

The Implementation of Dual System Education: A Case Study at the School of Craft Industry Jepara

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Abstract: The study aims at exploring the characteristics of implementation of dual system of education (DSE) at School of Craft Industry Jepara and trying to find the constraints faced by the school and the counterpart institutions. The key persons were administrators and instructors of six small and medium scale industries. An in-depth interview, observation and documentation were used to collect data. Domain analysis was employed to analyze the data. Triangulation was intended to obtain validity of the data. The findings indicate that the DSE is implemented as a field work 'plus', the majority of industries involved are of small scale, the school council does not effectively mediate the school and the industries, the DSE does not result in the expected added values yet, and there are many constraints faced by the school and the industries in implementing the program.

Keywords: dual system education, industry training, small-scale industry.

The role and position of vocational education become important and strategic when related to the two most important foci of the national development in the Second Long-Term Planning for development, i.e. economy and human resources. Through the improved role and development in education the human resources are 'shaped' to become the subject of

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national development with a wide perspective and sufficient professional skills. Such human resources are expected to bring out, utilize, develop and conserve the human resource and nature potentials to create a superior product of a typical Indonesian industry which can compete in the global market.

Human resources with a wide perspective and professional skills are synergetic effects from a combination and synthesis of three main elements, that is knowledge, technology, and art (MPKN, 1996). The first two elements can be learned, mastered, and developed through formal education at school. The last element (art) can be developed more effectively and efficiently through direct experience in working in the industry because the mastery of this element requires habit formation and internalization in the behavior of real problem solving in the business/industrial world. In other words, the effort to form an Indonesian citizen with a wide perspective and sufficient professional skills who can compete in local, regional and international scales can be done through a systematic integration program between the school and the business/industrial world. This systematic integration program between the school and middle and small scale business/industry is called Dual System Education (DSE).

DSE is a form of the implementation of education and the training program of vocational skills which integrates the education program at school and the business world systematically and synchronically (MPKN, 1996). The DSE at SMIK Negeri Jepara was realized a few years ago, with formal base as follows: (1) The Law of National Education System 1989 Chapter VIII, article 33, which states that the provision and utilization of education resources are done by the government, society, and/or the students' family; (2) The Government Regulation No. 29, 1990 about Secondary Education, Chapter IX, article 29 which states that the operation of secondary school can be a cooperation with the society, particularly the business society and philanthropist to obtain sources in supporting the operations of education; (3) The Government Regulation No. 39, 1992 about the Participation of Society in Education, which states that education is the responsibility of the family, society, the students, and the government.

The primary aims of DSE at SMIK Negeri Jepara include the production of work force with professional skills, the enhancement and strengthening of the implementation of the 'link and match' policy between

the SMK and the business world; the improvement of the efficacy of the education process and job training for qualified work force, and the acknowledgment and appreciation of work experience as part of the education process (MPKN, 1996).

In line with the aims of DSE, there have been basic changes at the SMK Negeri Jepara, such as: the education program at the school is arranged and implemented together by the school and the business world/industry; the programs of SMK Negeri Jepara are more flexible to allow improvisation and closer focus on the mastery of competence; SMK Negeri Jepara adjusts itself with the culture of industry, i.e. a closer focus on the principles of efficacy, productivity and quality.

So far the efforts to realize the change of basic principles which can accommodate the realization of DSE objectives, particularly at the SMK Negeri Jepara, still face obstacles both from the school and the industry. The main obstacles from the school include the minimal experience of most of the teachers, the poorness of learning resources - both the ones designed and the ones utilized, and the weak co-operation with the business world/industry. Among the obstacles from the industries are the lack of well-structured positions and skills, the lack of fund allocation for human resource development, the absence of perception that DSE is beneficial, and the lack of awareness to increase the efficacy, efficiency and quality in the middle and longterm (the Directorate of Secondary Vocational Education, 1995).

Those kinds of obstacles are faced not only by SMK Negeri Jepara, but also other SMKs (vocational secondary schools) in Indonesia. The empirical evidence was shown in the other studies of Isnandar (1995), Partono (1995), Sunomo (1995), and Paryono (1995). Isnandar's study revealed that the implementation of DSE in East Java faced these obstacles (among others): the discrepancy between the outline of education program at the SMK and the types of work in the industry, the wide gap between the basic practice at the SMK and the real situation in the industry due to the different type of practice tools at the school and in the industry, the fact that the school board is not optimally functioned in facilitating the DSE, the difficulties in matching the schedule for implementing DSE in the industry due to the dependence on the requirements of the industry, the insufficient assistance/guidance from the instructors from the industry, the lack of understanding of the role of industry in the DSE program,

and the unequal number of SMK and the number of available industries which are willing to accept the implementation of DSE.

The level of participation of the industrial society in the implementation of industrial practice, according to the study done by Partono (1995) has not yet fulfilled the expectations of SMK. This is due to lack of instructors, and the wrong conception that practice activities may hinder the process of production.

The results of monitoring done by Tri Kuncoro of VEDC (1995) on the implementation of DSE in Surabaya showed that there was no map of industries as a whole, particularly around the vocational secondary schools, that the experience of the vocational school's teachers in industry was limited, that the understanding of the industry world about DSE was relatively low, and that the quality and quantity of the equipment for basic practice at school were minimal compared to that available in the industry where the students did the practice.

The study done by Paryono and Sutrisno (1996) on the implementation of DSE in East Java which focused on the presence of instructor in the industry revealed that promotion of instructor, especially in the middle and large scale industries was not yet based on skills and position structure, that most of the instructors were high-school graduates, that the selection for instructors was based on their tenure and not on their level of professional skill, and that direct guidance to students doing practice in the company was mostly given by foremen.

The results of a study by Sunomo (1995) revealed that the intensity of guidance to students doing practice in the industry by the instructors in the company was low, that the teachers at the vocational school and the instructors in the company had not made training plans suitable with the skills required by the job, and that there was still fear on the part of the students doing practice work to use the equipment in the company because of the penalty to replace any damaged equipment.

Furthermore, from the interview with counterpart institutions in Jember done by Mukhadis (1996) the following conclusions can be drawn: that there was no coordination between the school and counterpart institutions in the planning, implementation and evaluation of DSE; that the opportunity for the students to practice work in the company very much depended upon the company's time and thus often 'clashed' with class time at the school because the company only called the students when

it needed workers; that the formal foundation which 'required' the company to accept the students to do 'apprenticeship' was weak; and that there was not yet a good coordination between the school (SMK) and the industry in evaluating the students' performance in DSE.

Weaknesses still exist in all components of DSE, that is: the counterpart institutions, i.e. industry, company, or other institutions conducting education and training of vocational skills for SMK students; a common education and training program which have not yet been designed, implemented and evaluated by both the school (SMK) and the counterpart institution; the cooperation, coordination and consultation of the Board of Vocational Education -local, regional and national- which are not maximally functioned; the principle of benefiting each other in DSE which was not yet fully understood and thus the industry focused more on short-term needs; the rules and regulations of institutional work which vaguely regulate the rights and obligations of the school and counterpart institution in the implementations of DSE.

Particularly at the SMK Negeri Jepara the obstacles to the implementation of DSE so far have been due to: the vagueness of the mapping of counterpart institution profiles in SMK; the vagueness and uncomprehended qualifications for the human resources for the counterpart institutions developing the competence required; the elements of the profiles of the competencies of the graduates are not yet agreed upon, as well as the types of competencies, training materials and methods of training both by the SMK and counterpart institution; the implementation of education at the SMK and in the industry is not yet coordinated and consolidated; and the presence of a discrepancy in the type and quality of the training equipment for vocational skills at the school and industry. The solution to those problems can be effective, efficient and relatively thorough if it starts from the main cause factor, based on the real, existing condition which has a scale of priority as a result of thorough studies.

METHOD

This study aimed at investigating and describing the portrait of the implementation of cooperation between SMK Negeri Jepara and its counterpart institution, the obstacles faced, and the form and mechanism of their solution. Seen from the fact that there was an attempt to portray the implementation in a school, this study could be called a case study.

Basically this research used the qualitative approach with its characteristics of natural background, descriptive process-dominant, inductive analysis, and meaning revealing (Bogdan and Biklen, 1992); however, quantitative data may still be presented in this study. In a qualitative study, data collecting process, data analysis and reporting are a series which cannot be separated. Sampling is meant to get as many informants as possible, and the key instrument is the researcher.

The location for the study was SMIK Negeri Jepara, Jl. RMP Sosrokartono 1, Jepara. It is surrounded by industries in the middle and small scales (wood, metal, and textile). The school has wood craft, metal craft, and textile craft departments. The counterpart industry for the wood craft was the wood carving craft industry 'Dian Jati Andika', Jl. Raya Senenan 20, Jepara (middle scale industry); and carved furniture 'Asri Cendani', Jl. Raya Senenan 60, Jepara (small scale industry). The counterpart of metal craft studied was the Monel Craft Center 'Seni Sakti Monel', Jalan Gua Kencana Krian Pecangakan Jepara (middle-scale industry), and Monel Craft Center 'Adhesi', Jalan Raya Krasak Pecangakan Jepara (small scale industry). The counterpart for textile craft department studied was 'Linda Collection', Desa Sendang, Pecangakan Jepara (middle-scale industry) and 'Monica Convection' (Garments), Desa Sendang, Pecangakan Jepara (small-scale industry).

The subjects of this study were SMIK Negeri Jepara and the business world/industry as the counterpart institutions in implementing DSE. The key informants were the Principal/the Head of Work Groups, the teacher (one for every business), the school board (the head or an active member), director of the business/industry, and instructor at the business world/industry (one for every business).

Data collection was done in two stages: Stage I at the school and Stage II in the business/industry. Data collection techniques employed were structured interview, in-depth interview, documentation and observation.

Data analysis technique employed combined the views of Bogdan and Biklen (1982), Spradley (1980), and Miles and Huberman (1984). Therefore, this study employed data selection analysis, encoding, presentation, domain-based classification, and content diagram.

Checking the validity of the data was done with two methods, i.e. triangulation and peer-debriefing. Triangulation is re-checking of data to

know the correctness of data. This study used method triangulation (the same informants, different methods), and source triangulation (the same method, different sources). Peer debriefing was done with the other members of the research team, both at the time of data collection and after.

RESULTS

DSE Institutions at the SMIK Negeri Jepara

The management of DSE activities at SMIK Negeri Jepara on the whole was fairly good, in that they utilized available resources-although not maximally. The primary elements such as the School Principal, DSE Work Groups, School Board, Department, Teachers, Students and representatives from Counterpart Institutions were able to take the roles according to their capacities.

The DSE work groups could manage the information and communication flow about the DSE conducted. This was supported by positive conditions, such as: the availability of an office for the work groups so that control of DSE activities could be done routinely, documents on DSE could be stored in the office to allow their accessibility, the availability of personnel/staff members who mastered their administrative job, the availability of personnel who could act as the 'motor' to activate DSE work groups, and the availability of easy access/good relationship with industries.

The dynamic activities of DSE management at the SMIK was very much determined by the personnel who activates the organization. In the case of the organization of DSE work group, it was apparent that the personnel comprising the sub-work groups in every program or department were the head of departments and teachers at the SMIK; some were also business people. It is known that many of the teachers at this school were also crafts dealers.

The ease with which the DSE work groups at the SMIK deal with the business world/industry was due to the fact that many of the business people in the counterpart industry were alumni of the SMIK. This caused them to care and have concern about the school, or because they were school friends of the SMIK teachers.

From the above description the following conclusion can be drawn: That the DSE institution at the SMIK Negeri Jepara was quite effective,

both internally-as indicated by the understanding of the concepts and aims of DSE by the teachers, and externally, which potentially could be accomplished because of the special characteristics between the personnel of DSE work groups and related business people.

Institutionalization of Counterpart Industries

Most of the business world/industries which were the counterpart institutions in the implementation of DSE at the SMIK Negeri Jepara in the town of Jepara belonged to the classification of home industry, especially the wood craft industry. Only three to four companies had 'legal standing' and were 'limited' (Perseroan Terbatas). These companies were not wood craft but metal craft industries located hundreds of kilometers outside the town of Jepara, such as in Juwana, Semarang, and Kendal.

The qualification of the human resources required by the industry which was relevant to the departments at the SMIK Negeri Jepara was still stressed on the main skill suitable with the job in the home industry. Other aspects related to the level of qualification of position and competence in the home industry were not yet of great concern. For the time being, the owner of home industry was at the same time the manager, and stratification of laborers (skilled artisans, ordinary artisans, and assistant artisans) was still determined on the level of experience and personal relationship with the manager.

The role of counterpart institutions in determining the effectiveness of DSE implementation at the SMIK Negeri Jepara was very significant. From the moment of establishment of DSE organization, the counterpart institution was invited by the school to attend seminars and workshops on the formation of DSE organization, from the stage of planning, recruitment, student preparation, up to monitoring and evaluation, incentive/reward.

Education Program at the SMIK Negeri Jepara

SMIK Negeri Jepara has objectives which characteristically differ from other vocational secondary schools. The graduates of this school are expected to have certain competencies, such as the readiness to enter the business world, the ability to develop professional attitude, and the

readiness to become productive, adaptive and creative middle-level skilled workers.

The placement of DSE students in the counterpart industries used block-release, and not day-release or rolling, due to the commitment with the implementation of regular teaching-learning programs at the school. In a month of block release, the students' industry practice was monitored at least once a week by the teacher. The guiding process was done through monitoring of students' learning process with a systematic format or reference. The DSE documents were very well-prepared and recorded.

The funds for the implementation of DSE programs came from the government, in this case from the funds of the ministry of education and culture (secondary vocational education). The management of funds was based on the programs prepared, such as the coordination of the planning, implementation and evaluation of the DSE programs, which involved the business people/owners of industries, prominent figures in society, related departments and the school.

The process of preparing and scheduling was part of the coordination of the planning of DSE programs. The coordination of the planning of the program was conducted through seminars and workshops involving related parties, especially the school and counterpart industries. It was realized by both parties that the scheduling of one-month block-release in the counterpart industries was scarcely enough, but because the DSE students were still related to regular curricular program, the one-month-block release industry was chosen.

Training program in the Counterpart Institution

The counterpart institutions of the SMIK Negeri Jepara have an important role in supporting the success of the DSE program. This is apparent from its hope that students in the counterpart industry have the professional skills in creating and producing handicraft appropriate with their discipline. It is hoped that they have the proper performance and are able to 'see' and choose handicrafts that have high demand in the market.

The realization of that hope with the particular criteria will be determined by the qualification of the instructors in the dual system education in the counterpart industry. The instructors in the counterpart industry are mostly graduates of secondary school. The various disciplines and

subjects taken at the secondary school are mostly compatible with the kinds of business they take. For instance, the instructor for wood craft is a graduate of wood carving craft vocational school. However, some instructors are self made: they get their professional skills from self-learning in the family in the form of 'family inheritance' or by keeping the family's business.

The instructors who mostly own their businesses/companies get their professional development through being continually active in the business as well as attending the training held by the department of Industry and Trade of the SMIK Negeri Jepara. The instructors in these counterpart industries mostly have been involved for quite some time in guiding students, around twice being advisors of students in the DSE.

Regarding the training management at the counterpart industries, the owners/managers/instructors state that the management is quite similar to that of field practice. The only difference is in terms of the time allotment. Field practice takes two months while the DSE one month.

The process of guiding students by the instructors is mostly informal in nature, practical and directly when guidance is needed. Guidance is given to individuals, and sometimes in groups, depending upon the nature of the problem. The materials cover the skills in production and mental readiness in entrepreneurship.

Financial resources and management for the dual system education at the company are arranged by the company itself. Finance allotment is not exclusive for the DSE students but for the whole company's operations. Therefore, the DSE students are mostly treated like regular officials who are experts in producing marketable goods. Thus, the cost of production can return to the company, and part of it is used for the students' incentives. Not all counterpart industries give incentives to students.

School Board at the SMIK Negeri Jepara

The school board of SMIK Negeri Jepara in the DSE becomes the mediator between the school and the business/industrial world. For this reason, members of the school board are appointed from craft businessmen in Jepara. The institutional mechanism of the work is done by conducting seminars and workshops on the DSE at the school, inviting the people

from the business/industrial world. After the seminars there usually follows an agreement/co-operation which usually includes the business/industry's willingness to accept students from SMIK Negeri Jepara doing the DSE.

The Merits of Dual System Education

The merits of DSE can be divided into three categories: from the side of the school as an institution, from the business/industrial world as counterpart institution, and from the students. Most of the merits felt by the three components are due to the conceptual impact of the program, and not many are due to the operational impact of the program in the field. This is indicated by the fact that the enthusiasm to disseminate and socialize the concept of dual system education in the form of co-program between the school and the business/industrial world is getting more obvious; there exists a synchronization activities in every subject/discipline and the related counterpart institutions; there are formal as well as informal approaches by the school (SMIK) to various businesses as a reflection of the internalization of the DSE concepts; the horizon of the educational/school system is more open to the importance of business as an integral part of learning resource in vocational education; and there is an awareness -primarily on the side of SMIK- of the importance of improving the skills and professional attitude of the students.

The merits related to the operational implementation of DSE involve facts such as: the reference of students to the business/industrial world of the counterpart, with a focus not like field-work but rather on the guidelines of DSE; students of year 1 and 2 are not yet given the opportunity to 'work' in the counterpart institutions, despite the consideration of the program to be geared towards those levels. The deferment is primarily caused by the imbalance between the number of students and the counterpart institutions available. Other facts involve the synchronization concepts of the program which cannot be fully implemented since the operation of production of the counterpart institutions fully depends upon the demands, particularly for home industry. The business/industrial world has not yet given the expected support for the implementation of DSE (in particular middle and large industries). The last fact is that there is as yet no minimal criteria for the counterpart institutions to become the location of DSE.

Constraints of DSE at SMIK Negeri Jepara

There are constraints in the implementation of DSE, faced both by the school (SMIK) and by the business/industrial world. They are: the socialization of both at school and in the business/industrial world is not yet intensive; the normative curriculum load in effect at SMIK Negeri Jepara is limiting the scope of DSE implementation; the co-operation and mutual understanding between the school and the counterpart institutions, especially those in the middle and large scales, are not yet maximum; the locations for DSE in the small industries are insufficient (too small rooms and not enough light); and the referral of the students to the DSE is not in accordance with the criteria determined by the school.

DISCUSSION

The organization which serves as the main 'motor' of DSE implementation at the SMIK Negeri Jepara is the work group. This institution conducts activities both at the school and in the counterpart institution. The implication of this condition is that the teachers and other components of the school not involved in the organization of the work groups do not feel obliged to make the implementation of the DSE program at SMIK Negeri Jepara a success. In their perception, everything related to DSE is the responsibility of the work groups.

The climate of the organization and the attitude of the personnel not directly involved in work groups will lessen the performance of the work group and make the implementation of the DSE at SMIK Negeri Jepara less than maximum. This is obvious from the poor activity of the design, implementation, and evaluation of the program-both internal at the SMIK and external at the counterpart institution. More specific indicators identified include the written program which is quite systematic, but the implementation needs improvement; the distribution of students advisory/guidance is not quite fair considering the number of teachers available; the comprehension of DSE does not quite conform the formal reference, especially by teachers not directly involved, the students, and the counterpart institutions in the field.

For that reason it seems reasonable that there is a need for an organization for the implementation of DSE, both at school and in the counterpart institutions (not only focused on the work groups). The ex-

pected organization climate at SMIK Negeri Jepara is one which can encourage the spirit and responsibility to DSE, from teachers, students, and counterpart institutions. Besides that, the strategy for disseminating DSE concepts needs also to be intensified and carried out according to the target objective condition in the field.

The classification of counterpart institutions of SMIK Negeri Jepara which consists mainly of home industries of wood craft, metal craft, and batik still has many advantages and disadvantages. Among the advantages are their compatibility with the background of SMIK Negeri Jepara whose basis is the craft industry; it is easier to co-operate with since it is located at school; the possibility of day-release and hours-release approach can be expected; and DSE could be implemented with less cost.

Its disadvantages, among others, are there is a possibility of a gap between the equipment used at school and that used at the large counterpart institutions, in that the equipment used at school is more complete than that used in the counterpart institutions; the training process is not effective and efficient, due to the insufficient place and facilities, monotonous training strategy, limited competencies of instructors, and the fact that skills of training are adjusted to the order received by the counterpart institution. As a result, the students lack of the enthusiasm to learn. This condition necessitates a rearrangement both by the school and the counterpart institution, which still needs more fund, time, process and training.

At-school training programs, in terms of written concept, is quite good, but in terms of implementation, they still need improvement. This can be done through several strategies: students are sent to counterpart institutions in the holidays; guidance and advisory process is more focused on the relevance of discipline and fair distribution of task, and the application of strict minimum standard, primarily in the teaching of basic skills at school which is supported by the maximum management and use of learning resources in the teaching and learning at school.

The author believes that the weakness of the training program in the counterpart institution is mostly due to the poor 'systematicity' of planning, the insufficiency of available facilities, the poor competence of instructors-especially in terms of teaching strategies, and the need for more counterpart institutions for student practice. This is due to the disparity between the number of students and counterpart institutions. These weak-

nesses are the antecedent variable of the poor quality of the training program at the counterpart institutions.

In relation to DSE operation, the weak performance of SMIK Negeri Jepara School board may be caused by several factors such as: the formal nature of the program development orientation; the discrepancy of interest between the non-profit nature of the school and the profit-seeking nature of the counterpart institutions; the low material impact of DSE for personnel on the school board, especially the direct impact, so that the personnel work only so as to keep the DSE going; the low ability of lobbying the middle and large scale industries. The remedy for those weaknesses needs considerable time, elaborate bureaucracy, and very high awareness.

Conceptually the merits of DSE are already felt, both at school and in the counterpart institutions, in that there have been changes in terms of additional knowledge and experience. Operationally, however, seen from the points of views of the school, the students, and the counterpart institutions, there is still little positive effect. This is probably due to several factors: DSE program is still a top-down instruction, not yet a bottom-up necessity; the target for the success of the program is still too much focused on administrative aspects; the realization of the need for DSE on the side of the counterpart institutions is still very low; a lot of time is still needed to measure/evaluate the operational impact (especially for all parties involved).

Constraints for the implementation of DSE at SMIK Negeri Jepara has originated from three main sources which are integral components of DSE implementation. First, the need of the program is not based on the results of a proper needs analysis because it is still seen as implementation of an instruction from 'above', supported by certain facilities. Second, the school still views DSE as an improved field practice, and as such, the school knows more and has more experience in this matter. As a result, the school may sometimes have a cynical attitude towards the rules and "devices" of the implementation and the criteria for DSE from "above" (the government). Third, the industrial/business world has not yet felt DSE as a low-cost requirement/need to obtain quality workers. The counterpart institution responds and implements DSE just to get rid of their obligations.

CONCLUSION AND SUGGESTION

Conclusion

At the SMIK Negeri Jepara, the formal organization of DSE, known as the work group, is quite satisfactory from the administrative point of view. However, from the operational functional points of view, the comprehension and implementation of DSE in related parties need considerable improvement, especially with regard to the determined criteria.

The counterpart institutions which are willing to actively participate are mostly home industries. Middle and large scale industries still have very low participation rate. The qualification of the instructors is still focused on the skills aspects only.

DSE-related education programs at the SMIK Negeri Jepara are reasonably good in terms of their planning, but their implementation still meets certain constraints, particularly in applying the criteria for success in the school evaluation and management.

The implementation of the training program in the counterpart institutions has not yet been supported by sufficient planning, facilities, instructors and strategies. This is the result of the process of selection of counterpart institution, which is based on "which institution is willing to accept students to do practice work", not on well-planned regulations.

The existence of the school board is still formal-administrative in nature; thus, the operational and functional impact on the field is low. The main constraint is the difference in orientation between the school, which is non-profit oriented, and the counterpart institution which is profit-oriented.

Conceptually, the merits of DSE (in the preliminary stage) are already felt by the school, counterpart institutions and students. Operationally, however, DSE merits for the three elements/parties are still low. The constraints in the implementation of DSE at SMIK Negeri Jepara include matters such as the implementation of a normative curriculum, the difficulties faced in developing a cooperation with counterpart institutions which meet the formal criteria, the existence of a rule requiring students to seek and determine their own local for DSE, the low quality of facilities and instructors in the counterpart institutions, the strategy for training which is still felt to be monotonous/boring for the students, and the monitoring implementation which is ineffective.

Suggestions

Based on the conclusions of the research results several matters are suggested: Socialization of DSE concepts inside (to the SMIK) or outside (to the counterpart institution) needs to be done both intensively and extensively via various media; the role of the school board in 'mapping' the counterpart institutions, placing the students, coordinating all the school boards, and arranging permits needs to be increased; the minimum standard for instructors in terms of skills and instructional ability needs to be determined; the implementation of practice work in the counterpart institutions needs to apply the appropriate strategies to make the students learn maximally, both in the planned learning resources and those utilized; the implementation of learning at school which can give sufficient skills for the practice of the students should be attempted.

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