

VOCATIONAL LEARNING CHALLENGES IN VOCATIONAL SCHOOLS IN THE INDUSTRY ERA 4.0

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ABSTRACT

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This study aims: (1) to describe the types of skills needed as a middle-class workforce in the industrial era 4.0; (2) describe the work attitudes needed by workers in the industrial era 4.0 to be able to survive as a productive workforce; (3) describe the learning of vocational teachers about vocational learning to welcome the 4.0 industrial revolution; (4) describe the work attitude that has been instilled in students through vocational learning; (5) describes the implementation of vocational learning at SMK in an effort to prepare workers for the industrial era 4.0.

This type of research is a survey, beginning with literature review, field survey, curriculum study, instrument preparation and collection at 6 Vocational High Schools that provide Audio Video Engineering (TAV) expertise competency in Yogyakarta, Bantul and Sleman cities. Sources of research data were 44 productive TAV teachers in 6 SMK, namely SMKN 2, SMKN 3, SMK PIRI 1 Yogyakarta, SMK Muhammadiyah 1, SMKN 1 Pundong Bantul and SMKN2 Depok Sleman. The instrument in the form of a questionnaire to reveal learning material, the ability of teacher learning strategies and inhibiting factors for learning. The data identified material types of skill provision, the ability of teachers to carry out learning strategies, inhibiting factors and the need for teacher professional development.

The types of skills required by a mid-level workforce of skill competency consist of: (1) basic subjects, (2) audio skills supporting subjects, (3) video expertise subjects, (4) audio video expertise subjects and (5) instrument tools. measure and repair audio video equipment. All materials have been taught but still need to be deepened and expanded, especially related to real internet-based applications. The work attitude instilled has equipped students to face economic, social, technical, environmental, political and regulatory challenges. In addition, 7 attitudes related to the values ??mandated by the curriculum are also provided. Overall these attitudes have been taught but the frequency still needs to be improved. In order to carry out learning that is relevant to the industrial revolution 4.0 learning materials need to be developed according to the development of control-based audio video applications and the internet. For this reason, teachers need to be trained in computer programming, audio editing application software, video editing, control systems and the ability to compile and process evaluation results of vocational learning.

Kata Kunci: *Challenges of vocational learning, Vocational Learning in the Industrial Era 4.0*