

Central Factors Problems in Private Vocational Schools in Indonesia

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Abstract: *This paper reveals the central factor in vocational high school graduation in vocational education in Indonesia. The findings of this study indicate that the central problem patterns in Indonesia tend to be static. At the root of the problem are stagnant vocational education policies, incompetent school teachers and community dichotomic perceptions. The conclusion of this paper is the problem of vocational education in Indonesia is very complex. Policy factors and internal factors and supporting factors have not been able to function properly. Therefore, restructuring of the content of policies and mechanisms of vocational education in Indonesia is needed in order to move and develop.*

Keywords: central factor, vocational, policy, teacher, perception

1. Introduction

The problems faced in vocational education are inputs that are mostly from junior high schools that do not yet have specific abilities, in other words passive academic abilities, (Tetty Setiyawati, 2011), education financing and management are still very expensive, leading to limited infrastructure supporting student practice activities, causing the low skills possessed by SMK graduates, quality standardization is difficult to achieve due to the lack of key competencies, leading to disparities with the business world and the industrial world, as Murniati explained that the number of SMK graduates cannot be accepted in the workforce because the absorption of human resources that can meet the needs of the mind. Sukardi (2008) because vocational student competencies have not been achieved because the learning process does not meet existing quality standards. Tilaar (2002) lack of relevance of educational development programs in dealing with current and future problems.

Djojonegoro (1998) wrong habits practiced by SMK are the basic practice of vocational training not taught with basic principles; students are left to work the wrong way (unlike work in industry) eg; students working together with one work machine; the work results are not suitable between school standards and industry standards; not implementing a complete learning system; does not pay attention to work requirements, and environmental sustainability; not to print and fill the usage card and machine maintenance card; the teaching process displayed is not economic, not value added and shapes the work ethic. Other problems that pose challenges to SMK are technological development, economic globalization, changes in the structure of the economy / labor market, population growth, changes in work patterns, the concept of local excellence, obsolescence of infrastructure and practical infrastructure and the number and quality of teachers. Effective management of vocational education is professional leadership, vision and mission, a supportive learning environment, concentration on learning and teaching, high expectations of students, positive encouragement, monitoring progress, rights and obligations

of students, teaching that has goals, clear learning organizations and school and community partnerships.

Currently Indonesia faces the challenges of globalization, namely the development of information technology that is moving massively, and progressively. The speed of change in information technology provides opportunities as well as challenges for Indonesian human resources. Global human resource competition is increasingly high and competitive, leading to the creation of human resources that are ready to use from various sectors. Therefore educational institutions are required to create human resources who have high expertise and competitive advantage in order to be able to compete and be able to compete on the skills needed to face the era of globalization.

Increased global competition requires violence from vocational schools to provide the best opportunity to create a generation or graduation that is mature in skills to be able to deal with increasingly difficult competition and competition now and in the future, and can improve the skills and expertise of Indonesian young people to be able to demonstrate their existence himself in the real world of work. Tilaar (1998) states that a global society is a society that can defend itself by using indicators, namely; concerned with quality, prioritizes quality competition; bring up the best values. Globalization brings forth a new paradigm in the world of education, where education is the standard of prosperity of a nation. Prosperous nation is a nation that can create reliable human resources, has a high fighting power, is able to compete openly based on quality and competence. The superiority of human resources is the main key to survival and lasting survival.

Educational decentralization faces many problems in vocational high schools in Indonesia. The demand for independence and education resilience becomes a dilemma of problems which until now is still a central topic in SMK. As the meaning of education decentralization aims to improve the quality of service and education performance, besides that decentralization aims to reduce excessive government burdens, reduce communication bottlenecks, increase independence, democracy, responsiveness,

accountability of creativity, innovation and initiative as well as increase empowerment in management and vocational education leadership (Slamet, 2005).

Implementation of education decentralization is to give greater authority to districts and cities in managing education in accordance with the needs of their regions. For this reason, decentralization requires institutions in vocational education to increase facilities for the formulation of vision, mission, goals, strategies, educational planning; management in all aspects of education; education management information systems; human resource development development; organizational development; the decision-making process in the organization; working procedures and mechanisms; relationships and networks between organizations; development of the education board and school committee; development of educational and vocational leadership (slamet, 2005). The availability of educators and education staff is not sufficient in quality and quantity, the welfare of educators is inadequate, learning infrastructure is limited and has not been utilized optimally, education funding is inadequate to support the quality of learning and the learning process is not yet effective and efficient. Good school inputs by the national education department: Clear quality policies, goals and objectives; Resources are absorbed and ready; Highly competent and dedicated staff; High achievement expectations aim to improve school quality optimally; Focus on customers; Management of inputs to launch school wheels.

Deal & Peterson (1999: 6) states that the failure of various efforts to improve the quality of education is mainly due to various structural improvements that are not accompanied or supported by adequate cultural change efforts from the actors or practitioners of education themselves. Vocational School as a form of antithesis and concern for the world of education which is assessed: (a) Has not been able to develop the potential / nature of students optimally; (b) Have not been able to organize a Fun Teaching and Learning Activity (KBM); and (c) Has not been able to produce graduates who have moral integrity.

Vocational ideal teacher competency

According to Law number 20 of 2005 concerning Teachers and Lecturers, competence is a set of knowledge, skills and behaviors that must be possessed, internalized and mastered by teachers and lecturers in carrying out professional duties. Teacher competencies include personality competencies, pedagogical competencies, professional competencies and social competencies obtained through professional education.

Jean-Claude Vachon and Richard Gagnon stated that, a competency has the following characteristics: 1. Competency exists in a real-life setting; 2. Competency follows a progression from simple to complex; 3. Competency is based on a set of resources; 4. Competency is based on the ability to mobilize resources in situations requiring professional action; 5. Competency is part of intentional practice. 6. Competency is demonstrated successful, effective, efficient, recurrent performance 7. Competency is a project, an ongoing pursuit.

Policy Factor

The government's policy towards vocational education in private vocational schools in Indonesia is felt not quite encouraging. Like a life reluctant to die do not want to, high hopes but the conditions have not taken sides and are considered difficult, there is no way but to build a strong independence in order to survive, even though it is established, that is a picture of the condition of private vocational schools in Indonesia. Although tired, life must go on and move even though it is slow like a conch.

Alignments of government policy towards state vocational schools, gave rise to feelings of social jealousy for private SMKs. Quality equation as outlined in the administration whose results can be seen from the value of accreditation becomes a clear gap delicacy. For private vocational schools the value of accreditation is not important, what is important is how to get a lot of students and can survive, and it is different from public vocational schools, which do not have doubts in each school year. In other words, state vocational schools do not need to think about the number of students obtained, and do not need to think about survival.

The sharp gap condition has become a dilemma for private SMKs on BOS assistance issued, and it depends on the value of accreditation obtained. The higher the value of accreditation obtained the more unfavorable for the school, due to not getting financial assistance from the region, and the lower the value of accreditation, the higher the assistance provided.

The issue of jealousy became sharper when the policy to give BOS fully to public SMKs, while private SMKs did not. Like the rich getting richer and the poor getting more oppressed, that's a picture of the current state of government policy in public and private schools. The real impact occurred was the decline in competitiveness and motivation for private Vocational Schools and had implications for low performance, which resulted in graduates not being reached to the maximum due to the lack of facilities and infrastructure due to the impact of lack of capital.

Internal Perception Factors

In general, the main factor to achieve the maximum level of SMK student success in obtaining employment is highly dependent on the implementation of SMK management education standardization contained in Minister of Education and Culture Regulations (regulation) No. 34 of 2018, so that the expectation of quantity and quality of SMK graduates can be fulfilled with an outcome form capable of applying knowledge and technology in the world of work, as well as being able to solve every problem with the knowledge it has.

In addition, the influence of the globalization of science and technology that moves very fast and massive demands the creation of competent human resources in their respective fields. Currently Indonesia faces the challenges of globalization, namely the development of information technology that is moving massively, and progressively. The speed of change in information technology provides

opportunities as well as challenges for Indonesian human resources. Global human resource competition is increasingly high and competitive, leading to the creation of human resources that are ready to use from various sectors. Therefore educational institutions are required to create human resources who have high expertise and competitive advantage in order to be able to compete and be able to compete on the skills needed to face the era of globalization.

Increased global competition requires a violent and emergency response from vocational schools to create the best opportunity to create a generation or graduation that is mature in skills to be able to face competition and competition that is increasingly difficult now and in the future, and can improve the skills and expertise of Indonesia's young generation to be able to show their existence in the real world of work. Tilaar (1998) states that a global society is a society that can defend itself by using indicators, namely; concerned with quality, prioritizes quality competition; bring up the best values. Therefore graduates' competencies must be directed to specific skills and to have attitudes and characters that can defend against the challenges they face.

Graduates are a factor in increasing unemployment in vocational schools, especially from private schools. The basic problem that graduates have, is the parent factor. The majority of parents who send their children to the Private Vocational School do not have mature planning, thus affecting the mindset of children. children's perceptions that appear are not on the concept of what work will be achieved after graduation, but only limited to the intention to learn in school according to the wishes of parents. The impact seen is for example, children lack enthusiasm, lazy to learn, and so on. In other words, perceptions built by parents who do not understand the outputs and outcomes after graduating from a vocational school, affect children's behavior in the learning process at school. This perception was followed by students living in boarding schools and students of SMK who were far from their parents' environment.

This perception is not a concern of the Private vocational school, and does not even feel that the input obtained is not in accordance with the performance plan of the vocational school itself, especially from the principal's policy with inadequate leadership and competence factors. According to the school the most important vocational students are given skills and religious knowledge, and the hope is to provide benefits for themselves in the future.

2. Conclusion

Private Vocational School is an independent vocational education institution, and has more complex and complex problems compared to public Vocational Schools. These problems are caused by several factors, namely policies, internal factors, and perception factors. These factors lead to private SMKs lacking quality and quality.

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