

Actualization of Dual Education System For Career Guidance In Vocational High School

Widiyanti

Department of Mechanical Engineering
Universitas Negeri Malang
Malang, Indonesia
widi_66@yahoo.com

Abstract—The focus in AFTA and AFLA era is the readiness of human resources and employment. The industrialization era are resulting the human resources to be more; comprehensive, innovative and having holistic point of view. Thus, the effective vocational education means; be able to produce competent graduate that is suitable with the requirement of certain field of work. The vocational high school graduates are highly dependent to the implementation of dual education system both in vocational high schools and industrial partners. As the result, It is required to have close cooperation between schools and industry, both in planning and implementation, as well as in the management of education.

Keywords— *dual education system, career guidance.*

I. INTRODUCTION

In 21st century, the globalization is marked by the blending of countries in the world becoming one market force. Indonesia as a country that ranks 42 in global competition of 57 countries surveyed by the World Competitiveness Score board in 2009, are required to be more competitive in the international business. In the narrower scope, currently Indonesia is a member of ASEAN Free Trade Area (AFTA) and the ASEAN Free Labor Area (AFLA), where the competition occurs among ASEAN countries. In the era of AFTA and AFLA, the point of concern is on the readiness of human resources, including the employment problem of the laborer and office employee. Thus, high quality, reliable and prepared human resource to face free competition can balance out the problem.

Some opinion argues that vocational high school is claimed to be one of the solutions to reduce the educated unemployment, however others evaluate that vocational high school is quantity-based and likely to give the attention on the quality.

The demands of the industrial era have indirectly makes the human resources become a major power. Thus, making them to be more; comprehensive, innovative and having holistic point of view is important.

Vocational education is prepared with orientation to working environment in emphasizing on the learning approach

which supported by appropriate curriculum. Therefore, the vocational school in its learning process must be able to make appropriate learning approach and in accordance with the demand of industries. The decisions on the type of education (in vocational studies) have direct implications to the career plan after finishing the study.

Improving management of vocational high school through cooperation has been sought, however there are complaints from various parties on the low quality of graduates with various types and levels of education. The sharp criticism from the public on the quality of vocational high school graduates are the attitude of education manager to be more positive in attaining cooperation with bussiness (as bussiness is the key of success in vocational education).

The development of science and technology in the industrial sectors tends to precede the education. Some indications are influenced by the differentiation of labor requirements, lack of communication by the school to the industrial environment, dependency with superiors, as well as lack of utilization of resources can also contribute in teaching [1]. These indications will negatively impact the achievement in national employment building.

Implications also show the gap between the qualities of product candidates for employment vocational education institutions to the quality of the manpower needed in the industry. To answers the problem on poor quality of candidates for employment or the quality of graduates, Vocational institutions must able to produce graduates in accordance with the expected quality.

Application of the dual education system which is complementing education in schools with the professional expertise can be acquired through long experienced practical work in industry. Industries which will recruit students from the vocational schools, the two institutions will implement cooperation to improve the quality of human resources which includes educator career development and student career coaching.

To support the Dual Education System (DES), the On the Job Training (OJT) is used to cooperate with the industrial business. In implementing DES, the career development must

be conducted with realistic option. Realistic option is determined by career maturity level of the individual. Development of early career in the direction of career maturity is based on the career counseling in the school program.

Career maturity is a multidimensional construction and its development is influenced by various factors. Therefore, the level of career maturity will affect the realistic of individual in determining work based on their type of education. Thus, the implementation of career guidance programs in schools especially vocational schools are the efforts to help individuals developing the self-achieve to the adequate level on career maturity.

Indonesian Vocational High School has the roles and functions including:

- Preparing skilled labor in purposes of National Development.
- Preparing professional workers.
- Providing productive skills for the graduates and change the status of the human as the national asset.
- Providing basic skills for vocational school graduates, as a preparation for the continuous development of self-quality.

Vocational education is inseparable from the educational system, but Vocational education has certain characteristics that distinguish it from the other education. The distinguishing characteristics are:

- Vocational education curriculum specifically has aim to develop graduate skills relating to the implementation of specific work tasks. These skills have been accommodated in vocational curriculum that includes normative group, adaptive and productive group. The curriculum used in Vocational school is the curriculum made by the education unit with reference to the SI and SKL which guided by the guide prepared by BNSP (National Education Standards Agency)
- Vocational education has a role to prepare ready to work students, either working independently or filling the existing job openings. Vocational High School as one of the institutions that prepare the workforce, should have competence in accordance with the field of work, the adaptability and high competitiveness. On that basis, the development of the curriculum in vocational education should be adapted to the conditions and needs of the workforce. The demands of students and graduates who fit the needs of the works should look to the purpose of formulating the aims of vocational education
- The needs of society. Based on perspective of development in learning needs and accessibility of business / industry, at least there are three basic dimensions of challenges for Vocational high school, in both the regional and national context, which are:

- Implementation of education and training programs should focus on the potential utilization of local resources to optimize intensive cooperation with partner institutions.
- Implementation of the curriculum should be more flexible in accordance with the development and advancement of technologies to train the high adaptability of learners.
- Education and training programs should be fully orientate to mastery learning with the active role and participation of stakeholders. To retain the Vocational high school in order to fulfill the demands of society, it must be able to perform the role and functions well.

II. PROBLEMS OF THE STUDY

Vocational education is also an investment to improve the quality of human resources, which is the main condition for increasing the rate of economic growth, equal opportunity, and social change. In this case, there are two variables; learner and field of work. There are two possibilities regarding to the relationship between learners with the areas of work; first, the competence of learners generated from vocational education in accordance with the requirements of the field of employment (match); and second, the competence of learners does not comply with the requirements of the field of work (mismatch). Effective vocational education is education that can produce graduates' competence in accordance with the requirements of certain occupations of work [2].

Various opinions claim the programs implemented in vocational education have not been in accordance with the real conditions in the workplace, not achieving the expected competencies, thus causing unemployment. These discrepancies are being debated between business, industry and education. Whereas the government has made additional building in physical facilities, teacher upgrading, complete infrastructure and improvement of curriculum development practices.

From the previous problems it is necessary for educational institutions and the business community to develop education, so the purpose of the business community and educational institutions can be achieved [3]. Communication need to develop sustainably between education and industry, so the needs of the industry competence can be harmonized with the education programs in schools. Thus the graduates will obtain sufficient and adequate provision to be able to compete in the works, moreover the student can develop career of work in accordance with the specifications and needs.

All this means the achievement of vocational school graduates preparing ready-made in accordance with the demands of the industrial world, and it depends also on the high level of achievement of the implementation of the components of a dual system of education, both in vocational and partners in the industrialized world. This will have a positive impact on the quality graduates who ultimately increase the success criteria careers in the Industrial World

[4]. With the increasing cooperation between SMK World Industries will reduce the gap between the quality of prospective workers CMS product that is expected to be in accordance with the demands of the quality of the manpower needed by the Industry partner [5].

The Secretary's Commission on Achieving Necessary Skills (SCANS) has been conducting a study to identify and describe the skills needed in the workplace to improve the performance of workers to be more effective [6]. SCANS also divided the two groups menjadi the skills and competencies of basic skills in the workplace, as the table below.

TABLE I. SCANS SKILLS

Foundation Skills	1. Basic Skills
	2. Thinking Skills
	3. Personal Qualities
Workplace Competencies	4. Resources
	5. Interpersonal
	6. Information
	7. Systems
	8. Technology

III. PROBLEM SOLVING ANALYSIS

To be a professional workers, students should not only have the knowledge and skills, but need to have tips (arts). Knowledge and skills can be learned and practiced in schools, but the element tips can only be mastered through a process of habituation and internalization. Schools in general was only able to provide a wide range of skills and knowledge in the form of a simulation so it may not be expected to produce professional workforce. Therefore, close cooperation between schools and industry, both in planning and implementation, as well as in management education.

A. Dual Education System (DES)

DES is a form of organization of education and vocational training that combines expertise in a systematic and synchronous education programs in schools and programs of procurement expertise gained through working directly in the workplace, and targeted to achieve a level of professional skill /competency expertise.

In DES, educational institution or other training institutions and the industry jointly organized an educational program or training programs ranging from planning, implementation, and assessment, to the efforts of graduate placement. Program delivery settings when held in the school and when held in the industry can use hour release, day release or block release. Normative education component, adaptive, and sub-components of the theory of vocational diseng-run movement in school, whereas subcomponent Productive Practice Expertise in the dis-convened in the industry. Subkom-compo- Basic Vocational practice can be implemented in schools or industry.

In an era of market every industry will strive to add value to production and this will be done by utilizing high

technologies. One thing that needs to be understood that high technology cannot provide added value to the efforts of manufacture. Only humans can generate added value by utilizing the help of technology. Therefore, students need to be instilled fundamental understanding due to the nature of technology and curiosity at getting added value to the efforts undertaken with the help of technology.

B. Career Guidance

Career guidance can be implemented through several strategies, namely: (1) career information, (2) field studies, (3) discussion groups, (4) Unit Teaching, (5) curricular activities, (6) the implementing early days of his career (career days). The above strategies will be more tangible results when carried out intensively and programmed integrally with the school curriculum including the implementation of the PSG.

1) Career information

Information career / job delivered to students can be done through the extension of direct sources. Air-native speakers of an agency or company that has been successful in its field. Activities are carried out with a can invite resource persons to school, but can also be implemented in the field / area of work.

The information is expected to add to the discourse of students on certain types of careers to assist students in understanding its position in the world of work as well as a hint like everywhere achieve it. Through five resource persons directly, the information expected to be more accurate and more recent. They can menginfor-masikan experiences to pursue a career mem-earned success in a career. Speakers serve as a model through observational learning process for children. Moreover, a resource to help students gain an understanding and decision making career choices independently.

Career information will be effective when based on the principles of information science [7], namely: (1) consideration and use of one's environmental variables; (2) student career information needs; (3) information characteristic; (4) career information delivery organization and management; (5) goals for information use; (6) result of the system. Given the working world rapidly changes, it should career information is dynamic and flexible, so it is always in accordance with the changing world of work-peribahan situation.

2) Field Study

Field study is conducted by visiting the objects associated with the material being studied students' career guidance and implemented for specific learning objectives. Advantages that can be owned by the students is the acquisition of direct and real experiences, learn a variety of things at the same time, the observations about the work environment, social environment, labor relations and so on.

3) Group Discussion

The group discussion creates a warm atmosphere where the manifestations of each member of the group has the opportunity to express opinions, ideas, questions so as to

provide positive energy to personal development of involved participants.

In discussions with the elements contained conversations of the people who meet, discuss topics of interest to find solutions to problems, takes him/her to exchange information, ideas, and experience and ultimately reached the decision process

4) Unit Teaching

In this activity, cooperation between the supervising teacher is essential to gain an understanding of a particular job. Some things that need to be considered in the implementation of the career guidance unit teaching methods are as follows:

- The goal extensive and thorough. In addition to learning the knowledge and skills, students also can change behavior, social attitudes, cooperation, customs and sense of responsibility.
- Focusing on one issue. Information for students not only come from one source and managed in a comprehensive manner, for example, from the printed media, visual and other sources relevant. All forms of activities carried out centered on an issue that is discussed thoroughly.
- Student Centered. The students actively conduct activities in accordance with their respective duties, and seek joint solutions-ri. Teachers act as facilitators in helping students as a group or individually.

5) Curricular Activities

This activity is intended as an effort to provide an understanding and appreciation of careers to students by linking with subjects both subjects and ekstrakurikuler intra-secular. The important factor here is the understanding and willingness of teachers to implement it.

In effect, all subjects in elementary school into a meeting with perencana-an job, in other words containing the values of vocational.

6) Days of Career Implementation

Career day was a particular day chosen to carry out various forms of activities related to the development of insight knowledge, positive attitudes towards the world of work. The students are expected to obtain information and in-depth understanding of the job at the same time understanding of your own potential in the form of its strengths and weaknesses.

Some of the activities can be carried out on career day, among others: the extension of the resource, demonstrations, simulations, screening of films on the theme of the world of work, exhibitions and so forth, based on understanding and development of student career planning. Implementation can also diintegrasikan on school programs while focusing the students focused on the moment.

Activities of career guidance through the days of his career in addition to functioning as one form of approach to career guidance also serves as a relationship of the communities involved elements of the parents / guardians of students, the world of work, figures of the communities, also involves all the parties that are considered supporting the implementation of career guidance.

REFERENCES

- [1] S.Sukamto. "Pendidikan Sistem Ganda dalam Pelaksanaannya". Seminar Akademik FPTK IKIP Yogyakarta. 1995.
- [2] C.C, Calhoun and A.V, Finch. *Vocational Education: concepts and operation*. Belmont, Wadsworth Publishing Co.1982
- [3] S, Keith and R.H, Girling. *Education, Management and Participation: New Direction in Educational Administration*, Boston, Allyn and Bacon.1991.
- [4] C.C, Calhoun and A.V, Finch. *Vocational and Career Education : Concepts and Operations*. Balmont, CA: Wadsworth Publishing Company. 1976.
- [5] P.H. Slamet. *Pendidikan Teknologi dan Kejuruan Antara Realita dan Ideal*. Seminar.TTUC Bandung. 1991.
- [6] M.Kane. The Secretary's Commission on Archieving Necessary Skills (SCANS) *Identifying and describing the skills required by work*. Washington, D.C.: Pelavin Associates,Inc.1990.
- [7] H.N. Dier. *Career information for youth in transition, the need system and models*. Columbus Ohio State University.1980.