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Implementation of Industrial Classes Vocational School with Astra Honda Motor In Sukoharjo

Sabiq Farhan¹ and Zainal Arifin²

¹Post Graduate Student, Universitas Negeri Yogyakarta, Indonesia

²Lecturer in Faculty of Engineering, Universitas Negeri Yogyakarta, Indonesia

E-mail: sabiq.2017@student.uny.ac.id; turangga81@yahoo.com

Abstract. This study aims to determine the implementation of the industrial class of Vocational School with Astra Honda Motor in Sukoharjo. This study includes a type of quantitative research with a descriptive approach. Data collection techniques using questionnaires and data analysis techniques carried out by steps (1) collecting respondents' data; (2) analyze the data by describing or describing the collected data; (3) presents in graphical form (visual). Industrial Class Indicators are measured based on guidelines from Developing Effective Cooperation between Institutions Vocational Training and Industrial Training Directorate of Vocational Development, namely: implementation of Honda curriculum, implementation of Industrial Work Practice, and implementation of industrial culture (5R). The results of this study indicate that this indicator mostly shows a very good category.

Keywords: Industrial Class, Vocational, Astra Honda Motor

1. Introduction

Vocational secondary education is one of the educational institutions that creates skilled workers in the vocational field. Government Regulation Number 17 of 2010 Vocational High Schools, hereinafter abbreviated as Vocational High Schools, are one form of formal education that takes place from SMP, MTs, or other forms that are better than SMP or MTs. According to Clarke and Winch (2007: 9) "Vocational education is confined to preparing young people and adults for working life." The question is that vocational education limits the preparation of young people and adults in life and readiness to enter the workforce.

As a school that has a goal to be ready to enter employment means the Vocational High School must have a program of expertise to be relevant to the Business World and the World of Industry. But to adjust to the Business World and the Industrial World is very difficult, one of which is due to the gap that occurs between schools and industry. The gap is in the form of technological gaps, school curricula that are not yet in line with industrial needs and educators who have not been able to keep up with what is happening in the industrial world. This has made the readiness of vocational high school graduates less.



Vocational education in Indonesia in facing the global challenges of the Industrial Revolution 4.0 in the XXI century, seeing this, the President issued Presidential Instruction No. 9 of 2016 concerning Revitalization of Vocational High Schools. Vocational revitalization can be referred to as the third vocational education reform, after the first reform of vocational education in 1964 and the second reform in 1976. Director General of Primary and Secondary Education of the Ministry of Education and Culture (Dirjen Dikdasmen) Hamid Muhammad said four points that were the focus of revitalization of Vocational High Schools (SMK) were covering the revitalization of the link and match curriculum, educators & education staff, cooperation, and graduates. One of the link and match programs that is prepared to adjust between learning material in vocational schools and the needs of the workforce / industrial world namely the industrial class.

The role of industry based on Minister of Industry Regulation No. 3 of 2017 includes providing input for alignment of curriculum in Vocational Schools, facilitating work practices for vocational students and apprenticeship for teachers in accordance with expertise programs, providing instructors as supervisors for work practices and internships, and issuing certificates for students Vocational School and teacher. The growth of work culture in Vocational Schools is strengthened through strong synergies and industry simulations through industry-school cooperation.

One vocational school that has run Industrial Classes in Sukoharjo Regency is Veteran 1 Sukoharjo Vocational School, SMK PGRI Sukoharjo, and SMK Tunas Bangsa Sukoharjo. In the industrial class, PT. AHM said that the industrial-assisted Honda vocational program is a vocational school in technology and engineering in Sukoharjo Regency. The expertise competencies possessed by the industrial class are Motorbike Engineering and Business Based on the above things, Vocational Veteran 1 Sukoharjo cooperates with PT. AHM to apply industrial class.

Industrial Classes to minimize the gap that occurs between education in schools and the industrial world. the formation of industrial class is expected to produce graduates of students who have competencies that are in accordance with the standards needed by companies and industries. According to Widiyanti, Solichin, and Yoto (2017) Industrial class is a program of cooperation between industry and vocational education units in integrating learning in schools with the industrial world. Industrial class is also one of the patterns of the implementation of education carried out in Vocational Schools (SMK) which combines the school education system and the existing system in the Industry in a relevant technological gap, school curriculum that is not yet in line with industrial needs and educators who have not been able to offset what happened in the world of industry. This has made the readiness of vocational high school graduates less.

The industrial class aims to (1) produce a quality workforce, namely personnel who have a level of knowledge, skills, and work ethic in accordance with the demands of the work, (2) strengthen the linkages and equivalence between Vocational Schools (SMK) and the job market, (3) increasing the effectiveness and efficiency of the education and training process for quality personnel, (4) giving recognition and respect for work experience as part of the education process. The main components in implementing industrial classes are as follows: (1) curriculum; (2) industrial work practices; and (3) industrial culture. The three components follow the provisions contained in the MoU from the collaboration of TBSM Vocational School with PT. AHM.

1.1. Honda curriculum

Honda's curriculum is a curriculum made by Honda for the Vocational High School of Honda Curriculum Development. This is done by combining the Basic Competency Standards issued by the Department of Education with Honda Level 1 (PMT1) Mechanical Training material which is also training and test material. mechanical competence in the official workshop of Astra Honda Authorized Service Station (AHASS). With this Honda Curriculum material, it is expected that learning about motorcycle engineering towards vocational students applying this curriculum will be more directed as a qualified mechanic (Kompas, 2012).

1.2. Industrial Work Practices

Industrial Work Practice is a pattern of implementing training that is jointly managed between Vocational Schools and industry / professional associations as partner institutions, starting from the planning, implementation, to evaluation and certification stages (Directorate of Vocational Secondary Education, 2004).

1.3. Industrial Culture (5S)

Industrial culture (5S) is known as one of the work culture of a legendary Japanese country. 5S comes from 5 Japanese words, namely Seiri, Seiton, Seiso, Seiketsu, and Shitsuke. Seiri is the first step in implementing 5S, namely: selection of useful and useless items. Seiton is structuring useful items that are easy to find, and safe. Seiso is cleaning items that have been neatly arranged so they are not dirty. Seiketsu is the maintenance of a neat and clean working environment into a standard of work. Shitsuke is self-awareness of work ethics.

2. Method

This study includes a type of quantitative research with a descriptive approach. The data collection technique in this study used a questionnaire, with categories of respondents namely productive teachers of Vocational School in Veterans 1 Vocational School Sukoharjo, SMK PGRI Sukoharjo, and Vocational School Tunas Bangsa Sukoharjo. The validity of the instrument in this study included the rational validity of the assessment, namely by consulting instruments for competent experts with consultation. Data analysis techniques are carried out by steps: 1) collecting respondents' data; 2) analyze data by describing or describing the data collected; 3) presenting data in visual form

3. Results

The success and effectiveness of implementing vocational education and training programs is highly dependent on cooperation with the business world and the industrial world. The links between various industrial classes between SMK and industry are generally aimed at supporting the process of developing work competencies of students and trainers in order to produce graduates who are in accordance with the needs of the industrial world. Through these industrial classes, competency gaps that cannot be met during the education and training process can be minimized

Industrial class programs are programs to procure special classes in the school environment. This class is managed jointly between schools and industries. From the joint management model / system will create a new learning climate that guarantees the quality of student education. This program is alleged to be the most optimal program in improving the quality of education in schools, because the industry also participates in teaching and learning activities in the

classroom. In the present era, Vocational Schools open industrial classes that collaborate with the Ministry of Education to train students to have the skills and competitiveness to be ready to work.

In the research of Industrial Class implementation Vocational School With Astra Honda Motor In Sukoharjo can be presented in four categories, namely Honda curriculum, Industrial Work Practice and Industrial Culture (5R)

Table 1. Categorization of implementation Vocational School With Astra Honda Motor In Sukoharjo

Score Range (%)	Category
0 - 20	Very Low
20,01 - 45	Low
45.01 - 70	Enough
70.01 – 90	Good
90.01 – 100	Very Good

$$\text{Achievement} = \frac{\text{real score}}{\text{ideal score}} \times 100\%$$

Table 2. Respondents' Response to Implementation of Industrial Classes Vocational School with Astra Honda Motor.

	Indicator	Score	Total
Honda Curriculum	Understanding of Honda Curriculum	75,50 %	79,70%
	Honda curriculum planning process	82,10 %	
	The goals and objectives of the Honda Curriculum	80,30 %	
	Facilities and infrastructure for the learning process of the Honda Motorcycle and Business Department	85,40 %	
	Making learning programs	75,20 %	
Industrial Work Practices	Implement Industrial Work Practices	85,00 %	81,17%
	Student performance during the Industrial Work Practice program	83,50 %	
	Evaluation of Industrial Work Practices	75,00 %	
Industrial Culture (5S)	Implementation of Seiri,	78,50 %	78,15%
	Implementation of Seiton,	78,50 %	
	Implementation of Seiso,	81,50 %	
	Implementation of Shitsuke	75,50 %	
	Implementation of Shitsuke	80,60 %	

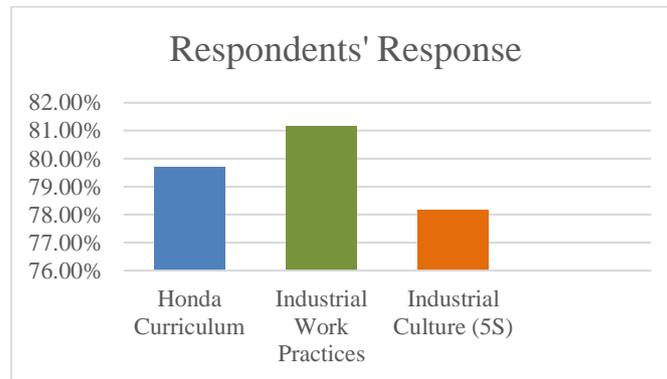


Figure 1. Average result Implementation of Industrial Classes Vocational School with Astra Honda Motor.

3.1. Honda curriculum

Honda curriculum implementation in industrial class Vocational School with PT. AHM in Sukoharjo is in a very good category. This can be seen from the results of the implementation of the Honda curriculum on productive learning which achieved an average yield of 79.70% in aspects of the implementation of the Honda curriculum. According to Febriansah (2015) the implementation of this curriculum actually aims to form graduates who are able to compete in the world of work. Teacher readiness in implementing this curriculum is mentally ready. In this case the understanding of the Honda curriculum in the industrial class of the Vocational School with PT. AHM in Sukoharjo is considered very lacking because not all teachers have received training from Honda and made teachers not yet fully understand the standard of teaching competence in Honda. Likewise, the facilities and infrastructure available at the SMK in cooperation with Honda have been said to be adequate and quite complete.

3.2. Industrial Work Practices

The implementation of industrial work practices from the responses of respondents already in the good / high category includes the following stages: (1) Determination of program goals and objectives, (2) Mapping of Honda workshops, (3) implementation time: 3-month apprenticeship programs are still frequent. In student performance during the apprenticeship program the student's performance is already good by looking at the assessment of technical and non-technical aspects. At the evaluation stage according to the response, it has not proceeded as it should, because the school only evaluates the program to the assessment obtained from the PT. AHM institution. Likewise for the follow-up process, the school is only asking for input from the institution. implementing the internship program. According to Resti (2016) the internship program that has been carried out by students needs to be evaluated to see the suitability between the program and its implementation.

3.3. Industrial Culture (5S)

The implementation is concise, neat, clean, caring, diligent in managing the workshop for the Light Vehicle Engineering expertise program that has been well implemented. This is evident from the average implementation of 5R in the good category, reaching 76.6%. For the application of Shitsuke, respondents were considered the lowest because caring for workshop rooms and laboratory equipment of students was still considered to be lacking while the application of Seiso was considered the highest by respondents because students were trained in workshop cleanliness, work clothes hygiene and

laboratory equipment cleanliness. According to Mubarok (2018) industrial culture (5S) to improve comfort, reduce hazards, and increase savings because it eliminates various wastes in the workplace. Therefore the application of the industrial culture (5S) can make SMKs grow into advanced and highly competitive Vocational Schools. Industrial culture (5S) is the initial investment for a company towards sustainable success.

4. Conclusion

Based on an analysis of the implementation of the industrial class TBSM Vocational School with Astra Honda Motor in Sukoharjo Regency, it can be concluded that the industrial class aspects of the TBSM Vocational School with Astra Honda Motor consist of the implementation of Honda curricula, the implementation of Industrial Work Practices, and the implementation of industrial culture (5R) shows very good category.

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