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**Dr. Moch. Bruri Triyono, M.Pd.**

as

**Speaker**

in

**International Symposium on the Transition from School to Work and Its Impact on Later Lifetime Income**  
**Yogyakarta State University, Indonesia**  
**February 9 – 10, 2017**



Director

**Dr. Moch. Bruri Triyono, M.Pd**

**Yogyakarta, February 7, 2017**  
**Chairperson**

**Assoc. Prof. Ruhul Salim**



# **Preparation of Workforce Through The Development of School - Industry Partnerships in Heavy Equipment**

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## **INTRODUCTION**

Utilization of science and technology in the field of heavy equipment in the industrial sector, mining, construction, and others has shown significant improvement. This leads to the increase of Human Resources (HR) need that has the competence of heavy equipment maintenance and repair in terms of both quantity and quality. Attempts to support the fulfillment of HR needs are done in various ways, namely non-formal education undertaken by the industry, such as training center or formal education such as vocational school (SMK), Polytechnic, and University.

The obstacle in preparing the HR of heavy equipment field especially in the formal education sector is the availability of professional educators whose competence can be accepted by the industry as an employer and administratively recognized by the government in accordance with the applicable legislation. Meanwhile, one of the obstacles that are happening is teachers' expertise in vocational schools are mostly not in the areas of heavy equipment. The second obstacle is the lack of adequate equipment for the learning process in formal education. Another obstacle is the curriculum that can adjust to the development of heavy equipment technology and competency requirements in the industry.

This research will analyze how the form and pattern of ideal cooperation between industries and educational institutions, especially in the implementation of educational programs and vocational training to prepare human resources professionals in the field of heavy equipment.

The added value for the industry is the availability of more educated and skilled employees so it will be easier to develop their skills when later they already work in the industry. The advantage for society is opening up new employment opportunities, whereas for educational institutions, there will be opportunities for the science development as a form of moral responsibility to contribute to the development of professional human resources.

## **RESEARCH PROBLEM**

This research will analyze how the form and pattern of ideal cooperation between industries and educational institutions, especially in the implementation of educational programs

and vocational training to prepare human resources professionals in the field of heavy equipment.

Here is the formulation of the problem to be solved by this research project:

1. What is the form and pattern of cooperation between industries and educational institutions in the implementation of educational programs and vocational training in the field of heavy equipment?
2. How is the competence of graduates of vocational education and training program in the field of heavy equipment?
3. How qualified educator / trainer in vocational education and training programs in the field of heavy equipment?
4. What kind of appropriate curriculum design is that can produce qualified and skilled graduates?

### **RESEARCH PURPOSE**

The objectives of this research are:

1. To obtain information and data on existing patterns of cooperation between industries and educational institutions in the implementation of vocational education and training program in the field of heavy equipment, so it can be used as development cooperation program.
2. To get a complete figure about the profile and competence of graduates of vocational education and training program in the field of heavy equipment that can meet the needs of the industry.
3. To get a complete figure about the profile and competence of teachers / trainers in vocational education and training program in the field of heavy equipment.
4. To obtain concepts and learning curriculum framework that can produce qualified graduates who suit the industry requirements.

### **RESEARCH METHODOLOGY**

The design of study is survey method with a qualitative approach. Three important steps in the study refer to the suggestion of Babbie (1982), which outlines three important steps to determine the success of the study, namely: (1) developing questionnaires as research instruments, (2) selecting and establishing the study sample, and (3) collecting data by conducting interview or dis-tributing questionnaires.

Research instruments are observation and interview papers used by the field agent to obtain data for the research. Research instruments are divided into two types namely instrument

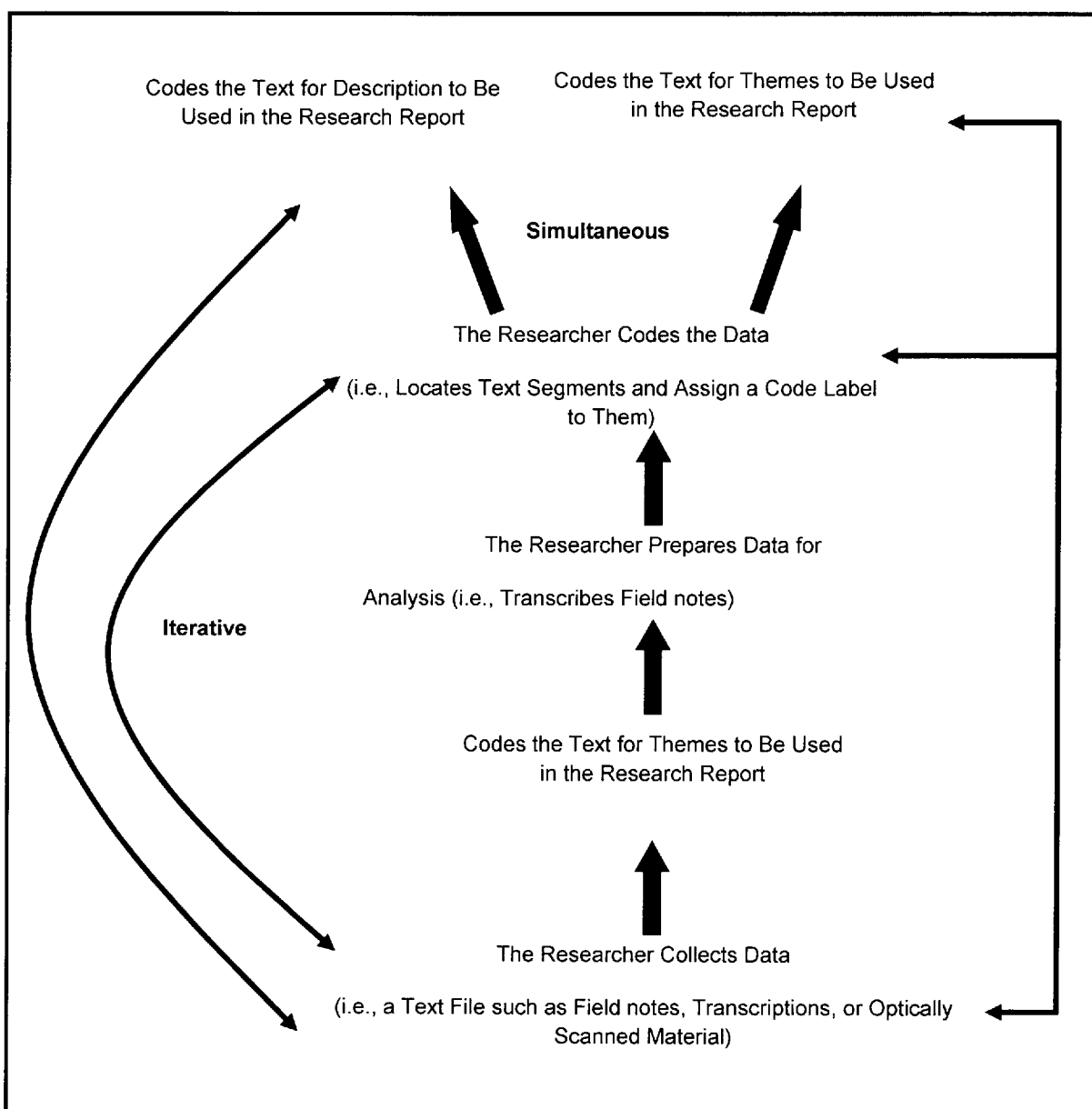
for education institution and instrument for industry. Research instrument framework is shown in Table 1 as follows.

NO	INSTRUMENT	MAIN FACTOR	SUB-FACTOR
1.	Education Institution	1.1. Factor of Education	1.1.1. Curriculum and learning 1.1.2. Teacher and educator resource 1.1.3. Education facilities and requirement 1.1.4. Graduates tendency
		1.2. Prospect of heavy equipment expertize	1.2.1. Animo/intention on heavy equipment study program. 1.2.2. Quantity of heavy equipment study program graduates.
		1.3. Cooperation between school and industry	1.3.1. Model of cooperation program 1.3.2. Supporting Factor 1.3.3. Adverse Factor 1.3.4. Benefits
2.	Industry	2.1. Prospect of industry in the future	2.1.1. Quantity of Vocational School graduates demand. 2.1.2. Type of position/strata for vocational school graduates 2.1.3. Required competence of upcoming human resource 2.1.4. Heavy equipment industry progress trend
		2.2. Training Program	2.2.1. Training Program for employee 2.2.2. Instructor qualification 2.2.3. Training program evaluation 2.2.4. Availability of training facilities
		2.3. Cooperation with school	2.3.1. Conduct the cooperation program 2.3.2. Output of cooperation program 2.3.3. Benefit of cooperation program.

There are three groups of sample in this study, namely: vocational education institutions as producers of middle-level manpower, companies engaged in heavy equipment distributors, and companies engaged in mining.

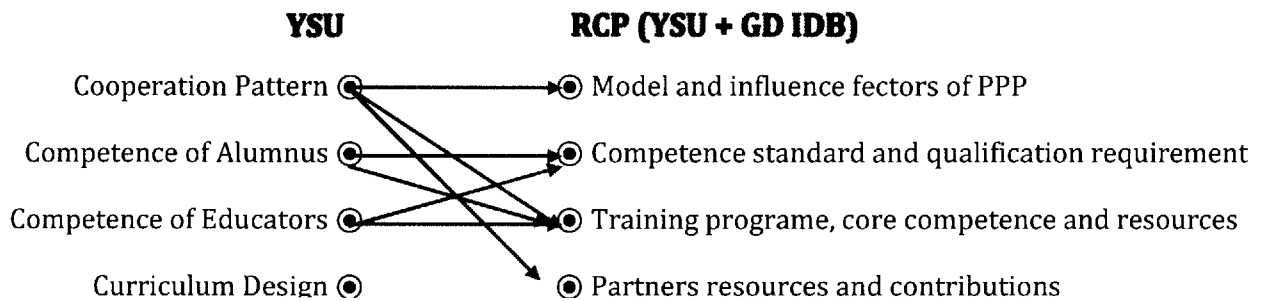
Data sampling was conducted during March – April 2016. In line with research sample provision from education institution / Vocational school which own Heavy Equipment Expertize Program from 5 schools in Java and Kalimantan as follows: (1) SMKN 1 Singosari Malang, East Java; (2) SMKN 1 Ngawen Bantul Yogyakarta; (3) SMKN 1 Balikpapan, East Kalimantan; (4) SMK PGRI Banjarbaru, South Kalimantan; (5) SMKN 5 Banjarmasin, South Kalimantan. Research sample for industry group which own business in the field of heavy equipment, namely: PT United Tractors branch Banjarmasin (Training Center), while for industry on mining business is PT Thiess Contractors Indonesia.

Data are analyzed using a model of Creswell (2012: 237) as described below. Creswell model is chosen because it is more comprehensive and the most advanced of various models of qualitative data analysis.



## DATA ANALYSIS AND DISCUSSION

Data obtained from the survey was shown in the form of presentation in each institution both at the school and industry in overall. Data reduction was subsequently conducted to have "key point" that represents the whole sample data according to provisioned instrument framework. The reduction data later was used in responding the research question. Discussion result conducted by research team obtained temporary conclusion as follows:



### 1. Cooperation model of education institution and industry

- a. Full Partnership; the school and industry fully collaborate in conducting cooperation program from the student enroll selection to the distribution or graduates follow up, that will affect the entire process and component of education program.
- b. Partial Partnership; school cooperates with some industries to conduct education programs. Cooperation activities conducted with one industry only covers one aspect from the whole parts of the education program. Generally industry involved only for 'on the job training' and prospect employee recruitment, while for curriculum development and other learning program were conducted by the school without any participation of industry.

### 2. Graduates competence

- a. Graduates Profile: as mechanic professional level 1 that own skill on aspect of: mechanical, auto-electric, welding, tool keeping with competence level of capable.
- b. Graduates Competence Standard was formulated based on standard that set by government and adjusted to the requirement of pair industry. The demand in work field that uses heavy equipment is heavy equipment mechanism (mechanical and autoelectric). Besides some other position demand is welder, tool keeper, and storeman. The required competence namely: basic technic ability and heavy equipment technic ability.

### 3. Educator Competence

- a. Educator competence/qualification of vocational school: qualified in academic based on government requirement, minimum S1. Teacher in partnership class should own working

experience in the field of heavy equipment or training experience in the field of basic technical training/basic mechanic conducted in pair industry. Some teachers must follow the next development, namely assessment training for the requirement of teacher in conducting student competence assessment/validasi, intermediate engine system, Intermediate hydraulic system, Intermediate powertrain, Electric & Electronic, also engine rebuild, while for regular class is not compulsory to own training experience in pair industry.

- b. Industry instructor qualification: master the topic and mechanical basic competence (Certificate III for mechanical, electrical, and fabrication technician), capable to teach (Training for Trainer/Cert IV for training & assessment).

#### 4. Curriculum design.

- a. Curriculum is designed by the school together with pair industry (industry/dealer of heavy equipment), adjusted to curriculum development reference provisioned by government.
- b. Curriculum consists of normative and adaptive topic based on government provision, while productive topic is adjusted to the requirement of industry, which is for heavy equipment mechanic as the basis of vocational and competence of vocational includes: basic technical/mechanic of heavy equipment, also intermediate heavy equipment topic to advance heavy equipment.

## CONCLUSION

Based on result and discussion above, industrial-educational cooperation on TVET program in Indonesian context can be concluded as follows:

The pattern of relationship between vocational and industrial cooperation are: (a) fully collaborate (full partnership) in carrying out cooperation programs and (b) partial partnership that the school is in collaboration with some of the industry to carry out some activities of educational programs. Cooperative activities undertaken by the industry is only one aspect of the activities that is part of the overall educational program.

Graduates of vocational education and training program in the field of heavy equipment according to the needs of the industry are: (a) Knowing and understanding how to use tools and equipment, master the concept of electricity, master the concept of the power train and hydraulic system, master the basic maintenance and troubleshooting of heavy equipment unit, (b) be able to apply the knowledge to repair and maintenance of heavy equipment unit, and (c) able to work independently with periodic monitoring.

Qualified educators in the field of heavy equipment must: (a) have academic qualifications S1 education in heavy equipment engineering, mechanical engineering or automotive

engineering, (b) have experience internship or work in the field of heavy equipment, (c) have the pedagogical ability with a certificate of expertise on training and assessment, (d) have the ability and professional competence of the heavy equipment. Development of curriculum can be conducted on five stages, those are: (1) current conditions analysis, (2) development phase #1- extended intersection of competences, (3) development phase #2- a novel curriculum of university, (4) curriculum implementation on learning process, and (5) evaluation.

Meanwhile, based on the analysis on both theoretical and case level, some conclusions can be drawn as to firms' involvement in VET in the Chinese context.

Major economic and institutional obstacles for firms' deep involvement in VET include: 1) Free market competitions of skilled workers among the companies; 2) Lack of commonly accepted curriculum and competence standards by all participating parties; 3) Government guided, administratively organized school-enterprise cooperation. In the Chinese context, two factors particularly lead to the high transactions costs in firms' involvement in VET, namely the risk of poaching and the lack of training standards recognized by participating actors (caused by absence of interest representation of industry as well as the workers). Certain institutional arrangements can be helpful in solving the problems.

In order to avoid the poaching risks, imperfect labor market institutions and arrangements, such as collective wage bargaining, labor market frictions etc., shall be established, which constrain the labor mobility to a certain degree, guarantee the benefits of the involved enterprises while protecting the rights of trainees. But in the Chinese context, because the government guided, administratively organized school-enterprise cooperation is still very common, market mechanism shall be set up as the fundamental mechanism of resource allocation in enterprise's involvement in VET.

In order to reduce the transaction costs and improve governance structure, standardization and certification of VET program, which contains both company and school standard, is necessary, so that all the participating parties have coordinated and transparent objectives. Furthermore, the interest representation mechanism is indispensable pre-condition for the development of VET standards recognized by all stakeholders and the creation of imperfect labor market mechanism.

Other factors that affect the school-enterprise cooperation on the micro level include the following aspects:

Careful selection of cooperating companies from the school side is important, it should be made based on financial conditions, long-term perspectives, HR requirements and structure of the company;



Tradition of schools matters. The schools that can carry out real apprenticeship cooperation with companies are very often those with longer and richer experiences in school-enterprise cooperation;

Financial supports or incentives can be indispensable, which provides assistance in: subsidies of training costs, supporting training of the trainers, more regular teacher-trainer exchange between firm and schools.

## SUGGESTION

As an effort to deepen the results of this study in order to be used more practical and operational in supporting the cooperation between the parties: the government, higher education, vocational schools and industry, then here are some suggestions that can be followed up.

Perform harmonization for more specific perception between the vocational schools and industries relating the qualification standard of heavy equipment mechanic. This can be facilitated by universities to conduct research and deeper study related to the mechanical qualification standards.

Conducting further studies to obtain the development model of qualifications and competence of heavy equipment engineering educators (vocational teachers and instructors industry).

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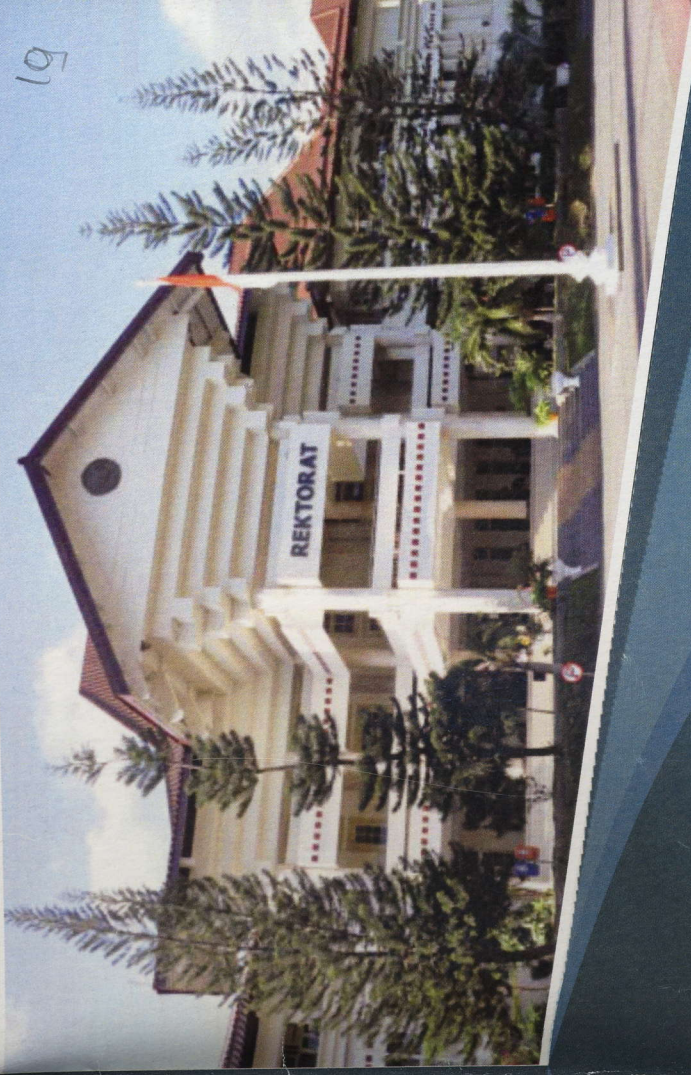
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Curtin University

# International Symposium on the Transition from School to Work



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## GUIDEBOOK

**9 & 10 February 2017**  
Yogyakarta State University,  
Yogyakarta, Indonesia

Organized by  
**Yogyakarta State University INDONESIA**  
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# PROGRAM BOOK

INTERNATIONAL SYMPOSIUM ON THE TRANSITION FROM SCHOOL TO WORK

GRADUATE SCHOOL YOGYAKARTA STATE UNIVERSITY, INDONESIA  
AND  
CURTIN UNIVERSITY, AUSTRALIA  
2017

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**PREFACE**

This Symposium Proceedings volume contains the written versions of most of the contributions presented during the International Symposium on the Transition from School to Work and Its Impact on Later Lifetime Income. The symposium showcases relatively new work on variations in school to work transitions and how these affect the lifetime prospects of men and women, individuals from different social classes and across urban and rural areas. New work on skill mismatch, labor market outcomes and policy are also featured in the symposium.

This symposium is jointly organized by the Yogyakarta State University, Indonesia and Curtin University, Australia. The goal of this symposium is to facilitate a discussion of issues relating to the transition from school to work, its effects on lifetime income and the associated policy challenges both in Indonesia and elsewhere in the developing and developed world. The symposium also provides opportunities for researchers to disseminate and discuss their latest research, receive constructive feedback and establish a network for future collaborative research. The challenges, prospects and policy issues arising from the expansion of the education sector in Indonesia are discussed by our panel of esteemed guest speakers.

It is our pleasant duty to acknowledge the financial support from Curtin Business School and Graduate School Yogyakarta State University.

Finally, we would like to thank the presenters for their willingness to share their latest research and ideas. Without their efforts, this symposium would not be possible. Keep up the good work! We hope you enjoy the conference and have enjoyable stay in this cultural city, Yogyakarta, Indonesia.

Yogyakarta, February 9, 2017

Committee

**INTRODUCTION**

This symposium is jointly organized by the Yogyakarta State University, Indonesia and Curtin University, Australia. The goal of this symposium is to facilitate a discussion of issues relating to the transition from school to work, its effects on lifetime income and the associated policy challenges both in Indonesia and elsewhere in the developing and developed world.

The symposium will showcase relatively new work on variations in school to work transitions and how these affect the lifetime prospects of men and women, individuals from different social classes and across urban and rural areas. New work on skill mismatch, labor market outcomes and policy will also feature in the symposium.

The challenges, prospects and policy issues arising from the expansion of the education sector in Indonesia will be discussed by our panel of esteemed guest speakers.

The symposium will provide opportunities for researchers to disseminate and discuss their latest research, receive constructive feedback and establish a network for future collaborative research.

**PARTICIPANTS**

Government bodies, academic institutions, professional association, industries, and other individuals and organizations concerns related to labor market.

**THEME**

"Transition from School to Work and Its Impact on Later Lifetime Income"

**SUB THEMES**

1. Education and labour market outcomes
2. Factors contributing to successful transitions from school to work



3. Skill mismatch and earning penalties
4. Health gradients and labour market outcomes

**KEYNOTE SPEAKERS**

**KEYNOTE 1: Emeritus Professor Bob Gregory, Australian National University**



Bob Gregory is an Emeritus Professor of Economics at the Research School of Social Sciences in the ANU. He began his career in economics at University of Melbourne graduating with a Bachelor of Commerce with 1st class Honors in Economics in 1961. He received his PhD from the London School of Economics, UK in 1967. Professor Gregory has made major contributions to the development of economic policy in Australia.

From 1985-1995 he was a member of the Board of the Reserve Bank of Australia. From 1986-1991 he was a member of the Australian Sciences and Technology Council. He is also an elected Fellow of the Academy of Social Sciences (1979), and has been nominated the Economic Society of Australia Distinguished Fellow (2001). In 1996 Professor Gregory was awarded the Order of Australia Medal. From 1997 to 1999, he was President of the Economic Society of Australia, and Editor of the Economic Record, the leading Australian economics journal, as well as serving on Editorial Boards of numerous international journals. He has also held positions as Visiting Professor at Northwestern University and University of Chicago, as a Visiting Scholar at the Federal Reserve Board in Washington D.C., and at the Industries Assistance Commission. His research interests are primarily in Australian Labour Markets, international comparisons of labour markets and economic policy.

**KEYNOTE 2: Associate Professor Ruhul Salim, Curtin University, Australia**



Ruhul Salim is an Associate Professor at School of Economics and Finance, Curtin Business School, Curtin University of Technology. He graduated with honours in Economics securing a First in first class and obtained a Masters in the same subject with the same position (First in first class) from Jahangirnagar University, Dhaka, Bangladesh. He earned a PhD from the Australian National University (ANU), Canberra, Australia which involved rigorous coursework including advanced

Micro, Macro and several Econometrics courses. His rigorous coursework at ANU provided a solid basis for understanding and enhanced interest to work in other areas such as International Economics, Energy Economics and Development Economics. From 2003 to 2005, he was a Research Fellow, School of Economics and Finance, Curtin Business School. He was also a Senior Lecturer, School of Economics and Finance, Curtin Business School, Curtin University of Technology (2006-2010). He has also held positions as a fellow of World Business Institute (WBI), Melbourne, Australia and an editor of International Review of Business Research Papers, WBI Publication, and an Associate Editor of International Journal of Economic Development. His recent and ongoing project is School, Lifetime Prospects and the Role of the Transition from School to Work (AusAid Grant).

**KEYNOTE 3: Professor Russell Smyth, Monash University**



Russell Smyth is a Professor of Economics and head of the Department of Economics. He has First Class Honours degrees in Economics and Law and a Masters degree in Economics from Monash University, as well as a PhD in Economics from the University of London. From 1998 to 2008 he was Editor of Economic Papers, the policy journal of the Economic Society of Australia and was a member of the Central Council of the Economic Society of Australia. In 2008, he received the Honorary Fellow Award of the Economic Society of Australia for services to the economic profession in Australia. In 2010 he received the Dean's Award for research excellence in the Faculty of Business and Economics. He currently sits on the Editorial Boards of seven journals, including the ERA A-ranked Journal of Empirical Legal Studies, edited at Cornell. He is also a regular reviewer for leading journals in his fields of research. In 2009 he received a best reviewer award from the ERA A-ranked journal Applied Energy. He is an Int. Reader for the ARC, an External Assessor for the Law and Social Science Panel of the National Science Foundation in the United States and a peer reviewer for the ERA. His research interests include Asian economies, development economics, empirical legal studies, energy economics and law and economics.

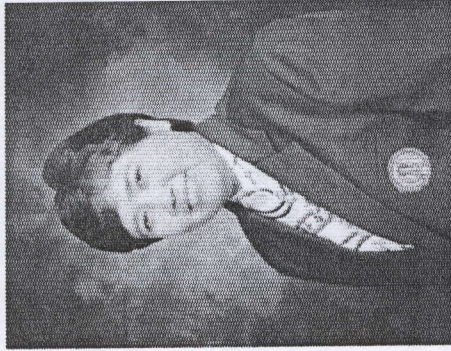
**KEYNOTE 4: Professor Mizuno Kosuke, Kyoto University**



Mizuno Kosuke is a Professor at Center for Southeast Asian Studies, Division of Economic and Political Dynamics, Kyoto University. His research interest include economic policy, agronomy, and area studies. His research projects include  
*A study on Regional Sustainable Humanosphere in Indonesia based on Long-term Data and Field Work (2011-2014), and Planted Forests in Equatorial Southeast*

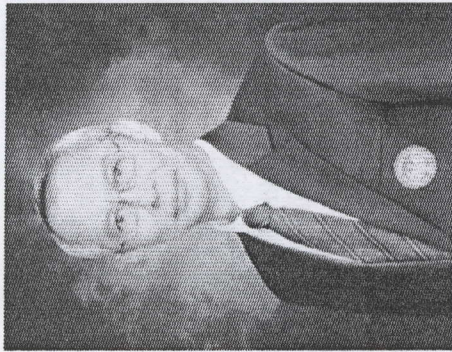
*Asia: Human-nature Interactions in High Biomass Society (2010-2015),*

**KEYNOTE 5: Losina Purnastuti, SE., M.Ec.Dev., Ph.D., Yogyakarta State University**



Losina Purnastuti is a researcher and a lecturer at Department of Economics Education, Faculty of Economics, Yogyakarta State University. She also holds a position as a Deputy Director for Financial and Human Resources Affairs, Graduate School, Yogyakarta State University. She received her bachelor degree from Faculty of Economics, Sebelas Maret University in Economics and Development, her master degree in Economics from the National Centre for Development Studies (NCDS), Asia Pacific School of Economics and Government (APSEG), The Australian National University (ANU) and earned a PhD with honours from Curtin Business School (CBS), Curtin University. Her research interests include Educational Economics and Labor Economics. She currently works in a project "School, Lifetime Prospects and the Role of the Transition from School to Work" (AusAid Grant).

**KEYNOTE 6: Dr. Moch. Bruri Triyono, Yogyakarta State University**



Moch. Bruri Triyono is the Director of Graduate School, Yogyakarta State University. He received his Bachelor Degree in Engineering Education from Faculty of Engineering, Yogyakarta State University in 1983 and his Master Degree in Vocational Education and Technology from Jakarta State University in 1996. He received his Doctoral Degree of Education from Jakarta State University in 2006. He was a consultant of Monitoring and Evaluation for Vocational School in INVEST Project ADB Indonesia in 2009. From 2015, he has been a member of Steering Board Regionale Cooperation Platform in TVET (RCP phase 2) for CMLVI (Cambodia, Myanmar, Laos, Vietnam, Indonesia) in ASEAN +3. His recent research include The Framework of edupreneurship Model in Vocational School (2015), The Implementation of e Learning Model in Productive Subject in Vocational School (2014), and The model of Instructional Design for e Learning in Vocational School (2013).

**DATE AND VENUE**

Day : Thursday & Friday  
Date : February 9<sup>th</sup>-10<sup>th</sup>, 2017  
Venue : Main Hall Rectorate, Yogyakarta State University

**ORGANIZER**

1. Graduate School, Yogyakarta State University
2. Curtin University, Australia

**RUNDOWN PROGRAM**

TIME		AGENDA	PRESENTER	VENUE
08.00 - 08.30		Registration		
08.30 - 09.00		Conference Opening		
09.00 - 09.30		Keynote speech	Assoc.Prof. Ruhul Salim (Curtin Business School)	Main Hall Recreate YSU
09.30 - 09.45		Coffee break		Balcony
09.45 - 10.45		Plenary Session Moderator Dr. Denies Priantah, M.Si.Akr	Prof. Bob Gregory (Australian National University) Is This the End of the Road? Will Life Time Income of Australian Women Ever Reach 66 Cents in the Male Dollar?	Main Hall Recreate YSU
10.45 - 11.30			Losna Purnastuti, Ph.D. (Yogyakarta State University) Indonesian Youth Labor Market School to Work Transition 2015- 2016	
11.30 - 12.30			Discussion (QA)	
12.30 - 13.30		Lunch break		
13.30 - 16.00		Parallel Session	Parallel Presentations	Parallel Rooms
16.00 - 16.15		Coffee Break		

Friday, 10 February 2017

TIME		AGENDA	PRESENTER	VENUE
08.00 - 08.30		Coffee Break		
08.30 - 09.15		Plenary Session Moderator Dr.-Ing. Satoro E. N., M. Eng., M. Sc.	Dr. Moch. Brrut Triyono. (Yogyakarta State University) Preparation of Workforce through the Development of School- Industry Partnerships	Main Hall Recreate YSU
09.15 - 10.00			Prof. Kosuke Mizuno (Kyoto University) Improving the Conformity between Education and Workforce	
10.00 - 11.00			Discussion (QA)	
11.00 - 13.30		Friday Prayer & Lunch break		
13.30 - 16.00		Parallel Session	Parallel Presentations	Parallel Rooms
16.00 - 16.15		Coffee break		
16.15 - 16.30		Conference Closing		

**PARALLEL SESSION**

**Group 1**

**Chairman** : Andreas Mardiro Kuncoro, Ph.D.  
**Secretary** : Arum Darmawati, M.M.  
**Date** : February 9<sup>th</sup>, 2017  
**Room** : Main Hall

No.	Presenter	Article Title
1	Ameen Ali Talib	SCHOOL TO WORK: A NOTE ON A ROLES BUSINESS SCHOOLS CAN PLAY
2	Raimond Selke	JAVANESE STUDENTS WITH MAJORS IN A FOREIGN LANGUAGE. THEIR PERCEPTIVES ON INTERNATIONALIZATION AND WESTERN MANAGEMENT CULTURE: A CASE STUDY FROM THE KANSAI AREA
3	Fredrik Abia Kande, Fitri Nurmahmudah	RETHE OPPORTUNITIES AND CHALLENGES OF THE ABSORPTION SM GRADUATES LABOR IN INDONESIA
4	Debra McDermott	BEND SKILLS: UNDERSTANDING GRADUATE EMPLOYABILITY BEHAVIOUR THROUGH THE LENS OF GRADUATE IDENTITY
5	Arif Anindita	EDUCATIONAL BACKGROUND AND RETURN TO EDUCATION BETWEEN MALE AND FEMALE IN INDONESIA
6	Zuhratul Aini	IMPLICATION VALUES CHARACTER EDUCATION IN SCHOOL AS PREVISIONS FOR THE WORLD OF WORK
7	Nur Azizah	SCHOOL TO WORK TRANSITION PROGRAM FOR STUDENTS WITH PHYSICAL DISABILITY IN INDOONESIAN SPECIAL SCHOOLS: TEACHERS' PERSPECTIVES

No.	Presenter	Article Title
8	Nurfatuhayah	FORMATION OF CHARACTER THROUGH LEARNING INDOONESIAN TO WELCOME THE WORLD OF WORK NATIONAL EXAM ITEMS'
9	Thomas Mbenu Nulangi, Oscar Ndayizeye	CHARACTERISTICS ANALYSIS THROUGH RASCH MODEL: ASSESSMENT IMPLICATIONS
10	Denies Priantinah	THE INFLUENCE OF HIGHER EDUCATION ON STUDENT'S EXPECTATION OF ACCOUNTING PROFESSION

**Group 2**

**Chairman** : Mimin Nur Aisyah, M.Sc.  
**Secretary** : Patriani Wahyu Dewanti, M.Acc.  
**Date** : February 9<sup>th</sup>, 2017  
**Room** : Senate Meeting Room

No.	Presenter	Article Title
1	Muhammad Joko Susilo	LEADERSHIP MODEL IN MUHAMMADIYAH TO CREATE INDEPENDENCE SCHOOL
2	Putty Melati, Pandu Purwadi, Felian Auliya	FOREIGN LANGUAGE SKILLS AS AN ASSET OF GLOBAL COMPETITION FOR FRESH GRADUATES FROM PADJADJARAN UNIVERSITY
3	Sarjono	ATTITUDE OF SOCIAL DEVELOPMENT INSTRUMENTS (KI-2) ON PRACTICUM PHYSICS HIGH SCHOOL
4	Sri Sumardimingsih, Sukidjo, Ali Muhson, Aula Ahmad Hafidh	ANALYSIS OF HUMAN RESOURCES INVESTMENT IN ECONOMIC EDUCATION STUDY PROGRAM
5	Sri Sumardimingsih,	CALCULATING THE UNIT COST OF EDUCATION USING ACTIVITY BASED

No.	Presenter	Article Title
	Moch Alip, Aula Ahmad Hafidh Saiful Fikri	COSTING (ABC) MODEL FOR VOCATIONAL HIGH SCHOOL IN YOGYAKARTA SPECIAL PROVINCE
6	Sofik Handoyo	EXPLORING THE DETERMINANTS OF INTRINSIC INTEREST AMONG UNDERGRADUATE ACCOUNTING STUDENTS
7	Suwarno	DEVELOPING WEB-BASED ASSESSMENT RUBRIC OF ACCOUNTING PERFORMANCE FOR VOCATIONAL HIGH SCHOOL STUDENTS
8	Suyanto, Losina Purnastuti, Mustofa	RETURN TO SCHOOLING AND LABOR MISMATCH IN INDONESIA

**Group 3**

Chairman : Patriani Wahyu Dewanti, M.Acc.  
 Secretary : Mirmin Nur Aisyah, M.Sc.  
 Date : February 10th, 2017  
 Room : Main Hall Rectorate

No.	Presenter	Article Title
1	Muhammad Nursa'ban	THE LITERACY OF SPATIAL THINKING ON GEOGRAPHY LEARNING MATERIALS FOR EQUIPPING STUDENTS WITH ENVIRONMENTAL UNDERSTANDING
2	Ika Nurani Dewi	THEORETICAL STUDY ON INTEGRATION OF LOCAL WISDOM IN MODEL IS II: A LEARNING MODEL TO TRAIN TROUBLESHOOTING AND COMMUNICATION SKILLS STUDENTS SCIENTIFIC SMP
3	Al Badrotus Tsaniyah	MOGE LEARNING ASSESSMENT IN THEORETICAL MODEL TRAIN CREATIVE THINKING SKILLS STUDENTS

No.	Presenter	Article Title
4	Devi Surindra, Devi Kusnawan	INFLUENCE PROJECT BASED LEARNING MODEL AND JOURNALISM PROJECT ORIENTED IN LEARNING WRITING NEWS TEXT
5	Mulyati	PROJECT BASED LEARNING MODEL COMMUNITY ECONOMY TO BOOST ENTREPRENEURSHIP MOTIVATION OF STUDENT SMAN 1 GUNUNG SAHILAN KAMPAR
6	Deni Ardiansyah, Yeyendra, Chairin Perdana, Resta Yunita	EDUCATION IN 21 <sup>ST</sup> CENTURY, IT'S EFFECT ON LABOUR MARKET
7	Muhammad Yafie Nuha, Ketut Ima Ismara	THE MODEL VOVATIONAL IDENTITY, CREATIVITY, AND CAREER ADAPTABILITY RELATED TO OCCUPATIONAL SAFETY AND HEALTH