



# BUILDING NATIONAL CHARACTERS THROUGH EDUCATION FOR NOBLE CIVILIZATION

## PROCEEDING

INTERNATIONAL CONFERENCE  
ON LANGUAGE AND EDUCATION  
(ICLE)

**6 - 7 September 2017**

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### **Plennary Speakers**

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**Ministry of Foreign Affairs of Korea(Rep.)**

**Prof. Dr. Kyoko Funada.**

**Kanda University of International Studies, Japan**

**Nhelbourne K. Mohammad, M.Ed**

**State University of Cottabato, Philippines**

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**TAFESA South Australia**

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**Universitas Negeri Malang**

Anggota IKAPI No. 059 / JTI / 89

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## **Preface**

This International Conference held by STKIP PGRI Pasuruan the only Education Institution in Pasuruan. It is held on 6-7 September 2017, with some keynote speakers from South Korea, Australia, Japan, Philippines and Indonesia. We can share knowledges and researches here from civilization, humanity, language, psychology and ICT area.

Thanks to Allah for The Merciful and Guidance given to all of us, so this proceeding can be published with the ISBN number. Thanks to the Dean of STKIP PGRI Pasuruan, Mrs. Mardiningsih for the suggestion and the advice. Thanks to the reviewers, Prof. Dr. Ing. Ir. Benhard Sitohang for reviewing the ICT area, Prof. Suyoto as the reviewer in Language area, and Prof. Anang Santoso, M. Pd for reviewing the Education area, and all the editors team. Thanks to all the committee for the great work. Thanks to all the presenters and participants of this International Conference. Hopefully this proceeding can be useful for all of us.

**Committee**

### ***Welcome Message***

**This is the First Internatiobnal Conference held by STKIP PGRI Pasurun which is located in Ki Hajar Dewantara Street No. 27-29 Pasuruan. This event held on September 6-7 2017. STKIP PGRI Pasuruan has its vision “*To be a competitive and qualified institution of education to have and produce the qualified, religious and professional teachers in 2020*” to reach this vision, we provide the cooperation with Pasuruan Government, TAFESA South Australia, University of Cotabato Philippines, Daegu Unyversity South Korea, Kanda University japan and State university of Malang.**

**Here we can share the knowledge with the researchers all around the world and Indonesia. We will get and develop the knowledge about psychology, citizenship, humanity, language and education.**

**Finally, this First International Conference is our way to gain and share knowledge and get interesting experience.**

**Mardiningsih**

**The Head of STKIP PGRI Pasuruan**



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## QUALITY IMPROVEMENT OF SECONDARY VOCATIONAL SCHOOL STUDENTS THROUGH SKILL COMPETENCY

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**Abstract:** The recent educational paradigm gives schools authority through the principal to develop the schools to achieve their goals. Vocational high school as an institution that prepares its students to work and compete in the globalization era must equip the competence of students' skills in facing the world of work. This research is a multi-site qualitative research. The analysis used in this research is induction of modified analysis carried out by doing analysis of the research findings that have similarities then the final conclusion can be drawn. The results showed that in improving the competence of the students' skills were arranged based on the school's target of quality through improving the quality of learning both in the forms of face to face and practice in business world and industry and be able to do entrepreneurship.

**Keywords:** *skill, study, work*

### INTRODUCTION

A new paradigm preparation requires a breakthrough process especially, when quality outcomes are desired in order to be able to compete in the world of work which is completely open (Tilaar, 1999). In this case industrial organizations must go along with the developments related to quality assurance, both service quality and professionalism since quality products and services are only produced by qualified people.

Formal education instills a virtue, norms, behavior, and aspirations, which are always related, directly or indirectly, to the interests of the nation's development. The educational system is highly influential and influenced by the overall nature of the basic, level of progress, and characters of the national development process being undertaken (Djohar, 2003). The role of formal education is not only limited to providing knowledge and expertise to each individual to be able to work as a good economic change agent for the community but also must establish the identity of each individual.

Vocational High School (SMK) graduates must have certification of international standard eligibility to compete with other countries' graduates. At least, the certification of competence has been recognized by MEA. Vocational secondary school is also an educational

institution that prepares students to become productive human beings, able to work independently, ready to work in accordance with their competence, have strategic and professional policies in management, leading to the development of standard competency in order to be able to produce acceptable outputs in both domestic and foreign countries.

## **METHOD**

This research focuses on the policy of quality improvement of vocational high school therefore this research is designed in qualitative approach. Qualitative method aims to understand the actualities, social realities, and human perceptions that present without any interferes by the prominent nature of the previously established formal measurements. Since this research focuses on tracing the phenomena naturally occurring in the background of the research, this research uses a qualitative approach which is commonly referred to as naturalistic approach (Nasution, 1998). Bogdan & Biklen, 1998 state that qualitative research has the actual setting as a source of direct data and researchers as a key instrument.

In accordance with the approach, this study focused on improving the quality of vocational high school students through skill competence. This research was conducted at State Vocational High Schools which have a distinctive base on the fields of economics, machinery and hospitality. The main data source in this qualitative research was in the form of words and actions, with additional data such as documents. The data source in this research was human or informant, event or activity, place or location, recording and archive or document. Spradley (2007) suggests several criteria: (1) long and intensive with the information they will provide; (2) fully involved with informed activities; (3) have adequate time to provide information; (4) they are not conditioned or dictated in providing information; and (5) they are ready to provide information such as quality management representatives with experience. The first informant or key informant in this study was selected based on the knowledge and expertise possessed as suggested by Guba and Lincoln (1981), key informant is someone with special knowledge or information, or close to the situation of the research focus, and having a special status. Based on these criteria, the key informant in each research background was the representative of quality management at the research location. Not only can the key informants provide information about something to the researcher, but also they can advise on other supporting sources of evidence, and create access to the relevant source (Yin, 2007). The informants in this study were the principal, vice principal, Head of Quality Assurance Unit, Head of Majors and students. The technique of collecting data in qualitative research, as stated by Bogdan and Bilken (1982), Yin (1994), and Nasution (1988) the holistic

and integrative data collection is done by data collection technique through: (1) Deep interview, 2) Documentation study, and (3) Participant observation.

The on-site analysis process is done by taking into account the instructions of Miles & Huberman (1984) and Bogdan and Biklen (1982) that are started from or in conjunction with data collection and after data collection is completed. Data analysis performed in conjunction with data collection includes activities (1) determination of research focus, (2) preparation of findings, (3) data collection planning based on previous findings, (4) development of analytic questions and (5) targeting of subsequent data collection in improving school quality. All collected data is analyzed and coding category, grouping and sorting data, and data conclusion at each site.

## RESULTS AND DISCUSSION

Based on the results of observation and documentation of quality objectives on teaching and learning activities related to the skills competence then it can be seen in the following.

**Table 1 Quality Objectives Student Expertise Site 1**

Parameter	Skill Competency
Target	Productive Value 75
Achievement Strategies	Increasing the quality of teaching and learning activities through the addition of lesson time
Person in charge	- Vice Principal of Curriculum - Head of Expert Coordinator
Measurement Frequency	Monthly
Measurement Method	The score of the students' achievement on Competency Test with target value

In quality objectives that came in contact with the expertise of the Office Administration, Accounting, Marketing, Computer Engineering and Networking, Software Engineering targets taken were 75.

The strategy taken to achieve the above target which was to improve the quality of teaching and learning was the addition of time to learn. In carrying out this program the Vice Head Master of Curriculum was assisted by the Head of Skills Competency.

Evaluation of quality objectives was done monthly to monitor early deficiencies that might hamper the achievement of the targets that had been determined. If this goal was

achieved then the average value of the final examination of the semester would be more assured.

**Table 2 Target Quality of Entrepreneur Student Site 1**

Parameter	Establish Own Enterprises
Target	20%
Achievement Strategies	Looking for more market share trend
Person in charge	<ul style="list-style-type: none"> <li>– Deputy Head of Public Relations</li> <li>– Deputy Head of Industrial Employment Relations</li> </ul>
Measurement Frequency	Semester
Measurement Method	Number of students who set up their businesses and the like.

The remainder of the students who had been targeted to continue their high-level education by 30% and work by 50%, i.e. 20% of Site 1's graduate students were encouraged and accompanied to open employment as entrepreneurs. 20% of the students were directed to establish their own business for their own benefit and helped the government program to open employment.

The person in charge of this program was the Deputy Head of Public Relations and Industrial Relations Relationship which is evaluated every semester. Deputy Head of public relations and industrial working relationships listed students who were interested in establishing their own business, and then provided the necessary assistance in starting an entrepreneurial profession.

On site 2 the results of research on the quality objectives of teaching and learning activities related to work can be seen in Table 3 below.

**Table 3 Site Quality Goals Site 2**

Parameter	Work
Target	60%
Achievement Strategies	<ul style="list-style-type: none"> <li>– Improving student skills</li> <li>– Providing broad access to the information of world of business / world of industry</li> </ul>

Person in charge	<ul style="list-style-type: none"> <li>– Vice principal of the curriculum</li> <li>– Vice Principal of Student Affairs</li> </ul>
Measurement Frequency	Semester
Measurement Method	The number of students who graduated compared with the students who continue working

For students who could not continue because of various constraints would be directed to work. Site 2 targets 60% of the total (other than continuing students) should have a plan and a view would work as what and where to work. The strategy used was to improve the students' skills and expand information on world of business / world of education. The person in charge of this activity was the Vice Head Master of Curriculum and the Vice Head Master of Students Affair. Measurements were made in each semester with reference to the target set.

Quality objectives Teaching and learning activities related to entrepreneurship can be seen in Table 4 below.

**Table 4. Website Entrepreneurship Quality Target 2**

Parameter	Establishing Own Business
Target	15%
Achievement Strategies	<ul style="list-style-type: none"> <li>– Providing expertise to students of economic value based on the condition of Indonesia</li> <li>– Provide real experience with regard to entrepreneurial activities</li> </ul>
Person in charge	<ul style="list-style-type: none"> <li>– Deputy head of public relations school</li> <li>– Industrial Working Relations</li> </ul>
Measurement Frequency	Semester
Measurement Method	Number of students who set up their businesses and types

Site 2 set 15% as an entrepreneurial target. The strategy used by Site 2 was to provide economically valuable expertise to market share in Indonesia. The students were given the opportunity to experience their own entrepreneurial activities. The person in charge of this activity was the Deputy Head of Public Relations who cooperated with the industrial working relationship. Measurements are conducted every semester as an evaluation activity.



In addition to the Site Quality Guidelines 2 found the following chapters of Quality Achievement Strategies.

#### A. Material

- (1) Every teacher has at least 1 teaching materials per semester / subject
- (2) Every learner must have productive teaching materials
- (3) RPP and syllabus include character values
- (4) Local content prioritizes superior products and regional needs

#### B. Machine

Comparison of machines / tools with learners is 1 to 3 (1: 3)

#### C. Method

- (1) There are exercises to do the National Examination at least once a month for each subject that is tested in class XII
- (2) Holding the sharpening of competence to learners who are interested in certification
- (3) Holding an internship / apprenticing in work of industry for at least 3 months
- (4) Special guidance for Grade XII for the preparation of the Main National Examination and National Exam Practice before the exam is executed

#### D. Man

- (1) Qualified teachers of S2 is 15%
- (2) Educators who are certified as assessors 15 persons
- (3) Educators are developed for training of at least 10 persons per year
- (4) Educators who qualified S1 100%
- (5) Educators have a computer training certificate of at least 100%
- (6) Teachers who are certified at least 5 teachers per year

#### E. Money

Improving the quality of school management through funds:

- (1) Regional and Provincial Governments
- (2) School Committee
- (3) Block Grant

#### A) Skills Competency Site 3

Quality objectives Teaching and learning activities related to the skills of Site 3 can be seen in the following Table 5.

**Table 5 Quality Objectives of Site Skills Competence 3**

Parameter	Skill Competency
Target	8,44

Achievement Strategies	<ul style="list-style-type: none"> <li>– Improved learning process from planning, implementation, and evaluation</li> <li>– Providing skills issues in previous years and grid questions as a material for learning in a classical or independent</li> <li>– Providing additional hours for those who need improvements in expertise materials</li> </ul>
Person in charge	<ul style="list-style-type: none"> <li>– Vice principal of the Curriculum</li> <li>– Chief expert coordinator</li> </ul>
Measurement Frequency	Monthly and per semester
Measurement Method	The value of student achievement on Competency Test with target value

Site 3 determines the average score of skill exams is 8.44 (eight point forty-four) achieved by strategy (1) improvement of learning process starting from planning, execution, and evaluation, (2) providing skills problems in previous years And the grid matter as a classical or independent learning material, and (3) provide additional hours for those who need improvement in the skill material.

The Vice Head Master of Curriculum and the Head of Skill and Competence as the responsible person should carry out measurements every month and per semester. Measurements are made to evaluate whether a predetermined target is reached or not. The quality objectives of working on world of business / world of education in Site 3 can be seen in Table 6 below.

**Table 6 Quality Target Site Works 3**

<b>Parameter</b>	<b>Work</b>
Target	40%
Achievement Strategies	<ul style="list-style-type: none"> <li>– Building a broad relationship with business / world of industry</li> <li>– Improve graduates' expertise in accordance with business / world of industry demands</li> </ul>
Person in charge	Vice Principal of Public Relations and industrial relationships
Measurement Frequency	Annual -
Measurement Method	Number of students who graduated compared to students who continue to work

For students who could not continue because of various constraints would be directed to work. Site 3 targets 40% of the whole (other than continuing students) should have a plan and a view would work as to what and where to work.

The strategy adopted by Site 3 was to build a broad relationship with world of business / world of industry, and improve the skills of graduates in accordance with business / world of industry demands.

The people in charge of this activity were community relations, industrial working relationships, and the Head of Skill and Competence who evaluated each year to see what needs to be improved, maintained and developed.

## CONCLUSION

Based on the results of analysis of research data and overall discussion as described in advance, it can be drawn conclusion that is as follows:

1. Quality improvement through the students' skills was done in improving the process of the students' learning activities in schools and the teacher competence in teaching. Increasing the teachers' competence in teaching was done through training and improvement of teacher education.
2. The Skills of the students in the work was done through work practices in the business world and industry conducted from class X to class XII in order to make synergies between the provision of knowledge gained in the classroom and practice in the business and industry.

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