

Community Awareness at Vocational High School Facilities in Central Java, East Java and South Sulawesi

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Abstract: The purpose of this research is to get discription awareness vocational high school parents; the community awareness in provision and improvement of school infrastructure; and the choice of community donation to school; Data were collected using questionnaires and interview guide to vocational school parents and society in South Sulawesi, Central Java and East Java province. Each province represented by 4 SMKs chosen randomly. The data were processed using descriptive analysis by looking at central tendency. The research conclusion parents' concern in the implementation of SMK tends to do open class. and organize volunteer work for schools to help adequacy and completeness of school facilities

Keywords: community participation, school improvement

I. INTRODUCTION

According to IEA Studies, Unesco [6]. direct learning in the workplace foster interest and work orientation of a person. Competence-based learning, professional-oriented education, based on labor market needs is a differentiator of vocational education with general education. Vocational education focuses on developing the ability of students to be able to work in certain fields, to look at employment opportunities, and to develop themselves in the future (Depdiknas2004). In Indonesia there are formal vocational education (SMK, Polytechnic) and non-formal vocational education (BLK, Training Institute). In November 2017 there were 13,936 SMKs with 4.9 million students and 174,627 study groups and 263,557 teachers [5]. The three main functions of vocational education are: 1) talent development; 2) basic skills education; and 3) training. Talent development implies that education in vocational schools seeks to provide a wide range of services for students to develop their talents and interests according to employment.

According to Pavlova [8] vocational education is seen as the focus. A focus that ensures one's goals and their potential, their orientation relevant to the job. Furthermore Pavlova mentioned the purpose of vocational education as a place of preparation of work can be found in all sectors. According to Greinhart in Billett [2], vocational education has evolved and inspired the state in developing its education system. In Germany there are two vocational education systems known as Fachshule, and Berufs-fachschule. Fachshule, a full-time vocational school and

Berufsfachschule which is a part-time vocational school conducted with a dual system system. This approach links the curriculum in schools with the skills needed in the real world

Formerly vocational education was provided for young people, before entering the labor market, but later this orientation was changed. Vocational education also provides vocational training services for employees who are affected by the popular lay offs then known as Community College. In order to support the implementation of vocational training requires relevant skills and infrastructure, namely laboratories and workshops in each type and level of vocational education are distinguished based on the usefulness. Required minimum standard of practicum room, material storage space, tool storage space according [12]. Workshops and laboratories are the infrastructure used to practice the theories learned in the classroom. Each practice room and laboratory depends on the skills to be practiced.

School workshops and laboratories are an integral part of learning activities in SMK to foster student on work orientation as a means to understand and deepen the material being discussed in the classroom. With the existence of practical activities and work practices will foster the student's curiosity and interest in what is being studied. The problem in Indonesia is that school facilities and infrastructure are incomplete. The amount is not in accordance with the number of trainer, the quality does not meet the standards that have been set. The results of research from Bachrudin in table 1 below shows illustration of the completeness of practical tools in SMK.

Table 1. SMK Facility Condition

NO	DESCRIPTION	OBSERVE	STANDARD	VALUE
1	Accommodates half of the study group	yes	yes	1
2	Rasio 3m ² / student	No	3m ² / student	0
3	Minimum area 64m ²	42m ²	64m ²	0
4	Area of storage space and repair 16m ²	none	present	0
5	Minimum width 8m	6m	8m	0

Source: Bachrudin, 2011

Based on research done by Bachrudin [1] shows in table 1 above, the size and usefulness of laboratory equipment in schools still not ideal. There are inequalities minimum standards of facilities and infrastructure, including school capacity for study groups, student practice space, minimum laboratory area, storage and maintenance space, and

minimum width of space. There is size discrepancy and portion, volume area of the room and utilization of its use.

The workshop /laboratory ratio of 3 m² per student are not met. Area of room found 42m², while the room minimum standard is 64 m². As an observation results availability of storage and repair rooms do not exist. Minimum width for workshops and standard laboratories 8m vocational schools, observed only 6m width, is not meet with standard.

ROLE OF THE COMMUNITY

Community existency in school system has an important role together with schools and families. In the family, parents play a role in ensuring children grow well so that they could reach adulthood. Community participation on planning, implementating, utilization of educational outcomes. Realization community participation takes place individually or in groups, spontaneously or organized, on an ongoing or temporary basis. So far, community participation in Indonesia is limited to the participation on implementation of educational programs only. The requirement of the community to be involved in the education sector is contained in Law No.2 of 1989 as educational resources. In Law No. 2 the role of the community as a source of education are supporting education implementation on personnel, facilities and infrastructure utilized by the family, the school. and governments together. Based on Permendikbud Number 75 year 2016 about School Committee to improve school quality. In daily practice community participation in the deliberation and formation of associations. Community participation is curricular and non-curricular activities of school resource needs.

There was close school and community relationships, there are a number of rules that society does not necessarily play a role in school operations. According to [10], communities often influence schools informally. The relationship between school and community will be good if there are organizations that reflect school representatives, parent representatives, and community representatives (SMK school committee),

School relations with the community can be pursued through various ways. [2] suggests that there are six forms of relationship between school and community, namely: holding school meetings with parents, (b) holding correspondence between school and family, (c) sending a list of grades or report cards, (d) teacher visits to the homes of the students, or vice versa the parents 'visits to the school, (e) holding celebrations, school parties or exhibitions of students' work and local content, (f) establishing parent-teacher associations on school committees. The enactment [13] on regional autonomy which requires the implementation of decentralization education, changes the centralistic pattern. Therefore, a new formula for education management in vocational schools is in accordance with the demands of society and the development of new regulations.

In article 56 of [9] stated that (a) the community role in improving quality of education services including planning, monitoring and evaluation through education boards and vocational school committees, (b) education boards as independent institutions established and

contributing to the improvement quality of educational by providing consideration, direction and support of personnel, facilities and infrastructure, and education supervision (c) school committees as independent institutions established on improving quality of education services by providing consideration, direction and support of personnel, facilities and infrastructure at the educational unit level.

Based on the above matters, vocational schools able to maximize community resources, which have the characteristics high community participation. The higher the level of participation, the greater sense of belonging community at school, followed by a sense of responsibility and dedication to school. Community participation suggests that decision makers at school level involve groups or communities engage in delivery opinions or problem solving. This participation realized by taking time, giving ideas improving the quality of vocational schools.

The purpose of study is to describe public awareness on the implementation vocational high schools in Indonesia. The focus of this research are: (1) choice of community awareness aspect on teaching and learning activity; (2) form of community involvement in improving SMK (3) choice of criterion of vocational infrastructure facility played by community; (4) community participation in maintaining student participation at school.

II. RESEARCH METHODOLOGY

This research was conducted by using questionnaires and interview guidelines to the respondents. Respondents are parents of vocational high school students residing in the provinces of South Sulawesi, Central Java and East Java. Data collection in South Sulawesi was conducted by a team from Makassar State University Research Institute, data collection in Central Java Province was conducted by a research team from Sebelas Maret University, and data collection in East Java was conducted by a research team from Universitas Negeri Malang. Each province is represented by 4 SMKs and each SMK is represented by 3 parents who are representatives school committee, as representatives of the community. The 36 coding instruments representing 36 respondents from 12 schools from 3 provinces).

III. RESULT AND DISCUSSION

The following data describes level of awareness and choice of parents and the community activitie.

Table 2. Educational Planning

No	Category	f	%
1	Strongly Agree	9	29
2	Agree	18	58,1
3	Disagree		
4	others	4	12,9

There are 81.1% of respondents participate in planning of vocational school learning activities through open class. In the open classes parents are invited to school. Parents as community representatives sit in class in the workshop during the learning process. During attendance, parents

follow teachers teaching normative, adaptive, productive subjects so that they understand problems exist in school. This activity will make parents sensitive and understand school problems and able to participate in educational planning.

Table 3. As an Education Provider

No	Category	f	%
1	Strongly Agree	6	25,8
2	Agree	14	45,2
3	Disagree	5	16,1
4	Others	4	12,8

Based on data obtained 71% who agree if community involved in the implementation of school. Vocational training in productive, adaptive and normative areas can be played by the community through locally charged classrooms and events for parents and the community. The school committee conducts a local content class so that the community can participate in the enrichment of limited school facilities. Communities help schools complete facilities using field properties. Parents participate in providing examples and provide specific productive skills training according to the profession. Some classes have a lack of productive teachers and engine stands for the automotive field, while there are parents have experties on auto mechanics. Students are invited to the parents workshop and see how the mechanic solves to the tune up engine problem.

Table 4. Compile Complaints of Suggestions And Criticism

No	Category	f	%
1	Strongly Agree	11	35,5
2	Agree	18	58,1
3	Disagree		
4	Others	2	6,2

A total of 93.8 respondents agreed that school committee as a community representation o collects complaints, suggestions and criticisms through locally charged classrooms, events for parents and the community, home visits and open class that invite parents attending classes. At the event parents and the community gave criticism and suggestions to school. Teacher visits to students house for example (home visit) parents deliberately asked his opinion about the school condition, process of teaching learning, students learning difficulties, and parents hope of children can be successful.

Table 5. Determination of School Facility Standard

No	Category	f	%
1	Strongly Agree	6	19,4
2	Agree	21	67,7
3	Disagree		
4	Others	4	12,9

Based on teble 5 in order to clarify the determination of educational facilities standart in SMK, as many as 87.1% of respondents represent school agreed and 12.9% disagree, if parents participate determine criteria of school facilities. Because parents often come to school through open house, home visit program, locally charged classes, the

community represented by the school committee participate in determining the fulfillment of school facilities.

IV. CONCLUSION

Most of parents agree to participate in teaching and learning activities. Participation done by open class, open house that invites parent sitting in class. With parents participating in learning process they know what happens in the classroom, the obstacles that occur and lack of teaching learning process. Understanding parents and the community raises community awareness of school, fosters the desire to help simple school repairs, lend a book or learning media as needed.

Training productive, adaptive, and normative in SMK can be played by the community. Coach activities through locally charged classes and events for parents and the community. School committee conducts a local content class that invites community to participate in enriching the limitations of school facilities. Communities helping schools to complete facilities using their own properties. Parents participate providing examples and provide specific productive skills training according to their profession. Some classes have a lack of productive teachers and engine stands for the automotive field, while there are parents of auto mechanics professional. Students are invited to the workshop and see how the mechanic solves the tune up engine problem.

School committee collects complaints suggestions and criticisms from societies to the school through events for parents and the community, open classes that invite parents to sit in class. At the event parents and the community parents gave criticism suggestions to school. Through home visit teacher coming to students home parents deliberately asked about schools condition, process of their students learning, students difficulties, and parents hope on their son success.

In order to clarify determination and equip facilities, parents determining school facilities criteria. Because parents often come to school through the open house activities, the home visit program, the community participate in determining the school facilities referring to the standard infrastructure of the vocationa high school set by government. The standard of facilities and infrastructure is in accordance with the areas of expertise and vocational schools.

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