
VOCATIONAL SCHOOL READINESS TO SUPPORT CREATIVE INDUSTRY DEVELOPMENT**Oleh****Rida Perwita Sari¹, Dian Anita Nuswantara², Sri Setyo Iriani³, Sanaji⁴****¹Fakultas Ekonomika dan Bisnis, Universitas Pembangunan nasional “Veteran”
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⁴sanaji@unesa.ac.id****Abstract**

This study explore how the employment of vocational school perceive towards the quality of the graduates. By identifying the quality of Vocational School graduates it is expected to be able to identify the quality gap produced with the required quality. Using qualitative approach, 14 informants were interviewed within 4 phase focus group discussion to reach their perception on the graduates quality. This research found that vocational study were contribute to the number of job less at young age. But, it is not because they didn't have competencies needed but more on economic situation that push companies to be more efficient in recruiting new employee. Eventhough, the vocational school still have work to do that is give the students such soft competencies that makes them mature and ready to work as professional in terms of responsibility and commitment to his or her company.

Keywords: Vocational School, Creative Industry, Readiness, Graduate Quality

INTRODUCTION

Indonesia is a country that has the 4th highest population density. High population numbers cause an imbalance between the number of jobs available compared to job seekers. According to the Minister of Manpower, Indonesia still needs 57 thousand skilled workers until 2030. Many scholars agree that vocational education can accelerate job involvement as well as reduce job burnout that important for sustainable development. Therefore, the Government of Indonesia pays considerable attention to Vocational High Schools (later called vocational school only). Ironically, based on Indonesia Statistical Bureau, in August 2018 the unemployment rate of Vocational School graduates reached 1.25% higher than the February 2018 unemployment rate of 8.92%. This made the attention of the Indonesian president, Joko Widodo, start by highlighting the proportion of normative teachers compared to skilled teachers to channeling the budget for human

resource development including vocational school teachers. The president's statement is no exaggeration considering the goal of the vocational high school is to produce middle-level skilled workers who are ready to use. Ready to use means that Vocational School graduates must be able to directly adapt to the work environment or be independent as an entrepreneur. A study on Vocational High School readiness facing AEC found that Indonesia is not yet fully prepared in terms of employment.

The issue of labor is closely related to the economy. Today, the creative industry is one of the industries that is relied upon in the recovery of the nation's economic improvement. Creative industry is an effort to empower the economy through the use of skills, creativity and talent both to meet the needs of the labor market and create jobs. Therefore, this industry is focused on creativity and creative power. Indonesia is very potential in developing creative industries

because it already has basic capital in the form of international cultural heritage, cultural diversity, wealth and natural beauty. Creative industries have sub-sectors such as tourism, entertainment, culinary, fashion and crafts which are included as the largest contributors to national GDP. Special culinary accounted for 41.69%; fashion 18.15%; and crafts by 15.7%. The creative industry players develop their business both in the form of legal and private companies.

Based on the various facts above, it can be concluded that Vocational Schools hold huge potential in boosting the nation's economy through its role in the development of creative industries. This study explore how perceptions of the business and industrial world as users of vocational graduates on the quality of graduates who are employed. By identifying the quality of Vocational School graduates it is expected to be able to identify the quality gap produced with the required quality. In the end the results of the research will be able to provide good input to the education and employment agencies so that together they can improve and harmonize the quality of graduates in accordance with existing demands.

LITERATURE REVIEW

Vocational School

Indonesian Government Regulation No. 29 of 1990 has suggested that as secondary education that prioritizes developing the ability of students to carry out certain types of work, Vocational Schools have the responsibility of preparing students to enter the workforce market and develop professional attitudes [7]; [8]. Thus the Vocational School must organize educational programs tailored to the available employment. The curriculum must be designed to support Vocational School graduates ready to work directly in the workforce market [9]. The contents of the curriculum at Vocational School are arranged in such a way according to the needs of the existing workforce

requirement so that students do not experience significant difficulties when entering the workforce. Vocational secondary education according to Law Number 20 Year 2003, is divided into general objectives and special objectives. The general aim of vocational secondary education is to increase students' faith and piety in God Almighty; develop the potential of students to become noble, healthy, knowledgeable, capable, creative, independent, democratic and responsible citizens; develop the potential of students to have a national outlook, understand and appreciate the cultural diversity of the Indonesian nation; and develop the potential of students to have concern for the environment by actively participating in maintaining and preserving the environment, as well as utilizing natural resources effectively and efficiently.

Curriculum

At every level of education, the curriculum becomes the important means of achieving competence. It consist of plans and arrangements regarding the objectives, content and learning materials as well as the methods used to guide the implementation of learning activities to achieve either certain educational goals or competence. From a broader perspective, the curriculum view not only as a learning plan and production system but also provide means to evaluate program results. Further, since vocational study is under province education office, it should consider the regional autonomy policy. Somescholar also added strategy into the definition of the curriculum, thus curriculum serve as a plan to achieve the desired goals that includes strategies [14]; [15]. This shows that Vocational School should also have the right curriculum so that the goal of creating skilled and competent personnel can be realized. For example curriculum suitability to the needs of the business world or industry in the hair beauty is defined as a match or harmony between the curriculum (competencies)

compiled by schools or college with the competency or occupational needs that exist in the business world or industry in the hair beauty business.

In a large Indonesian dictionary, conformity is defined as compatibility or harmony. This means that the suitability of the curriculum according to the needs of the business world or the industrial world is the compatibility or harmony between the curriculum compiled and delivered by the school (teacher) to students with the competency or occupational needs that exist in the business or industrial world. The suitability of the curriculum in educational institutions with the needs of the business world or the industrial world is very much needed, this is in accordance with the opinion of that education is considered relevant if the results obtained from education are useful for life. The problem of the relevance of education to life can be reviewed at least from three aspects, namely: (1) the relevance of the trainee environment, (2) the relevance of the development of present life and (3) future life.

RESEARCH METHOD

Research scope

The stakeholders of vocational school outputs are companies that need their students skill competence. In this study, those are hotel human resource manager, gold accessories manufacturer human resource manager, tourism agency owner and house of spa owner. To counterfeet their arguments, we also invite representatives such as vice headmaster of vocational school and teacher whom responsible for graduate distribution division (i.e: job fair). There are 4 questions addressed those are: (1) why unemployment rate from Vocational School still high? (2) is there any gaps between companies requirement and Vocational School outputs quality? (3) from users point of view, how to close the gaps? (4) what schools need to do to accomodate users feedback?

By using discussion technique, we may get feedback from every informants. At the

same time we may come to the conclusion by compete one argument to another. Participant from related industry ask to answer first then other participant are invited to comments or argue. The discussion end when it seems that all participant do not argue on other comments. Based on Miles and Huberman, we classified all similar arguments into one and highlight the key points as the best answer reflect the participants' perspectives. At last FGD session, the tentative conclusion floored to make sure that all participants confirmed.

RESULTS AND DISCUSSION

Phase I FGD: The FGD was attended by 14 informants consisting of 10 school representatives from the Vocational School in the Tourism Industry, Makeup, Food and Clothing Industry expert and 4 from industry players. The results of the discussion provide an illustration of the fact that the unemployment rate of Vocational School graduates is still quite high which can be caused by several things. First the number of graduates is far more than the available employment. There is no exact number how much the gap, but the increase in the number of companies experiencing economic decline even bankruptcy can be an indication of a decrease in the number of jobs. This can be explained by industry players who say that the businesses they manage have not been recruiting for the past 3 years. The macro economy situation push industry to operate in such efficient and economies way, including number of workforce efficiencies. They prefer add extra time for the workers instead of add the workers due to time lag in knowledge and skill adjustment to industry requirement. In addition, in some cases the technology also possible to replace some even whole human position. Second, the area of expertise of Vocational School graduates is still conventional. This indication can be seen from laboratory facilities and practical activities which are not possible as fast as the development of the business world and the industrial world. This causes the Vocational

School graduates to be one step behind the required competencies. This evidence can be shown by industry players who convey that the development of equipment, infrastructure and information technology in the business world is developing very fast. A large allocation of costs must be allocated to overcome the development of these three things. This condition is impossible for schools to join because of the availability of funds that are not as flexible as business operators. The third factor, the gap in the rules governing the minimum age for employment is 18 years old but Vocational School graduates are generally 17 years old. This can be an indication that the Government also views the age of Vocational School graduates who are not yet ready to work. This encourages companies to select the age of prospective employees.

The final results of the discussion above were responded by the school which stated that the school did not fully confirm that unemployment from Vocational School graduates was high. They are more concerned that this condition is caused by a declining economy so that the growth in the number of jobs is not as fast as the growth of the business world and the industrial world. The backwardness of technology used in schools is also considered natural and unavoidable because schools in this case Vocational School aim to provide HR not to conduct research and development, so the school's position is user. Schools will make the necessary adjustments if indeed the industrial world wants it. Thus, the FGD generates a large conclusion that there is indeed an increase in the number of unemployed graduates of Vocational Schools but this condition is natural as a result of the economic downturn.

Phase II FGD: To answer the first question, FGD participants gave their views on the current Vocational School qualifications. For a moment regardless of the condition of the nation's economy, participants from the industry conveyed the reality based on their experience as business owners and managers.

For example in the world of gold jewelry and craft, the informant explained that the technical knowledge needed in this industry was used to create designs using CAD programs and 3D printing machines. His company has never used Vocational School graduates to design. He uses Vocational School graduates as machine operators and assemblers. Designers submit diploma or bachelor of arts and design graduates because they are considered to have mastered "basic techniques" and have better "taste in art". At the machine operator level, it takes the ability to read texts in English to learn the guidelines for the use and maintenance of the machine, considering the tools and machines use an English-language manual. For assemblers, there are no special technical requirements but it requires patience and perseverance.

In beauty industry (specifically SPA): Vocational School graduates must be able to understand about body anatomy, knowledge of good communication with customers, superiors and friends, mastering technical knowledge about aggressive selling strategies because in this industry not only provides spa services but also sells body care products for spas. Knowledge of body anatomy is needed when someone runs a spa service to provide education and information to customers about why the treatment is carried out. Knowledge of communication is an important requirement in any service business because customers need clear and rational explanations and delivered in an ethical manner. Knowledge of sales strategies becomes important when competitor products vary greatly in terms of materials, functions and prices. Different products and market segments require different marketing strategies. Therefore the body care industry requires a different strategy for each product and each segment.

From the hospitality industry, the informant said that Vocational School graduates must master good communication knowledge and communication knowledge in English is very necessary. In addition,

Vocational School graduates also have knowledge of modern Kepping equipment. The informant revealed that he often encountered Vocational School students not having knowledge of technology in the field of house keeping equipment for hotels because in their schools there were no modern equipment as used by the hotel industry. Basic knowledge of equipment will help Vocational School students to use equipment used by hotels even though each hotel uses different technology with different brands. Basic knowledge will help students quickly adjust to new equipment. However, schools use equipment that is quite old so that when practicing in the world of work many Vocational School graduates cannot use the tools that have been provided by hotels.

In this stage, participants are also asked to reveal what technical skills are used to apply the knowledge they have in doing work. In the art and gold jewelry design industry, Vocational School graduates in the assembly section both manually and by using tools and machines must be able to apply certain techniques with a high degree of accuracy and perseverance. All Vocational School graduates cannot immediately work but must go through training for 2-3 months. This is because every company has different characters, procedures and equipment. In addition, new employees are given training so that they can understand technical terms in English given the manual book uses English.

In the body care industry, Vocational School graduates must be able to apply massaging techniques with regard to the customer's body condition. With knowledge of massage techniques and body anatomy, he will be able to provide treatment in accordance with customer needs. In addition, knowledge is a means of education and marketing. Thus students can sell products or services provided by the company where he works.

From the hospitality industry, Vocational School graduates must be able to communicate well, especially with hotel customers because the impression that is felt

by customers for communication can be a strong marketing strategy. Impressive employees will give a good impression in addition to employees also having to be able to do technical work, such as the operation of cleaning equipment and bedding techniques. For star hotels, the ability to communicate in English is a must because customers or hotel guests who come can come from anywhere.

The work attitude aspect of employees is also very crucial in the service sector, including tourism. Employers in this sector place more emphasis on the assessment of the character of Vocational School graduates. According to them, Vocational School graduates have flaws in character as servants who have empathy. In addition, the intense competition in this sector encourages every employee to have work skills. But in reality Vocational School graduates often complain because they feel wages are too little and work is too heavy. In the end they did not survive in the existing work.

The results of the discussion narrowed to the similarity of views between schools and businesses, namely technical skills in the business world do have gaps, because the development of business, technology and consumer demands does not rule out the possibility of differences between the two. But more important than technical skills are work attitudes such as courtesy, discipline, hospitality and also toughness and the ability to survive in the face of difficulties and challenges.

Phase III FGD: In this stage, participants are expected to provide input related to the follow-up that needs to be taken to minimize the gap that exists between graduate qualifications and qualifications required by the business world. The three entrepreneurs agreed to state that subtle abilities are very important because with these abilities, they can take appropriate attitudes and actions according to the situation that occurs. For example, when a machine breaks down, complains, or even an impolite customer, subtle abilities will help employees

to behave properly and take the right actions. This ability cannot arise unless they face a problem, but when the problem arises it cannot be ascertained. Therefore, schools must provide reinforcement in this matter.

Stage IV FGD: This is the last stage of the discussion. Schools must carry out improvement programs for the performance of their graduates. The business world and the industrial world must develop HR development strategies so that their employees have the qualifications as expected. An informant from the school revealed that the discussion forum that examined the performance of graduates was clearly a forum that could provide valuable input. Staying connected with the business world and the industrial world becomes an evaluation tool as well as a powerful marketing strategy. Preparing HR according to the required qualifications will always have an attraction for the industry because employee skills require a fairly long process. Cooperation in the form of guest lecturers, partnership classes, transfer of knowledge from industry to school, apprenticeship programs and cooperation contracts are programs that will bring schools closer to the users of their graduates.

CONCLUSION

This study prove that vocational study did contribute to the number of job less at young age. Not because they didn't have competencies needed but more on economic situation that push companies to be more efficient in recruiting new employee. This is different from general high school where the students continue their study to the higher education level, the vocational students tend to find job at the very young age. Eventhough, the vocational school still have work to do that is give the students such soft competencies that makes them mature and ready to work as professional in terms of responsibility and commitment to his or her company.

RECOMMENDATION

Not only vocational school but also province educational department, particularly those whom responsible for vocational curriculum, should provide school with policy that guarantee public accept toward school output. This to prevent school from providing output with rejection from companies and other users to work with. A deep feasibility study of any new study program as well as an evaluation of on going study program should be conducted regularly and carefully.

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HALAMAN INI SENGAJA DIKOSONGKAN