Vocationalization of skills education based-on local wisdom in era of ASEAN Economic Community

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Abstract. As the implementation agreement of the ASEAN Free Trade Area (AFTA), Indonesia should have right strategy especially in the field of basic education. Graduates of basic education should have adequate knowledge, attitudes and skills including ability to adapt the work situation changes due to change dynamically. The study aims to develop a model of skills learning model for student at the basic education level based on local wisdom. The research method used is Research and Development, which is in accordance with the research objectives. The skills learning model is vocationalization based on local wisdom at the basic education level. It is used to find solution as an effort to complement and prepare basic education graduates who do not continue their education to become productive and competitive workforce to face global competition, especially to facing the Asean Economic Community. Initial research results are the interview instruments and guideline reviewed by experts consist of 1) local potential resources, 2) selection of basic skills type in schools, 3) availability of equipment and materials for skills practice, 4) school resources, 5) support the parties to the implementation of skills learning, and 6) the process of learning skills. Based on the results of previous research, hypothetical skills learning model was developed as a form of learning that could be used to provide initial provisions for pre-vocational skills based on local wisdom. The model can provide insight into the workforce and increase motivation, and work ethic, as well as to build employability skills for students in the basic education level.

1. Introduction
In facing the era of the ASEAN Economic Community (AEC) as a manifestation of the implementation of the ASEAN Free Trade Area (AFTA) agreement, Indonesia must have the right strategy especially in the field of basic education. The purpose of the AEC is to accelerate economic growth, social progress and cultural development among ASEAN countries. In the AEC, there are four important things that are called as the main pillars for building of the MEA, namely (1) a single market and production base internationally, (2) the region with high economic competitiveness, (3) a region with economic development evenly, and (4) a region fully integrated into the global economy. Graduates of basic education should have adequate of knowledge, attitudes and skills, including the ability to adapt to changing work situations that always change dynamically. The large number of working age population is a demographic bonus that has meaning an increase in the productive age population and a decline in unproductive population. But the opportunity for bonus demographics will not automatically support economic growth, if it does not have adequate skills as a readiness to enter the workforce [1].

The purpose of this study is to develop a vocationalization model as skills learning model which based on local skills at the level of basic education to find out alternative and solution to prepare
graduates of basic education. Especially for students who cannot continue their education, so that they become workers who have a high and productive work ethic, so that they can be competitive to face global competition. Building a work ethic for a person cannot be done in a short time, but is accustomed from an early age, both through formal and non-formal education. Life skills education is expected to be able to build a work ethic that will shape the creative power and ability to compete. This research is very important, because it is related to the vocationalization model of local wisdom-based education and the implementation of the curriculum has not given much touch to local wisdom.

2. Methods
The method used in this study rather the research and development (R & D), which begins with identifying the needs of learning skills in junior high school. Furthermore, designing skills learning model, developing instruments in the form of questionnaires, distributing questionnaires, analyzing data, focus group discussion (FGD), and validating of draft skills learning model, which are appropriate based on demands in the era of the Asean Economic Community.

3. Results and discussion
The vocationalization of education is an effort to encourage awareness of learners, especially in the nature of academic education into the world of work through the introduction of practical subjects or vocational training. The main purpose of the vocationalization of education is to improve the relevance of graduates and the world of work needs through comprehensive skills learning process. In addition, the vocationalization of education also intended to instil understanding, knowledge, attitudes and basic skills in science and technology gradually to develop the capacity of learners. Implications of the vocationalization of education expected to support improving the local economy through the role of human resources and competitive production oriented [2]. The vocationalization of education is also an effort to encourage awareness of education stakeholders, towards the workforce through the introduction of practical subjects in the world of work, so that to increase the relevance of education graduates' competencies and the needs of the workforce. Therefore, life skills education in general education needs to be strengthened again through the process of reactualization skills programs based on local wisdom to build balanced knowledge, attitudes and skills for graduates of education. Vocational programs in the school curriculum can also create a more inclusive environment for disadvantaged students.

Education oriented to the preparation of students to have certain skills, as clearly stated in the Law of the Republic of Indonesia No. 20/2003, concerning the National Education System. The purpose of education is to develop the potential of students to become human beings who believe and fear to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen [3]. In principle, legislation in the education sector has provided space for skills programs for every level in primary and secondary education. For this reason, skills programs at the elementary, middle and high school levels need to be given attention and reinforcement. Education should be held by using a more functional approach to develop self-capacity, so that students can think and participate actively in productive activities [4]. The skills education program in general education needs to be strengthened again through the process of re-actualization with programs that make an impression on students. In addition, the skills program developed in addition can provide understanding and ability in the technical field (hard skills), also provide provision of problem-solving skills, alternative thinking, and be able to evaluate the results of their own work (academic skills), and have good interpersonal (soft skills).

To build balanced knowledge, attitudes, and skills for academic education students, the skills program must create a climate that encourages these three abilities to be internalized in the personal self of students. At present, labor is not only required to carry out good work in certain fields of work, but also must be able to maintain the continuity of work and improve the quality of their work in order to be able to compete in the community. A number of results of studies in many countries concluded that the work environment, including industry, services and trade requires workers who not only have
technical skills related to certain occupations, but prioritize strengthening employability skills to support work continuity and anticipate changes in the world of work dynamic [5].

The vocational education has specific characteristics that are oriented preparing students to work in certain fields as well as a technician. The vocational education can’t be separated from the world of work, it is as a chain that should not be disconnected. The world of work and vocational education as two sides of a coin, they should be developed by taking into accounted the needs of the world of work to meet the demands of the labor market. The vocational education can’t be closed to development of the world of work, because the demands of knowledge and work skills are changing dynamically that must always be observed as a reference for developing of vocational education as an effort to maintain the sustainability that have a direct impact of the knowledge, attitudes and skills of graduates.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines vocational education as "those aspects of the educational process involving, general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life" [6]. As a form of strengthening and supporting the legal umbrella, the Government of Indonesia through the Republic of Indonesia Presidential Regulation No. 102/2007 dated 16 November 2007, has ratified the Convention on Technical and Vocational Education, which was the 25th session of the UNESCO General Assembly on 10 November 1989 in Paris, France [7].

Vocational education institution as a form of education that prepare learners for employment should always be responsive to the demands and needs of a growing dynamic in employment. The process of integration and cultivation aspects and value employability skills should be done gradually starting the process of perception and debriefing to the learner, and since the learning process to the process of assessment. To that end, it needs the step and the right strategy so that vocational institutions can respond to the development of the world of work and the demands of industry, especially in the aspect of employability skills in order to enhance the contribution of vocational education to support the competitive industries.

The results of the study provide a comprehensive picture of the implementation of skills learning model at the junior secondary school level. Based on confirmation and validation with respondents, a vocational model of life skills education based on local wisdom was arranged, as shown in Figure 1. Reflections and revisions are made based on input from experts and practitioners, then a skills development model is developed. Model development is based on relevant and actual theories to produce conceptual models of education and skills training, broken down into 3 (three) major parts, i.e. (1) the development of educational skills oriented to school based management (SBM), (2) learning based on economics and entrepreneurship; and (3) marketing of products based on information and communication technology. Then the three parts of the skills education can support the development of skills education in the face of the Asean Economic Community (AEC) era.

Life skills education analysis will produce characteristics that can be used as parameters. The study and analysis produce three main points, namely: (1) identification of the potential of the area used as a basis for learning planning; (2) implementing life skills education learning; and (3) learning evaluation. Therefore the important things that need to be considered in the vocationalisation of life skills education are (1) the selection of the type of skills to be held by the school; (2) curriculum development to fit the needs of the world of work; (3) improvement of human resources especially skills teachers who will teach craft subjects; (4) development of learning tools; (5) learning content that broadly covers hard and soft skills material to produce marketable skills products; (6) program evaluation to assess the level of success; (7) partnership collaboration between schools, parents and the community.
4. Conclusion

The previous research target was to develop instruments and interview guidelines to study and mapping of the types of skills based on local wisdom in junior high schools. The following are the results of research related to instruments and interview guidelines such as (1) regional potential in the school area, (2) suitability of skills selection in school, (3) availability of equipment and practice materials for skills, (4) school resources (5) support the parties related to the skills program, skills learning process, and life skills process previously. Based on the results of previous research, a hypothetical skill learning model was developed as a form of education and training that could be used to provide initial provisions for pre-vocational skills based on local wisdom. The model can provide insight into the workforce and increase motivation, and work ethic, as well as to build employability skills for students in the basic education level. Besides, the skills learning model can improve: (1) the life skills in basic education, especially related to work ethos when graduates were unable to continue their education because lower economic status, (2) provides foundation skills of students in basic education, therefor after graduation, they have an independency in working and looking for life in the community, and (3) students will get basic skills adequately and have a broader insight into employment.

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