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Regional Study of
Secondary Level
Technical and Vocational
Education: Policies and
Rationales for Skills
Development

INDONESIA

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I. EXECUTIVE SUMMARY

The development of vocational senior secondary education in Indonesia has been through several changes for the sake of improvement. This is obviously seen from the government's efforts, starting from the procurement and improvement of facilities, graduates' as well as teachers' quality, and the revision of curriculum. The development of national education in the future is based on the paradigm to build Indonesian people as the subjects having the capacity to actualize human potential and dimension optimally. Vocational Senior Secondary Schools in Indonesia start in the level of senior secondary school or grade 10, 11, 12 (some schools have grade 13). Education at vocational senior secondary schools applies several patterns of education implementation that can be performed in integrated manner that is the patterns of double systems, multi entry-multi exit, and long-distance education. The curriculum of Vocational Senior Secondary Schools 2006's edition was designed by means of some approaches: a) academic b) life skills c) competency- based curriculum d) broad based curriculum e) production based curriculum. The material for basic vocational competency and vocational competency is adjusted to the need of expertise to meet the standard of working competency at working sector. The quality of teaching and learning in academic and vocational programs needs improvement. Final examination scores for academic subjects are lower in Vocational School than General School. Only 62% of Vocational School teachers meet current qualification standards, and good teachers with industry experience are rare. To improve the quality of teachers and educational personnel, relevant to the standard of national education, the government has renewed the teacher training center to be the center of advancement and empowerment for teachers and educational personnel. To improve the quality of national education, government has conducted accreditation to evaluate the quality and the performance of schools. School accreditation is a comprehensive evaluation of the quality and the performance of a school/ education program. It is performed as a public accountability. In the process of accreditation, a school is evaluated by considering its direction and goals, as well as the quality of the school condition as a learning institution. To assure the quality management, Vocational Senior Secondary Schools in Indonesia are impelled to adopt the ISO 9001:2000 quality management system.

II. INTRODUCTION

One type of the vocational education developed in Indonesia is Vocational Senior Secondary Schools established to prepare the students or the graduates to enter working sector and to be able to develop professional attitude in vocational fields. Hopefully, the graduates of such schools are productive individuals who are able to work in the area of medium skilled jobs and are well prepared to join working sector competition.

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The quality of vocational education employs double standards, school based standard or in-school success standard and society based standard or out-of school success standard. The first criteria comprise the aspects of students' achievement in fulfilling the curricular requirement oriented to the demand of working sector. Whereas the second criteria comprises the achievement of the students reflected in their ability suitable for the national or international competition standard. This can be observed after they join the real working sector.

The efforts to reach the demanded quality of the graduates are based on the curriculum established and developed to meet the stakeholders' requirements. Specifically, the curriculum of the vocational education has the characteristics that lead to the establishment of the graduates' capacity suitable with specific job performance. Such capacity is accommodated in the vocational schools' curriculum comprising Normative, Adaptive, and Productive Groups.

Technology development requires the development of vocational education owing to the changes of the current social and economic structures that lead to global paradigm. Such changes will provide much more job opportunities among countries. However, the competition among countries is tighter. To improve the competitive capacity in the free trade, tough competitive power is needed, such as capability in the management, technology and human resource. Human resource is an active resource that can determine life and achievement in the competition. Education has strategic role in producing qualified human resource to compete in the free market. In this case vocational education prepares students or human resource having working capacity as medium skilled workers to meet the demand of business and industrial sectors. The existence of vocational education in Indonesia is getting more significant due to the research showing that the vocational senior secondary schools contribute to the local

economic growth and specifically the vocational schools majoring in technology significantly give positive contribution to the growth of manufacture industry (DPSMK, 2008).

In relation to the fact, in the future vocational senior secondary schools are expected to be able to meet the challenge of the development of the country. Thus, in the 2005-2009 strategic plan of National Education Department, the policy regarding the development of vocational schools is getting more attention, for example by expanding the implementation of vocational schools in the form of vocational senior secondary schools, such as vocational schools in industrial areas, far-distance vocational senior secondary schools in Islamic boarding schools/other institutions, vocational schools in border areas, vocational schools in remote areas and villages, open vocational schools, and integrated secondary schools. To meet the need of middle skilled workers in manufacture sector, manufacture industry, construction, mines, trade, social services, tourism, telecommunication, information and communication, agriculture, technology and arts (cultural conservatory) the government is planning to increase the number of vocational schools' students that will increase significantly in number until 2009 (Pusat Informasi dan Humas Depdiknas, 2007). In the roadmap of Directorate of Management and Secondary Education the ratio of students of senior vocational schools : general secondary schools reaches 43:57, while in the academic year of 2009/ 2010 the ratio becomes 50:50.

Although the government has performed several actions and policies to improve the condition of vocational senior secondary schools in Indonesia, many problems and challenges still exist and should be overcome. Besides, there is still inconsistency between policy and practice. Therefore, this study tries to depict a glance at several aspects in relation to the Vocational Senior Secondary schools. Specifically this study investigates the answers to the following:

1. How are all the available options for technical and vocational education at the secondary schooling level co-coordinated? Do they function efficiently and effectively?
2. What needs to be done to ensure the technical and vocational education curriculum offered at the secondary schooling level is, and remains, relevant to the needs of the job (employment) market?
3. Who can build (policy, training institutions) teacher availability and capacity to provide relevant TVET in secondary level education?
4. What relationships exist between secondary level TVE achievement, general secondary schooling achievement, and opportunities for further education? How effective are they?

III. BACKGROUND

A. Brief Description on Vocational Secondary Schools

Technical and vocational education had been in Indonesia before the proclamation of independence. The main purpose of the education was to give basic knowledge and skills needed by Indonesian people. At that time the knowledge and the level of skills supporting national development were not taken into account. Before the independence, schools in Indonesia were classified as schools for women, schools of engineering, schools of agriculture, and schools of commerce. After the independence schools were classified as schools of household affairs, engineering education, and agriculture education (Soenaryo et al., 2002). Today vocational secondary schools are classified as schools of agriculture and forestry, technology and industry, business and management, social/community welfare, tourism, arts and handicrafts, health, and marine.

Briefly the structure of education system in Indonesia can be described as follow.