NEED OF VOCATIONAL HIGH SCHOOL BASED ON LOCAL POTENTIAL FOR REGIONAL DEVELOPMENT IN CILACAP DISTRICT

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Abstract
This study intends to: (1) describe regional development programs, (2) determine local potential, (3) describe the level of alignment of the current spectrum of expertise and make a spectrum of expertise Vocational High Schools based local potential in the Cilacap District. Descriptive research was used in this study. The research site was carried out in the Cilacap Regency area. The data sources used are secondary data sources, namely the use of data through official documents such as the Rencana Tata Ruang Wilayah (RTRW), Rencana Pembangunan Jangka Menengah Daerah (RPJMD), Cilacap Regency in the 2017 Figures and the Cilacap Regency Economic Census in 2016. Analysis of official documents are used to achieve the research objectives. The validity of the documents carried out is the provision of a wet stamp from the related agency. The results of this study include: (1) the development program planned for the development of local potential in the Cilacap Regency area is listed on the 4th mission of regional development, namely "developing an economy that relies on local and regional potential"; (2) existing local potential includes the manufacturing sector; agriculture, forestry and fisheries; wholesale and retail trade, car and motorcycle repair; and the construction sector; (3) the level of alignment of the expertise spectrum of SMK with local potential in corridor 1 amounting to 35.7%; corridor 2 of 28.6%; corridor 3 is 43% while corridor 4 is 28.5%; areas of expertise that are in harmony with local potential include: Technology and Engineering; Agribusiness and Agrotechnology; Maritime; Business and management. The needs of local potential vocational schools are 36 schools, 465 classes and 887 teachers. It is necessary to close and increase the areas of expertise, expertise programs and expertise competencies to be in harmony with local potential in the Cilacap Regency and its surrounding areas.

Keywords: vocational school based local potential, regional development, cilacap region

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INTRODUCTION

Economic inequality between regions is the background for why regional-based potential optimization is interesting to analyze. Cilacap Regency GRDP is ranked 2 as the biggest contributor to GDP in 2016 after Semarang, which is 9.22 percent. The economic potential of Cilacap Regency is mainly in the category of Manufacturing Industry. The role of the Manufacturing Industry category is 64.09 percent of the GRDP of Cilacap Regency, which is the largest in the Food and Beverage Industry subcategory. There are similarities in the potential of the region owned to the 24 sub-districts, because of the conditions of nature, culture, education and so forth. It is necessary to divide the development sub-region to facilitate the categorization of the potential of the area owned. The administrative map of the Cilacap Regency area can be seen in the following Figure 1.

Based on the Education and Culture Statistics Data Center, the number of vocational high school students in Cilacap Regency in 2017/2018 is 38,534. This amount is an accumulation of 65 existing schools. The potential of the workforce in the vocational secondary education sector in Cilacap Regency in 2017/2018 is 13,362 graduates who are ready to work according to their respective fields of expertise (Direktorat Pembinaan Sekolah Menengah Kejuruan, 2018). The number of graduates indicates that every year Cilacap has prospective skilled workers who are ready to work and advance the region. Clarke & Winch (2007, p. 9) says that vocational education is limited to preparing the population for life in the workforce. Whereas according to Gunderson (2004, p. 3), vocational education includes courses and programs at various levels of education for certain careers in the field of work. According to Billet (2011, p. 2), vocational education as "education for employment" namely the ability to carry out work that is in accordance with the field of expertise must be owned by students. Vocational education in an international context, often referred to as TVET (Technical and Vocational Education and Training). TVET is related to the acquisition of knowledge and skills for the world of work (Gough, 2010, p. 1). Vocational education involves the preparation of people for the world of work, that is, preparing them to "make a living" by the nearest and distant communities (Thomas, 2005, p. 626). In line with that, Rauner (2009, p. 1451) states that vocational education is different from all types of education institutionalized in schools and universities.

Figure 1. Map of Cilacap Regency Area (Source: BPS Documents)
Understanding of the type of command or assignment of a work related to the development of knowledge in an education is called vocational education (Sudira, 2016, p. 9). Pavlova (2009) said the objectives of the tradition of vocational education include:

*Traditionally, direct preparation for work was the main goal of vocational education. It was perceived as providing specific training that was reproductive and based on teachers' instruction, with the intention to develop understanding of a particular industry, comprising the specific skills or tricks of the trade. Students' motivation was seen to be engendered by the economic benefit to them, in the future. Competency-based training was chosen by most governments in western societies as a model for vocational education (Pavlova, 2009, p. 7).*

The main purpose of vocational education if viewed traditionally is the direct preparation of prospective workers to work. In line with Pavlova (2009) & Rojewski (2009) says the tradition of vocational education prepares skilled workers with high abilities that are subject to employers. But the open unemployment rate of vocational school graduates is actually very high compared to other education levels. This condition is caused by a mismatch of fields of expertise possessed by the needs of the workforce, and graduates without skills who can face a disruptive era. Renewing the vision of vocational education has an impact on changing educational goals, teaching and learning activities, learning tools and teaching based on world-class vocational education (Pavlova & Munjanganja, 2009, p. 80; Cheng, 2006, p. 25). According to Sudira (2015, p. 2) skills to deal with the 21st century include LIS 5C, namely Learning-Innovation Skill (LIS): Critical thinking and problem solving; Communications and Collaboration; Creativity and Innovation. Whereas according to Trilling & Fadel (2009, p. 8) the new skills needed by the world of work today are complex communication and expert thinking. Skills including complex communication are communications and collaboration while critical thinking and problem solving fall into the category of expert thinking skills. While creativity and innovation skills become supporters of the application skills of imagination and discovery. Vocational education as an institution for preparing human resources (HR) for the world of work needs to pay attention to issues and renewal of the education substance (Sawyer, 2012; Littleton, Taylor, & Eteläpelto, 2012; Taylor, 2012).

According to Maley, Worley, & Dent (2009), career graduates can have a quality lifestyle with the provision of longer learning programs. In addition to learning programs, Maley, et al. (2009) also mentions the main factor for achieving student success is through an approach by developing professional teachers who utilize local technology and culture. Whereas according to Abdullah, Hussin, Shonubi, Ghazali, & Talib (2018, p. 71) there is a significant relationship between self-knowledge, job exploration, and career decision making. In line with Maley, et al. (2009) & Hee (2014) says that in the learning process, students tend to like the deep learning approach of age and gender groups. Whereas according to Paimin, Hadgraft, Pric, & Alias (2011), learning strategies do not have a direct relationship with the intention of learning unless mediated by motives for learning. According to Cournoyer & Deschenaux (2017), decision making by graduates is characterized by: (1) socio-professional and economic decline; (2) recognize yourself, personally and socially; (3) theoretical and practical values; (4) utilizing supporting conditions; and (5) closeness reconciliation. Wagiran (2008) shows that the top ten skills expected by industry include aspects of honesty, work ethic, responsibility, discipline, application of the principles of safety, initiative, creativity, cooperation, adjustment, self-confidence, and tolerance.

**RESEARCH METHOD**

The type of research used in this study is descriptive research with a document analysis approach. The procedure of the research carried out was by collecting official documents, then carried out an analysis to produce regional development programs, local potential, the spectrum of expertise of the existing vocational secondary schools and those which should be based on local potential. The analysis to determine the local potential which is a superior and potential sector is using LQ (Local Quotient) analysis. The instruments in this study were researchers, flashdisks, internet networks, notebooks, and cameras. The area of Cilacap
Regency is divided into 4 corridors for sub-development areas, which consist of each corridor totaling 6 sub-districts. Corridor 1 consists of six sub-districts, namely Dayehluhur, Wanareja, Majenang, Cimanggu, Cipari, and Karangpucung. Corridor 2 consists of six sub-districts, namely Sidareja, Gandrungmasngu, Kawunganten, Kedungreja, Bantarsari, and Patimuan. Corridor 3 consists of six sub-districts, namely Adipala, Binangun, Kampung Laut, South Cilacap, Central Cilacap, and Cilacap Utara. Corridor 4 consists of six sub-districts, namely Nusawunggu, Jeruk Legi, Kesugihan, Maos, Sampang, and Kroya. The grouping is considered based on the map of the administrative area and existing local potential characters.

RESULT AND DISCUSSION

Research

Regional Development Program

Based on the results of data analysis conducted, the results of the research were obtained to solve the research questions. The results of the first study were a description of the regional development program owned by Cilacap District within a period of 5 years (see Table 1).

Local Potential

The results of the second study are related to local potential which is the leading and potential sector in each corridor of the development area (see Tables 2 and 3).

Table 1. Direction of Regional Development of Cilacap Regency

| Year  | Direction of Development Policy |
|-------|---------------------------------|
| 2018  | Improving the quality of basic education services in the realization of schools Minimum service standards are focused on providing quality education infrastructure (quality of classrooms, teacher's room, library and laboratory quality) and cultural character |
| 2019  | Improving the quality of basic health facilities and infrastructures and referencing in the realization of healthy communities is focused on realizing quality basic service facilities, quality referral facilities and clean and healthy lifestyles, providing social rehabilitation to people with social problems (PMKS), integration of gender mainstreaming (PUG) ) and the Child Rights Mainstreaming Strategy (PUHA) |
| 2020  | Economic development and infrastructure in the framework of the region strengthens the development of peripheral and border areas focused on increasing access to tourism villages, innovation villages and infrastructure for economic development in the community. Democratic economic development is focused on improving the quality of micro-enterprises, cooperatives and enhancing traditional markets |
| 2021  | Improving the quality of regional infrastructure in Strengthening the development of peripheral and border areas focused on road repair, drainage, irrigation, waste management |
| 2022  | Improving the quality of regional infrastructure to achieve universal access (slum, sanitation and drinking water) is focused on fulfilling public housing, drinking water, sanitation and public space |

(Source: Data Analysis Results, 2019)

Table 2. Local Superior Sectors

| Development Area | Business field | Criteria |
|------------------|----------------|----------|
| Corridor 1       | Agriculture, Forestry, Fisheries | Featured Sector (Base) |
|                  | Big Trade and Retail, Car and Motorcycle Repair | Featured Sector (Base) |
| Corridor 2       | Agriculture, Forestry, Fisheries | Featured Sector (Base) |
| Corridor 3       | Manufacturing Industry | Featured Sector (Base) |
|                  | Big Trade and Retail, Car and Motorcycle Repair | Featured Sector (Base) |
|                  | Construction | Featured Sector (Base) |
| Corridor 4       | Manufacturing Industry | Featured Sector (Base) |
|                  | Agriculture, Forestry, Fisheries | Featured Sector (Base) |
|                  | Big Trade and Retail, Car and Motorcycle Repair | Featured Sector (Base) |
|                  | Construction | Featured Sector (Base) |

(Source: Data Analysis Results, 2019)
Table 3. Potential Sectors in each Corridor

| Development Area | Business field                                      | Criteria                                      |
|------------------|----------------------------------------------------|-----------------------------------------------|
| Corridor 1       | Manufacturing Industry                             | Potential Sector (Non Base)                   |
|                  | Construction                                       | Potential Sector (Non Base)                   |
| Corridor 2       | Manufacturing Industry                             | Potential Sector (Non Base)                   |
|                  | Agriculture, Forestry, Fisheries                   | Potential Sector (Non Base)                   |
|                  | Big Trade and Retail, Car and Motorcycle Repair    | Potential Sector (Non Base)                   |
|                  | Construction                                       | Potential Sector (Non Base)                   |
| Corridor 3       | Agriculture, Forestry, Fisheries                   | Potential Sector (Non Base)                   |
| Corridor 4       | -                                                  | -                                             |

(Source: Data Analysis Results, 2019)

Level of Alignment of the Expert Spectrum

Alignment levels were analyzed based on the spectrum of expertise in each corridor of the development area. The results of the third study are related to the existing level of SMK spectrum alignment with local potential (see Table 4, 5, 6, 7).

Table 4. Level of Alignment of Existing Vocational Expertise Spectrum with Local Potential in Corridor 1

| No. | Areas of expertise      | Expertise Program                  | Skill Competence                                      | Level Alignment |
|-----|-------------------------|------------------------------------|-------------------------------------------------------|-----------------|
| 1   | Technology and Engineering | Technology and Construction        | Construction and Property Business                     | Conformable     |
|     |                         | Electricity Technique               | Electric Power Installation Techniques                | Misaligned     |
|     |                         | Mechanical Engineering             | Machining Techniques                                  | Misaligned     |
|     |                         | Automotive Engineering             | Automotive Light Vehicle Engineering                  | Conformable     |
|     |                         | Business                            | Motorcycle Engineering and Business                   | Conformable     |
|     | Information and communication technology | Chemical Engineering and Informatics | chemical analysis                                      | Misaligned     |
|     |                         | Computer Engineering and Informatics | Multimedia                                             | Misaligned     |
|     |                         | Software engineering               | Computer and Network Engineering                      | Misaligned     |
| 3   | Agribusiness and Agro-technology | Agribusiness Crop                   | Agribusiness Food Crops and Horticulture              | Conformable     |
|     |                         | Agribusiness Livestock              | Agribusiness Poultry                                  | Conformable     |
|     |                         | Office management                   | Office automation and Governance                      | Misaligned     |
|     |                         | Business and Marketing              | Online business and marketing Accounting and finance   | Conformable     |
|     |                         | Accounting and finance              | Accounting and finance institutions                   | Misaligned     |
|     |                         | Syariah banking                     | Syariah banking                                       | Misaligned     |
|     |                         | Culinary art                        | Culinary art                                          | Misaligned     |
|     |                         | Fashion                             | Fashion                                               | Misaligned     |
|     |                         | Pharmacy                            | Pharmaceutical Industry                               | Misaligned     |
|     |                         | Clinical and Community Pharmacy     | Clinical and Community Pharmacy                      | Misaligned     |
|     |                         | Art                                 | Animation                                             | Misaligned     |
|     |                         |                                 |                                           | Level Alignment (Total Align/Ideal x 100%) 35.7%       |

(Source: Data Analysis Results, 2019)
Table 5. Spectrum's Expertise Level Vocational Existing Alignment with Local Potential Corridor 2

| No. | Areas of expertise          | Expertise Program               | Skill Competency                              | Level Alignment |
|-----|-----------------------------|--------------------------------|-----------------------------------------------|-----------------|
| 1   | Technology and Engineering  | Mechanical Power               | Mechanical Power Installation                 | Misaligned     |
|     |                             | Automotive Engineering         | Automotive Light Vehicle Engineering          | Conformable     |
|     |                             | Mechanical Engineering         | Techniques and Business Motorcycle            | Misaligned     |
|     |                             | Electrical Engineering         | Mechanical Machining                          | Misaligned     |
|     |                             | Computer Engineering           | Welding techniques                            | Misaligned     |
| 2   | Information and communication technology | Computer Engineering and Information Technology | Multimedia | Misaligned |
|     |                             | Technology                     | Computer and Network Engineering              | Misaligned     |
| 3   | Agribusiness and Agro-technology | Agribusiness Crop              | Agribusiness Food Crops and Horticulture      | Conformable    |
| 4   | Business and management     | Office management              | Office automation and Governance              | Misaligned     |
|     |                             | Business and Marketing         | Online business and marketing                 | Conformable    |
|     |                             | Accounting and finance         | Accounting and finance institutions           | Misaligned     |
| 6   | Health and Social Work      | Pharmacy                       | Clinical and Community Pharmacy               | Misaligned     |
| 7   | Maritime                    | Cruise Fishing Vessels         | Teknika Fishing Vessels                       | conformance    |
| 8   | Arts and Creative Industries| Art                            | Animation                                      | Misaligned     |

Level Alignment (Total Align/Ideal x 100%) 28.6%

(Source: Data Analysis, 2019)

Table 6. Spectrum's expertise level vocational Existing Alignment with Local Potential Corridor 3

| No. | Areas of expertise            | Expertise Program              | Skill Competency                              | Level Alignment |
|-----|--------------------------------|--------------------------------|-----------------------------------------------|-----------------|
| 1   | Technology and Engineering    | Mechanical Power               | Mechanical Power Installation                 | Misaligned     |
|     | Technology Construction and Property | Automotive Engineering         | Business Construction and Property            | conformable    |
|     | Automotive Engineering        | Design and Building Information Modeling | Automotive Light Vehicle Engineering          | conformable    |
|     | Mechanical Engineering        | Techniques and Business Motorcycle | Mechanical Machining                          | Misaligned     |
|     |                               | Welding techniques             | Misaligned                                    |                 |
| 2   | Information and communication technology | Computer Engineering and Information Technology | Multimedia | Misaligned |
|     |                               | Technology                     | Computer and Network Engineering              | Misaligned     |
| 3   | Agribusiness and Agrotechnology | Agribusiness Crop              | Agribusiness Food Crops and Horticulture      | conformable    |
| 4   | Business and management       | Office management              | Office automation and Governance              | Misaligned     |
|     | Accounting and finance        | Online business and marketing  | Misaligned                                    |                 |
|     | Pharmacy                      | Accounting and finance institutions | Syariah banking                            | Misaligned     |
| 5   | Health and Social Work        | Pharmacy                       | Pharmaceutical Industry                        | Misaligned     |
| 6   | Maritime                      | Cruise Fishing Vessels         | Nautical Fishing Vessels                       | conformance    |
| 7   | Energy and Mining             | Oil Technic                    | Mechanical Oil, Gas and Petrochemical         | Misaligned     |
| 8   | Tourism                       | Hospitality and Tourism Services | Hospitality                                  | Misaligned     |
|     |                               | Culinary                       | Culinary art                                  | Misaligned     |
|     |                               | Fashion                        | Fashion                                       | Misaligned     |

Level Alignment (Total Align/Ideal x 100%) 43%

(Source: Data Analysis, 2019)
Table 7. Spectrum’s expertise level vocational Existing Alignment with Local Potential in Corridor 4

| No. | Areas of expertise | Expertise Program | Skill competency | Level Alignment |
|-----|-------------------|-------------------|------------------|----------------|
| 1   | Technology and Engineering | Mechanical Power | Mechanical Power Installation | Misaligned |
|     |                   | Automotive Engineering | Mechanical Power Plant | Misaligned |
|     |                   |                       | Automotive Light Vehicle Engineering | conformable |
|     |                   |                       | Techniques and Business Motorcycle | Misaligned |
|     |                   |                       | Mechanical Ototronik | Misaligned |
|     |                   | Mechanical Engineering | Mechanical Machining | Misaligned |
|     |                   | Electrical engineering | Mechanical Audio Video | Misaligned |
| 2   | Information and communication technology Business and management | Computer Engineering and Information Technology | Multimedia | Misaligned |
|     |                   | Technology | Computer and Network Engineering | Misaligned |
| 3   | Business and management | Office management Business and Marketing Accounting and finance | Office automation and Governance Online business and marketing Accounting and finance institutions Syariah banking | Misaligned conformable Misaligned |
|     |                   |                       | conformance | |
| 4   | maritime Cruise Fishing Vessels | | Nautical Fishing Vessels Teknika Fishing Vessels | conformable |
| 5   | Tourism Hospitality and Tourism Services Culinary Fashion | Hospitality | Cullinary art Fashion | Misaligned |

Level Alignment (Total Align/Ideal x 100%) 28.5%

(Source: Data Analysis, 2019)

**SMK needs Based Local Potential**

The results of the fourth study is SMK needs based on local potential. Consists of a spectrum of vocational skills based on local potential, the need for teachers, school and grade (see Table 8, 9, 10, 11, 12).

Table 8. Spectrum Needs Vocational Skills-Based Local Potential Corridor 1

| No. | Areas of Expertise | Expertise Program | Skill competency | Education Programs |
|-----|--------------------|-------------------|------------------|--------------------|
| 1   | Agribusiness and Agrotechnology | Agribusiness Agricultural Product Processing Agribusiness Crop | Agribusiness Agricultural Product Processing Agribusiness Food Crops and Horticulture Agribusiness Crops | ✓ |
|     |                   | Agribusiness Livestock Forestry | Agribusiness Ruminant Agribusiness Poultry Forest Products Production Technology | ✓ |
| 2   | Maritime Fishery | Freshwater Fishery Agribusiness | ✓ |
| 3   | Technology and Engineering Automotive Engineering | Automotive Light Vehicle Engineering | ✓ |
| 4   | Business and management Business and Marketing | Online Business and Marketing Retail | ✓ |

(Source: Data Analysis, 2019)
Table 9. Spectrum Needs Vocational Skills-Based Local Potential Corridor 2

| No. | Areas of Expertise       | Expertise Program               | Skill competency                                      | Education Programs |
|-----|--------------------------|---------------------------------|-------------------------------------------------------|-------------------|
| 1   | Agribusiness and Agrotechnology | Agribusiness Agricultural Product Processing | Agribusiness Agricultural Product Processing Agribusiness Food Crops and Horticulture Agribusiness Crops Agribusiness Livestock | ✓                 |
|     |                          | Agribusiness Crop               |                                                        |                   |
|     |                          | Agribusiness Crop               |                                                        |                   |
| 2   | Forestry                 | Fishery                         | Forest Products Production Technology                  | ✓                 |

(Source: Data Analysis, 2019)

Table 10. Spectrum Needs Vocational Skills-Based Local Potential Corridor 3

| No. | Areas of expertise     | Expertise Program               | Skill competency                                      | Education Programs |
|-----|-------------------------|---------------------------------|-------------------------------------------------------|-------------------|
| 1   | Technology and Engineering | Technology Construction         | Building Construction, Sanitation and Maintenance Road Construction, Irrigation and Bridges Design and Building Information Modeling | ✓                 |
|     |                         | and Property                    |                                                        |                   |
|     |                          | Automotive Engineering          | Automotive Light Vehicle Engineering                  | ✓                 |
| 2   | Business and management | Business and Marketing          | Online Business and Marketing Retail                   | ✓                 |

(Source: Data Analysis, 2019)

Table 11. Spectrum Needs Vocational Skills-Based Local Potential in Corridor 4

| No. | Areas of expertise     | Expertise Program               | Skill competency                                      | Education Programs |
|-----|-------------------------|---------------------------------|-------------------------------------------------------|-------------------|
| 1   | Agribusiness and Agrotechnology | Agribusiness Agricultural Product Processing | Agribusiness Agricultural Product Processing Agribusiness Food Crops and Horticulture Agribusiness Crops Agribusiness Livestock | ✓                 |
|     |                         | agribusiness Crop               |                                                        |                   |
|     |                         | agribusiness Crop               |                                                        |                   |
| 2   | Forestry                | Fishery                         | Forest Products Production Technology                  | ✓                 |
| 3   | Technology and Engineering | Technology Construction         | Building Construction, Sanitation and Maintenance Road Construction, Irrigation and Bridges Design and Building Information Modeling | ✓                 |
|     |                         | and Property                    |                                                        |                   |
|     |                          | Automotive Engineering          | Automotive Light Vehicle Engineering                  | ✓                 |
| 4   | Business and management | Business and Marketing          | Online Business and Marketing Retail                   | ✓                 |

(Source: Data Analysis, 2019)
Table 12. Vocational needs in each Corridor Development Area

| Territory Development | School needs | Classroom needs | Teacher needs |
|-----------------------|--------------|-----------------|---------------|
| corridor 1            | 9            | 108             | 228           |
| corridor 2            | 17           | 202             | 337           |
| corridor 3            | 4            | 76              | 137           |
| corridor 4            | 6            | 79              | 185           |
| total                 | 36           | 465             | 887           |

(Source: Data Analysis, 2019)

Discussion

The high rate of unemployment of graduates of vocational school does not mean that the skills possessed incompetent, but many factors that influence such a mismatch of expertise with the needs of the workforce. Academic qualification is not a tool to ensure graduates obtain employment (Mazwin, 2006). Regional development programs aligned with CMS as a labor provider to establish the region can have an impact on the decline in the unemployment rate. Companies across the world are considering the graduates and their readiness to work (NICHE, 2009). Moreover, the quality of students as interns greatly influencing skills and personality after being labor graduate (Jingzhou, Yanjun, Jingru, Lihong, Feizhu, Xinyu, & Jinneng, 2018). The ability to build human relationships, the ability to utilize the information, the ability to plan for the future, and the ability to make decisions is a goal that should be given priority in the planning of vocational courses to produce graduates who are productive (Morita, 2018, p. 70). Sukardi (2011) said that knowledge or skill if done regularly and continuously, students/graduates will master the knowledge or the material thoroughly. According to Abdurrahman (2016), a program developed in vocational skills tend to be based on the needs of the potential of the area, just a little effort vocational graduates who can be absorbed by the local industry because most industries are still using traditional methods in knowledge as well as the production process. One cause of the graduates are not absorbed optimally is because middle-age population can not have that can facilitate the vocational school, by Mirza (2008) is not yet even education, especially in terms of quantity / number of vocational schools affect the amount of skilled labor produced, so the industry will use the labor outside the area. Kilpatrick (2004) argues that the education and training institutions have an important role in the development of the regions or the key to the interaction of the public and the government in regional development. The growth of an economy that occurred in the region will have an impact not only on economic growth in the region, but also in other parts of the economy (Setiawan, 2006). Kilpatrick (2004) argues that the education and training institutions have an important role in the development of the regions or the key to the interaction of the public and the government in regional development. The growth of an economy that occurred in the region will have an impact not only on economic growth in the region, but also in other parts of the economy (Setiawan, 2006).

Educational development based on local potentials rightly done extensive and systematic studies to produce proper planning target. In this study, conducted analysis local potential of the flagship, determine the spectrum of vocational skills based on local potentials, analyze the potential for population and employment. These variables should be mutually supportive vocational development. According Wagiran (2010), there are four main focus on the in-depth study, namely; (a) an analysis of the potential and resources, (b) the preparation of some concepts of neighborhood-based education development (area), (c) short-term programming, medium, long, (d) human resource planning and supporting facilities.

Alignment level vocational skills spectrum conditions that exist today with local potential is still low. At one level alignment corridor is only 35.7%, in the corridor 2 was 28.6% and the third corridor of 43% while 28.5% 4 corridor. There are a lot of competency skills that should exist but not in any CMS. So that these conditions allow to make one of the reasons the unemployment rate is still higher vocational graduates. CMS needs to maximize the potential of the population can be used as new ways to increase the number of skilled labor.
Potential resources owned by Indonesia both natural and human potential should be managed better in improving the local economy. One solution for the government in improving the economic condition is to make the most of the potential of nature and the number of people as workers. Not all communities in all regions in Indonesia can receive education up to secondary school level, the gross enrollment rate indicates that there are still many people aged 16-19 years who did not receive education up to upper secondary level. The role of government was needed to reduce the school dropout rate.

Vocational Secondary School is a secondary educational institutions that can be used as a tool of labor scorer reliable. However, graduates of vocational far only capable of being a labor used for its own interests and the company in place of work (a foreign company) that would benefit outsiders. It takes a shift in the orientation of vocational graduates so that the potential of skilled labor can be utilized to promote the region and the country. So that economic inequality in each area can be reduced.

CONCLUSION

Planning vocational training based on local potentials can be done by analyzing the potential of the area to determine the economic sector which is the base and non-base, making a reference spectrum of expertise that is consistent with the potential of the area and to identify the level of alignment of the existing spectrum of expertise. In addition analysis of population aged 16-18 years who have not attained secondary education is needed, because in order to plan the needs of vocational and high school with a 70:30 ratio to facilitate the population. SMK needs based on local potential which has been obtained based on the research results are expected to assist the government in developing the area, reduce unemployment and boost the economy of the community, and create a new orientation for vocational school graduates to be able to work on building areas within maximize the potential of nature. The new orientation can be a solution for the government in preparing a skilled workforce.

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