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# EMPOWERING VOCATIONAL EDUCATION AND TRAINING TO ELEVATE NATIONAL ECONOMIC GROWTH

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#### Title:

# EMPOWERING VOCATIONAL EDUCATION AND TRAINING TO ELEVATE NATIONAL ECONOMIC GROWTH

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TitleBackgroundChairperson SpeœhContent	iv V
Invited Speaker	
PATTERNS OF INTER-INSTITUTIONAL AND INTER -ORGANIZATIONAL COLLABORATION. STRENGTHENING THE RELATIONSHIP BETWEEN VET AND LABOUR MARKET FOR DEVELOPING A PROFESSIONAL WORK FORCE Thomas Köhler	1
ROLES OF VET IN GENERATING A NEW ENTREPRENEUR INCREATIVE ECONOMY SECTOR  N.V. Lomovtseva	12
Paper Presenter	
Theme 1 : Strategic VET Responses To M <b>Eat</b> ironmental, Natural, and Soci <b>©</b> ultural Changes	
MEDIA TEACHING DEVELOPMENT THROUGH INTERACTIVE WHITEBOARDBASED ON VIRTUAL LABORATORY IN VOCATIONAL EDUCATION	
	19
PROFESSIONAL Ï DEVELOPMENT OF VOCATIONAL SECONDARY SCHOOL Istanto Wahju Djatmiko	28
3D SIMULATION LABORATORY MODEL OF WEBBASED INTERACTIVE TO IMPROVE ACCESSIBILITY, DESIRE TO LEARN, AND COMPETENCOF STUDENT VOCATIONAL SUBJECT Hendra Jaya, Sapto Hartoko	34
IMPROVING THE QUALITY OF PRACTICE LEARNINGTHROUGH COMPETENCY-BASED LEARNING WITHCOLLABORATIVE SKILL APPROACH ON VOCATIONAL EDUCATION Dwi Rahdiyanta	43

# IMPROVING THE QUALITY OFPRACTICE LEARNING THROUGH COMPETENCY-BASED LEARNINGWITH COLLABORATIVE SKILL APPROACHONVOCATIONALEDUCATION

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#### Abstract

Learning is the core of education. It means solving the problem on technology and vocational education cannot be separated from the demand of innovations that focus on t improvement of learning quality. Competebrassed learning of practice with a collaborative approach is one of learning innovations which is relevant to be conducted in vocationa education. It is in line with the main objective of vocational education i.e. to provide productive competence for the learnersbecome graduates who are ready to competein the corporate

Principally, the implementation of competenased learning of practice with a collaborative approach is by dividing the students into groups. Each member of the group ha the task to work one component, which is then combined into its group to be one unit.

The advantages of this learning model were: 1) the existence of positive interdependence among learners, 2) promoting intensive of face interaction, 3) developing a sense of persofnŽ " $\ddagger \bullet$ '' $\bullet \bullet \leftarrow \leftarrow$ "  $\leftarrow$  Ž  $\leftarrow$   $\rightarrow$  A  $\rightarrow$ 

Keywords: collaborativeskills, learning practices

1. Introduction

Vocational education aspart of the national education systemays astrategic rolefor the realization of ahighly skilled workforce Based onthis fact, itis the responsibility of vocational educatioto produce competentraduates Therefore, the competencies ill be developed through aprocess offearning should refer to the competencies equired by the industry

Based on the fact that thereinarthe manufacturing industry that the process of making one unit of the produceduires the collaboration of variouskills (collaborative the final result of the expecproduct can not be achieved One attempt to instill attitudes and behaviors related to the and work in thendustry 2 the expected competence of learners deemded by the industry is to develop a model of practice mastered by learners to the maxim@m skills htrough collaborative approaches As described aboyethat the competencies required by the industry i not only one competence alonbut produce one unit of a particular product. the practice of increasilearners 'learning This provides feedback that the model of motivation, 5) improve

learning and teaching materials provided in the learning process vocational education must adapt to what is implemented in the industry.

In order for the learning persons in vocationaleducation in sync with what is happening in the industry, it is necessary to the selection foan appropriate learning model One model of learning that is appropriate to what is done in industry is a competency based learning model with collaborativeskills approach

Implementation of competertoxised learning model with this skill collaborative skills). Without the cooperation is good then approach is deemed feasible and important to do beauseit has advantages such 13 familiarize students with the climate system competencies in the learning process can be the delivery of competency in the learning process can be carried out effectively and efficiently in order to create graduates who are ready to see, 4) establish a culture of combined (collaboration) of some ability to collaboration in the learning process so that the learners'

learning achievements Based on various studies and research result shows that theof the success of learners should be on model of learning by doing with this skill coollaborative approach can provide a positive contribution to improving the quality of teaching practice in vocational education. Therefore, the learning model be implemented on vocational education in order to produce geates that really fit with the demands of the jobsophisticated facilitise for practice and 9) market.

# 2. Discussion

# 2.1 . Vocational Education

According to Calhoun and Finch (1976 2), that the definition of vocational with education developed the concept translation vocational educationand occupational educationwhich means an educational program that is directly linked or for additional preparation required in a career. Furthermore, according to Finch and Crunkilton (197:2) vocational educations defined as education that provide supplies to students in order to work in order to progress and development in all areas of sustain his life.

According Hoadlander and Kaufman (1992)education experts from NCES (National Centerfor Education Statistics USA:vocational education is intended t help prepare students for work, both inside learning and outside the home, many educators believe it has a broader mission provide concrete, understandable context for competence learning and applying academic skills and concepts (http://nces.ed.gov/pubs92/9269.pdf.10 2012).

Based on these opinions means that the vocational education needed to prepare requires and outside environmental community, the primary mission of educators and policy makers are preparing a strong foundation in competence the learning process for the learners to mastery and application of academic skills and concepts needed tealdwith the real world of work

Wardiman According (1998)characteristics of vocational education) is workforce 2) based on the needs of the workforce 3) emphasison the mastery of the knowledgeskills, attitudes and values

needed by the workforch an assessment "hands-on " or performance of the wbrk a close relationship with the world of work key to successful education 6) are responsive and adaptable to the advancement of technologymore emphasis on "learning by doing " and require handson experience 8) require investment and operationcoasts outweigh public education

Based on the various opinions on the above, it is clear that the emphasis of vocational education is to equip students set of skills and а abilities (competencis) that can be used to work in a particular field or develop themselves according to their expertiseThus, preparation of standard competencies to one's preparation to enter the workforce, appropriate to particular areas of expertise is needed as a reflection on the competence expected of all gradues of vocational education. So the future of vocational education contributed greatly to human resources puts us in a respectable position parallel to other nations.

#### 2.2.Competence-Based Learning

Competencybased learning is the undertaken by learners competency achievement orientation. So the end result of learning estuary is increasing of learners that in a measured pattern of attitudes knowledge. and skills (Purnomo Sidik:http://kidispur.blogspot.com2009/0 1/prinsip-pembelajaranberbasis.html)The concept competentased of formulation clear а students to be ready to work both inside competencies that should be possessed or displayed the students after parating in learning activitiesWth the achievement of benchmarks in activities learners will avoid unnecessary study material is material that does not support the achievement of mastery of the competency.

Achievement of each competency is closely linked to the leamon system. Thus is directed to prepare the students enter thethe minimal components of competency based learning are:

a. The selection and formulation of appropriate competencies.

- b. Specification of indicators to determine achivement of competence assessment
- c. Developmentof delivery systems that are functional and relevant competency and assessment system.

Associated with the learning aspect Ministry of Education (22) states that the competencebased learning has following five characteristics: (1) Emphasis on achievement of the compete of learners, both individually and classi(2), results oriented learning and diversity, (3) Submission in learning approaches and methods that vary, (4) sources of learning individually. In contrast to conventional not only professors but also other learning learning collaborative learning is a major resources that meet the edu**cal**tio elements, (5) emphasizes the process and learning outcomes in an effort to control or learning goals arecharacterized by a achievement of competence.

Characteristics ofcompete based learning demands educators toonstantly innovate and improvise in determining methods and learning strategies appropriate constantly innovate improvise in determining methods and learning strategies are appropriate. In the learning process experienced many obstacles, professors are required to seek of and find new approaches are effective and technology (technology for instruction), efficient. But at shipoint the teacher/ lecturer is still considered to have the stoc participation of learners and minimize the of knowledge is less didactinethodical, and creativity in the learning material (DediSupriyadi 2001). In such conditions, the selection of the learning model must be of the two forcestmamely (1) practical professors, adapted to the ibity of and lecturers work not burdensome. Furthermore, according to the National Professional Certification (BNSP), there are four (4) dimensions of competence that learning must be considered, namely: (1) Task Skill is the ability to perform key funct of a job, (2) Task Management is the ability to occur in a collaborative learning groups, manage different types of tasks to supportnamely: the work, (3) Contingency Management Skill a. Positive interdependence this lesson : the ability to respond to and manage irregular events or problems from a job, and (4) Job/Roll environment Management Skill is the ability to adapt toviremmental responsibility work

2.3.CompetencyBased Learning with Collaborative Skills Approach

According to Ted Panitz (1996), that collaborative learning is a philosophy of learning that allows learnets cooperate. nurture each other, learn and change together, and move forward together anyway. This is the philosophy that it takes a global world today. This means that collaborative learning easier for students to learn and work together, each continiont ideas and responsible for the achievement learning outomes as a group or pressure " learn together ".

Structurebased collaborative number so large that interdepende among students in the gr.oupn collaborative learning, salteunts said "we as well as you and they will reach the goal only if the other students in the same group can achieve their common goalrends, 1998; Heinich et al., 2002; Slavin, 1995; Qin & Johnson, 1995). Collaborative learning can provide opportunities to get to the success learning practices. As for learning collaborative learning involves thetime differences between individuals Collaborative learning has momentum formal and informal education realization that life outside the classroom requires comborative activies in life in the real world (2) raise awareness of social interaction in efforto achieve meaningful

According to the Johnsons (1974), there are at least five basic elements that

each student should feel that it depends positively and tied with among fellow members ofthe group with responsibility 1)control of learning materials and 2) ensuring that all members of his group was mastered. They feel will be successful when other students are also not successful.

- b. Direct interaction between learners. Learn the best results can be obtained by feel will be successful when otherdents communication among participants learners are suppost by interdependence Learners should face ach other and help each other in achieving the learning objectives.
- c. Individual accountability. To be in a group of learners can contrebutpport and help each other, each student is required to master the material which is used as the subject. Thus each ber of the group responsible for studying the group learning outcomes.
- d. Collaboration skills. Social skills students is very important in learning. Learners are required thave the skills collaborate sothequipcreateda dynamicinteractiontolearn from otheraspartof acollaborativelearningprocess
- e. The effectiveness of the group rners effectiveness of group learning process increase the motivation of learning serest by explaining the actions which can contribute to learning and which are not, understanding of the materiand 5) Dwi resume needs to be changed.

Thus collaborative skills can defined as a blend or combination of various improve the performance and motivation of abilities or skills. It can be explained that the learners. skills of collaborative product is a product theoretical studies mentioned above; t produced from seral types of jobs with different skills. Implications in practice learning is embodied in the learning material or the material he taught machining practice learning, learners are given jobsheet to work on a wpitce with machine toolso implement practice based collaborative learning this skill, the learning material in the form of-sibbet must be developed in order to meet the criteria of collaborative skills. This means that the job will be given to students is a jobchallenges of the globælra demands of thatis composed of mappmponentsThis means that in practice the learning process, really be able toproduce graduates who the students were dividento groups where each member has the task of working anticipatory of a range of manages and new on one component can then be paired in the situations group into a single unit of work piece. Thus will be more trivoated implement the learning and actually leverage in trying to master the competencies, because the group's success

is the success of each individual so that they are also not successful

The importance of ompetency based

learning with a collaborative approach to

learning skills to be implemented in practice

are based on a variety of relatedarebe which was carried out: by Paryanto and EdyPurnomo (200)7 prove that the industrial climate in the prese of integrating learning activities and practices can improve learning achievement learners; 2) MaulyHalwat and QanitaMasykuroh (2006) prove that the implementation of subject and is also responsible to the collaborative learning method can improve the independence and ability of learners in essay writing; 3) Wagiran and Nurhadiyanto (2003) found that the application problem - based learning model Learning proven to improve learning achievement of learners and able to reduce toccurrence of misconceptions4) Saha\$aragih (2002) reported that the application of cooperative learning in the learning method able to in learning, selconfidence, and make decisions or actions that can Rahdiyanta, et al. (2012), found that the practice learning model with CBT approach (Competence Based Training) is able to From various implementation of competentased learning with collaborative skillspapach can provide a positive contribution to outputs and outcomes to improve quality of practice learning to produce graduates that really fit with the demands of the job market.

#### Closing

of The rapiddevelopment scienceandtechnology as well asthe vocational education institutionshould areable compete adaptive and to

To produæ qualitymanpowercan not be dischargedfromthe learningystem used Sothe process of learning in ocational educationin synwith what's happeningin

the worldof industry, thendothe selection of appropriate learning model Implementation of competer based learning model with coollaborative kill approach can provide lations in an effort to improve the quality of vocational education in order to produce graduates that really fit with the demands the workplace

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