

DEVELOPMENT OF PRODUCTION UNIT MODEL BASED ON SECONDARY HIGH SCHOOL SCHOOLPRENEURSHIP

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Abstract. *This study aims to determine: (1) weakness of vocational high school production unit; (2) model of production unit based on schoolpreneurship of vocational high school; and (3) the effectiveness of production unit model based on vocational high school schoolpreneurship. This research uses a R & D approach consisting of three stages: preliminary study, model development and model testing. The sample of this research is the production unit owned by Public Vocational High School (SMKN) 1 Depok, Public Vocational High School (SMKN) 2 Depok, Vocational High School (SMK) Muhammadiyah 3 Yogyakarta, and SMK Muhammadiyah Berbah. Data were collected using in-depth interviews and documentation. Result of research indicate that: (1) weakness of production unit so far is planning still monoton, job descriptions overlap, supervision not running maximal; (2) development of management model of vocational high school production unit as source of learning and alternative funding; (3) the test results indicate that 83.3% agreed that the model component is complete; 91.7% agreed that the structure of the model component was clear; 91.7% agreed that the relationship between model components is clear; 80% agreed that the model was feasible; and 82% agreed that the model is effective if implemented.*

Keywords: *schoolpreneurship, vocational high school, production unit.*

Introduction

Indonesia is required to be able to compete with other countries in terms of products, services, and the preparation of human resources (HR), which is in line with the objectives of education in XXI century. Efforts to obtain qualified and competitive human resources need to be supported by a national education and training system developed based on the needs of the job market and the dynamics of the accelerated changes occurred in the business and the industrial world. In the context of current developments and changes in Indonesian society, the nation's competitiveness depends on the knowledge and skills of its workforce and producing a knowledgeable and skilled workforce is depend on the quality of education and training, especially on vocational education. Trained and skilled workers will surely be able to increase the added value of products created through characteristics of increased productivity, reduced production costs, high-quality results, and a relatively faster rate of return. In addition, vocational education institutions are required to play their role and ability as an institution which is capable of "supplying" human resources to the needs of the community.

Research Methods

This research uses R & D method, Borg & Gall (1983: 775) argues, research development R & D includes 10 stages: (1) research and information collecting, (2) planning, (3) develop preliminary form of product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation. The sample of this research is the production unit owned by SMKN 1 Depok, SMKN 2 Depok, SMK Muhammadiyah 3 Yogyakarta, and SMK Muhammadiyah Berbah. The data is collected using in-depth interviews and documentation. Data in this research is analyzed with qualitative technique, so that the data is presented in verbal word form, not in numerical form. In order to make a more meaningful and easy to understand data presentation, the data analysis used in this research is interactive analysis model from Miles and Huberman (1994: 23) which divide the activity of analysis into several parts, including: data collection, data reduction, data presentation, and conclusion.

Result and Discussion

Based on the observation in SMK, some weaknesses are found in production units in general that not all schools have adequate building facilities to be used as production units. The production unit planning is still monotonous. This means that the production unit is only seen for the welfare of the citizens and a place for the practice of students when there is no industry to accommodate. The organization is still overlapping. Many schools have members of production units organization who are still hold a position on other organizations in the school. Thus, the school members are not focused on work. In addition, schools members of the organization in some production units are not experts in the field of competence. This resulted in a lack of production units development because the manager is not competent in their field, the organization of production units in some schools is only a formality for the purposes of school accreditation so that there is no real form of organizational structure.

Implementation of learning in the production unit is not effective in some schools. This happens because the productive subject teacher can not focus on teaching students in the classroom and in the production unit. Nowadays, the lack of teachers who have high loyalty to the management of production units is also a disadvantage. This resulted in the lack of cohesiveness between the personal. Tight effective learning time has resulted in less optimum output of study when students are invited to production units.

Development of UPSMK (Production Unit of Vocational School) management model is a management model of Production Unit that can be done by SMK so that it can maximize the potential of students, teachers, and schools to produce ready to work graduates and income generating. The development of SMK production unit management model has been tested qualitatively and the results show that this model is clear, practical and appropriate for UPSMK development. The explanation and characteristics of Management Model Development of SMK Production Unit are:

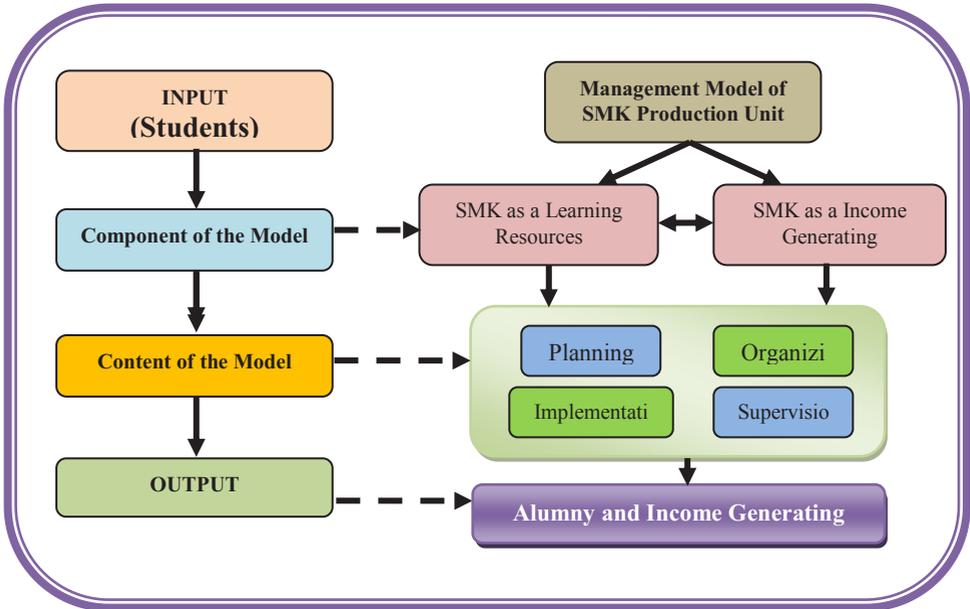


Fig 1. The Management Model of SMK Production Unit

The above pattern can be explained that producing ready to work graduates and increasing income of SMK for improving welfare of its citizen can be done through variable of Production Unit as learning source and Production Unit as funding source. Each stage of the variable will through four stages of management including planning, organizing, implementation and supervision.

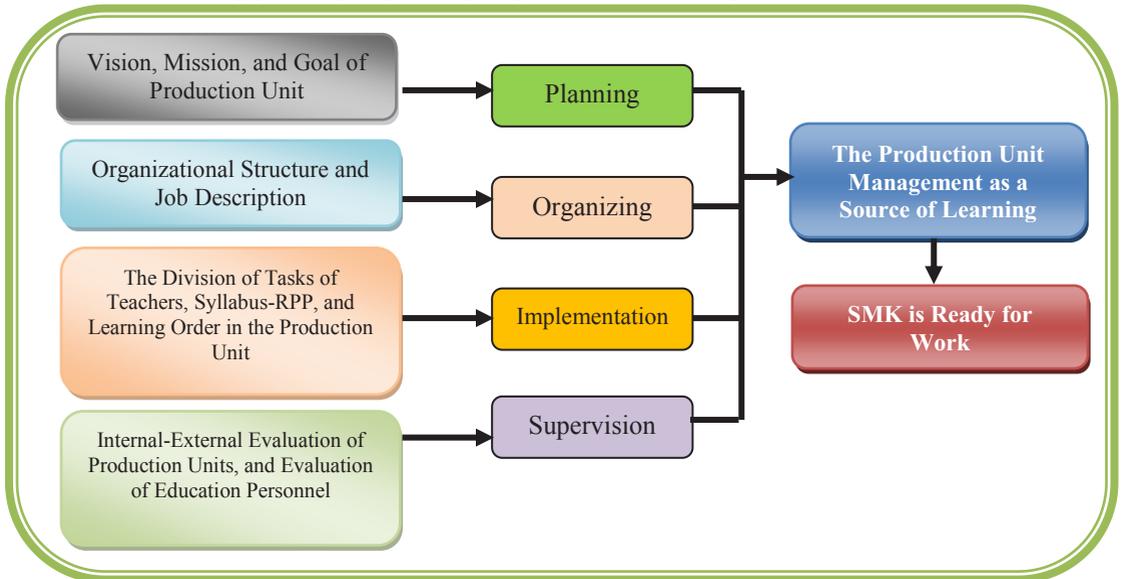


Fig 2. The Management Model as a Source of Learning

In order to produce graduates who are ready to work, can be done through the production unit management as a source of learning. In the production unit students can learn to work like the situation in the industry. To produce a graduate who is ready to work, then the production unit must have good management that supports learning. Management of production units consists of several management functions, namely (1) planning: at this stage it is necessary to declare a clear vision, mission, and objectives as the initial step of establishment of production unit; (2) organizing: the need for guidelines for the preparation of organization, organizational structure, and clear job description to obtain the cohesiveness of the unit manager of production; (3) implementation: it is necessary to divide the task of teachers, the division of tasks of educators, syllabus-RPP, and learning order in the production unit; (4) supervision: for the sustainability of the production unit as a learning resource it is necessary to supervise the students, internal evaluation of production units, and evaluation of education personnel.

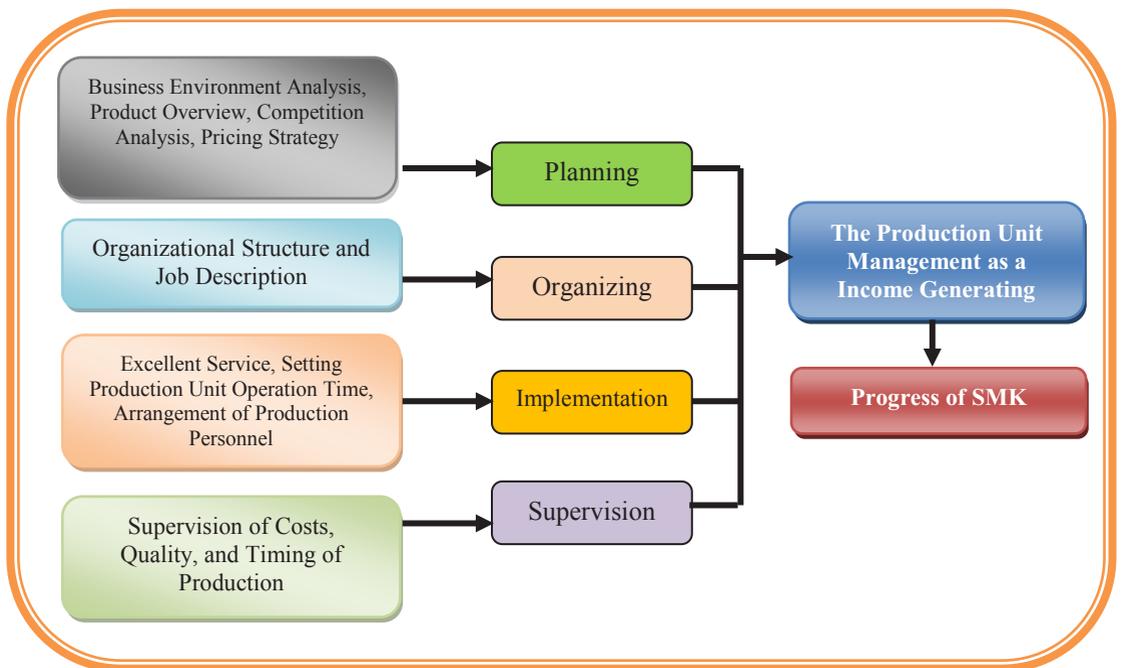


Fig 3. The Management Model as a Source of Funding

The picture above can be explained that the management of production units as a source of funding can be done by: (1) planning includes: business environment analysis, product overview, competition analysis, pricing strategy, description of competitive advantage SMK production unit, description of market segmentation method used, Location description, description of promotion plan, management and personnel identification, unpredictable risk, and identification of raw material suppliers; (2) organizing includes: organizational structure and job description; (3) execution includes: excellent service, setting production unit operation time,

arrangement of production personnel, production lay out, production support equipment and marketing management; (4) supervision includes: supervision of costs, quality, and timing of production, personal supervision and filing of claims. The results of internal tests conducted on SMK managers can be described in the table below:

Table 1. The results of Internal Tests

No	Description of Model Variables	Percentage of each Model Component (%)	Management Model of SMK Production Unit	Production Unit as a Learning Source	Production Unit As a source of funding
1	Component Model Completeness	D	16,7%	0%	0%
		A	83,3%	100%	100%
2	Clarity of Model Component Structure	D	8,3%	0%	0%
		A	91,7%	100%	100%
3	Clarity of Model Component Interconnection	D	8,3%	0%	0%
		A	91,7%	100%	100%
4	Readability of Model	D	20%	0%	0%
		A	80%	100%	100%
5	Model Feasibility	D	20%	0%	0%
		A	80%	100%	100%
6	The Model effectiveness if being Implemented	TS	18%	0%	0%
		S	82%	100%	100%

Description: D (Disagree); A (Agree)

Conclusion

Result of research shows that: (1) weakness of production unit is monotonous planning, overlap job descriptions, not optimum supervision; (2) development of management model of SMK production unit as source of learning and alternative funding source; (3) the test results indicate that 83.3% agree that the model component is complete for the management model of SMK production unit and 100% agree the production unit as a source of learning and a source of funding; While 91.7% agree that the model component structure is clear for the management model of SMK production unit and 100% agree that production unit as a source of learning and a source of funding; And 91.7% agree that the relationship between the model components is clear for the management model of SMK production unit and 100% agree that production unit as a source of learning and a source of funding; 80% agree that the model is eligible for the management model of SMK production unit and 100% agree that production unit as a source of learning and a source of funding; And 82% agree that the model is effective if implemented for the management model of SMK Education production unit and 100% agree that production unit as a source of learning and a source of funding.

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