COUNTRY REPORT:
VOCATIONAL EDUCATION AND TRAINING
IN INDONESIA

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I. THE INDONESIAN SITUATION

The Education system which in the basis of Indonesian National Education aims to improve the quality of Indonesian people, consisting of discipline, accountability, intelligence, willingness to work hard and is physically and mentally healthy. National education has the task of raising and strengthening the national spirit of the country. In line with these principle a climate of teaching and learning has been developed to raise a person's self-confidence as well as encourage an innovative and creative attitude. As a result, a system on national education is provided to all men and women who have a responsibility towards supporting the nation's development.

<table>
<thead>
<tr>
<th>Population &amp; Pupil participation</th>
<th>1999-2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indonesian Population</td>
<td>207,000,000</td>
</tr>
<tr>
<td>Young generation (16 up to 18 year)</td>
<td>13,497,200</td>
</tr>
<tr>
<td>Vocational students (Public &amp; Private)</td>
<td>1,842,666</td>
</tr>
<tr>
<td>Non vocational students</td>
<td>5,191,700</td>
</tr>
</tbody>
</table>
(Source: Propemasi, 2000 : 10)

Education (in and out of school) is a Basic means with which to develop human resources, both sides have a significant role in shaping the people into a national asset.

Professional and skillful human resources are expected to be productive and remunerative, as well as, to be able to create excellent and innovative products in Indonesia's industry. In this way, they will stand ready to compete and win in the global market place.

II. DIRECTORATE OF TECHNICAL AND VOCATIONAL EDUCATION (DTVE)

The DTVE has its specific aim to improve the quality and relevance of technical and vocational education at the school level by developing the capacity of the system to plan, manage, monitor and evaluate it's activities. The directorate of Technical and Vocational Education is the central decision making body for policy and other matters for all vocational schools in Indonesia.

Based on the national goals mentioned above, the educational objective of a technical and vocational school is summarised as follows:

1. As an educational institution, the senior technical and vocational school has as an objective to educate it's students in order for them to encourage self development and take responsibility for the growth of the nation
2. As a vocational education institution, the senior technical and vocational school aims at providing skills to students as an initial preparation for the world of work in accordance with requirements identified
3. Pursuant to the principle of a life long education, the senior technical and vocational school provides additional skills to students to strengthen their vocational skills and enable them to continue their students at a higher level of education the increasing the of figure the school and student or technical and Vocational education shows as below:
The table indicates that in the period of 5 years, the school of Technical and Vocational Education increased by 614 while the student increased by 371,196.

III. DUAL SYSTEM EDUCATION / PENDIDIKAN SISTEM GANDA

The Pendidikan Sistem Ganda is a form of vocational skills training and education by combining an educational program in school with a skills acquisition program through employment in a monitored, sustainable, systematic manner in order to achieve a certain level of professional skill.

As reflected in the understanding, there are two parties involved, i.e. the education and training institution, and the employer institution (industry/company or other employer institutions). The two institutions work together to conduct a vocational training and education program. The two parties are seriously involved and are responsible for activities from the initial stages of the program until the final assessment stages, including the marketing of graduates.

The objective role of education and training through the Pendidikan Sistem Ganda approach is:

1. To produce skilled manpower, that is manpower which a certain level of knowledge, skills and working ethics considered to be suited to the contemporary job market demands.
2. To increase and strengthen the "link and match" concept, between vocational education and training institution and the world of work.
3. To increase the efficiency of the education and training process in producing competent, qualified manpower.
4. To recognize and appreciate the working experience as an integral part of the education process.
DATA OF LINK AND MATCH PROGRAM

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Industry</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994/1995</td>
<td>247</td>
<td>6,078</td>
<td>36,700</td>
</tr>
<tr>
<td>1998/1999</td>
<td>2,693</td>
<td>72,868</td>
<td>590,000</td>
</tr>
</tbody>
</table>

(source: Proparnas, 2000 : 10)

The table indicate, increasing number of school, industries as well as students which are doing dual system or partnership program 10 up to 15 times (in a 4 year).

Link and Match is the best way to get “work experience”, so the Indonesian government, especially ministry of national education has a policy where by vocational school and industry making a partnership.

IV. STRATEGIC PLAN 2020

Key Policy Shifts in Vocational Education and Training

<table>
<thead>
<tr>
<th>THE PAST</th>
<th>THE FUTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A supply-driven system based on a large social demand</td>
<td>A demand-driven system guided by labour market signals</td>
</tr>
<tr>
<td>2 A school-based system delivering 'diplomas' upon examination</td>
<td>An education and training system delivering competencies in accord with nationally recognized standards</td>
</tr>
<tr>
<td>3 A school-based system with minimum flexibility in delivery</td>
<td>An education and training system with multiple entry/exit points and flexible delivery</td>
</tr>
<tr>
<td>4 No official recognition or prior learning</td>
<td>A system which explicitly recognizes skills and competencies wherever and however they are obtained</td>
</tr>
<tr>
<td>5 A school-based system with a study-program orientation</td>
<td>An education and training system oriented towards officially recognized profession and trades</td>
</tr>
<tr>
<td>6 Education and training focused on the formal sector</td>
<td>Education and training both for the formal and informal sectors</td>
</tr>
<tr>
<td>7 Separation between education and training</td>
<td>Full integration of education and training from a cognitives science perspective</td>
</tr>
<tr>
<td>8 Centralized system of management</td>
<td>Decentralized system of management</td>
</tr>
<tr>
<td>9 Institution/organizations fully supported and run by the central government</td>
<td>Self supporting and self managing institution or organizations with partial support from the central government</td>
</tr>
</tbody>
</table>
A demand driven system, guided by labour markets signals

- The development of competency standards is a guarantee that industry will have a major voice in vocational education.
- The National Council for Vocational Education and Training will ensure that the policies and priorities of the system have industry input and relevance.
- At the provincial level the Provincial Industry Training Bodies will ensure that there is a strong industry voice.
- SMKs would develop performance indicators in terms of industry involvement in its programs. SMKs, both through its School Council and through the provincial office would be measured in terms of its performance agreement.

An education and training system delivering competencies in accord with nationally recognized standards

- The standards, curriculum and assessment arrangements proposed in the Report are designed to ensure that the vocational education and training system both delivery industry determined competencies.
- The skills passport is designed to provide workers, and prospective workers with a list of the skills they have achieved. Each skill is certified by a recognized body. The passport encourages life long learning because people can keep adding new skills.

An education and training system with multiple entry and exit points and flexible delivery

- The proposed competency based approach will provide modular courses which facilitate entry and exit.
- SMKs will gradually develop a market for training which will help them to diversify and meet the needs of existing workers.
- There will be opportunities for bridging courses and training and for school 'drop-outs' to return to full-time study.
- On-the-job and off-the-job training will both be used to meet the needs of industry.

A system for explicitly recognising skills and competencies Wherever and however obtained

- The assessment arrangements proposed in the Report allow for skills assessment to be undertaken in a variety of setting and with industry input into both the policy and the practice of assessment.
- The proposed Skills Passport allow students and workers to build up their skills and have them formally recognized without the need to complete formal academic courses.
### An education and training system oriented towards officially Recognized professions and trades

- The use of competency standards as the basis for all SMK programs will achieve this end.
- Pendidikan Sistem Ganda will be enhanced and made more relevant to industry through the use of competency standards which are industry determined.

### Education and training for both the formal and Informal sector

- The Report proposes that the informal education sector should have access to the standards, teaching and learning materials and assessment tools produced by the Vocational Standard Implementation Agency. This will be of major benefit to the informal education sector. It should also help people in the informal employment sector to improve their skills in a gradual way.
- The informal education sector mainly provides short courses. The move to modular courses will assist the informal sector which will be able to use the skills passport as its certificate of industry relevance.

### Full integration of education and training

- Articulation between courses and streams will provide better opportunity for transfer.
- Accreditation of formal courses will provide a quality assurance which will assist integration of vocational and general education.
- The Report adopts a broad definition of skills and competencies so as include cultural understanding and the necessary knowledge which underpins skill formation, emphasising contextual learning.
- The Report supports a number of high technology training centres reinforcing the status of skills formation. The fact that some university graduates may need to supplement their university learning with more practical skills will assist to integrate education and training as ‘equal’ concepts.
The proposal for a new structure for vocational education and training is designed to provide national leadership and policy development with a major industry input. It will also empower the Provincial/regional authorities to implement programs with a minimum or centralised control. Central control will be strategic rather than operational.

The proposals are flexible so that each industry can develop standards and curriculum to suit its own needs, rather than to have inflexible arrangements which cover all industries.

The proposal that SMKs develop performance agreements which relate to their own needs is a major element of decentralization and flexibility. School Council would in the development and monitoring of Performance Agreement and would this have a greater role in school management.

Empowering SMKs to make their own management and professional will assist them to greater self support.

The proposal that SMKs gradually develop their commercial provision of training on a fee for service basis will provide SMKs with another source of income.

The devolution of responsibility to SMKs through performance agreements will shift the focus of Government involvement from inputs to outputs. Provided an SMK delivers the agreed results then the Government will be less concerned with how the money is spent.
APPENDIX

NATIONAL STANDARD COMPETENCY

1. Machinery
2. Tour & Travel
3. Agric Mechanization
4. Estate Crops. & Horticulture
5. Animal Husbandry
6. Fishery
7. Fashion
8. Social Work
9. Graphic Art & Printing
10. Shipbuilding
11. Beautician
12. Accountancy
13. Secretarial Work
14. Arts
15. Ceramics Handicrafts
16. Metal Handicrafts
17. Wood Handicrafts
18. Textile Handicrafts
19. Leather Handicrafts
20. Electronics
21. Insurance
22. Cooperative
23. Chemistry
24. Hotel & Restaurant
25. Airplane Maintenance
26. Marketing
27. Catering
28. Automotive
29. Construction
30. Electrical
31. Agricultural Technology
32. Geomatics
33. Forestry
34. Banking
35. Mining
36. Telecommunications
37. Post
38. Instrumentation
39. Pharmacy
40. Textiles
VI. SUMMARY

- The Directorate of Technical and Vocational Education has emphasised the importance of Pendidikan Sistem Ganda between Technical and Vocational School and Industry in order to make “Win Win”. The number of industry which has been doing PSG is more than 72,868.

- DTVE, providing quality of human resources who are flexible to meet changing workplace demands as well as being a competent workforce, therefore the strategic curriculum is 3 (three) months in industry for the second year and 3 (three) months in industry for the third year or 6 (six) months in industry.


- Developing information and promotion gradually and systematically through internet in order to assure society of the advantages of Vocational Schools which will increase Indonesians' productiveness. DTVE’s Management Information System has collected data that approximately 470 (four hundred seventy) Schools of Technical and Vocational Education using internet in a year.

- Vocational Education is an investment which provides education and skilled labour for the labour markerts in order to satisfy industry’s needs. DTVE has sent a number of students as well as graduated students to Malaysia, Germany, Singapore, Japan, Korea, Taiwan etc and to some other overseas are still in processing. Furthermore this standard will be negociated to become Asean standard and promoted be International Competency Standard.
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