

Revitalização do sistema de gestão da educação profissional orientada para o trabalho

Revitalization of work oriented vocational education management system

Revitalización del sistema de gestión de educación vocacional orientado al trabajo

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Resumo

O objetivo deste estudo é descobrir o modelo de revitalização da educação profissional que se adapte às necessidades de competência da indústria e ao sistema de gestão da educação profissional orientada para o trabalho. O estudo foi realizado em Jacarta, explorando várias políticas relacionadas aos esforços para revitalizar o ensino profissional. Os resultados deste estudo mostram que a revitalização da educação profissional orientada para o trabalho deve ser organizada de forma integrada. Isso permite o fortalecimento do currículo, prática, testes e certificação, diretamente relacionados à demanda por habilidades exigidas pelo mundo empresarial e industrial. Teoria do conteúdo - a prática é organizada de acordo com um sistema duplo, em que os trainees seguem o programa de aprendizado teórico na escola em 30% e a prática e a educação de caráter no local de trabalho em 70%. Através desse conceito, é possível que o mundo empresarial e industrial obtenha a melhor força de trabalho de acordo com a necessidade de habilidades de qualificação, mais leais e mais eficientes.

Palavras-chave: revitalização, educação profissional, certificação, sistema dual, mundo empresarial e industrial.

Abstract

The purpose of this study is to find out the model of vocational education revitalization that suits to the industry competency need and work oriented vocational education management system. The study was conducted in Jakarta, by exploring various policies related to efforts for revitalize vocational education. The findings of this study show that work oriented vocational education revitalization must be organized integratively. This allows for strengthening in curriculum, practice, testing and certification, which is directly connected to

the demand for skills required by the business and industrial world. Theory content - practice are arranged according to on a dual system, where trainees follow theoretical learning program in school by 30% and practice and character education in workplace by 70%. Through this concept, it is possible for the business and industrial world to get the best workforce according to the need for qualification skills, more loyal, and more efficient.

Keywords: revitalization; vocational education; certification; dual system; business and industrial world.

Resumen

El propósito de este estudio es descubrir el modelo de revitalización de la educación vocacional que se adapte a las necesidades de competencia de la industria y al sistema de gestión de la educación vocacional orientado al trabajo. El estudio se realizó en Yakarta, explorando varias políticas relacionadas con los esfuerzos para revitalizar la educación vocacional. Los resultados de este estudio muestran que la revitalización de la educación profesional orientada al trabajo debe organizarse de manera integradora. Esto permite fortalecer el currículo, la práctica, las pruebas y la certificación, que está directamente relacionado con la demanda de habilidades requeridas por el mundo empresarial e industrial. Contenido teórico: las prácticas se organizan de acuerdo con un sistema dual, donde los alumnos siguen el programa de aprendizaje teórico en la escuela en un 30% y la práctica y la educación del carácter en el lugar de trabajo en un 70%. A través de este concepto, es posible que el mundo empresarial e industrial obtenga la mejor fuerza de trabajo de acuerdo con la necesidad de habilidades de calificación, más leales y más eficientes.

Palabras clave: revitalización, educación vocacional, certificación, sistema dual, mundo empresarial e industrial.

1. Introduction

Beginning in 2016 is an entry point for an opening of opportunities the ASEAN Economic Community (AEC) Free Market, especially countries that are members of ASEAN. Moreover, economic globalization which will be marked by more open for a free market of goods and services until entering the world free market in total in 2020 through WTO (World Trade Organization) cooperation, will further aggravate preparations in terms of entity performance as well as human resource performance. Various opportunities and challenges can easily enter existing competition conditions at the level of business entity and resources owned. When the market for goods and services is expanding, on the other hand the

competition for human resources is increasingly narrowing. Which will dominate in human resource side is those who have high quality technical and managerial abilities, so as to win every competition that occurs.

This competitive condition will have an impact on changes in the economic and industrial structure, which will directly affect the Indonesian labor market. Distinguishing competencies with high qualification are needed to be able to change business entity operating pattern, so that they can win global competition. They who are able to increase the expertise and ability of their human resources consistently and continuously, are believed to be able to face every challenge and opportunity properly.

However, one of the fundamental problems faced by Indonesia related to the condition of employment owned is that the number of unemployment which has cumulatively increased. Of course this is inversely proportional to the existing challenges. On the one hand, Indonesia is faced with the necessity to improve the quality of its human resources, which is linear with the competitive condition, while on the other hand, Indonesia is actually faced with the problem of fulfilling labor in quantity.

Data released by the Central Bureau of Statistics (*Badan Pusat Statistik* or BPS) in 2017 revealed that the number of open unemployment in Indonesia in February 2017 reached around 7,005,262 people from around 124,538,849 workers over 15 years who had worked according to business field. From the total working population, most of the workers do their activities by working in the agricultural sector which is around 32.88%; in the trade sector around 22.37%; in the service sector around 15.62%; in the industrial sector around 13.28%; in the construction sector around 7.15%; in the transportation sector around 4.45%; financial sector around 2.85%; and in other service sectors around 1.40%. Meanwhile, if viewed from the number of people who work according to the number of hours worked during the week, around 70.12% full time work >34 hours/week, while the remaining 29.88% work incomplete or less than 34 hours/week. The number of unemployed people based on data from the BPS was dominated by high school graduates by 30.14%, then followed by vocational graduates by 21.22%; elementary school graduates by 19.32%; junior high school graduates by 18.51%; University graduates at 7.43%; and graduates of DI/II/III are around 3.38%.

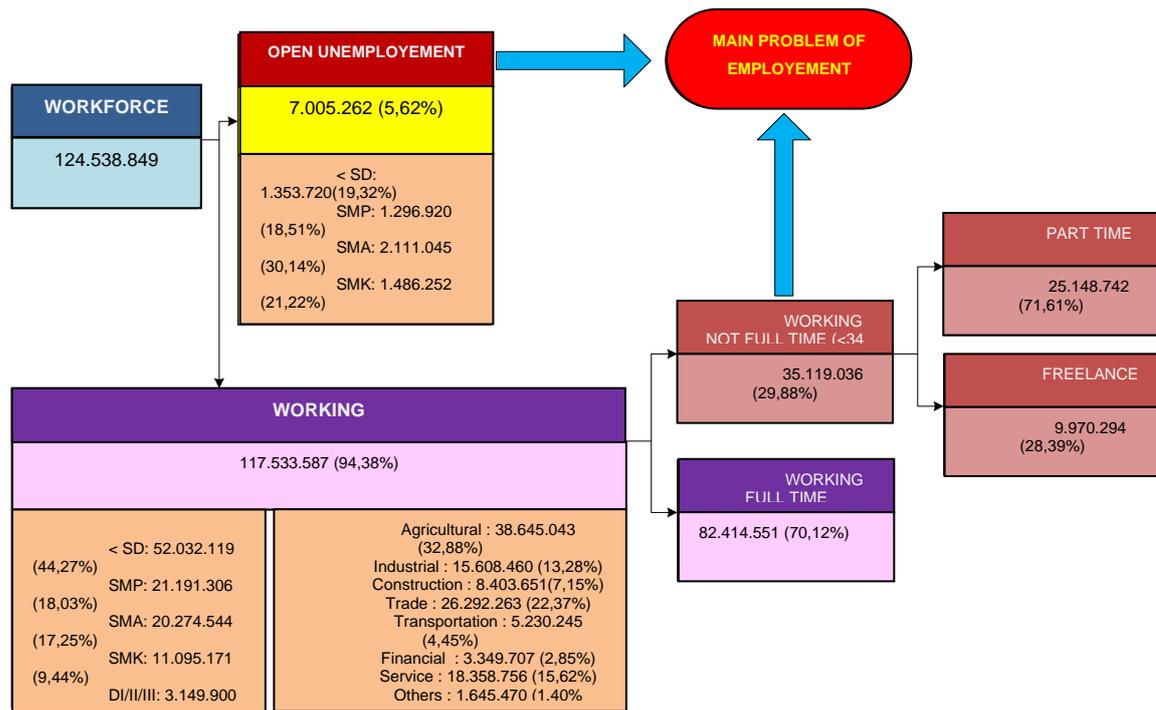


Figure 1

Workforce Structure in Indonesia

One of the fundamental problems with the quite high open unemployment rate is the lack of operational technical skills possessed by high school and college graduates. Often there is a mismatch between the expertise possessed by high school and college graduates and the demands of expertise required by industry. Findings conducted by Mortaki (2012) at least shows the same tendency when in his findings of study, it is implied that vocational education needs to pay attention to labor market demand, in order to be able to develop itself so that it can adjust to the skills needed by industry. Eurobarometer (2011) on vocational education is known that the majority of European people have a positive view of vocational education and training. They generally believe that vocational education and training that is held can meet the job skill standard required by employers.

With the increasing number of people who want to work each year, based on the BPS data of around 117,533,587 people in February 2017, and coupled with unemployment and lack of employment absorption in various sectors is the biggest challenge. Nevertheless, the existence of macro economic growth for some time now has slowly been able to reduce unemployment in Indonesia. The biggest challenge going forward lies precisely in the quality of the Indonesian workforce HR, which if not getting serious attention, it is not impossible that the existing workforce is only able to fill jobs with low skill.

Learning from the shortcomings that exist, where most formal education graduates have not been able to answer the industry needs for the specific expertise they have, becomes a challenge for vocational education, both organized through formal and non formal channels. Vocational education institutions such as Vocational High Schools (*Sekolah Menengah Kejuruan* or SMK) or Vocational Training Centers (*Balai Latihan Kerja* or BLK) must be able to play a more technical role in the skill structure that must be possessed by prospective workers who are ready to enter the business and industrial world. SMK and BLK as human resource development institutions are expected to be agents of change in improving workforce competence.

The vocational training system used by BLK must be the biggest contributor in reducing unemployment rate, especially open unemployment at the secondary and high level. For this reason, a vocational training system was originally able to accurately analyze the labor market to determine the priority of skills development undertaken by SMKs and BLKs. Training should be conducted after intensive dialogue with stakeholders, especially employers at the local level. Training institutions must be able to design training programs, which not only contain the required technical skills, but also have a content of soft skills, such as communication skills and work in groups according to standards, analytical skills, conceptual abilities, personality aspects, and so on. That way, the workforce of SMK and BLK graduates is not only skilled, but also has high integrity and discipline that leads to the desire to make various innovative breakthroughs.

Based on the above problems, it is necessary to conduct a policy research which among others aims to obtain a problem solving scheme for the problem of the relationship between vocational education and industrial needs, which are considered less harmonious. Other than that, through this study, a policy model that can revitalize vocational education that is more oriented to the needs of the industry will be obtained.

Formulation of the problem

Based on the background of the problem, the problem of the study is formulated as follows:

1. What is the model of vocational education revitalization that is able to meet the needs of industrial competence?
2. What is the work oriented vocational education management system?

Literature Review

Jabbari (2015) gives a view based on the findings of his study to the vocational education and training system that specifically organized vocational education and training

systems with regard to industry needs, will effectively improve the quality of human resources needed by industry. In this context, vocational education needs to design an education management system that is able to integrate skills outputs that are processed through modern management system, with industry needs that are always responsive to the dynamics of global change.

According to Akhuemonkhan, etc., (2014), vocational education is specifically designed to improve the quality of learning through the development of technical skills, personal abilities, cognitive understanding, behavior and work habits, especially to prepare trainees to be able to meet industrial needs. Vocational education organized by formal and non formal education units must be able to translate the needs of the industry into an effective modern management system. In his view, Hopkins (2001) said that the strategies implemented in managing an effective education system must be able to identify the relationship between the skills needed by industry and the skills issued by vocational education units. Then it is translated into the operationalization of education management that supports the direction of effective, not bureaucratic, and modern vocational education management.

To be an effective education unit, Hopkins (2007) further provides some recommendations for management policies that can be conducted by vocational education units including: (1) a commitment to continually improve capabilities, (2) developing a coherent system for trainees who are reflecting the strategic vision of the organization, and (3) developing teaching skills and the quality of human resources in line with the demands and needs of the business and industrial world. Catts, etc (2011) reinforce this view by giving his opinion based on the findings of study conducted, namely that the potential workforce and the need for HR qualifications in the business and industrial world supported by an effective and efficient education management system, is very important to be used as role model in order to improve the quality of vocational education output.

The quality of vocational education output is determined by the process of organizing a learning system that is supported by the expertise of the teacher or instructor. One of the instruments supporting the learning system is the Learning Implementation Plan (*Rencana Pelaksanaan Pembelajaran* or RPP). The findings in the study of Dwijayanti, et al (2016) for example, illustrate that not 100% of trainers have arranged RPP in accordance with the criteria for preparing the 2013 curriculum RPP. From the study, it is known that the lack of preparation is mainly found in the aspects of the formulation of indicators and the formulation of learning objectives. The findings of this study at least provide an illustration that the indicators that should be formulated from the study of the challenges and skills demands

needed by the business and industrial world have not been fully formulated in the Learning Implementation Plan. The design of vocational education learning plans according to Barnett & Ryan (2005) needs to be projected towards providing effective learning facility and infrastructure, real-life workplace experience, and simulation of work practice.

2. Methodology

The approach used in this study is a qualitative study based on the consideration of implementing policies to strengthen vocational education management systems, which so far have not been able to answer challenges and skill requirements desired by industry. Furthermore, vocational education organized through formal education channels still provides a significant contribution to the open unemployment rate in Indonesia, that is around 21.22% from the SMK education pathway, and around 3.38% from the diploma education pathway. On the one hand, the skills produced by vocational education, both in SMK and diploma level, are also considered not yet link and match with the required skill demand by industry.

One of the issues to be examined is the aspects of vocational education management system, especially those relating to learning management and vocational education administration system that is more work oriented. The study was conducted in Jakarta, through the tracing technique of formulation material and implementation of policies for the performance as well as efforts to revitalize vocational education that was held through formal channel. The results of the tracing are then processed and analyzed using interactive model analysis technique on the source of the formulation and implementation of the performance policies as well as efforts to revitalize formal vocational education.

3. Results

A. Policy Direction for Vocational Education System

In the 2015-2019 Ministry of Education and Culture Strategic Plan document, Industry is placed in one of the elements of the education ecosystem that plays a role in resolving the problem of transition from the education world to the working world. Industry is expected to function as a place of practice, internship, study industrial management and a place to add insight into the working world for students. Cooperation between industry and vocational education institutions in particular, must be built on the basis of willingness and mutual need. The working world and industry should realize that they will not get the required ready-to-use labor in accordance with the expected qualifications and competencies, without building a joint education program.

Referring to the 6th Development Priority Agenda (Nawacita 6) that is "Improving People's Productivity and Competitiveness in International Market", the Government through the Ministry of Education and Culture established 2 strategic efforts undertaken, that is:

- a. increase the capacity of innovation and technology; and
- b. increase the competitiveness of workforce HR.

According to these strategic efforts, the following objectives, policy directions and strategies are set as follows.

Table 1

Direction of HR Development Policy Through Vocational Education

Capacity Building for Innovation and Technology		Workforce HR Competitiveness Building	
Target	Policy Direction and Strategy	Target	Policy Direction and Strategy
Increased capacity of Science and Technology, including related to the support of science and technology activities, the provision of quality HR, facilities and infrastructure, safety, networks, as well as the development of techno and science parks in each province, district and city	<ol style="list-style-type: none"> 1. Improving the competency and productivity of workforce's HR through standardization and certification; 2. Develop a partnership program between government and the Business and Industry World (<i>Dunia Usaha dan Industri</i> or DUDI), through developing competency by users, developing training program, certification through competency testing 3. Develop training funding pattern 	Increasing the quality and skills of workforce HR by increasing the proportion of the number of competent and certified workforce HR recognized nationally and internationally; implementation of Mutual Recognition Agreement (MRA), developing regional competency standard, setting National Qualification Framework (<i>Kerangka Kualifikasi Nasional Indonesia</i> or KKNI), as well as ranking the competitiveness of labor market efficiency in international level	<ol style="list-style-type: none"> 1. Harmonizing standardization and competency certification through cross-sectoral collaboration; 2. Developing a partnership program between government and the business and industrial world, including developing standard, developing competency-based education and training program, and competency certification; 3. Develop training funding pattern

Source: Ministry of Education and Culture Strategic Plan 2015-2019

In addition, the Government has issued Presidential Instruction No. 9 of 2016 concerning the Revitalization of Vocational High School (*Sekolah Menengah Kejuruan* or SMK) in the framework of Improving the Quality and Competitiveness of Indonesian Human Resources, which among others aims to strengthen the synergy between stakeholders in order to revitalize SMKs to improve the quality and competitiveness of graduates HR from SMK. Through this policy, the government encourages stakeholders to take necessary steps according to their respective duties, functions and authorities to revitalize SMKs and to arrange a workforce needs map for SMK graduates according to their respective duties, functions and authorities. The stakeholders with their duties, functions and authorities are as follows:

Table 2

Special Assignment to Stakeholders

Based on Presidential Instruction No. 9 of 2016

NO	STAKEHOLDERS	SPECIAL ASSIGNMENT
1	Ministry of Education and Culture	a. making a road map for developing SMKs; b. perfecting and aligning SMK curriculum with competencies according to the needs of graduate users (link and match); c. increasing the number and competence of SMK teachers and education personnel; d. increase cooperation with Ministries/Institutions, Local Governments, and the Business and Industrial World; e. improve access to SMK graduates' certification and SMK accreditation; and f. formed SMK Development Working Group.
2	Ministry of Research, Technology and Higher Education	a. accelerate the provision of SMK vocational teachers through education, equalization and recognition; b. developing study programs in tertiary institutions to produce vocational teachers needed by SMKs.
3	Ministry of Industry	a. compile projections of development, type, competency (job title), and location of industry, especially those related to SMK graduates; b. increase cooperation with the business world to provide wider access for SMK students to conduct Field Work Practices (<i>Praktek Kerja Lapangan</i> or PKL) and apprenticeship programs for SMK teacher and education personnel; c. encourage industry to provide support in

		developing teaching factory and infrastructure; d. accelerate the completion of the National Competency Standard (<i>Standar Kompetensi Kerja Nasional Indonesia</i> or SKKNI).
4	Ministry of Manpower	a. compile projections of the workforce needs of SMK graduates which include competency, type, number, location, and time; b. make it easy for SMK students to do work practices in Vocational Training Center (<i>Balai Latihan kerja</i> or BLK); c. revitalizing BLKs which includes infrastructure, facilities and infrastructure, training programs, and certification; and d. accelerate the completion of the SKKNI.

Source: Presidential Instruction Number 9 of 2016

B. Revitalization Model of Vocational Education System

The urgency of implementing the revitalization of vocational education is based on the problem of the still high level of open unemployment coming from general and vocational high school graduates. For general high school graduates, the role of vocational non-formal education organized through vocational training institutions or courses, is still not able to encourage the acceleration of absorption of general high school graduates in the industry. Thus it can be said that the relevance of general and vocational high school to the needs of the working world is still not going according to the concept of link and match, where the skills produced by vocational high schools and general high schools that are strengthened by vocational training institutions, have not answered to the need for skills wanted by the industry, and vice versa.

Based on the Central Bureau of Statistics (*Badan Pusat Statistik* or BPS) data in 2017, it is known that the number of unemployed at SMK level education in the last few years has increased. If in 2013 the number of unemployed SMK education levels totaled around 864,649 people, then in 2016 it increased to around 1,348,327 people or an increase of around 55.94% when compared to data of 2013. Likewise, the level of Academy/Diploma education also tends to increase. If in 2013 the number of unemployed academy/diploma level was 197,270 people, increasing in 2016 to around 249,362 people.

Table 3

Total Unemployment based on Education Level

Tahun 2013-2016 Year 2013-2016

NO	HIGHEST EDUCATION IS ADVISED	YEAR			
		2013	2014	2015	2016
1	No Schooling	112.435	134.040	124.303	94.293
2	Not Completed Primary school	523.400	610.574	603.194	557.418
3	Primary School	1.421.873	1.374.822	1.320.392	1.218.954
4	Junior High School	1.821.429	1.693.203	1.650.387	1.313.815
5	General High School	1.874.799	1.893.509	1.762.411	1.546.699
6	Vocation High School	864.649	847.365	1.174.366	1.348.327
7	Academy/Diploma	197.270	195.258	254.312	249.362
8	University	425.042	398.298	565.402	695.304
	Total	7.240.897	7.147.069	7.454.767	7.024.172

Source: Central Bureau of Statistics, Data Processed, 2017

When referring to the data in table 3, it can be seen that the relevance of vocational education to the needs of the working world does in fact not yet show any significant difference between SMK graduates and general high school (*Sekolah Menengah Atas* or SMA) graduates. The difference in unemployment rates between SMK and SMA is not too significant, indicating that the result of SMK education service is not as expected, considering SMA graduates who are not directed to meeting the needs of industrial competencies, are also an option for industries to be able to fill technical jobs at the job level operational technique, which should be a share of the labor market in SMK education level.

In addition, the data shown from the result of the 2013 National Socio-Economic Survey (*Survei Sosial Ekonomi Nasional* or Susenas), also illustrates that the average amount of income that is not too different between SMA and SMK graduates, shows that there is no significant perception of the working world between SMK and SMA graduates, as can be seen in Figure 1. The disharmony between the working world and the quality of SMK

graduates is one of the factors that drives the low absorption of SMK graduates in the working world.

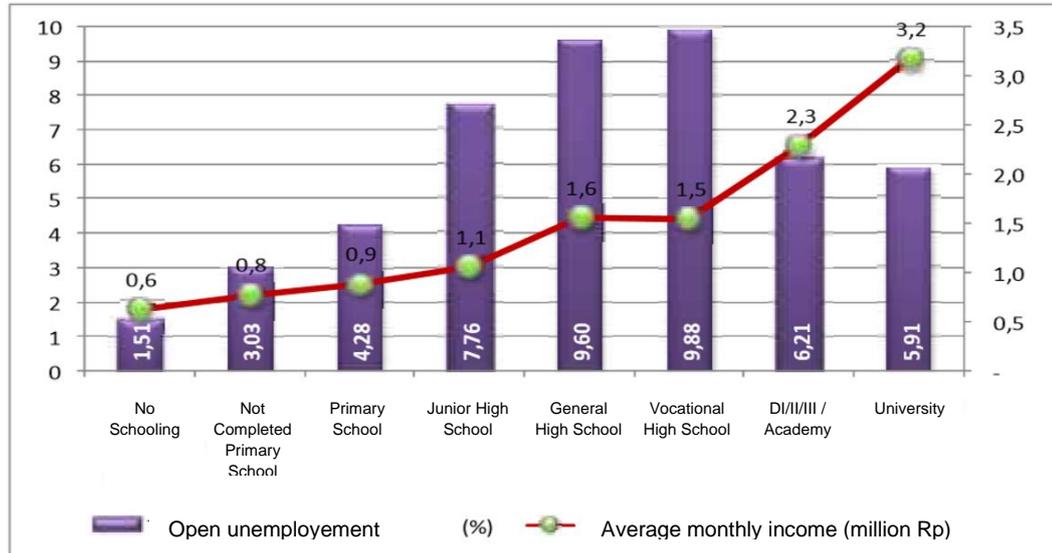


Figure 2
Open Unemployment Rate and Average Monthly Earnings
According to Education Completed, August 2013

Source: Susenas 2013

One of the problems that causes the high unemployment rate in vocational education at SMK education level, while the actual curriculum design of SMKs is directed at the workforce fulfilment of the business and industrial world, is because there is still no link and match, between the skills produced by SMKs with the required expertise qualification by the business and industrial world. Moreover, it is impressed that vocational education only refers to the output of SMKs, so that other vocational education providers run independently.

Based on these conditions, the Ministry of Education and Culture designed the concept of vocational education integration, as contained in the Vocational Education Revitalization Road Map, as follows.

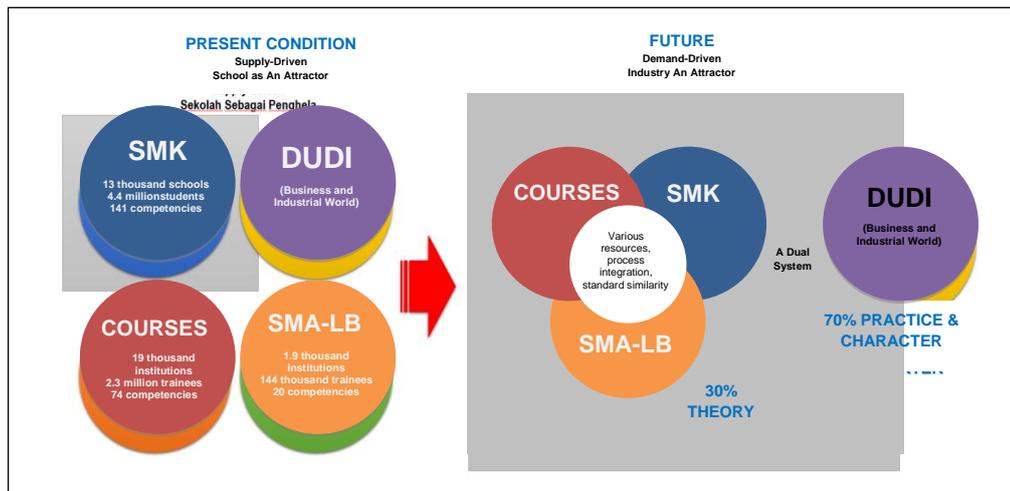


Figure 3

Integration of Vocational Education with Industry

Source: Vocational Education Revitalization Road Map

In the vocational education revitalization road map, the implementation of SMK, courses, general high school-extraordinary (*SMA-Luar Biasa* or SMA-LB), or vocational education providers through vocational training must be held integrally. This allows for strengthening in terms of curriculum, practice, testing and certification, which is directly connected to the demand for skills needed by the business and industrial world. Theory content - practices are arranged based on a dual system, where trainees attend theoretical learning programs at school by 30% and practice and character education in the workplace by 70%. Through this concept, it is possible for business and industry to get the best workforce according to the needs of skills qualifications, more loyal, and more efficiency, because the business and industrial world no longer need to provide on-the-job training programs. While vocational education providers, especially SMK education level, will benefit in the form of high levels of acceptance of their graduates, in addition to the availability of more efficient resources and practical infrastructure. While students will benefit in the form of work skills that are more in line with industry need, character and applied work culture, as well as competency certification from industry.

To support the implementation of vocational education revitalization policies, a road map is then prepared that is expected to be a reference in accelerating the process of improving the quality of vocational education outcomes that link and match with the qualification needs of the business and industrial world, as follows.

Table 4

Vocational Education Revitalization Road Map

2016-2020

NO	ASPECT	TARGET UNTIL 2020	ACTION PLAN
1	Involvement of Business and Industrial World (<i>Dunia Usaha dan Industri</i> or DUDI)	The involvement of DUDI in 1,650 SMKs is aimed to implement a dual system vocational education	Public Private Partnership through collaboration of the Ministry of Education and Culture with the BUMN Ministry, Provincial Government (BUMD), the Ministry of Industry, and the KADIN
2	Alignment of Curriculum	100% curriculum is aligned with the industry and the National Competency Standards (SKKNI)	Compilation of curriculum with a dual system and its implementation
3	Graduate Competency Certification	100% of DUDI's recognized graduate certification	a. Compilation of Graduates Standards (<i>Standar Kompetensi Lulusan</i> or SKL) and implementation of certification; b. Prepare Professional Certification Institution (<i>Lembaga Sertifikasi Profesi</i> or LSP).
4	Provision and Improvement of Teacher/Instructor Quality	a. Fulfillment of 91 thousand new competent certified SMK/SMA-LB teachers; b. 100% of teachers and instructors have experience in DUDI	a. Recruitment of vocational teachers and instructors from polytechnic graduates; b. Utilization of industry experts as teachers/instructors with Recognition of Past Experiences (<i>Rekognisi Pengalaman Lampau</i> or RLP); c. Vocational teacher/instructor training/apprenticeship in DUDI; d. Productive SMK teachers transferring function.
5	Institutional Development	Build 400 new SMK and 16 thousand New Classrooms (<i>Ruang Kelas Baru</i> or KB) to accompany an additional 850 thousand new students as well as fulfillment	Collaboration with regional government and industry to build vocational education infrastructure, including the use of Special Allocation Funds (<i>Dana Alokasi Khusus</i> or DAK) - Assignments for vocational education

NO	ASPECT	TARGET UNTIL 2020	ACTION PLAN
		of rehabilitation of practice rooms and equipment	
6	Accreditation and Implementation	a. 100% accreditation A in education units and field of expertise; b. 100% implementation of integrated vocational education in the field of superior expertise.	a. Development of education units to meet National Education Standards (<i>Standar Nasional Pendidikan</i> or SNP); b. Integration of the Teaching and Learning Activities (<i>Kegiatan Belajar Mengajar</i> or KBM) process and resource utilization together.

Source: Vocational Education Revitalization Road Map, Data Processed, 2017

In order to achieve performance target by 2020, it is necessary to prepare an integrated learning model between market needs and recognition with an external competency based curriculum. The paradigm used in designing the curriculum integration model needs to be reengineered, from what initially relied on the concept of supply-driven to demand-driven. In the demand-driven concept, it is designed according to standardized competencies through testing and certification. Broadly speaking, at least the curriculum cluster has a charge with the following proportions.

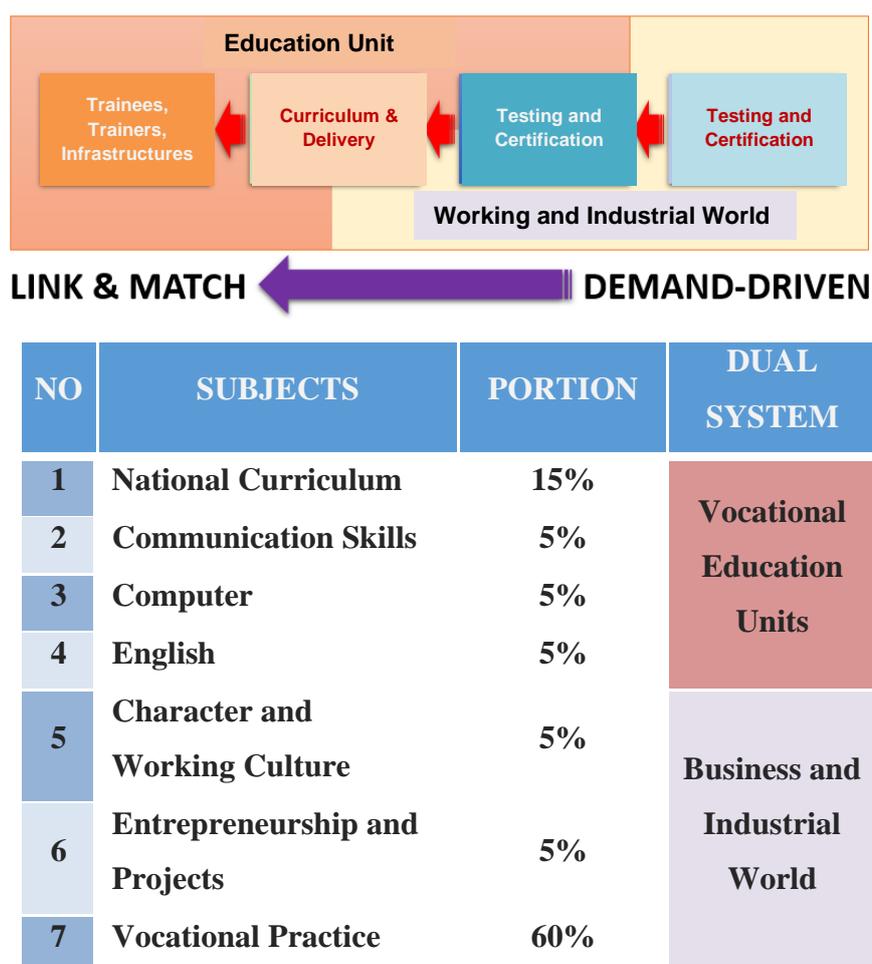


Figure 4

Integration of Competency Based Curriculum in A Dual System

Source: Data Processed from the 2016 Vocational Education Revitalization Road Map

The vocational education management model as emphasized in the Strategy for Vocational Education and Training in a Lifelong Learning Context 2013-2020 is built on the principles of:

- a. **Quality**, the principle of quality is a key principle in vocational education, which must be in line with the quality standards developed and implemented in the international environment. Quality is designed thoroughly on success indicators for all lines of function in the vocational education unit;
- b. **Relevance**, the vocational education management system must be relevant to the needs of the business and industrial world, so that the entire process of managing

and implementing education must be effective and efficient, in the aspects of planning, governance, learning systems, until impact evaluation;

- c. **Collaborative Approach**, vocational education must be able to develop partnerships with stakeholders, such as the government, business sector, associations, research institutions, vocational education providers, parents and students;
- d. **Decentralization**, decentralization in the field of education supports the redistribution of core competencies and responsibilities for educational issues such as control and quality of education, development of professional instructors, HR management and material resources;
- e. **Effectiveness and Accountability**, the management of vocational education must be held accountably and transparently, so that the process until the results obtained are able to effectively and efficiently answer the challenges and needs of the business and industrial world.

Sallis (2014) provides several characteristics that must be fulfilled by an educational institution, including vocational education, in order to become an organization with an effective and efficient governance system, so as to become a world-class quality organization, in including (a) customer focus, in this case trainees, (b) sustainable investment in resources, (c) developing a quality strategy as an effort to guarantee the entire process of managing and organizing vocational education, and (d) making qualification requirements and industrial core competencies as a reference for curriculum development and implementation of structured learning towards the needs of the business and industrial world.

Furthermore McGrath (2012) specifically provides guidance on the characteristics that must be possessed by a vocational education institution in order to be able to compete globally, including:

- a. **Systemic Governance Reform**, which focuses on sharpening the direction of management policies and implementing vocational education that is more relevant and responsive to the challenges and skills demands required by the business and industrial world;
- b. **Qualification Framework**, which among others aims to make qualifications more transparent for all stakeholders, especially on the equality and skill that exist at each level of the qualifications framework for expertise and skill;

- c. **Quality Assurance System**, is designed to ensure that the process of managing vocational education is organized with a quality standardization system, internalized into the governance structure of vocational education, and accredited.

The core of the management system that needs to be implemented in vocational education units is how to manage the entire process in the education unit in a professional manner, total quality with always oriented to the stakeholder satisfaction in an excellence way, through the concept of Good School Governance (GSG). The core of the GSG concept is to build commitment to achieving the vision, mission, goals and objectives of the education unit, by using the principles of good organizational control leading to the independence and accountability of vocational education units that are able to satisfy the stakeholders in an excellent way.

The key to the successful implementation of GSG in leading vocational education units lies in the continuous improvement and improvement of processes, in accordance with the dynamics of demand and the development of global strategic issues. Whereas the GSG chain that can maintain the sustainability of superior education units lies in monitoring and evaluating the five superior Non-formal education unit domains, that is; trainees achievement, curriculum, management and technology, sustainable capacity building, and financial feasibility of leading vocational education units.

4. Conclusion

This Revitalization Program is an initiative to link and match between vocational education units and developing industries in Indonesia. The profile of trainees as a source will be matched with the needs of the industry, so that it is expected to increase the output of vocational education, and encourage the implementation of global competition that can be won by trainees of education output in Indonesia. While the industry is expected to participate in providing input to the Government in the context of linking to the needs of jobs and the required skill set. With this system to be developed, it is expected that the gap between the education world and the industry can be narrowed and provide added value to each party to achieve mutual success.

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