applies dual system education. Vocational education students get productive lessons and normative lessons at school. Productive learning is intended to support skills, while normative lessons to support academic. Students do work internships in the industry to strengthen skills. The learning model applied in schools is wisely chosen to equip students with adequate skills. Many learning models have been developed, and many are able to provide good skills to graduates. In addition to optimizing mastery of skills, vocational education also still requires academic education in order to develop its skills later after working in the field. Furthermore, character building must be pursued as optimally as possible so that graduates have good character according to the demands of the state and nation.

The combination of skills, academic abilities, and character can be generated from the application of learning models that can foster skills, academic competencies and character competencies together. This is not easy, but the adoption of local culture-based education through adjustments to modern education can produce learning models that can integrate skills education, academic education, and character education. One of the goals of vocational education is to cultivate the integration of the students in professional life and in community as well [7].

II. METHOD

The research was conducted a qualitative approach. Data were obtained from literature review, observation, and in-depth interviews with respondents. Respondents are determined by snowball techniques, where the research asks respondents or participants to identify others to become members of sample [8]. A total of 58 respondents were involved as samples. The sample came from community leaders and cultural based education actors. Data were analyzed qualitatively using the Miles and Huberman technique consisting of three activities, such as data reduction, data display, and conclusion drawing or verification [9].

III. RESULTS AND DISCUSSION

Based on in-depth observation and interviews, it is found that many skills can be generated from the process of mutual cooperation in Balinese cultural activities. The skill of preparing religious ceremonies, arts, carpentry, or agriculture are examples of skills that can be produced. These skills are acquired from generation to generation through direct involvement in activities that cannot be separated from cultural activities. Informal education through direct involvement in these fields occurs in a cooperative process between skilled community members who act as teachers and members of the community who are not yet skilled or just learning who act as students. Teachers while working teach students. Instead, students work while learning. Students begin to study in jobs with the lowest skill level. If there has been an increase in skills, then the student will

learn a higher level of skill. Thus the process takes place, until one day the student has become a middle-level worker. The cooperative process takes place continuously until students become skilled.

The learning process takes place more through impersonation. While working, the teacher gives examples or instructions to students. Students do their duty by following the example or instructions from the mentor. If there is a mistake in the student, then the teacher will straighten by working directly while giving direction. In this context, learning occurs not only for new students, but also for students who are already skilled. Under normal conditions, new students will become students who are a little applied, while students who are a little skilled will become skilled students. They will teach new students again, so that the continuity of learning goes well.

Coaching that occurs during the collaboration process includes process and product skills. Hopefully, graduates are able to produce good products through a good work process. The product is assessed from the size of the product quality, while the quality of the process is assessed by speed, neatness, and efficiency in material utilization. In addition to skills development, during the collaboration process there is also moral or character development, such as honesty, openness, tenacity, courtesy, and ethics. In other words, learning and evaluation of cultural-based vocational education takes place in an integrated manner, both cognitive, affective, and behavioral.

The provision of workshops around vocational schools is a step for the adoption of Balinese culture-based learning in vocational education now. Workshops can be prepared by the school or are in collaboration with government agencies or the business and industry world. The skills development process takes place more in the workshop. Teachers and students who are more senior teach junior students in the workshop while completing their assignments. A senior besides having adequate skills must also have good character. Senior students help junior students while studying, while teachers teach while working. Another advantage gained is that students and teachers together can produce products that are useful for schools and around communities.

The objectives to be achieved through cooperative learning to work while teaching are: (1) produce graduates who have knowledge and skills that are in line with employment; (2) produce graduates who are highly disciplined, have a high work ethic, are full of initiative, and are creative in creating new job opportunities; and (3) obtaining recognition and appreciation of work experience as part of the education process. Achieving the above objectives will fulfill one of the hopes of education reform, which is to relate education with the practical world and provide more opportunities for students to compete and create openly.

Vocational education like this can provide an understanding that formal education is able to produce skilled workers to work. Job training which is considered a strategic medium to bridge education with job needs is no longer absolutely necessary. Graduates are guaranteed to have the skills needed by the workforce, able to work in groups, have the skills to live in their social environment, and be able to share information. This competence can be

achieved because students experience meaningful learning through the collaboration of students, teachers, and the surrounding community in a friendly and mutually understanding learning environment. Such learning processes can raise awareness of students to realize learning experiences on various sides.

If vocational schools are built in a relevant environment, the learning model of working while teaching can provide more optimal results. Integrated assessment from a cognitive and non-cognitive perspective can stop the inequality of treatment between individuals [10]. For example, agricultural vocational schools were built in agricultural areas, marine vocational schools were built in fishing areas. These efforts are based on the assumption that the surrounding community is an expansion of the workshops in schools. Collaboration is established between schools and partner institutions around the school. Partner institutions can be government agencies, state companies, private companies, cooperatives, foundations, business entities, institutions / organizations, or studios. Criteria for partner institutions include: (1) having activities and competencies that are relevant to the education program in the school concerned; (2) have concern and attention to professional education; (3) have practicum facilities that are in accordance with curriculum requirements; and (4) have a reliable institution to guide student practicum.

Newaz, Faruquee, & Sadia recommended that apprenticeship programs should be encouraged to ensure that the students have more practical exposures from various industries [11]. Cooperation ensure that the apprenticeship program can run optimally, hence the skills gained by students more integrated. When they graduate, students can devote the skills they have in their own community. The graduates are truly capable of mobilizing the potential of the community to produce products in the form of goods and services, and at the same time be able to open up marketing opportunities. They are able to expand employment, so that they are not dependent on existing employment opportunities, and on the contrary can provide employment opportunities for other workers. This condition is at the same time as an effort to equalize development and prevent the movement of people from villages to cities to fight for employment opportunities.

If graduates have to work for employment providers, then they have been able to increase efficiency because companies no longer need to pay for labor training. Complaints that education programs are not able to produce skilled labor in accordance with the needs of the labor market can be reduced. This effort simultaneously reduces the spotlight on the weak coordination between formal education and the world of work. The important thing that must be pursued is the expansion of educational opportunities must produce productive labor, not increase educated unemployment.

The involvement of students in the surrounding environment as a workshop can certainly maintain the culture that is expected to remain owned by students. It will the phrase of Banks & Banks [12] that everything that happens in education relating to culture, wheither in terms of recognition, transformation, or creation. Reyhner [13] added that education must be carried out in a compatible culture

and a supportive environment because children's education must include social, emotional, and ethical competencies, as well as academic priorities. Negative effect that can arise from excessive use of technology can be controlled by continuing to make contacts between people during the collaboration process. It is at the same time an answer to one of the criticisms of the theory of education that places too much emphasis on material dimensions, thereby reducing the value of culture. In addition, learning also becomes more meaningful because social and cultural values are encouraged and supported, through the use of context or through personal recognition [14]. The negative influence of social media technology can be reduced as much as possible because students are always under the supervision of mentors and teachers.

IV. CONCLUSION

Cooperative learning models working while teaching adopted from Balinese culture-based learning have been formulated. The learning model is prioritized for vocational education that emphasizes the skills that are ready to use. Nevertheless, the learning model also teaches knowledge, attitudes and behavior simultaneously. Knowledge development is intended so that students can develop their skills later. Meanwhile, attitudes and behavior are fostered so that students have good character while interacting with their environment, both during work and after being in the general public.

Learning takes place while working. During the process of work involved beginner students who do not have skills, middle students who already have little skills to accompany the initial worker, and skilled students who become accompanying students in the middle. The teacher acts as a supervisor while working and becomes a model. If all processes are normal, then the skill enhancement takes place gradually from beginner students to middle students and eventually become skilled students.

The majority of learning takes place in the workshop. Therefore, the application of learning models to work while teaching in vocational schools requires adequate workshops. In addition, the vocational secondary school is intended to be in a relevant environment so that the school environment can become an expansion of the school workshops. To optimize student learning experience, collaboration can be established between schools and partners, such as companies, foundations, or organizations that operate involving the skills produced by schools.

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