

## Realization of vocational high school curriculum based on work culture

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### ARTICLE INFO

#### Article History

Received:

22 November 2021;

Revised:

3 March 2022;

Accepted:

1 April 2022;

Available online:

27 July 2022

#### Keywords

Competencies;

Curriculum;

Work culture

### ABSTRACT

This research aims to find out the implementation of work attitudes based on the business world, the industry, and the world of work in the curriculum used by vocational high schools, where the work culture is a work attitude that prospective workers must own in entering the workforce. The realization of this work culture is seen from several indicators such as the application of work culture needed in schools, the existence of Links and Matches with the needs of the world of work, interpersonal skills owned by students, and intrapersonal abilities possessed by students who are realized in the 5R work culture (Concise, Neat, Resik, Care and Rajin) that apply to the school curriculum. The method used in this research is the Mixed Method method, combining quantitative research and qualitative research. The study was conducted using instrument questionnaires and structured and open interviews involving respondents from educational institutions and the world of work under the auspices of the Indonesian Electrical and Mechanical Contractors Association. The data analysis technique used is the Milles and Huberman model Likert scale by looking at the percentage generated on the indicator of the competence of the world of work in the good category of 63.73%. But this must remain a thing that needs to be considered and maintained by vocational high schools to produce graduates of good character and a good working culture.



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### How to cite:

Ahyanuardi, A., Rahmadhani, S., Suryati, L., & Zuryana, Z. (2022). Realization of vocational high school curriculum based on work culture. *Jurnal Pendidikan Vokasi*, 12(1), 86-92.

<https://doi.org/10.21831/jpv.v12i1.44243>

### INTRODUCTION

Improving and maintaining human resources becomes part of the main objectives of a country, one of which is through whole education. This process can be done through education at a vocational high school known as vocational education. This effort begins by preparing learners through science, good work skills and attitudes, and professional skills that suit the needs of the business world, the industrial world, and the world of work oriented to the 5R work culture (Concise, Neat, Clean, Care and Diligent). The Changes and demands of the world of work are increasingly rapid, and then a strategy is needed to make it easier that must be built into the 5R work culture (Kholidah & Prasetyo, 2018).

The work culture created in the work environment can help the performance of both students and employees to be able to provide their best abilities in work and work (Sari, 2019). One of them is to apply 5R. 5R is a concept that distinguishes between what is needed to be done and what is not

required. It can be used to make wise decisions and apply stratification management to dispose of what is not needed (Osada, 1995).

The role of human resources becomes the dominant factor in an educational institution. This is certainly part of the responsibility of carrying out duties and roles in the field of education. Policy changes in educational institutions in Indonesia are certainly an effort to improve the quality of education in Indonesia, where good educational outcomes will be seen from how much positive impact the changes have. There is the availability of vocational high school graduates who are in demand or needed by the business world, the industrial world, and the world of work in the present and the future.

This, of course, is supported by a comprehensive curriculum that pays attention to needs so that all the implementation of learning in vocational education must boil down to applying a good work culture. Human data resource preparation is pursued through educational aspects to improve quality that focuses on increasing the number of skilled and certified workers to meet the needs of the 4.0 work era, which refers to the Indonesian National Qualification Framework. In this case, the main point is that the school has a main role, periodically with other companies and institutions, in terms of preparing a training curriculum that suits the needs of the job.

Vocational education directs vocational education towards how learners can master the abilities and have skills and expertise in certain applied fields that will direct vocational graduates to have a profession in their area of expertise that will direct learners to areas of work that require special skills (Presiden Republik Indonesia, 2005). Vocational education strategizes how to prepare competent workforce candidates in their areas of expertise. One of the policy roadmaps in developing Indonesian vocational education 2017-2025 is the improvement of the curriculum that generally refers to the needs of the world of work today, keeping up with the times and technological advances (Disas, 2018).

The high unemployment rate of vocational high school graduates every year becomes a very worrying thing. The Central Bureau of Statistics summarizes that the eviction of vocational graduates is at 53.01% in 2020, the sense increasing by 36% and becoming the highest from 2016-2020. This is due to the imbalance or incompatibility (mismatch) between vocational high school graduates and the needs of the world of work. Cooperation with industry (link and match) with the world of work becomes an urgent thing that must be done immediately by vocational high schools. Link and Match decision making is considered as a smoothing of the skills competencies needed by the world of work in the future that requires a new paradigm that education is no longer as supply minded but more demand minded or known as the world of work/market needs (Disas, 2018).

A curriculum is something that is planned as a handle to achieve educational goals (Nasution, 2014). What is planned is usually ideal, an ideal about humans or citizens that will be formed through a curriculum that hopes to create quality human beings both in the eyes of their own people and in the eyes of the world. The curriculum in vocational education is inseparable from developing knowledge about a particular field but must simultaneously prepare learners to be productive (Finch & Crunkilton, 1979). The vocational education curriculum is directly related to helping students to develop a broad level of knowledge, expertise, attitudes, and values.

Based on the previous description, this study aims to determine the implementation of work attitudes based on the business world, industry, and the world of work in the curriculum used in vocational schools, where work culture is a work attitude that prospective workers must possess in entering the world of work.

## RESEARCH METHOD

This research is descriptive research using mixed methods research, combining quantitative and qualitative research. Mixed methods research collects, analyzes, and combines quantitative and qualitative research methods in a series of studies to understand research problems (Creswell, 2013). The dominant data used is quantitative data and is corroborated by qualitative data. The strategy used in this study is integrated data collection. The strategy used in this study is integrated data collection. Respondents to this study are the world of work under the auspices of the Indonesian Electrical and

Mechanical Contractors Association, Education Office of West Sumatra Province, PT. Halyora Power Region 4 West Sumatra, and vocational high school.

The instruments in this study used are non-test intrusions in the form of questionnaires, interviews, and direct observations or observations. The test that will be done on this instrument consists of a validity test and reliability test that is used to test each item guided by the grid. The researcher's research instrument trial was conducted on ten respondents, and the researcher also asked for the validity of questionnaires from 3 experts. If the instrument has been declared valid and reliable by the validator or expert, then the instrument can be used for the next research step (Sugiyono, 2021). Based on the results of the trial using SPSS with Cronbach's Alpha method obtained results of 0.992 greater than 0.6, it can be concluded that questionnaires can be relied upon to measure in this study with results as can be seen in Figure 1.

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded <sup>a</sup>	0	.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.992	65

Figure 1. Results of Validity and Reliability using SPSS

This conclusion is seen from the achievement of the correlation between the effectiveness of the reliability value as seen in Table 1, and to see the results, a standard Likert scale is used with the criteria as seen in Table 2.

Table 1. Interpretation of the Correlation Coefficient on the Reliability Value

Coefficient Interval	Relationship Level
0,80 – 1,000	Very high
0,60 – 0,799	high
0,40 – 0,599	Quite high
0,20 – 0,399	Low
0,00 – 0,199	Very Low

Table 2. Categorization Based on Likert Scale

No.	Percentage	Criterion
1	81%-100%	Excellent
2	61%-80%	Good
3	41%-60%	Enough
4	21%-40%	Less
5	Less than 21%	Less Once

## RESULT AND DISCUSSION

The results of the analysis of questionnaire dissemination data to 16 respondents obtained the results of achieving competence in the world of work, where the application of work culture. From the research results, students have started to implement a work culture in schools through the application of a work culture that is applied to the world of work. In addition, productive learning or expertise has led to behavior in the world of work, and every student instills a good work attitude. Learning every subject that has been instilled with work character values is enough for students to have a good work culture. Learners have begun to pay attention to the learning provisions carried out in workshops/workers/workshops have referred to the operational standards of the world of work procedures both in dress and equipment used in schools.

Implementing this work culture also pays attention to the 5R culture (Concise, Neat, Clean, Care, and Diligent). Based on the analysis results, the results of the realization of the work culture-based SMK curriculum can be seen in [Table 3](#).

[Table 3](#). Work Culture Analysis

No.	Indicator	Jlh Scor	Average	category
1	Application of Work Culture	473	65.69%	good
2	Link and Match with the World of Work	249	62.65%	good
3	Intrapersonal capabilities	250	62.50%	good
4	Interpersonal Skills	205	64.06%	good
	Total	1177	63.73%	good

The research results in [Table 3](#) show that the indicators of implementing work culture are in a good category (65.69%). Intrapersonal abilities possessed by learners in the form: of the ability to be responsible for good in every job charged, the ability to manage work, the ability to control themselves well, learners already have a high commitment and dedication to the work, and learners already have courage in every decision making. The results showed that learners already in the category of good (65.50%) owned indicators of intrapersonal abilities. The world of work requires a workforce that has competence in accordance with its field of work and has high adaptability and competitiveness ([Hadi, 2012](#)).

Interpersonal skills possessed by learners in the form of the ability to be good in having empathy for others, learners quite good in having a good ethic in getting along with others, learners can adapt quickly to the environment in which they feel comfortable, and learners have sensitivity to the surrounding environment by having a high spirit in work. The results showed that on indicators of interpersonal skills possessed by learners are already in the good category (64.06%). Link and match efforts made by schools to the world of work are strong through MoU or cooperation with the world of work. Some schools have compiled school curriculum along with the world of work, and schools have tried to adjust equipment. Practice in schools based on the world of work, some schools have made periodic visits (1 x 6 months) to see the development of the world of work, and schools have begun to involve the role of universities in preparing graduate competencies. The results showed that the Link and Match indicator with the world of work is in a good category (62,65%).

This competence will continue to be maintained by the alignment of links and matches between educational institutions and the world of work. Link and match are expected to reduce the unemployment rate of graduates in vocational high schools ([Disas, 2018](#)). There is a link and match between the school and the industry so that vocational graduates have not been absorbed in the industrial world, and the competence of vocational graduates expected by the industry has not been formed properly. Competencies expected in the world of work are skills in accordance with their fields (hard skills). The world of work wants graduates with technical competence and good attitudes, competence attitude, cooperation, and motivation that belongs to soft skills ([Wibowo, 2016](#)).

Based on the analysis results, researchers can conclude that the indicator of the competence of the world of work in that category is good, with a percentage rate of 63.73%. But this must remain something that should be considered and maintained by vocational high schools to produce graduates

of good character and good work culture. This is in line with the definition of work culture, which is a value that is used as a guideline for human resources to deal with external problems of integration adjustment, and able to understand existing values, adjust to behave with a good work culture will provide encouragement for good work results (Faizal et al., 2019).

The skills needed in the world of work also significantly affect the availability of graduates in the world of work. Based on research conducted, the world of work looks at a person's competencies through his certificate of competence. It is recommended that every vocational school graduate has a certificate of competence issued by a professional certification body as a benchmark of the world of work in considering someone competent at work.

This becomes something that is very urgent vocational high schools must consider that to prepare graduates with certificates of competence of expertise in the field of competence in line with the regulation (Presiden Republik Indonesia, 2012), which states that the benchmark of a person in having competence is through certification and training that makes the Indonesian national work qualification as an embodiment of the quality and identity of the Indonesian nation with the Indonesian national education and training system (Menteri Ketenagakerjaan Republik Indonesia, 2014). The world of work requires competencies seen from two aspects, namely technical aspects related to scientific background or skills learned and skills needed in the world of work, including parts of technical skills or hard skills (Baiti & Munadi, 2014).

Indicators of the ability to analyze problems or solve problems are also very important in the world of work. In this competence, a person is required how to find solutions to the work problems he faces, express opinions about a job, and provide advice and input related to the problems faced in work. For the competence of vocational graduates to be improved in accordance with the needs of the world of work, it is necessary to make structured improvements in each enactor's achievement of these competencies. Habituation of work culture on the competence of analyzing problems or solving problems can be applied through learning that familiarizes learners to think about finding the cause and effect of what is happening, observing directly, and finding solutions to those problems (Basito et al., 2018).

Implementing problem-based learning and speech delivery can also improve critical thinking skills for learners, supported by good argumentation skills (Ariyanto et al., 2020). Indicators of the competence of the world of work obtained in this study in the category of good, in sub indicators of the application of work culture carried out by schools in the process of learning implementation have referred to the existing culture in the world of work such as: the ability to argue or issue arguments, carry out work in accordance with good work attitudes, follow the rules applicable in the learning process and the ability to adjust to the world of work.

The competencies of the world of work that someone must possess include intrapersonal abilities and interpersonal skills. This competence will continue to be maintained by the alignment of links and matches between educational institutions and the world of work. Link and match are expected to reduce the graduate unemployment rate at vocational high school (Disas, 2018). This is in line with the definition of work culture, which is a value used as a guideline for human resources to deal with external problems of integration adjustment, and being able to understand existing values, and adjusting to behave with a good work culture will provide a boost to good work outcomes (Faizal et al., 2019).

## CONCLUSION

The overall realization of a work culture-based curriculum shows good results. World of Work competencies that include the application of work culture, link and match, Intrapersonal abilities, and interpersonal skills oriented to the application of 5R-based work culture (Concise, Neat, Clean, Care, and Diligent) in vocational high schools have entered the good category with research results being at a percentage of 63.73%. This means that all competencies in the world of work can be applied well and realized in the learning curriculum in vocational schools as an effort to bring a good, fun, and comfortable work atmosphere in vocational schools.



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