

Scientific Writing (Best-Practice Principal Achievement) Analysis of Successful Practices Managing Industrial attachment in Vocational School 8 Makassar (SMK 8)

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Abstract

Basically, Dual Education System or PSG, or a dual system of education is a system of vocational competency training conducted in vocational schools and businesses working to produce middle-level personnel with specialized skills. The objective of this study was to determine the effectiveness of working practices within the hotel industry or restaurant that was an educational program at SMK 8 Makassar aimed at: 1) Improving the quality and relevance of vocational education through participation of industrial partners; 2) Producing graduates who have the knowledge, skills and work ethic that was in accordance to the demands of employment within and outside the country; 3) Produce graduates who have the skills, knowledge and attitude that became the basis of the provision of sustainable development itself; 4) giving recognition and appreciation of work experience as part of the educational process; and 5) improving the efficiency of secondary education, vocational education through the use of performance is available in the world of work. Data were obtained through personal interviews with students who have undergone the practice within the hotel industry working or different restaurants abroad by considering the skill, knowledge and attitude the students get from hotels or restaurants respectively. The results showed that the educational institution has advantages and disadvantages in providing a briefing to the students in English, ICT, and discipline, basic common core competencies, either for students or teachers as students' mentors of industry practice.

Keywords: Industry practices skill, coordination, discipline and financing.

1. Introduction

Entering Southeast Asian Nations Economic cooperation through the ASEAN Free Trade Area or AFTA) since 2003 and the free world market in 2020 will lead to fierce competition both finished commodities and services. This means that Indonesia must improve the competitiveness of both quality of production and services. Since the Fourth Development Plan of the Minister of Education and Culture has introduced a new policy for undergraduate education changes called "Link and Match." Literally, link and match are defined as associated. It involves an interactive process continuously. The link and the match are to be relevant and appropriate. Referring to this concept, there are linkages and the expected match between education and the world of work where vocational orientation and training of human resources geared to meet the needs of the workforce. Ministry of National Education Policy Education Program Dual System approach is a major organizing pattern Curriculum Vocational School (SMK), which preceded the 1994 curriculum and curriculum 1999 edition has been enhanced a reference for improving the quality of graduates that more in line with the inquiries of national development in general, and the demanding needs of the industry / World Enterprises in particular (Anonim, 2003). One entry point SMK Negeri 8 Makassar can be selected as one of Indonesian's school of Tourism incoming international school or RSBI. It is the Industrial Attachment Training (*prakerin*) Abroad, which started in 1996, lasted until today and has resulted in students who have the skills that meet International standards of competence. As the Pilot International Standard School, there had many achievements both academic, extracurricular, environmental and other achievements, even the title as SMK Outlet in Indonesia, especially the eastern part of the decree by the Director of Education and Vocational Ministry of National Education 0008/C5.3/LN/2003 dated June 30, 2003, (Anonim, 2003)(1) on the Formation and Establishment of vocational Outlet as Industrial Attachment Training Abroad Program Supervisor, SMK Negeri 8 Makassar. Dual System Program or PSG at SMK 8 Makassar is implemented and developed based on the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 323/U/1997 (anonym:1997) (2) on the Implementation of Dual Education System in Vocational Education and Curriculum 1999/2000 which aims at: Improving the quality and relevance of vocational education through participation Spouse Industry; Producing graduates who have knowledge skills and work ethic that is in accordance to the demands of employment within and outside the country; Producing

graduates who have knowledge, skills and attitudes that become the basis of the provision of sustainable development itself, Giving recognition and appreciation of work experience as part of the educational process; and Improving the efficiency of secondary education, vocational education through the use of performance is available on the world of work.

1.1. Problems

The success achieved SMKN 8 Makassar and increasing competition as mentioned above raises a variety of issues, such as: 1) Industrial Attachment Training team productive resources were still limited to the mastery of English and ICT; 2) Students desire to participate in overseas Industrial Attachment Training has not been fulfilled due to relatively high costs; 3) There was a lack of coordination with technical Industrial Attachment Training team, training teachers, counselors industries outside the State, parents and school committees; 4) Discipline and attitude were still complained of by most industry abroad; and 5) Mastery of competency either basic competency, Common Core or functional competency still needed serious attention from the instructor.

1.2. Strategy of Problem Solving

1.2.1. Description of Problem Solving

Considering from the background and restriction problems of Industrial Attachment Training typed emphases on implementation of State and partner institutions carry in improving ability of the Human Resources ICT and English, financing, coordination, discipline and mastery of competencies (Irfan Dwi A., 2012) (3). Judging from these issues, it is needed a repairing and improvement efforts in the implementation process of the strategy as follows: (1) Performing quality improvement of teachers in a very productive competency directly related to students through English and ICT training, in accordance with the Industrial Relations program; (2) Proposing financial subsidies that arise during the implementation of foreign Industrial Attachment Training, develop programs, assessments abroad and arrange financing arising from these activities, which is characterized by increased cooperation in the form of Agreement / MOU tried in various ways, namely: Revolving fund, subsidy budget, Cooperative School and School Committee, in cooperation of the industry, which can provide funding early departure; (3) Development of networking between the council/school committee as a forum for consultation and coordination forum between SMK with DU/DI to perform pre-departure activities before heading overseas Industrial Attachment Training place; d) Instilling discipline and high attitude with discipline briefing of schedule events by ARMED 676 battalion "Tamarunang" in every generation, and (4) Conducting additional training hour basic competence, Common Core, and functional competencies that are based on the competency of the Indonesian National Standards and particularly on the acquisition of appropriate terminology with the expertise of each program as well as the provision of materials for the final exam grade III who happened to be abroad when the test. These strategies have been also mentioned as one of the solving problems to improving (see Jerris, 1999 and Kammermann M., 2010). To implement the strategy it is needed the operational strategy by looking at the environment of the industrial link to maintain the process and management of the curriculum of school.

1.2.2. Operational Stages of Implementation:

(1) Implementation the quality improvement activities through the socialization of productive human resources, training will be undertaken by the school, industry and government, the foreign Industrial Attachment Training program; (2) Arrangement of the departure fees in cooperation with the Government, the Committee, industry, and parents; (3) Creating the fabric of cooperation between schools and industry and related elements are marked with the cooperation agreement; d) Establishing of discipline and attitude carried throughout the week continued learning and discipline, at a pre-departure and preparation, and (4) Performing special Training Competency Basic, Supporting and functional at the pre-departure. (Moskowitz, Michael., 2008,).



Figure 1. *Departure to the UK Trials in 2002 and at the same time Exam
At the Embassy of Indonesia in London*

1.2.3. Discussion

Reason Selection Problem Solving Strategies : Here are some alternative policies that we go through an effort to improve the quality of Industrial Attachment Training SMKN 8 Makassar in implementing the Dual System of Education (PSG) in foreign countries, namely: 1) A success based on strong human resources, for the improvement of human resources through training, both in-house training and implemented directly by the government is a provision for teachers of foreign languages in which competency and ICT Industrial Attachment Training very direct contact with LN, and 2) Industry practice abroad is an integral part of the concept of the PSG as the education in vocational approach that must be performed continuously in two places, namely in the industry and in schools to both internal elements (students, teachers, counselors, administrative staff) and externally (Lecturer in Company, Industry, Association of profession, the Government, Parents). It is expected that these efforts can raise awareness of the different values between vocational and life in the industry. Finally, it may realize that the work ethic was not only obtained entirely in school, but also through direct experience within the industry. The communications industry is important for the realization that they are oriented in addition to financial benefits. It does not a mistake that the skill in vocational education is an integral part of the development within the industry itself.

Impact achieved by the selected strategy: The impacts that have been achieved directly from the strategy are: (1) The increased competency of both the students and the instructors are visible to the interest for the students who signed up for the *Industrial Attachment Training* abroad more and more, but each generation observer departure in accordance to the needs of industry throughout the destination country, and (2) Dual System Program Implementation Impact of Foreign Affairs in terms of financing, starting from the first batch in 1996 to the fifth generation still feels very easy because of the cost of departure can still be affordable as well as fiscal. The cost of implementation of State Program Dual System is different from every generation considering on: (a) Increased drastically fiscal payment of Rp 250,000 to Rp. 1,000,000; (b) The purpose or place of Dual System Program. (c) The exchange rate of U.S. \$ to Euro, because the flight service payments are made in the form of U.S. \$; (d) The duration of the training period; (e) State that will be addressed, because the first month allowance to dependents of Program Operations Team Dual System of State, and (f) The uncertainty cost of a passport. In general it can be given examples departure details class IX and class II are as in Appendix 2 are very much different.

Results of the implementation of the Dual System Program in Foreign Affairs: Since the beginning of implementation of Dual System Program held abroad in the academic year 1995/1996 until the school year 1997/1998 on the general results of the implementation are as follows: Assessment of the industry average to good, and even the Singapore workforce Dual System Program II, a student of SMK 8 Makassar have been entrusted to carry out the duties as Chairman of Duty (Duty Manager) at Ladyhill Hotel: 1) Students become more independent; 2) Students are able to speak English and the results EBTNAS communicative English grades above average students who undertake courses in the country Multiple Systems, and 3) Financially felt heavy at first, but once completed the Dual System Program abroad, each student can save up between \$Sin. 600 - \$Sin. 900,-- atau M\$. 300 - M\$ 500.--, GBP\$ 4000 poundsterling where in UK student allowance payments equal to the local workers, even the students who will be saving save more, if they are able to take advantage of the time to implement over time, casual and so forth, which over time appreciated \$Sin 40, M\$ 40 dan atau GBP\$ 40 in each country.

2. Constraints faced

Students were ready for Overseas Dual System Program, which will certainly go out of the country in many natural obstacles such as financial problems, and other disciplines, but after going on a partnership or networking with industry outside the State it will be resolved. On the policies adopted by the school, industry and society (Mann, S. and Robertson, I., 1996). The determination of which students will be able to follow the State Industrial Attachment Training program is not based on the ability of funds to be provided by the parents but more emphasis on students who are capable of in terms of intelligence and personality (Marsel R. van der Klink, Jan N. S., 2002 and Priti J., 1999). By this reason, the Coordinator of the program in collaboration with the Student class guardian; when students from SMK 8 Makassar alone or with other Vocational School Principals who want to join the program held a networking students based on ability and skills of the students who were followed up from the beginning of the first semester. In this way, the students also netted in which his parents are less able to participate in this program, but from the Principal, PSG Supervisor and Council / School Committee provides funds raised from various activities outside of school activities al of services in South Sulawesi Governor Functional House and the wedding activities at hotels in Makassar. Until now about 300 more students who are and have been back to Indonesia, there are approximately 20-25% of students remained dispatched even though they are less able financially, but still able to be dispatched intelligence to follow this program. To overcome these obstacles, of the third grade students who will take national examination, our effort is to equip students Industrial Attachment Training on Adaptive subjects (Science and Mathematics) and Normative (Indonesian) than English is an absolute requirement and preparation of students follow the National Examination (UN) can be done by: 1) All three of these subjects Modules made by each teacher, and the module is given to students who perform PSG who are outside the country, so whenever they get a schedule of the National Examination Abroad will allow them to work on the problems that the implementation is done by the Indonesian Embassy in the country concerned as it did in the UK in 2002. With the way students learn on their own using the module. Guidance and communication modules between students and teachers can utilize ICT vocational centers which already owned, so the timing of PSG can be designed for longer that six (6) months to 1 (one) year (Martin, Vivien, 2006), and 2) In the concept of teachers also claimed PSG had the experience and industry knowledge, teachers should be subject groups regularly earning an internship in industry for at least three months, both domestically and abroad in the hope that the teachers are able to adjust the experience obtained by students from abroad in accordance with the standards of competence, respectively. Additionally SMKN 8 Makassar teacher already has about 10-15% of teachers who had experienced earning Tourism abroad particularly productive through the Central Government (PSMK) have been sent to various countries like Australia, Switzerland, Austria, Germany, Singapore, Malaysia and the UK.

3. Supporting Factors

To provide mental and physical readiness to forging constructive and the Dual System Program has been held abroad in collaboration with VII Military Command "Wirabuana" and the Field Artillery Battalion 6/76 "Tamarunang" with the implementation of discipline during the week of 7-10 day. Disciplinary training materials focused on how they used to get up on time, go to work/training schedule in accordance with the industry so that what is produced in the training can be implemented in the field. Provide English communication simulation method using audio-visual and language labs scheduled optimal manner. Implement the practice of self-reliance by handing the entire organization holding a *Andrawina* (perjaman), ranging from preparation to implementation to students without the support of mentors. All things were conducted entirely by the students themselves training. Build synergies with all devices associated with the implementation of activities abroad Industrial Attachment Training be in line with expectations, including mastery of the material and equipment that is in use in coaching. The main supporting factor in the implementation of good debriefing conducted special training class and the departure of the material relating to the 4 Common Core competency ; collaboration with colleagues and customers, working in a different social environment, follow the procedures on health, safety and security in the workplace, develop and update knowledge of the industry, besides that, the students are also equipped with how the students can adapt in time to set foot outside the country (see Muliati A. AM, 2007).

4. Development Alternatives

Some of the terms proposed by the Industrial couple SMKN 8 Makassar to continually developed both inside and outside the country to be able to accept students SMKN 8 Makassar in Industry, among others: (1) high discipline, (2) able to communicate in English is active, (3) minimum height 160 cm for women and 165 cm for men, (4) master the basic theories and procedures on all parts to be; (5) used exercise, (6) training period of at

least 3 months up to 6 months for Singapore, Malaysia, (7) United Kingdom (UK) between 1 year to 2 years; (8) high initiative (9) Self and (10) is responsible for a given task. (See also Michael T., 2013 and Ronal L. Jacobs, Mohammad Jaseem, Bu Rahmah, 2012). The success demonstrated by approximately 20 to 25 students who managed to return to the country of the previous industry practice even 3 times over and over again to London, Singapore for training in one of the leading hotels in the UK on behalf of Muhammad Munir, this occurs because students have conducted *Industrial Attachment Training* well and gained achievements in the workplace outside the State, and the 4th time now it has become a permanent worker. For background information that the parents of M. Munir is tempeh sellers. Similarly, one of his named Erwin Tirta (parental background is the driver pete-pete) that has now been returned to Indonesia and immediately got a job at a prestigious restaurant as middle level manpower in Singapore. Since 1996 till 2009 departure has reached about 70's generation with the number of participants Industrial Attachment Training about 300 people, who are and have been implementing Industrial Attachment Training in various places in Malaysia, Singapore and the United Kingdom. More over, Students have been sent out of the country is still a study skills program Cooking, Food and Beverage Service, Pastry and Bakery, Housekeeping and Front Office while dressmaking and Beauty is still in the exploration stage. In addition they carry Industry Practices are also given the opportunity to participate in education as the example below one of the students, following the UK's leading vocational schools din NVQ competencies appropriate for some expertise.

5. Conclusion

To improve the quality and relevance of vocational education through participation Couple industry should be made continuous efforts in improving the quality of human resources in order to pursue a productive teacher competition is so tight because of the all-powerful technology, industry especially overseas will quickly adapt. To produce graduates who have the knowledge, skills and work ethic international vision in accordance with the demands of employment within and outside the country, it is necessary to learn the business and self-employment, entrepreneurial, persevering so as to contribute to the development of self both in the country out of the country. Basic supplies himself sustainable development, it is necessary to networking components associated with the prospective student travel, school committees, homeroom teacher, parents, mentors team industry practices, industry was and other related parties. Recognition and appreciation of the industry work experience as part of the educational process looks of some of comments and awards are given to those who earn achievements while in industry practice, where Indonesian students who perform duties overseas on very diligently and even admit there is a restaurant in Souple Restaurant on the Green, Ken England entrust restaurant operations handled by the Industrial Attachment Training students of SMK 8 Makassar. Similarly, after returning to Indonesia with supplies obtained and their schools and scattered LN Industries worked in the UK, Singapore and five-star hotels in Indonesia. Basic competence, English and ICT, common core competency and functional competency drilled at school is an integral part of the implementation Industrial Attachment Training. Armed Indonesian National Occupational Competency Standards, the third component of these can be implemented by the students and of course added with industry experience who lived subs 6 up to 1 year, and for the achievement of students who have visas can be extended so that the effects produced by them can help the family economy specific and industry experience in Foreign Affairs, also a foreign exchange earnings for the students and our beloved country of the Republic of Indonesia, especially the practice Industry in the United Kingdom (UK) and Singapore.

6. Recommendation

Efforts to improve the competence of teachers and students on the vocational competency in English, ICT and vocational competency which is the main obstacle in the *Industrial Attachment Training* implementation of the Government through the PSMK of Directorate and communities providing a means of communication such as learning networks Speedy, Self Asses Study, WIFI, Jardiknas (Official National Networking) and special programs are needed in the tourism industry such as the Galileo System Fidelio as an aims to develop human resources. In addition to the efforts of laboratory equipment have also been equipped, in house training for teachers and training in various institutions that exist in the domestic as well as overseas. Financial constraints that occur in almost every departure can be resolved as a result of cooperation with all parties, including providing the opportunity for the student to use his time to help the school in advance of production units which school they will automatically get the initial capital for the departure. Discipline and attitude as a key to success in work, for the study of how the common core; collaboration with colleagues and customers, working in a different social environment, follow the procedures on health, safety and security in the workplace, develop and update knowledge of the industry, should be integrated in the vocational curriculum besides the students must also be provided with a special discipline conducted by partners. Addition Basic competency training hours,

Common Core, and functional competencies that are based on Indonesian National competency standards and particularly in terms of tenure or terms of competence in accordance with the program as well as the expertise of each material provision of the final exam for the class III who happened to be outside country at the time of the exam, prepared as a regular teaching materials, thus becoming the documents for training at school and in the industry, the Internet Improved quality of learning English and ICT.

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