

## **Superior Smk as Educational Laboratory**

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**Abstract:** SMK is a form of secondary education units organized to continue and expand basic education and prepares students to enter the employment and develop a professional attitude. To produce professional SMK teachers, LPTK need to set up the laboratory school as a teaching practice tool for students who take the path of teacher education. The realization of Superior SMK as an educational laboratory need the maximum efforts of LPTK by preparing a variety of resources, namely: superior teachers and education personnel, adequate infrastructure, support and cooperation of industry, strong and visionary principal, integrated quality management system by utilizing information technology, and commitment from the entire school community to be able and willing to develop themselves according to the development of science and technology.

**Keywords:** superior SMK, educational laboratory

Education is a conscious and planned effort to create an learning situation and the learning process so that learners are actively developing their potential to have the religion spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, community, and nation (UUSPN No. 20/2003 Article 1, section 1). Secondary vocational schools or SMK is a form of secondary education units organized to continue and expand basic education and prepares students to enter the employment and develop professional attitude (Kepmendikbud No. 0490 / U / 1992 Article 1, section 1).

Furthermore, education in vocational high schools (SMK) based on the Ministry of Education and Culture of the Republic of Indonesia (Kepmendikbud) Number: 0490 / U / 1992, and was confirmed as contained in the Law on the National Education System (UUSPN) No. 20, 2003, stated that the Vocational High School aims: (1) prepare students to continue to pursue higher education and / or expand basic education; (2) improve the ability of students as members of the community in organizing a mutual relationship with the social and cultural environment and natural surroundings; (3) improve the ability of students to develop themselves in line with the development of science, technology and the arts; (4) prepare students to enter the employment and develop a professional attitude. Reference SMK is SMK which have superior performance, great access, and effectively manage the institution as well as assisting the alliance SMK in implementation of quality education; Their purpose is to improve the quality, large access, effective as quality guarantor, and willing to share resources (Directorate of PSMK, 2016).

To implement such educational objectives, the implementation of education at the SMK should be guided by the national education goals. National education serves to develop the ability and character as well as dignified civilization in order to educate the nation, aims to developing student's potentials to become a man of faith and devoted to Almighty God, noble, healthy, knowledgeable, skilled, creative, independent, and become democratic citizens and responsible (UUSPN No. 20 of 2003, Chapter II, Article 3). Thus, the purpose of education at

the SMK is to prepare students to be able to choose a career, able to develop themselves, to compete in the business / industry, and prepare students to become productive citizens, adaptive and creative.

Link and Match policy initiated since 1997 by the Ministry of Education Wardiman Djojonegoro at the time it was not an attempt to make the labor market planning appropriately regarding the input level into the world of work; such policy is a tool or a vehicle to build a partnership with the business/industry in determining priorities and to develop vocational education and training programs (Djojonegoro, 1997:5). The aim is that the planning of vocational education and training programs must pay attention to the tendency of the labor market signal, so that students can achieve the maximum opportunity to compete for employment that are available and have basic skills that can be used to develop his career.

SMK's conditions that exist in Indonesia today (Directorate of PSMK, 2016) and based on the data obtained through observation, assessment through surveys and literacy that exist can be explained as follows:

1. The amount of SMK until 2016 is as much as 13.150 institutions, with students as much as 4.419.717 and 287.717 teachers, which is increasing each year.
2. Skill program that is opened and developed there are 46 skill programs and 141 skill competence 141 whose condition has been uneven and not fit between the existing programs in schools with the needs of the business / industry.
3. The low quality of graduates, this can be seen from the results of a national exam that the material is purely from the central, which are mathematics, English, and Indonesian whose value is still far from expected.
4. Low entrepreneurial Mental from SMK graduates, proven that SMK graduates still tend as a job seeker and not creating jobs for themselves and for others. Though they have the skills that could be used and developed to create new jobs without depending on others.
5. Conditions of teachers that have not been established in terms of the economy that affect performance, which in turn affect the quality of the graduates. It was proven that the number of teachers who teach in various places/schools with a wide range of education and training taught so the mastery of material is less considered, because they have purpose to obtain compensation (salary), so that they teach carelessly and unprofessional.
6. There are still many teachers who do not meet the standards of expected competence.
7. Facilities/infrastructure that still limited and less standardized (according permendikbud No. 40/2008), especially new schools and small SMKs in boarding schools and private SMKs.

The challenges faced by SMK by looking at various situations and current conditions are: (1) increasingly intense competition in various fields in a global era; including competition from foreign workers who entered in Asian countries including Indonesia, (2) quick development and changes in science and technology, (3) employment is very limited, imbalance between job seekers with available employment.

Universitas Negeri Malang (UM) as an educational institution of educational personnel (LPTK) has the functions and duties to prepare prospective educators develop learning in accordance with developments in technology and science, as well as the needs of community. Faculty of Engineering is an institution that prepares prospective educators in technology and vocational have many innovations and learning development, especially productive sector learning. The result of educational and learning development needs to be tested on the experimental schools and/or laboratory school. However, UM not yet have the educational

infrastructure in the form of SMK that became the reference model in the development of vocational education innovation.

Based on the description above, the preparation of superior SMK as SMK laboratory needs to be seriously attention to education practitioners and positive and serious thoughts in building superior vocational school. Superior teacher's product support from college educational institutions of educational personnel (LPTK) will also determine the success of development and improving the quality of education at the SMKs.

The following will describe the study: (1) the role and function of education in SMK, (2) the role of the principal in managing Superior SMK, and (3) concrete steps in the management of Superior SMK as LPTK laboratory.

### **ROLE AND FUNCTION OF EDUCATION IN SMK**

The education quality development of SMK in global era oriented towards competitive and advantages improvement that is packed on improving the education system with reference to the standard practice competencies required by SMK graduates. SMK has a role and function (according Billett, 2011; Finch, and Crunkilton, 1989; Clarke and Winch, 2007) including: (1) preparing skilled workers to fill the need of National Development, (2) preparing professional workers, (3) gave productive skills to SMK graduates, and changing the status from human burden into assets is productive workers preparation efforts, and (4) provide basic ability to the SMK graduates, as a preparation to continuously develop their quality.

Some basic changes in the new paradigm of vocational secondary education (Rivai and Murni, 2009; Djojonegoro, 1997) are:

1. Transition process from old to new orientation that is often termed from supply-driven system on the social needs of community, to the demand driven system that is driven by the needs of the labor market. During this time mentioned in words, what percentage of vocational high schools (SMK) graduates that is released, reversed into what percentage of SMK graduates that is absorbed in the world of business and industry.
2. School Based Program, referring to Dual Based Program
3. Subject Matter Based Program, toward Competencies Based Program
4. Narrow Based Program toward Broad Based Curriculum
5. strictly formal education toward flexible education (Multy Entry and Multy Exit)
6. Not recognizing skills from outside the school, a new paradigm recognizes the competence gained from anywhere, and any way (Recognition of Prior Learning)
7. Dead End Education toward sustainable education (Bridging Program)
8. Centralized management toward self-management, which today would be returned to the centralized management.

Function of referenced (superior) SMK by PSMK Directorate (2016) are: (1) SMK that superior and effective, (2) competency test places (TUK) and vocational theory online test ,(3) as ICT Center SMK, (4) as a center for the development of SMK teaching materials, (5) as a center for the SMK graduate promotion and industrial cooperation, (6) to facilitate assistance in improving the quality of SMK teachers alliance, (7) as a center for the development of SMK teaching materials, and (8) as assistance to the develop government and private SMK new school unit (USB).

## ROLE OF PRINCIPAL IN MANAGING SUPERIOR SMK

School-based management (SBM) is a management model that provides greater autonomy to schools and encourages schools to conduct participatory decision making in meeting the needs of school quality or to achieve school quality objectives. Participatory decision in question is the way of decision-making through the creation of an environment that is open and democratic, where the school residents (teachers, students, employees, parents, community leaders) are encouraged to be directly involved in the decision-making process that can contribute to the achievement of school objectives.

Implementation consequences of School-based management (SBM) are the School's responsibility and handled in a professional manner. These aspects that becoming School's areas of work (according Umaedi and Zamroni, 2005) includes: (1) planning and evaluation of school programs, (2) curriculum management that is inclusive, (3) teaching and learning management, (4) energy management (5) supplies and equipment management, (6) financial management, (7) students Services, (8) School-society relations, and (9) school climate management.

As stated above, the concept of School-Based Management in practice it describes the properties of school autonomy, therefore, often referred to as Site-Based Management that refers to the need to pay attention to the conditions and potential of local institutions in managing schools. Meaning of "school-based" in the concept of SBM did not leave the strategic policies set by the central government or autonomous regions.

For example, student competency standards, primary subject matter standard, minimum mastery standards, minimum service standards, establishment of educational calendar and the number of effective teaching hours per year and others (see UU No. 20/2003 Article 51 of PP No. 25 Year 2000 which has been amended by PP No. 33 Year 2004) about the school Based Management (SBM) is essentially the harmonization of resources carried out independently by the school with the involvement of all stakeholders directly associated with the school in the decision making process to meet the needs of school improvement or to reach national education goals.

Principal as a leader in the education unit became the most responsible person for realizing the mission of SBM. The principal is a driving force for the school resources, especially teachers and school employees. so it can be said that the success or failure of a school is determined by the quality of principals, especially in its ability to empower teachers and employees towards a conducive working atmosphere (positive, exciting, and productive). Mulyasa (2006) and Sallis (2011) stated that the principal roles and responsibilities are as the managers, leaders, supervisors, and educational administrators.

## CONCRETE STEPS IN SUPERIOR SMK MANAGEMENT AS LPTK LABORATORY

Based on the roles, functions and paradigm of SMK as mentioned above, in order to realize Superior SMK as the educational laboratories it requires steps as follows:

**First**, socialization and commitment from the whole school are residents (teachers, staff, and students). Socialization is intended that the entire school community to know the intent and purpose from Superior schools that had been commonly called the national/International standard school, so they are expected to participate and committed to delivering the school into superior school, as expected. With the support from the school residents would be easier to

achieve this, because all residents take responsibility and care about the programs that will be implemented by the school;

**Second**, socialization and commitment from the school committee and the foundation boards (for private schools). The school committee and the Foundation board (for private schools) also play an important role in the progress and development of a school. Therefore, in order to develop the school into a superior school they should be consulted and work together to support each other so that the programs which have been proposed are not fails. Committees and foundations are obliged to provide support both morally and materially directly to the achievement of the mission, vision, goals and program initiated by the school can be realized as well as possible;

**Third**, select qualified students who have a high ability and willingness to learn and accompanied with high academic score as well as a good attitude and determination in the face of all difficulties and challenges include dealing with the job at hand. Held strict test to do new students selection, the selection is not enough if its only through the score in graduation certificate, but also through other tests such as: academic test, psychological test and interview;

**Fourth**, prepare and choose in their field of professional teachers so that teaching and learning can run optimally and produce graduates who are able to compete in the job market. For that reason, it is very important for teachers to have industry experience or an internship in the industry to gain practical experience. Schools must be active in cooperating with industry to implement industrial internships for teachers can be done with the principle of mutual benefit and accompanied by a sense of responsibility towards improving the quality of education from both sides (between the school and industry). Teachers must be educated as Bachelor of Education S1/D4 plus certificate (akta) IV/S1 plus PPG. Furthermore, in a Superior SMK also need a minimum of 25% of teachers who have post graduate degree.

**Fifth**, be preparing students to be absorbed in the world of works. So that graduate from SMK can be absorbed by the business/industrial world, this cannot be separated from the trust and cooperation both from the SMK and business/industry/company. Therefore, the SMK should establish partnership relations that benefit both sides so that when the business/industry requires workers it can absorb the graduates of SMK. In the preparation of graduates in the relevant working world, can be done as follows: (1) the promotion into the world of work through the mass media, (2) market the graduates by showing the graduates profile, (3) internal socialization to students about the business world that relevant to chosen area of expertise, (4) observations and thorough assessment of the ability of graduates to be marketed, (5) collaboration with business/industry as well as possible, (6) record the graduates that have been employed in relevant work;

**Sixth**, be improving the quality of industrial work practices implementation. To improve the quality of industrial practices can be taken the steps as follows: (1) improve basic practices in schools as a basic for industrial work practices, (2) enhance the harmonious cooperation with business/industry, (3) sufficient briefing before students do industrial practices (parker), (4) enhance guidance during industrial practice, (5) guarantee the job opportunities for students who excel, to motivate students to do parker with the best possible way.

**Seventh**, Developing practice facilities/infrastructure primarily on developed expertise programs. To develop practice infrastructure, it needs enough funds, it is necessary to cooperate with various parties including: (1) extracting money through the parents / guardians of students, (2) requests for funding to local governments Regency / City, (3) requests for funding to local government of the Province, (4) requests for funding to the Central government, (5) requests

for funding through sponsorship, (6) requests for funding through alumni, (7) to obtain funds with the procurement and development of production and services unit in SMK, and (8) requests for funding through business/industry, and others.

**Eighth**, Improvement and development of school management followed by human resources (HR) who are able to follow the development of science and technology. To improve and develop the school management, there are four management functions that should be performed: planning, organizing, actuating, and evaluation/control. In addition, in an effort to become superior SMK, in the learning implementation, school management use the principles of ISO quality management system, which is a standard quality developed for ease of management in implementing any activity, for that the philosophy that is used is "write that you do and do that you write" therefore, it must be supported by the human resources capable of following the development of science and technology.

**Ninth**, visionary principal to be a leader in the education unit became the most responsible person in realizing the mission, vision and goals of the school. The principal is a driving force for the school resources, especially teachers and school employees. It can be said that the success or failure of a school is determined by the quality of principals, especially in his ability to empower teachers and employees towards a conducive working atmosphere (positive, exciting, and productive). Rivai and Murni (2009) states that the principal roles and responsibilities as managers, leaders, supervisors, and educational administrators.

## CONCLUSION

Superior Vocational High School (SMK) is a school that can implement teaching and learning process earnestly to meet minimum service standards for education in accordance with the PP (Indonesian Government Regulation) No. 19 Year 2005 About: National Education Standards.

In order to become a Superior Vocational High School (SMK) needs the support from all the school residents (students, teachers, school staff, school committees and foundations for private schools), support and guidance from the Department of Education and Culture, as well as the support of related elements. Superior Vocational High School (SMK) is also called the REFERENCED school or MODEL school because it can be used as a model/reference or example for other similar schools.

For the success of superior vocational schools (SMK) needs the support of good and high quality resources (human, financial, infrastructure, management). Superior SMK is expected to prepare a mid-level skilled worker, so that graduates can provide a high contribution to the development of Indonesia, and able to compete on the job market locally, regionally, nationally or internationally and also graduates of Superior SMK expected to be able to compete at higher education level.

Principal as a leader in the education unit became the most responsible person in realizing the mission, vision and goals of the school. The principal is a driving force for the school resources, especially teachers and school employees. It can be said that the success or failure of a school is determined by the quality of principals, especially in his ability to empower teachers and employees towards the conducive working atmosphere.

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