

WORK BASED LEARNING (WBL) AT VOCATIONAL EDUCATION

V. Lilik Hariyanto

Abstract

Vocational education learning needs Work Based Learning (WBL), as a result of the graduates are not prepared to work for a limited mastery of knowledge and skills. WBL goals in order to directly prepare graduates to work in accordance with the discipline being studied, without having to go through the stages of training again. WBL is for (1) students, (2) employers and (3) institution of learning.

Anatomy WBL: (1) WBL is a key element in learning, (2) activity WBL and learning resources include: (a) a classroom setting, (b) learning institution based businesses, (3) planning of work-based learning experience, as a two-way bridge between the classroom and the workplace, (4) the role and responsibility, (5) implementation, (6) evaluation program with continuous review and program evaluation, (7) socialization, focuses on three aspects: (a) promotion, (b) the construction work, and (c) designing a tool of socialization. (8) internship gives students the opportunity to: (a) to observe the world of work and develop job skills, (b) obtain credit outside the classroom, (c) gain work experience in a career field, (d) explore career options, (e) to learn the terminology of work, work climate, and business / industry protocol, (f) develop skills in the chosen career field, (g) cognitive map WBL.

Conclusion: (1) WBL is a learning experience for yourself as a student worker in industry, (2) WBL can be implemented in high school education level, D3 and S1, or even on non-formal education, (3) forms of WBL include: the production unit in learning institutions, an internship in the industry, career development program, co-operative, (4) implementation of WBL curriculum can be applied in formal learning institutions, (5) there is a link between vocational education and the workplace. (6) The transition from learning institutions to the workforce must have the support resources

Keywords: Work-Based Learning: vocational education.

1. Introsduction.

One fundamental question in the process of learning at vocational education. Why should "Work Based Learning (WBL)" Work-Based Learning?

Many graduates are not prepared to work because of their mastery of knowledge and skills are very limited. One reason is the applied learning model does not quite fit in the bridge between education and the workplace. Prospective graduates during the study less or even not at all familiar with the world of work in greater depth, although the curriculum has been formulated within the concept of work practice, but its implementation is far from the concept of working in the real world.

Through WBL, graduates are invited to understand the actual working world. According to this concept of prospective graduate truly prepared for work. They are exposed, directly involved to understand, try, evaluate the actual working world. Models of WBL is very much, among others: (1) internships, (2) industry work practices, (3) sandwich, (4) management of production units, (5) cooperatives and others.

The hope with this model of prospective graduate after graduating from the institute to learn,

they can directly work on the job in accordance with the discipline being studied, without having to go through the stages of training again.

Some of the advantages of WBL model is: (1) For students (learners): study in institutes of learning; there is an academic concept; professionals in technical expertise; refers to job competence and basic skills; establish a clear link between education and employment; career opportunities; identify and analyze personal needs, interests, and abilities; identify and analyze potential opportunities in various career fields: making decisions and plans for achieving goals; improve post-graduation job prospects, develop attitudes and practices of positive work habits; understand the expectations in the workplace; motivated to stay in school; reduce the costs of education, establishing contacts for future professional work; (2) For Employers: help a skilled and motivated employees; improve employee retention; reduce training/recruiting costs; enables organizations to develop new projects with the help of students; encourage involvement in the process of curriculum development; provide opportunities for workforce development; offers the opportunity to provide community service; (3) For Schools (learning

institutions); expand the curriculum and learning facilities; improve the ability to meet the needs of diverse student populations; provide opportunities for individualized instruction; to contribute to the development of staff; make education more relevant to the learners valuable; improve learners retention; reduce overcrowding by utilizing learning beyond learning institutions; create a climate of collaboration and cooperation; encourage respect and tolerance between different groups; build a more productive economy; build confidence in the system of institutions of learning.

2. Structure and Anatomy of WBL

2.1 Definition WBL

WBL is defined as a sequence of coherent training of vocational training and work experience that involves actual work experience and connect classroom learning with work. One of the key elements that lead to successful learning institution for career-based employment system is studied. Learners should have access to a variety of developmentally appropriate work with the learning experience. Learning institutions and the leadership of labor organizations need the flexibility to develop a container learners studying for career development. Work-based component may include a variety of activities including false work (semi permanent), non-company-based learning, entrepreneurship programs, dual enrollment, mentorships, career paths, and service learning to name a few. Learning strategies out-of-school, paid internship with or without pay by the agency work while studying. The main focus of any WBL experience is that in it there should be an offer of academic studies, professional/technical skills, and related work experience. The approach adopted is progressive sequential approach "feeder". It is important to provide novice learners to experience the vibrant in the future through this program. "Feeder" offers the experience of young people to expose a variety of options such as career opportunities through internships, job apparent, and career exploration workshops, all geared to the relationship between institutions of learning and working as an integration of academic and job training. Ideally, work-based learning component is delivered through a planned program related to the chosen career. Program planning is concerned with: (1) Definition of an integrated program in the curriculum, (2) Increased knowledge, skills, and abilities learners, (3) Support for learners in achieving academic and employment, (4) Delivery system support learners to employment agencies, (5) Evaluation based on the effectiveness of programs that lead to the support to learners.

2.2 WBL Activities and Learning Resources

WBL cannot be separated from activities like activities at school (junior high school, senior high school, D3, S1). These activities include: (1) Classroom settings include: education professional/technical, pre-employment, work maturity, job training and readiness, career awareness and exploration, tutorial, class and project organization, simulated workplace, training in basic skills education, career academies, job simulation laboratory, integration of academic and occupational skills, laboratory work; (2) Learning institutions based business. This activity occurs primarily in the private, public, or non-profit organization that includes: (a) Business: job shadowing, information interviews, mentorships, cooperative work experience, internships, practice: clinical experience, the business community, internship; (b) Connect the source and system support. These resources and support systems to help link the site with workplace learning institutions which include: career guidance and placement, data base employment agencies, business partnerships, work-based curriculum, professional associations.

2.3 Work Experience-Based Learning Plan.

Planning is very important that everyone in society must understand the mission of the initial WBL. Education community needs to think about WBL as a two-way bridge between the classroom and the workplace where learning institutions and communities to work cooperatively. WBL can occur at the location of school (junior high school, senior high school, D3, S1 and non formal education) and the actual jobs. This requires a coherent sequence of activities to prepare learners for WBL goals effectively and efficiently. Can be described schematically as follows:

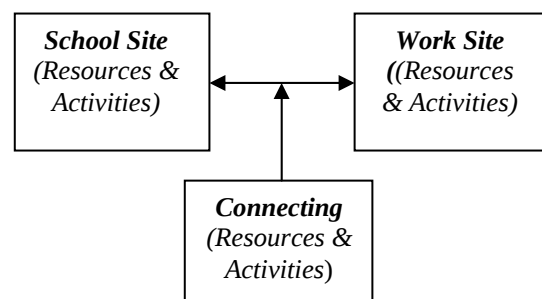


Figure 1. Two-way bridge between the classroom and the workplace

2.4 Roles and Responsibility

Role and responsibility educational institutions, among others: (1) provide classroom instruction which support WBL curriculum, (2) school personnel should work to encourage success for the sake of the relationship between learners and employers and provide appropriate support services. Services include: orientation of learners and employers; develop work sites and placements; promote WBL, a visit at work to monitor and evaluate the progress of learners, conduct orientation classes that may include pre-employment, work maturity, job readiness training, counseling learners about work and career paths, help the learner with questions and forms related to employment, working with learners to develop measurable objectives, assess the performance of learners in learning institutions and in the workplace, put learners, if necessary, take disciplinary action in connection with job placement, attend meetings and conferences related professionals; posting temporary jobs; complete records; maintain professional relationships with leaders of labor organizations, matching learners with leaders of labor organizations, provide basic safety training in accordance with the placement.

2.5 Implementation

Implementation, in general involve all or most of the participants. The outline of the implementation includes three aspects: (1) work site, (2) home and (3) schools. It really depends on the work-based learning activities. Success depends on the involvement and commitment of related systems include:

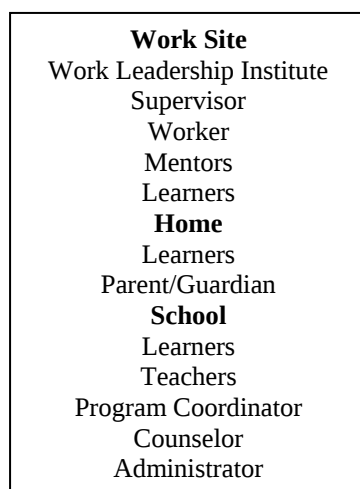


Figure 2. Work-based learning activities

2.6 Program Evaluation

Successful WBL requires continuous review and evaluation program. An evaluation will provide an opportunity to analyze the program and will be useful to make changes or improvements in the learning process. Program assessment of information can be obtained from various individuals which include: former learners and learners, business leaders and former corporate leaders, teachers, coordinators, parents / guardians, business, community advisory committee members.

2.7 Socialization / Marketing

Educational institutions in disseminating to the public about the WBL to the public has the purpose, among others, to get support from the community and foster effective relationships with employers and community organizations. A wide range of dissemination activities to be done. This section focuses on three aspects of socialization: (1) promotion, (2) construction work, and (3) designing a tool of socialization. Promotion as defined by marketing professionals, covering four categories: (1) publicity, (2) advertising, (3) personal contact, and (4) the sale. A work-based learning marketing program that effectively take advantage of all the activities to stimulate interest and encourage people to participate in this program.

2.8 One form of apprenticeship WBL Learning

Models of WBL a lot of variety. One of them was an apprentice. Apprenticeship is an activity in which learners engage in learning through practical work experience sites. Internships are usually undertaken by learners at the end of the regular academic program. Apprenticeship is a structured work experience that involves practical application before the learner to learn the theory through a combination of part-time course and experience appropriate credit weighting determined by the learning institution. There is a strong emphasis on coordination and integration between the site of work and classroom learning. Credit weight and level of intensity varies, depending on the field of learning. The practice of internships can be paid or unpaid. Purpose of the internship program is to train learners to be able to master the knowledge, attitudes and skills that are closely related to the world of work. Internships provide opportunities for learners to: (1) observing the world of work and develop job skills required, (2) obtain credit outside the classroom, (3) gain work experience in a career field, (4) explore career options, (5) learn about the terminology of work, work climate, and business /

industry protocol, (6) develop skills in the chosen career field.

2.9 Map cognitive WBL.

Understanding the cognitive map is a concept that is used to communicate the essence of the problem and the concepts are interrelated and can show the statement (of ideas, facts, proposals) related to the problem situation.

In an author's experience will be mapped WBL schematic cognitive map I have ever

experienced in a linear way of learning in junior high school, vocational school, S1 (Civil Engineering and Planning Education) are as follows:

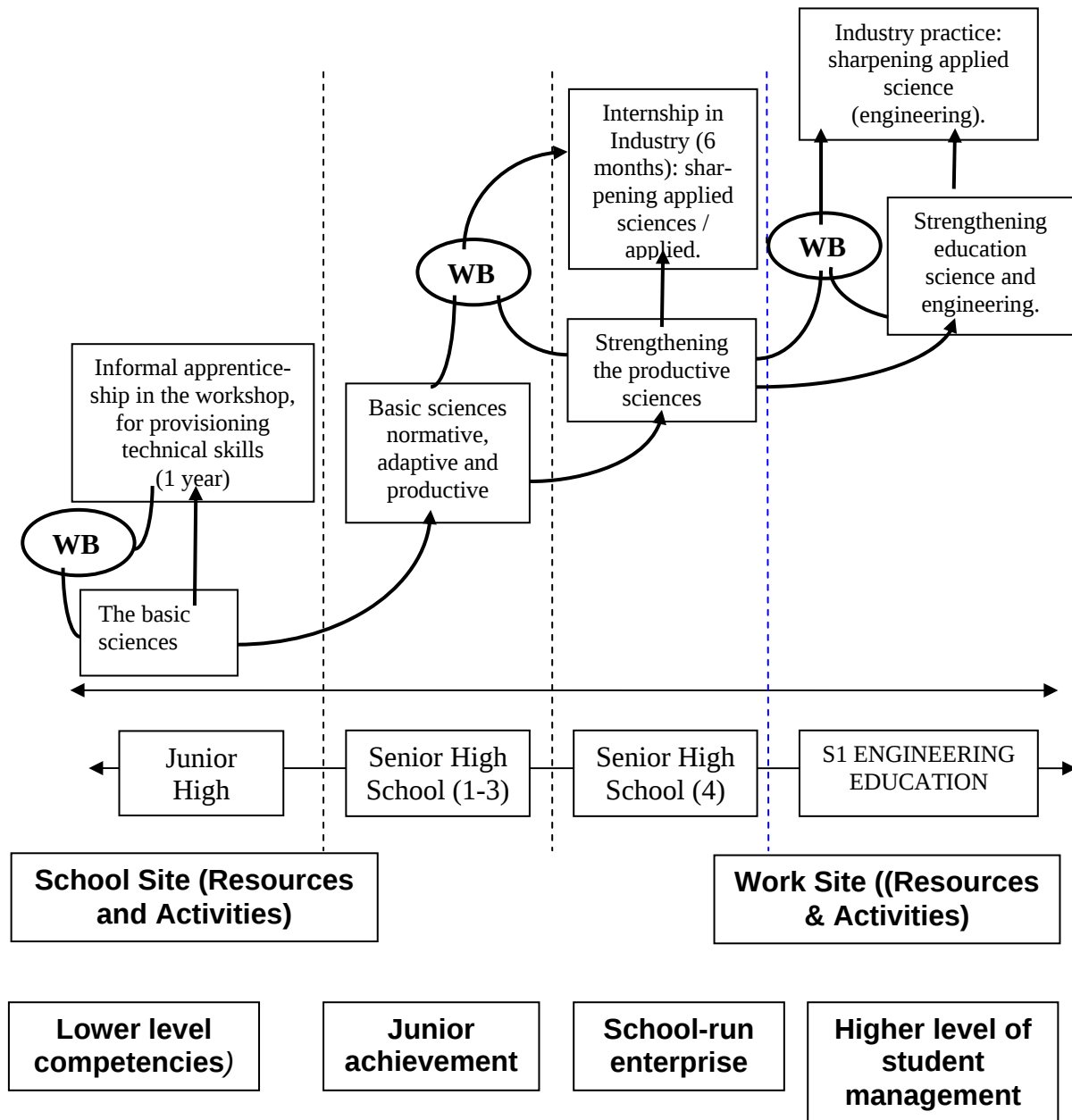


Figure 3. Cognitive Map WBL

3. Conclusion

- 3.1. WBL is learning in which learners experience themselves as workers in the industry.
- 3.2. WBL can be implemented learning education high school level, D3 and S1, or even on non-formal education.
- 3.3. WBL forms such as: production units in schools/learning institutions, internships in industry, career development programs, cooperatives and others. The most important place to learn to work like a real job agencies.
- 3.4. Implementation of Curriculum-Based Work (Work Based Curriculum) a variety of learning approaches applied in formal learning institutions such as project-based learning/task (Project Based Learning), WBL, experiential learning-based learning, learning-based Contextual Teaching Learning.
- 3.5. Link between vocational education and the workplace then the implementation of WBL programs should be implemented in earnest. because: (1) organizational learning requires a continuous process, (2) the rate of learning must be in line with the rate of development, (3) to make learning is a way of life, learning to be a natural, pleasant, and the difference between theory and practice of learning to make felt irrelevant, is impractical and tedious, and (4) WBL provides a combination of rational analysis, imagination and intuition.
- 3.6. Transition from learning institutions to support the workforce must have the resources, namely: (1) guidance and career placement, (2) the accuracy of prospective employees and update data, (3) advisory teams at all levels, (4) the business community, (5) work-based curriculum, (6) professional associations and departments of education.

REFERENCES

- Albert David H. "And the skylark sings with me: adventures in homeschooling and community based education," Canada. New Society Publishers. 1999.
- Arizona Department of Education Career and Technical Education Division. "Work-Based Learning Resource Guide," 2003. accessed from <http://www.ade.state.az.us/cte/WhatsNew/LRGlinked.pdf> on 21 April 2010.
- Bailey Thomas R. et al. "Working knowledge: work based learning and education reform," London: Routledgefalmer. 2004.
- Boud David & Solomon Nicky. "Work based learning: a new higher education," USA. 2003.
- Cunningham Ian. et.al. "The hand book of work based learning," USA: Gower Publishing Company. 2004.
- Delisle, Robert. "How to use problem based learning in the classroom," Virginia USA: Association for Supervision and Curriculum Development. (1997).
- Raelin Joseph A. (2008). *Work Based Learning: Bridging Knowledge and Action in the Workplace*. San Francisco: Jossey-Pass A Weley Company
- Roodhouse Simon. "Education + training: putting work based learning into practice," Vol. 49. No. 3. 2007. www.emeraldinsight.com