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RESEARCH ARTICLE

IMPLEMENTATION OF THE WORKPLACE-BASED LEARNING MODEL (PBTK) TO IMPROVE THE QUALITY OF VOCATIONAL STUDENTS' LEARNING OUTCOMES

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Abstract

Based on data from the Central Statistics Agency (BPS) and the Open Unemployment Rate (TPT) graph for 2019-2021, the highest unemployment is from SMK graduates. This study aims to determine the description of the Workplace-Based Learning (PBTK) model with a job shadowing approach as an effort to improve the task skills of SMK students including: (1) planning, (2) organizing, (3) implementing, (4) evaluating, and (5) knowing the obstacles in implementing the workplace-based learning model. The research used a qualitative descriptive approach. The foundation of Terry's management theory and Constructivism theory. The results of the research are more effective and productive in improving the competence of SMK students, especially the Computer and Network Engineering Expertise Program (TKJ), the research still has obstacles: (a) the school does not yet have its own place or business entity as a place for independent industrial work practices. (b) schools have never invited industry parties to school to integrate the competencies to be studied in industrial needs, (c) not all schools have structured industrial practice guidelines or modules, (d) the average ability of supervisors in the field of competence In practice, there is no maximal experience in the software and network industry (IT consulting).

Introduction:-

The quality of education in Indonesia is the center of attention of interested people, especially regarding the function and position of the education system in relation to employment issues. According to data from the Central Statistics Agency (BPS) the highest percentage of unemployment in 2021 for the level of education completed comes from 9.77 million, 13.55 percent of vocational graduates, 9.86 percent of high school graduates, 8.08 percent of diploma graduates, 7.35 percent of university graduates, 6.46 percent of junior high school graduates, and 3.61 percent of elementary school graduates (https://money.kompas.com). Meanwhile, according to the Open Unemployment Rate (TPT) graph sourced from the National Labor Force Survey (Sakernas) in 2019-2021, the highest unemployment occurred in Vocational High School (SMK) graduates, which reached 10.36% in 2019 in 2020 reaching 13.55% and in 2021 11.13%. The data compares all unemployment at a certain level of education to the total workforce at the same level of education. Meanwhile, based on the Central Statistics Agency (BPS) for the special area of Banten Province, the number of unemployed reached 465.8 thousand people in February 2019. This number increased by 53.92 thousand people compared to February 2018.

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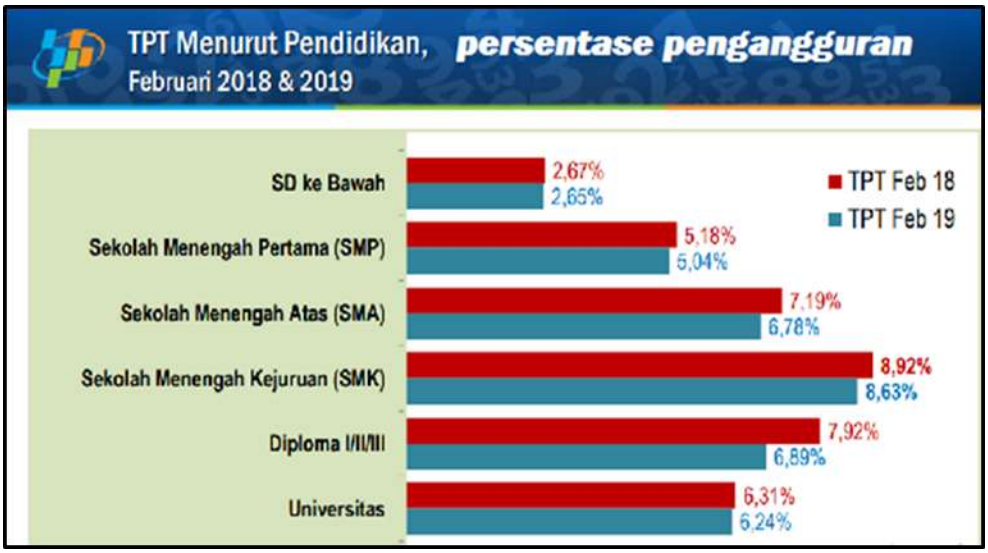

Figure 1:- TPT Unemployment Percentage Graph.

Based on the data above, it is concluded that the highest unemployment rate comes from graduates of Vocational High Schools (SMK). Vocational High School (SMK) is designed to produce graduates who are professional and ready to work. Therefore, the majority of SMK graduates are directed to work directly rather than continuing their education to colleges or universities. The curriculum applied in SMK, its composition is also designed to put forward the practice of skills rather than theory in the classroom.

Based on survey agency data, in 2015 there were 3.3 million jobs abroad. Thus job opportunities in the field of Information and Communication Technology (ICT) still have great opportunities at this time. So far, learning in SMK has not been able to meet all the demands of society, especially in the field of Information and Communication Technology (ICT) skills. Learning materials are often not in line with the development and needs of the community. As a consequence, after graduating from school, students cannot immediately apply the theory they get from school. Meanwhile, the development of the Software industry in Indonesia has a broad impact on the expansion of job opportunities as a result of the improvement or development of information and communication technology. The impact of other developments has increased investment opportunities and employment in the information technology sector. The development of Information and Communication Technology (ICT) and its application in various fields, has opened up considerable job opportunities for professionals in this field. They can work in companies, government agencies, and the world of education. Although job opportunities in the field of information technology are still quite high due to the high demand from the industry, it turns out that there is still a problem that often the competencies of the available workforce do not meet the requirements of technical and non-technical abilities.

One of the efforts to overcome the problems and needs of the business world and industry is to build quality Human Resources and are ready to work in accordance with their competencies and have their own facilities and infrastructure. Vocational education is also secondary education that prepares students primarily to work in a particular field. (Law Number 20 of 2013). With the hope of building a vocational school that is in accordance with its major. Strategies for improving the quality of educational resources, both educators and education staff, are factors that must be prioritized by managers of educational institutions. The availability of the number of educators (teachers) for example, at every level of education must be guaranteed availability, lest there be a shortage of teachers in one school, which causes teachers to have to teach in all subjects that are not their competence. Besides that, a teacher must also have special qualifications and requirements to be recruited as a teacher, as well as the education staff. A teacher must have a scientific background that is in accordance with the lessons being taught, and have a good moral track record. It is not enough for a teacher to have one or two strata education, but what is more important is the commitment and integrity of the teacher in educating and serving students to the fullest.

Mulyasa (2007) in his book says that in relation to that, effective principal leadership in the concept of School-Based Management can be seen based on the following criteria; first, being able to empower

teachers to carry out the learning process well, smoothly and productively; second, being able to establish harmonious relationships with the community, so that they can actively involve them in realizing the goals of school and education; third, successful in realizing school goals productively in accordance with the provisions that have been set; and fourth successfully apply the principles of leadership in accordance with the maturity level of teachers and other employees in the school.

Career choices for SMK graduates in general must be in accordance with the study program taken at school. For example, graduates of Computer and Network Engineering (TKJ) can only choose to continue working in telecommunications companies or as software consultants. The facts show that the label of SMK graduates does not necessarily guarantee that someone will easily get a job. Today's tight competitiveness requires graduates to develop further in terms of competence and expertise. The existence of SMK should be based on an analysis of labor needs (demand and supply analysis). The most obvious thing is seen in private vocational schools, where the proportion of students per skill program is very unequal.

Learning in Vocational Schools Along with the growing need for quality human resources, the number is also increasing. According to Rupert Evans (1978), "Vocational education is a part of the education system in order to prepare each individual to have the ability to do work in a work group". Meanwhile, according to Law No. 20 of 2003 Article 15,

In Law no. 2 of 2003 concerning the National Education System (UU Sisdiknas), Vocational Secondary Education is education that prepares students to be able to work in certain fields. According to Calhoun & Finch (1982:66) "Vocational education is education that has the nature of preparing the provision of manpower". In order for this development program to be effectively implemented, it is necessary to have very good cooperation between schools, DUDIN, the education office and LSP-BNSP. Synergy between the world of education and the world of industry as well as stakeholders in the community is very much needed. The knowledge and skills developed in schools need to be adapted to the needs of the community. With the hope that education can improve people's lives, both in terms of knowledge and solving contextual problems faced daily.

It is hoped that through the concept of developing Vocational Schools with the Workplace Based Learning (PBTK) model, the unemployment rate can be overcome properly. Vocational High Schools can also be directed to elevate local advantages as a capital for the nation's competitiveness. The vocational study program is very possible to be developed in accordance with the potential of the region and employment or business opportunities arising from regional economic activities. A large graduation picture can provide input, that every year the world of work needs to absorb a large workforce, if this has not been able to be overcome by the government, unemployment will arise or more people are looking for work. As education providers, schools are required to be more active in improving the teaching and learning process (PBM) which is more directing students to life skills-based education. Through the study program provided, students are able to form students to develop their potential, so that they are brave to face, willing to find solutions, and able to overcome the problems of life and life.

This research reflects the philosophy of constructivism, views a reality with multiple dimensions, interactive and requires interpretation based on social experience. The purpose of this research is to describe and reveal (to describe and explore), as well as describe and explain (to describe and explain). All problems are related to scientific studies, researching a problem, by following procedures and using certain scientific methods.

Based on the understanding of management according to the experts described above, this study emphasizes the notion of management according to George R. Terry's opinion which can be understood that management is a series of activities starting from the planning, organizing, directing, controlling and supervising processes that utilize natural resources. human resources and also other resources to be able to achieve a predetermined organizational goal. The following is a picture of the management function according to George R. Terry.

Research Method:-

The research method used is descriptive method, which aims to describe tools that describe existing phenomena, both natural phenomena or human engineering. To solve a problem or determine an action in descriptive research, a certain amount of information is needed. Qualitative descriptive research, will produce descriptive data in the form of written or spoken words from people and observed behavior. The research method that the author uses is a case study, according to Fathoni (2006) that, "a case study means research on an event or events".

Discussion:-

1. Implementation of Workplace-Based Learning Model (PBTK) in Vocational Schools with the Computer and Network Engineering Expertise Program (TKJ).

a. PBTK Model Planning.

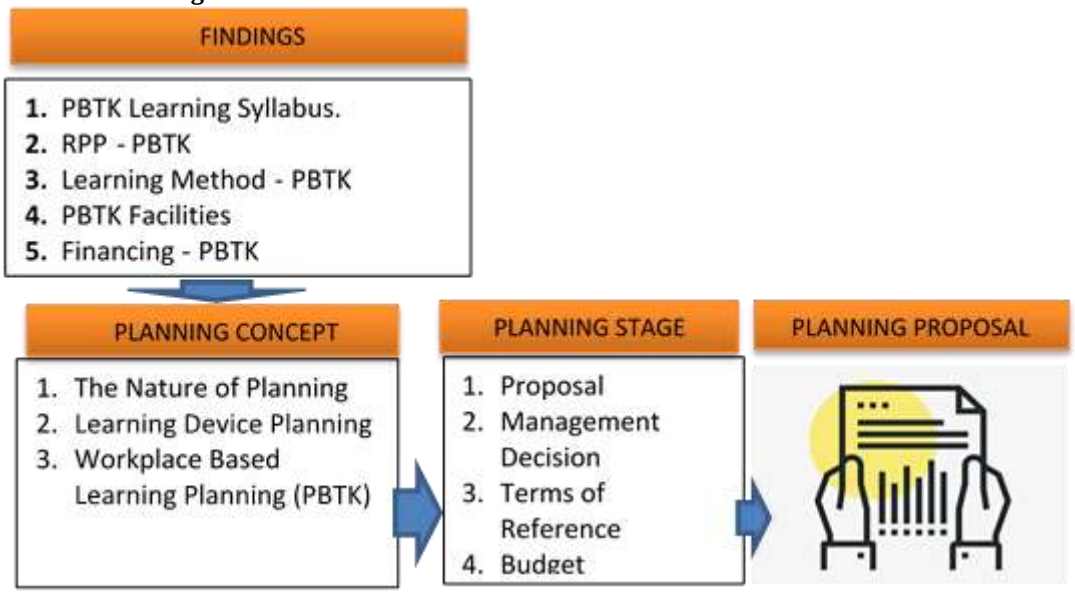

Figure 2:- PBTK Planning Model Diagram.

The stages of planning Workplace Based Learning (PBTK) include; proposal, terms of reference, budget, and implementation team. Proposed Workplace-Based Learning (PBTK) internally usually contains a desire to build a new learning model. In addition, proposals can also be in the form of improvements to existing learning models, to increase efficiency and control. Proposed changes to the learning model from the external are usually a consultant who offers a new learning model or the existence of regulations that cause the development or refinement of the learning model to be carried out.

After obtaining approval from the management or school leadership, the school then formed an implementing TEAM consisting of staff and a teacher council to develop a framework of reference for the Workplace-Based Learning (PBTK) model. The framework of reference includes the background, aims and objectives, targets for Workplace-Based Learning (PBTK), scope of work, implementation period, and work priorities. Based on the existing framework of reference, a budget or fund related to equipment and infrastructure for the workplace, training of resources, maintenance and reserve funds for unforeseen needs is drawn up.

After all activities are known, it is then decided whether the development of the PBTK model will be carried out by the school itself or by another party. After determining the implementing TEAM, they were then asked to submit a Workplace-Based Learning (PBTK) model proposal in accordance with the working terms of reference. The Learning Model Proposal will be evaluated to determine whether the development of the Workplace Based Learning (PBTK) model is feasible or not to be implemented or continued.

Learning in SMK has been good in its implementation. This is known from the results of research which mentions the flow of students in the selection of industries. Then according to Wahyu Nurharjadmo (2008) internship mapping is an activity carried out to obtain clarity on various things, including clarity of parties involved and schedule of internship activities. This opinion is in accordance with the implementation in schools, because the school recommends agencies that can join in industrial work practices. And the school does not burden the industry by making a reply letter or time agreement approved by the industry.

In order for PBTK planning to be maximized, basically every vocational school must cooperate with the industrial world, in line with the Indonesian Government Regulation No. including DU/DI (article 7). In order to achieve this,

vocational schools must actively collaborate with DU/DI, where the cooperation is mutually beneficial to both parties. The cooperation between the school and the industry is quite good.

From the research results, it is known that SMK cooperates with 13 software properties. The 13 properties were chosen by students based on data from the school. However, there are agencies that are unable to cooperate with Vocational Schools on the grounds that the implementation time is not in accordance with the agency's conditions and there are also agencies that are far from the student's residence. However, this collaboration has been well implemented because it can accommodate vocational students in the implementation of industrial work practices.

In implementing the Workplace-Based Learning (PBTK) model in collaboration with the industrial world to carry out industrial work practice activities. This activity is an obligation that must be carried out by all students in SMK (Law on Prakerin Dikmendikti, 2003). The purpose of industrial work practices as explained by vocational teachers is to apply knowledge from school, so that students' abilities in technology develop, and students get real work experience in the world of work. The objectives of the internship as stated in the Ministry of National Education (2008) are the first to fulfill the competencies according to the demands of the curriculum, the second is the implementation of competence into the world of work, and the third is the growth of a work ethic. The two statements regarding the purpose of internships between the school and the Ministry of National Education are the same.

From the conclusion of the concept above, that Workplace-Based Learning Planning (PBTK) is a process of compiling a syllabus, Learning Implementation Plan (RPP) which consists of selecting and setting Competency Standards (SK), selecting and establishing Basic Competencies (KD), developing indicators, select and develop teaching materials, select and develop learning strategies, select and develop media or learning resources, and develop assessment instruments. teaching materials, teaching methods, learning resources, and assessment of learning outcomes. The syllabus is a part of the curriculum as an elaboration of competency standards and basic competencies into subject matter, learning activities, and indicators of competency achievement for assessment of learning outcomes. The development of this syllabus must at least be able to answer questions as to what competencies should be possessed by students, how to shape their competencies and how to know that students already have those competencies. This syllabus will be very useful as a guide for teachers, because it contains overall instructions regarding the objectives and scope of the material that must be studied by the teacher.

b. PBTK Model Organizing.

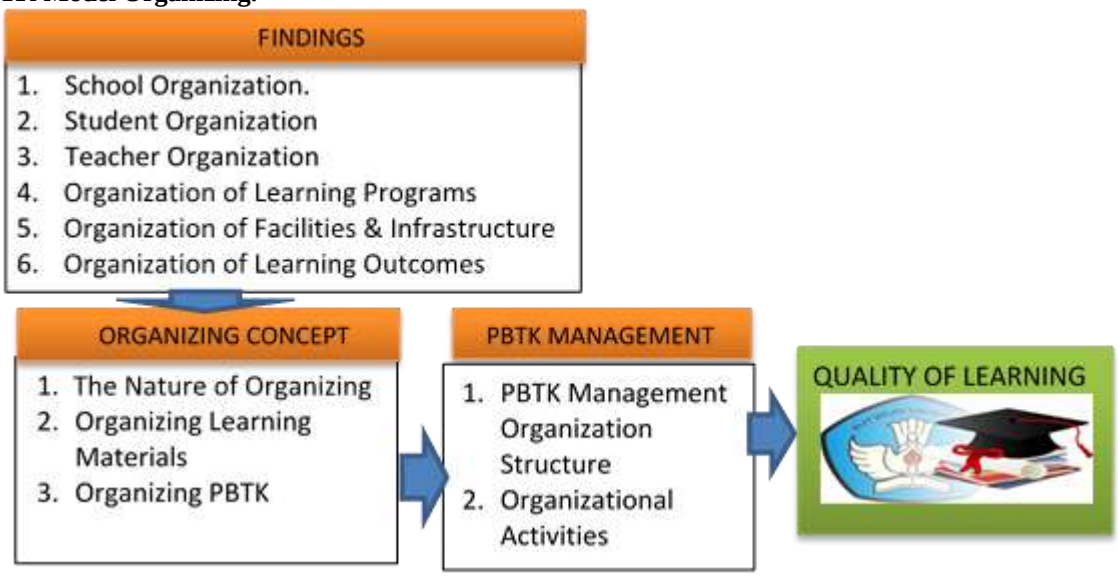

Figure 3:- Diagram of the Results of the PBTK Organizational Model.

Organizing in Workplace-Based Learning (PBTK) in Vocational High Schools (SMK) in general already has several existing organizations, but further improvements need to be made in the main tasks of the organization so that it can be more lively and efficient for students and teachers or their environment. One of the organizations that exist in

Vocational High Schools (SMK) is the School Organization. School Organization is an association under school management which aims to help create an effective condition of school activities. School management is concerned with the smooth functioning of the school as a whole. School organization a resource, events, and school personnel. Organization in general is a systematic and effective association or relationship to achieve the desired results. One element of school organization includes the division of labor. Students get different tasks and responsibilities in order to achieve common goals. Students are also given the power to carry out student tasks effectively. Coordination between different personnel also ensures to organize school activities properly and correctly.

From the explanation above, it can be concluded that school organizations are: 1) Associations composed of various types of school activities, 2) Associations composed of school resources, 3) Associations composed of school personnel, 4) Associations of ideas and principles which include building relationships, create a conducive climate in the school environment etc. Student Organization is an organization at the vocational school level. Student council members consist of all students who are in the same school where the student council is located. OSIS Intra-School Student Organization, which has no organizational relationship with OSIS in other schools and is not a part or tool of other organizations outside the school.

OSIS as an extracurricular activity has the following functions: a. Development, namely the function of extracurricular activities to develop the abilities and creativity of students in accordance with the potential, talents and interests of students, b. Social, namely the function of extracurricular activities to develop the ability and sense of social responsibility of students, c. Recreational, namely the function of extracurricular activities to develop a relaxed, encouraging and fun atmosphere for students that supports the development process, d. Career preparation, namely the function of extracurricular activities to develop students' career readiness.

One of the student development efforts, OSIS has the following roles: a. As a forum, OSIS is the only place for student activities at school. Therefore, OSIS in realizing its function as a forum must make efforts together with other pathways, for example student leadership exercises that are extracurricular. b. As a stimulant motivator that causes the birth of a desire, a spirit of participation to do, and a driving force for joint activities in achieving goals. OSIS will appear as a driving force if the coaches and administrators are able to bring OSIS to meet the expected needs, namely to face change, have power against threats, take advantage of opportunities and actions, most importantly provide satisfaction to members. c. Preventive role

According to Law Number 14 of 2005 concerning Teachers and Lecturers, the professional organization of teacher associations with legal entities is established and managed by teachers to develop teacher professionalism. The law also regulates the principle of professionalism of an educator. One of the principles that must be carried out by teachers is to have a professional organization to develop professionalism on an ongoing basis by lifelong learning. The formation of the organization refers to the mandate of the law. If described more specifically, the goals of this organization are as follows. 1) Develop and improve the professional ability and competence of teachers. 2) Create lifelong learning teachers. 3) Improve the dignity of teachers through continuous professional guidance. 4) Improve teacher welfare. The functions of the teacher professional organization are as follows. 1) As a forum to hone the professional competence of teachers in the midst of increasingly rapid developments in technology and information. 2) As a unifying tool for teachers with the same vision and mission. 3) Media to share experiences, knowledge, and insights for teachers.

c. Implementation of the PBTK Model.

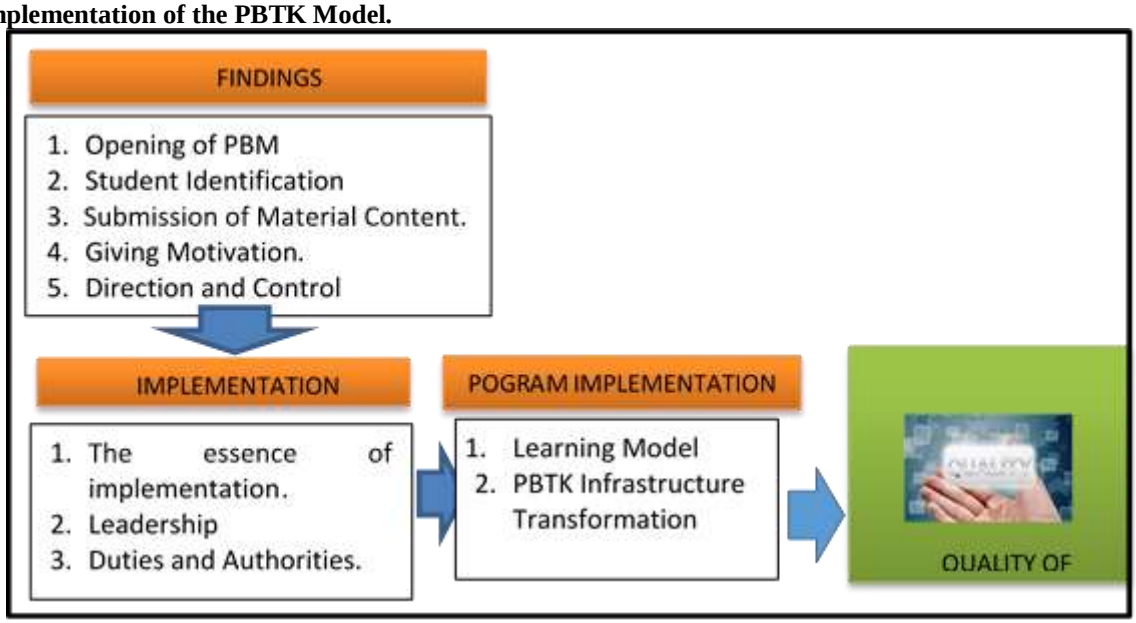

Figure 4:- Diagram of the Results of the PBTK Implementation Model.

In the implementation of Workplace-Based Learning (PBTK), the teacher carries out several stages of learning implementation: 1) Initial activities, lesson opening activities carried out by teachers or instructors to create a learning atmosphere that allows students to be mentally prepared to take part in learning activities. In this activity the teacher or instructor must pay attention and meet the needs of students and show a great concern for the existence of students. In opening the lesson the teacher usually opens with greetings and the presence of students, and asks about the previous material, the purpose of opening the lesson: (a) Generating attention and motivating. (b) Informing the scope of the material to be studied and the limitations of the task to be carried out. (c) Provide an overview of the methods or approaches that will be used as well as the learning activities that will be carried out. (d) Perform apperception, linking the material that has been studied with the material to be studied. (e) Relate current events to new material. 2) The core activity, the delivery of learning materials is the core of a learning implementation process. In delivering material the teacher conveys sequential material from the easiest material first, to maximize student acceptance of the material presented by the teacher, the teacher uses teaching methods that are in accordance with the material and uses media as a tool for delivering learning material. The objectives of delivering the material for the Workplace Based Learning (PBTK) model are: (a) Helping students understand clearly all the problems in learning activities. (b) Helping students to understand a concept or proposition. (c) Involving students to think (d) Understanding the level of understanding of students in receiving learning. 3) The final activity of closing the lesson is an activity carried out by the teacher to end the core learning activities. In this activity the teacher evaluates the material that has been delivered. The purpose of closing the lesson: (a) Knowing the level of success of students in learning the learning material. (b) Knowing the level of success of teachers in carrying out learning activities. (c) Creating a chain of competence between the current material and the future material.

Based on the explanation regarding the implementation of the Workplace-Based Learning (PBTK) model, it can be concluded that the implementation of the Workplace-Based Learning (PBTK) model is a process of teaching and learning activities that also play a role in determining student learning success. The implementation of PBTK learning is a process in which there are interaction activities between teachers and students and reciprocal communication that takes place in educational situations to achieve learning objectives. In the implementation of PBTK learning, teachers and students are two components that cannot be separated. Implementation of Workplace-Based Learning (PBTK) which is all joint efforts of teachers and students to share and process information, with the hope that the knowledge provided is useful for students and becomes the basis for continuous learning. The implementation of PBTK will form intellectual abilities, critical thinking and the emergence of creativity as well as changes in a person's behavior or personality based on certain practices or experiences.

d. Evaluation of PBTK Model.

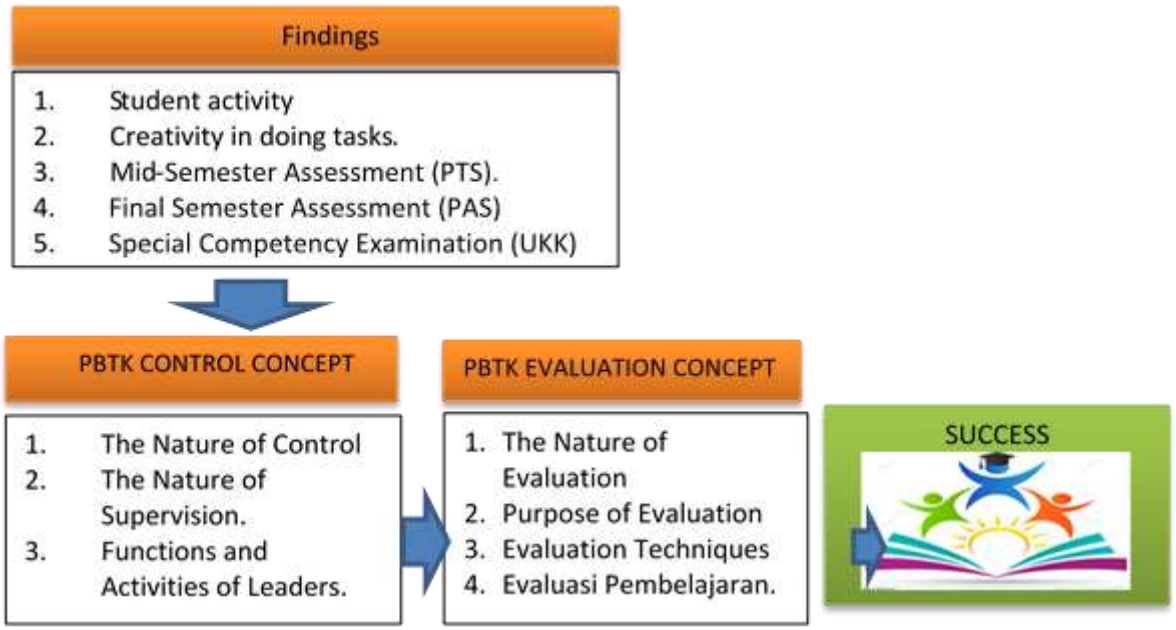

Figure 5:- Diagram of PBTK Evaluation Model Results.

Based on the diagram above, it is necessary to explain further, namely: 1. Evaluation of a process, not a result; 2. The results obtained from the evaluation are the quality of something; 3. In the evaluation process there must be provision of considerations based on the basic concept of evaluation; 4. Giving consideration must be based on certain criteria. In the evaluation there are several principles. According to Sukardi, some of the evaluation principles are: 1. Evaluation must still be within the work grid of predetermined objectives; 2. Evaluation should be carried out comprehensively; 3. Evaluation is carried out in a cooperative process; 4. Evaluation is carried out in a continuous process; Evaluation must care and take into account the prevailing values.

d. Obstacles in the Implementation of Workplace-Based Learning Models (PBTK) in Vocational Schools with the Computer and Network Engineering Expertise Program (TKJ).

The results of the research on the implementation of the Workplace-Based Learning (PBTK) model to improve the quality of vocational students' learning outcomes are more effective than Ordinary Industrial Practices which in general are to improve the competence of SMK students in the Computer and Network Engineering Expertise Program (TKJ), but there are still some obstacles in implementing the Workplace-Based Learning (PBTK) model in SMK. The main obstacle that occurs in this research is the implementation of the Workplace-Based Learning (PBTK) model.

The problems that often occur in research related to the Workplace-Based Learning (PBTK) model in Vocational Schools regarding the implementation of workplace-based learning models which currently still have weaknesses include: (a) the school does not have its own place or business entity as a place of practice industrial work in terms of facilities, programs, competencies and competency agreements with industry, (b) schools have never invited industry to school to integrate competencies to be studied in industry, (c) not all schools have structured industrial work practice guidelines. Schools only measure competence from the skill aspect after industry, (d) the average ability of teachers in the field of practical competence has not mastered maximally.

The first obstacle:

the schools from SMK do not yet have a school-owned business unit (U2MS). U2MS which can help the school environment independently, both in conducting apprenticeship activities for children and creating welfare and life in the school environment. Schools that already have School-Owned Business Units will be easy and guaranteed for graduates who will do work or continue schooling, because U2MS already has partners, facilities, work programs and even marketing staff who will look for project tenders as jobs rather than students who will do it. Workplace Based Learning (PBTK). In addition, the school also has input for school operations, both physically and financially.

Second obstacle:
so far the school has never invited industry to school to integrate the competencies to be studied in the industry, so that practitioners find it difficult to develop their competencies, because of this the industry understands and knows more about the needs of the industry, especially in the software and network industry . If only the schools rely on them, there will be a loss of balance in the needs of the existing industrial business world. Therefore, it is necessary to have a School Owned Business Unit or abbreviated as U2MS.

Third Constraint:
not all schools have structured industrial practice guidelines. Schools only measure competence from the skill aspect after industry. One of the Workplace-Based Learning (PBTK) tools is the Workplace-Based Learning Module or Guide in implementing the Workplace-Based Learning (PBTK) project to make it easier for novice practitioners to do work systematically. In the Module or Guide contains techniques or ways to do project work systematically and easily.

Fourth Constraint:
the average ability of teachers in the field of practical competence has not been mastered to the maximum. In general, teachers in Vocational Schools do not have experience in the software consulting business world to become a professional in the field of IT (Information Technology).

Conclusion:-
In general, the Workplace-Based Learning (PBTK) model in Vocational Schools has a positive impact on learning activities in Vocational Schools. The use of workplace-based learning media can improve the quality of student learning outcomes, but not all schools make optimal use of it. Workplace-based learning (PBTK) is increasingly wide open, fast and not limited by space and time.

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