



PROCEEDING

International Conference on Vocational Education and Training (ICVET) 2014

**“ Empowering Vocational Education and Training
to Elevate National Economic Growth ”**

**Yogyakarta State University, Indonesia
14 May 2014**



PROCEEDINGS
3rd INTERNATIONAL CONFERENCE ON
VOCATIONAL EDUCATION AND TRAINING (ICVET)
May 14th, 2014

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ELEVATE NATIONAL ECONOMIC GROWTH**

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**EMPOWERING VOCATIONAL EDUCATION AND TRAINING TO ELEVATE
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Empowering Vocational Education and Training to Elevate National Economic Growth

Welcome to the 3rd annual INTERNATIONAL CONFERENCE ON VOCATIONAL EDUCATION AND TRAINING (ICVET2014).

Educational practices today encounter the challenge of skills gap as the demand for diversity of skills qualification both in business and industry have not been fulfilled by the qualified workforce, particularly in the fields of technical and specialized skills. The unsuccessful attempt to meet this demand has resulted the high unemployment rate and sluggish economic growth. Vocational Education and Training (VET) has the potential to take responsibility in developing opportunities to address these challenges through closing skills gaps, reducing unemployment, and accelerating economic growth as well as to play a crucial role in a social and economy development of a nation.

Addition to having the opportunity in contributing completed above problems, another fact encountered VET in the presence of unfavorable situation, especially in its ability to meet the demands of VET qualification and fulfill meet of learning out comes. In the new economic environment, VET is more expected to produce an educated, skilled, and motivated work force. In this condition, the current issue is not so much about the value and importance of VET but how to ensure its relevance, responsiveness and added value in an increasingly national economy growth.

This conference provides the opportunity for teachers/lecturers, educational practitioners, and stakeholders as well to share knowledge, experiences, and research findings relevant in contributing ideas and considerations for the implementation of VET policy-making in order to strengthen the national economic development and employment demands.

CHAIRPERSON SPEECH

Dear friends and colleagues,

distinguished speakers: Prof. Dr. Thomas Kohler (TU Dresden Germany), Dr. Margarita Pavlova (Griffith University Australia), Dr. Lomovtseva Natalya (The Russian State Vocational Pedagogical University), Dr. Numyoot Songthanapitak (RMULT Thailand) distinguished guests & participants, ladies & gentlemen

Good morning, May peace and God's blessing be upon you all.

In this precious occasion, let me extend to you all my warmest greetings and welcome to Yogyakarta, especially to our invited speakers who have come a long way to Jogjakarta. We indeed feel honoured to have the opportunity to host this conference, the 3rd International Conference on Vocational Education & Training, attended by academicians & educational practitioners who have deep concerns for Vocational Education & Training (VET).

I am particularly happy with the theme of this conference "Empowering Vocational Education & Training to Elevate National Economic Growth" for some reasons. First, I believe vocational education is facing various problems that we have to solve immediately. The qualified workforce has to be improved to fulfill the demand in business & industry. Then, VET has the potential to take the responsibility in accelerating economic growth as well as to play crucial role in the social & economic development of a nation, and developing opportunities to address these challenges by removing skills gaps & reducing unemployment.

In addition, gender equality is a challenge to increase the quality of VET. The other challenge of VET is to produce an educated, skilled, & motivated workforce that is suitable with the industrial needs. The implementation of VET policy-making in order to strengthen the national economic development & employment demands is the key issue of this conference. In this regard, we can certainly share our experience and best practices in this conference.

Finally, I would like to thank you all for participating in the conference. May we have fruitful discussions today.

Chairperson,

Dr. Putu Sudira

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ENTREPRENEURSHIP INTEGRATION IN PRODUCTIVE CULINARY LEARNING

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Abstract

Entrepreneurship is one solution to solve the problem of employment and improve society economy. The Colleges who manages teaching vocational education (TVET), has the duty to provide a solution. One of the solution is to integrated *entrepreneurship* knowledge in teaching. The purpose of this paper is to 1) identify the values of entrepreneurship competencies that can be integrated to leaning; and 2) alternative for integrating entrepreneurship in culinary learning. The entrepreneur competencies value that predicted can be integrated are: Utilize our potential for entrepreneurship, analyze business opportunities, applying management principles, applying the skills of service, apply production skills, culinary product marketing activities. Alternative integration of entrepreneurship through the preparation of syllabi, choosing a strategy that allows students to be actively involved through the experience, and conduct evaluations that give feed back to learners for the learning outcomes that they have achieved.

Keywords : entrepreneurship integration, productive culinary learning

1. Background Issues

In this globalization era, it's universities role to producing professional experts that ready to work independently and be able to create good job for themselves and their society. Today college graduates still have dependence on the government or private agencies. Generally they still haven't able to see market opportunity so they unable to create and innovate to empowered their potential and the resource around him effectively and efficiently to meet the needs of live.

One caused less responsive for changes in the surrounding environment is because the curriculum in universities generally have not integrate well entrepreneurship. Integration culture of entrepreneurship into the course is considered important and rational way to preparing professional, responsible, and independent college graduates. Moreover if it's associated the globalization era, which often occurs concerning social impact, include intense job competition, low wages, event to the layoffs, and difficulty of getting an adequate income.

Teaching is a vehicle to form entrepreneurs. An college graduates entrepreneur are expected to have two

characteristics themselves. First, they have knowledge, technology, or art that they use as competence center for entrepreneurship. Second, they must have ideal behavior as an entrepreneur in general, that always confident, oriented in task and result, willing to take risk, leadership, and future oriented. Through teaching these values will be put into the hearts and minds of students, as it's used as vehicle in education process.

Until now content that learned in the course of catering is more likely on analysis of recipes, try recipes, making various kind of food products, and how to serving the food to looks interesting. As a Result, many graduates have skills to make a product, but it lack the ability to sell.

Based on this, it's very important to integrate productive catering course with entrepreneurship. As how to analyze the potential to achieve business opportunities, business plan, marketing plan, implementation in business plan, manage production, managing service section, marketing, and managing resources such as equipment, machines, people, time, material, and even finance. The process of integration of entrepreneurship into the curriculum needs to be addressed, in order

to produce graduates who are professional, responsible, and independent.

Entrepreneurship that integrated in learning process is integration of entrepreneurial values into learning, so it will gained awareness of the importance of values, shaping the character of self-employment, habituation entrepreneurial values into the learners behavior through the learning process that takes place inside and outside the classroom as a result.

2. The Values of Entrepreneurship in Culinary Production Education

Among the college word "Entrepreneur" is familiar for scientists who study economics. But not for other scientist. But lately the word entrepreneur doesn't escape the attention of universities outside the field of economics study.

Entrepreneurship can be defined as trait of courage and exemplary in taking risk that sourced from their own strength and abilities.

From the definition it can be indicated that entrepreneurship is the work done by those who dare to take risks and dare to stand alone for field employment or livelihood for his own life as well as others that accommodated by him.

The value of entrepreneurship can also seen from the traits and characteristic inherent in an entrepreneur, such as: leaver ship, innovation, decision-making, responsiveness to change, working smart, future vision, and attitudes toward risk. (Muhammad,1999). Conrrespondingly Kasali (2002) suggested that the characteristic of an entrepreneur are active to discover new things, always looking for opportunity, have discipline when dealing with opportunity, willing to abandon useless idea, achievement oriented, calculated risk, focus on execution, gives energy on all fronts and think simple.

Entrepreneurship is the spirit, behavior, and the ability to respond positively to the opportunity and gain advantage for yourself or a better service, also create and provide provide more useful products and implement more efficient way of working, thought the courage to take risk, creativity, innovation, and management ability.

The definition above cover the essence of entrepreneurship as positive response to the opportunity to make profits for themself or better service to customers and communities, an ethical and productive way to achieve the objectives as well as the mental attitude to realize the positive response.

Someone can be called has the entrepreneurial competence if he/she able to do three basic competence, that is (1) entrepreneurial (business), (2) able to manage, and (3) has ability accordance with the field (Haryono, 2005)

Productive Catering Education, have characteristic that referring to vocational curriculum lesson for high vocational school or vocational education. Public school only have normative and adaptive learning, while vocational school coupled with productive learning. For the Catering Subject, the example is production of Indonesian food, Continental food production, food presentation, restaurant, catering, or other food service.

The result of Komariah study (2005) have indentified entrepreneurial competencies that can be implemented in the restaurant course are (1) untillizing self-potential for entrepreneurship in the field of restaurant; (2) Appling the principles of management in the restaurant business; (3) Analyze the business opportunities in the field of restaurant; (4) Implement production skills in the restaurant business; (5) Implement service skills in the field of restaurant; (6) Marketing activities.

3. Integration Entrepreneurship in Productive Culinary Education

The integration of entrepreneurship education in the subjects is staring from the planned, implementation, and evaluation of learning in productive culinary study.

1. Integrating Entrepreneurship through Syllabus and Lesson Plan.

Making syllabus in the course is aiming to design class activities, where it design for implementation of targeted competence and necessary material. Sudrajat (2011) explained that the integration of values of entrepreneurship in the syllabus and lesson plans can be carried thought the following steps; (1)Assessing

standard competence and basic competencies to determine whether entrepreneurial values are already included in or not; (2) To entering the entrepreneurial values that have been listed in the syllabus into standard competence and basic competencies to the syllabus ; (3) developing an active learners learning steps that make them have a opportunity to integrated the value and showing it they behavior ; (4) Entering active learning step that already integrated by entrepreneurship value itu Action plan.

Komariah research (2005) had trend a entrepreneurial integrated syllabus in restaurant subjects, that is assigned to design the plan before the restaurant practice started. That design can guide the student to identify opportunities, demand and supply, apply the principles of management in the restaurant business, apply production skills in the restaurant business , applying service skills, and apply marketing practices. Hereafter restaurant practical implementation will be guided and be examined according with the business plan that made. Through this process students as learners are expected to know, accept the entrepreneurship value as their own and take responsibility for the taken decisions through the process of thinking, being, and doing. And enjoying the result at same time.

2. Integrating Entrepreneurship through Experiential Learning

Rogers (Zainul, 2001) identified learning by two types into cognitive learning and experience learning. The first is related to academic knowledge, while the second is more to the applied knowledge. Type of applied knowledge is a strong

foundation for growth and personal change in learners, because the process is involved personally, self-inisiative, self-evaluation, and have direct impact to the learners. Implication of learning should be done by learner himself, the teacher only as facilitator as his main task is to create an envitonment that conducive to learning.

Sanjaya (2009:126) states that learning strategy is defined as a plan. Method, or series of activities designed to achieves a particular educational goal. The learning strategy defined as detail of selection of sequencing of event and activities in learning (Herminanto Sofyan 2003:105). So, the strategy of learning is process of managing environmental condition that related to learning approaches, as how to communicate the content of the lesson to the student so the learning objective can be achieved. Learning strategy play important role in determining the quality of teaching.

Cennaο, Kalk (2005:69) stats that the development of strategies to facilitate learning can refer to the following three considerations: (1) Information needs and characteristic of learner; (2) The intended learning outcomes and the context in which the new knowledge will be applied; (3) The context of the instruction and the environment in which the learning will take place.

Based on the opinion, the development of learning strategies can be implemented to integrated value of entrepreneurship through the appropriate stages of learning methods, such as learning by doing or learning experience.

Alternative teaching strategy for restaurant course that integrated with entrepreneurship is as follow:

Table 1. Implementation Stages of Restaurant Activities Stages

No	Lecturer Activities	Student Activities	Objective
1	Gives an explanation of the learning objectives, competencies and strategies that will be used in restaurant	Get explanation from lecturer team about learning objectives, competencies and strategies that will be used in restaurant learning	Get an overview about the learning objectives, competencies that need to be achieved, and the strategies that used in restaurant learning

	learning		
2	Facilitating modules	Study restaurant modules	Generating understanding the meaning of course objectives and the competencies that need to be achieved. Mastery the material that use to support competency restaurant
3	Accompanying field trips	Take a field trip	<ul style="list-style-type: none"> - Identify the types of businesses and restaurants that can serve as a pilot project. - Finding the restaurant business opportunities that can be implemented.
4	Giving business plan assignment	Individually create a business plan	<ul style="list-style-type: none"> - Exercise makes the design of business models as a pilot project. This exercise, students are trained to analyze business opportunities in the field of restaurant, for example formal restaurant, in a formal restaurant and cake shop. Determine business objectives, organization of work, the draft budget to marketing activities.
5	Facilitator and give feed back	Business draft presentation	Can communicate about the design
6-15	Mentoring	Business draft implementation in restaurant management activity	Students work on projects, learn to solve problems, discover, explore, discuss and think critically. Exercise production and service skills
16	Leading discussion	Report and presenting activity result	Business management responsibilities practice

According to above presented table, restaurant learning that is one of the the productive culinary learning, applying entrepreneurial learning should be oriented toward student (student centre learning), lecturer server only as facilitators and create a conducive environment.

3. Evaluation of Learning

Some form of evaluation that can be use to assess the integration of entrepreneur is observation sheet to measure performance. Assessment of performance is an alternative to reveal individual ability in holistic manner, not

only to measures cognitive ability, but including affective and psychomotor abilities. Mansyur (2009) explained that individual performance is the maximum performance that is intended as result of learning process. Each individual can demonstrate their performance in fully capabilities through their involvement in the process or the product.

Komariah (2005) has assessed using observation sheets to assess the performance of student in entrepreneurial integrated restaurant course. As it saw the application in formal restaurant, non-formal restaurant, and cake & bakery. Assessment on management work indicator show an improvement in each cycle. As well as increase in profit earned on each cycle. This

is in line with what is Raelin (2008:253) that the assessment can be seen from the outcome, like from the successful implementation of the program and the positive changes that occur in organization that provide an improvement in managerial that conducted by the participants.

Another way to see the integration of entrepreneurship is the Peer Assessment. The focus point in this assessment is how the participants can feel self-improvement. The result of Komariah (2005) study is with peer assessment it can be determined who possessed a strong motivation for entrepreneurship, who has confidence improvement, student who can apply a good production skills, and who can apply their creativity and may also even note how the performance he had done. Overall it's a form of entrepreneurial culture code. Thus peer assessment is an efficient evaluation form to see entrepreneurship integration in productive culinary learning.

Another form of assessment is self-assessment, which provides an opportunity for students to take responsibility for their own learning. Student are given the opportunity to assess the work and ability in accordance with the experience that feel. Mansyur (2009:120) states that the student is a best appraiser over their own reduction, therefore self-assessment can foster self-confidence and responsibility in student. So how successful integration of entrepreneurship through learning can be reflected by the student self-assessment

Conclusion

1. Entrepreneurial value that can be integrated in the learning is empowered self potential to entrepreneurship, analyze business opportunities, applying management principles, applying service skills, apply production skills, culinary product marketing activities.
2. Alternative entrepreneurial integration in culinary learning can be done thought :
 - a) Preparation of syllabus that include targeted competencies, and develop learning step that will be applied

- b) Entrepreneurship thought experiential learning, learning with appropriate methods, like learning by doing or experience learning. The development of strategy to facilitating learning is basis on (1) Information needs and characteristics of learner, (2) The intended learning outcomes and the context in which the new knowledge will be applied; (3) The context of the instruction and the environment in which the learning will take place. Implication of learning should be done by the learners, while teacher is only a facilitator.
- c) Some form of evaluation that can be used to assess the integration of entrepreneurship is performance evaluation that can reveal individuals ability in holistic way, efficient peer assessment, and self-assessment that provide an opportunity for the students to take responsibility for their own learning.

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