

CHAPTER I

INTRODUCTION

A. Background

Work of field is important indicator of society's prosperity degree and all at once become indicator of education implementation success. So, spread of educator's jobless issue become destroying sign for educators' planner in the development countries general, especially in Indonesia (Palilingan, 2007: 4).

Entering economic corporation between countries of South East by means of *ASEAN Free Trade Area/AFTA* since 2003 and world free market in 2020 causing tight competition whether commodity or service. It means Indonesia must increase competitive power whether product quality or service. Developing of this competitive power begins from qualified Human Resource preparation which is superiority factor to face competition meant.

If we could not anticipate qualified Human Resource preparation such as educated, skilled, and competent especially for workers in sufficient amount, Indonesia will be victim of free market. Because of that, our country needs to prepare Human Resource in the middle level that has appropriate skills with industry. Human Resource is needed to be prepared by government of National Education Ministry, Labor Ministry and Trade Ministry or the Chamber of Commerce and Industry and also by society of

service user.

The connection of absorbability of Secondary Vocational School at work world, according to Samsudi (2008: 1), says “nationally, idealizes of Vocational School graduate can enter work directly about 80-85%, while during this time only absorb 61%. In 2006 graduate of Vocational School in Indonesia reach 628.285 people, while absorption projection or labor need of Vocational School graduate in 2007 is only 385.986 or about 61, 43%.”

Empirically happened unbalanced between supply and demand of education output. In the other words, there are unbalanced and provided labors, where product of graduate profile is not oriented on social reality. Education implements as partial part, separate from society constellation which always changes. Education is placed as a machine of science and technology, disposed free from context of whole society need (Anonymous, 2008: 1).

To face condition above, vocational school is faced on various problems, such as: problems' conception, program, and education operational. If this problem is seen from conception it, can be drawn as follow: (1) vocational education oriented on supply driven oriented, no demand-driven; (2) education program of vocational only school-based program; (3) no recognition of prior learning; (4) need of vocational school *dead-end*; (5) teachers of vocational school have no industrial experience; (6) there is wrong perception that education is responsible of anonymous; (7) vocational education more oriented on formal sector; and (8) vocational

school dependence on government subsidy especially in fund sector (Soenaryo, 2004: 223).

In Central Java 2008 fixed as vocational provinces there are more than 200 Vocational Schools from 44 of state schools and 142 of private schools (School's Statistic of Vocational School, 2004: 63). From that vocational school amount, one of them is State Vocational School 1 of Purwokerto as research object chosen by researcher because of several reason. First, as an oldest Vocational School in Banyumas regency, second, many appreciation achievement get by this school, rapid school's development also include so that this school can be International School Base Pioneer which is applying SMM ISO 9001: 2008 in its' school management, apply productive learning training using two learning process approach strategies at school and in industry it is called *dual base programmers* power attraction from State Vocational School 1 of Purwokerto.

Vocational School's management based on productive subject matter and important to evaluate whether perspective and mission have been declared before can be gained or no. State Vocational School 1 Purwokerto has done PSG since 1999 evaluated from students' result of study called Final Evaluation of Study (EBTA), Competence Test, National Final Evaluation of Study (EBTANAS), National Final Examination/National Examination (UAN/UN) and National Final Productive Competence Examination using *project work* approach for productive training for

productive training, but program evaluation entirely has never been done. To see the effectiveness of program implementation is not only from students but from other factors. For example: teacher, curriculum, medium and infrastructure, funding, teaching learning activity at school, work practice in industry, industry relationship or couple institution, and other factors.

Bachder (Anonymous, 2009) evaluates, theory ability gained from school still low, it seen from Vocational School graduates recruitment hard to do apply them at work area. Beside that, actor of industry moaning there are Vocational School which done students' acceptance based on financial ability of their parents. Finally, the graduates only oriented on school's profit not consider on ability and quality of students when introduce on industry.

Vocational education is part of education system which is preparing someone to work on a group of work rather than others job. According to Law Number 20 Year of 2004 about National Education System "Vocational Education is education preparing students to be able work at certain field".

Vocational education has multifunction if it is done well will give great contribution for national development's aim. Those functions are (1) socialization, that is transmission of values and be valid of norms as real fact from those norms, (2) social control, is behavior control so that appropriate with social norms, (3) selection and allocation, is to prepare, choose and place labor applicant deals with sign of work market, (4) assimilation and culture conversion is absorption of others group in a

society and maintain unity and integrity of culture, (5) promote changing for better improvement, that is education not only function as teach what exist, but must function as changing motivator (Basuki, 2008: 3).

There is no compatibility yet between competence hoped by workworld and industry to Ward graduates of vocational school with the condition of labor need from enterprise and industries once of problems for Vocational School at Central Java. Central Java Province has potential industry spread out especially in Semarang and Pekalongan regency certainly can reserve great labor especially who have skills in all industry field properly oriented by workers from vocational school's graduates (Budiati, 2008: 2-3).

One effort can be done so that. This is the content of wide education oriented on life skill base. One of efforts is reorientation on competence and learning. For that reason is constructed models of learning at Vocational Schoole specially for productive subject matter. This model is an example that can be improved, deepened and enriched by teachers at school. Learning model improvement at school must be done togetherly by team teaching discussion.

Today the government also has program for education that is for Vocational School 70% and 30% for Senior High School. This changing of schools' amount because of data on the field, which is productive unemployment mostly from Senior High Schools' graduates. Basically Senior High School is programmed for those who want to continue their

study higher education, while skill provision can be said is not provided. Differ with Vocational School, they are demanded to master skill and also hoped to create their own job field.

Because of that State Vocational School 1 of Purwokerto includes in International School Base Pioneer and has SMM ISO 9001:2008 certificate hoped can use the benefit of this certificate such as an easy access to enter global market and has compatibility with supplier from abroad. Besides that there is also another benefit. The process done by organization is to obtain certification disposed to improve quality and uniformity of work together to increase productivity to develop organization's power of (Anonymous, 2009).

State Vocational School 1 of Purwokerto agrees to use SMM ISO 9001:2008 because several reasons delivered by Suharyadi (2008:11), the reasons are: 1. More consistence and responsive, 2. More easy to manage changing, 3. Organization is managed, 4. Every people follow the best practice, 5. Better of work condition, 6. Has systematically process in solve problems, 7. More efficiencies because operation and failure fund is low, 8. Customer is more satisfied and trust so that can produce high quality graduates from skills, so today many companies need graduates from Vocational School. Ministry of Education suggests choosing Vocational School because more promise in job area.

That background made researcher take title of Productive Subjects Learning Based Quality Management of ISO 9001: 2008 at SMK N 1

Purwokerto.

B. Focus

From that background, the focus of this research is *What are characteristics of productive subjects learning based on quality management of ISO 9001: 2008 at SMK N 1 Purwokerto?* That focus is divided into three sub focuses:.

1. What are characteristics of productive subjects curriculum based on Quality Management System of ISO 9001: 2008 at SMK N 1 Purwokerto ?
2. What are characteristics of productive subjects learning model based on Quality Management System of ISO 9001: 2008 at SMK N 1 Purwokerto ?
3. What are characteristics of teacher and student's interaction in productive subjects learning based on Quality Management System of ISO 9001: 2008 at SMK N 1 Purwokerto ?

C. Objective

These research objectives are:

1. To describe the curriculum identification of productive training and education learning of Vocational School management quality ISO 9001: 2008 at SMKN 1 Purwokerto.
2. To describe the learning identification of productive training and education learning of Vocational School management quality ISO 9001:

2008 at SMKN 1 Purwokerto.

3. To describe the teachers' interaction identification of productive training and education learning of Vocational School management quality ISO 9001: 2008 at SMKN 1 Purwokerto.

D. Benefit

1. Theoretically

Can be used as material to distinct .conception about productive training and education learning of Vocational High School.

2. Practically

- a. For Ministry of Education this research result can be used as reference to develop Secondary vocational school especially dual base program of education existence.
- b. For SMKN 1 Purwokerto, it can be used as evaluate the dual base program management during this time.
- c. For other Vocational High Schools this research can be used to decide authority about dual base management of each school.

E. Glossarium

1. Curriculum

A curriculum is the set of plans and arrangements of the content and learning material and the method which is used as the guide of teaching and learning activity (Hamalik, 2008:18)

2. Learning Proses

Learning by Hamalik (2008:57) is a composition of human, material, facility, equipment, and procedure which influence each other to achieve learning goal. Further more, Hamalik (2008: 65-66) stated that there are three characteristics of learning system such as plan, mutual dependence and purpose.

3. Learning Interaction

Teaching and learning interaction is an interactive activity of several components to realize the achievement of learning goal which has been established in lesson plan (Aqib and Rahmanto, 2007: 58).

4. SMM ISO 9001: 2008 School Base

School base International Organization Standard. On the other words school is managed using principle that gives priority on quality.