

DEVELOPMENT OF INFRASTRUCTURE AND HUMAN RESOURCES FOR VOCATIONAL SCHOOL TEACHERS IN YOGYAKARTA

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ABSTRACT

This study aims to 1) describe the condition of the infrastructure of the Lightwight Vehicle Engineering Vocational School (SMK TKR) in the Special Region of Yogyakarta (DIY) based on Indonesia Minister of Education Regulation No. 40, 2008 and the demand of 2013 curriculum syllabus; 2) Describe the development of SMK TKR teachers human resources in DIY; 3) Identifying obstacles to the development of infrastructure for SMK TKR in DIY; 4) Identifying obstacles to TKR teachers human resources of SMK TKR in DIY.

This research is a descriptive study with quantitative and qualitative data types. The respondents of this research were teachers of SMK TKR in DIY. The research was conducted from February to June 2020. The technique of collecting data used a questionnaire. The data analysis technique used descriptive analysis technique.

The results of this study indicate that, 1) The conditions for the fulfillment of infrastructure facilities in SMK TKR in DIY are based on Indonesia Minister of Education Regulation No. 40, 2008 and the demands of the 2013 curriculum syllabus are still not optimal; 2) The condition of SMK TKR teachers human resources in DIY are not optimal, a) Teachers who received training in the last 3 years were 68.2%; b) Teachers who have certificates of expertise in the last 5 years are 63.6%; c) Teachers who have written article / books / journals published in the last 3 years are 27.3%; d) Teachers who have innovative works in the last 3 years are 27.3%; e) Teachers who attended seminars / conferences in the last 3 years were 27.3%; 3) Aspects that become obstacles to the development of infrastructure for SMK TKR in DIY include a) availability of funds (high barriers); b) cooperation with industry (high barriers); and c) student culture in maintaining TKR workshop infrastructure (high barriers); 4) Barriers to SMK TKR teachers human resources development in DIY in terms of internal factors is included into the low barriers, while external factors is included into the high barriers category are in aspects 1) teacher workload; and 2) monitoring and evaluation program and follow-up on teacher human resource development.

Kata Kunci: *Keywords: Development, Infrastructure, TKR Vocational School Teachers*