

The Application of Work-Based Learning Model in Education and Training Institutions

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Abstract: This study aims to describe the implementation of the function of management of work-based learning model in the Education and Training Institutions. The contribution of the Course and Training Institutions to the development of Human Resources (HR) is done through the development of vocational skills with 70% practice and 30% theory. Work-Based Learning has provided great benefits for the needs of the company, especially in absorbing the necessary competence required. However, it is necessary to study more deeply the Work-Based Learning approach which is used as the best practice. This study employed a qualitative approach with case study in which the goal is to reveal more in-depth data on the implementation of the function of work-based learning model management. The results showed that the principles of Andragogy learning are the basis of success of the Work-Based Learning approach. The implementation of participative management function is done through the following steps: 1) participatory planning, 2) participative organizing, 3) participatory implementation, and 4) participatory evaluation.

1 INTRODUCTION

Education is a key factor in supporting human life and their livelihood. Moreover, education is a lifelong activity for them. Education in general is an activity undertaken in school which is better known as formal education. However, to shape the mental attitude and behavior, education outside the school plays a more important role in finalizing those two things. Out of school education is better known as non-formal education that puts forward the concept of continuous and lifelong learning. Lifelong learning becomes the 'main concept' that has to shape the education system (UNESCO 1972: 182). Non-formal education is a matter that recognizes the importance of education, learning, and training that takes place outside of educational institutions. For nearly twenty years, the distinction between 'formal' and 'non-formal' education has become the illumination of educational planning, funding and evaluation of developing countries. It is possible that no other educational or ideological program (not even 'popular education') receives such intensive discussions and such broad support (Rogers, 2004: 3). Regardless of formal or non-formal education, many developing countries have fully supported the

education planning in their country. However, what becomes the serious discussion is the designation of non-formal education itself, whether it is for children or adults? The flexible mode of providing schools for the younger generation now is what many governments see for non-formal education, especially in terms of population growth, increased cost of education combined with more limited funding, the search for partnerships with civil society, and new education targets which is set internationally (Rogers, 2004: 3). As quoted from Rogers (2004: 3), the Education for All (EFA) Program, launched in 1990 with a commitment to equalize the educational needs of young people and adults has concentrated on education for youth, and pressure groups such as the Global Campaign for Education has led to an increased focus on basic education. 'Non-formal education' often means 'basic or alternative basic education for youth dropout from formal school'.

In Indonesia, non-formal education is often associated with training activities or skills courses. It can be said to be an additional skill for those who have attended formal education or education required for the independence of an individual in form of skills training because they cannot continue to the formal education. In addition, training can

also provide skills to compete in the world of industry and business. Regarding the low quality of the workforce in Indonesia, especially in terms of skills, this training institute becomes a reference to enhance the quality of workforce. According to the statistics, Indonesia's labor force in February 2015 was 128.38 million people. The working population reached 114.82 million and the unemployment rate was 56 million. The working population is dominated by people with junior and senior secondary education with a total number of 3523624 people compared with the population working with undergraduate education, 495143 people (BPS, 2015). The high number of labors with high school and junior high school educational background indicates that the current workforce still lacks the necessary skills to work. The labor and social trends data by ILO in August 2014, reveals that 55.5% of factory and machinery operators and assemblers do not meet DUDI requirements. Moreover, 52.5% of technicians and professionals in companies do not meet the requirements. Fortunately, the data shows that 39.1% of the administrative staffs in office have fulfilled DUDI requirements. Of 147298 people graduates of Course and Training Institute (LKP), 68215 people worked, 13672 people developed their independent business, while 18344 people are attending their education and training, and 47065 people are unemployed (source: Recap of most LKP information graduates, infokursus.net: April 4, 2016). The data shows that 40% of LKP graduates are still unemployed. It can be caused by various things, one of them is the lack of competence of LKP graduates with the demand of the work.

Not only in formal education, but in non-formal education also has to make many changes to improve the quality of the learners as those in the institution of the course or training. The development of learning from time to time rapidly requires a variety of new breakthroughs such as approaches and innovative learning that can become a medium of knowledge for learners regionally and globally. This condition becomes an opportunity for the course and training institution to provide skills for the workforce in accordance with the needs of the business world. If the expectations of the business world are workers with good knowledge, skills and attitude of the workplace, then the application of learning should be able to provide knowledge and experience directly from the real world of work. Many models and methods that can be applied in the learning process, one of which is work-based learning (hereinafter abbreviated as WBL), is a model of learning that is well integrated

with formal educational institutions and the world of industry. As quoted from Bailey et al. (2004: 2), some educational reformers argue that integrating school experiences with classroom learning is an effective approach to engage students with their studies and help them to prepare their education and work after high school (Hamilton, 1990; Jobs for the Future, 1994). This experience frequently involves employment in private and public sector organizations. The reformers made various claims about the educational benefits of this type of work-based learning, and in many cases, these things have touched a responsive tone. As quoted from Quick (2010: 259), a unique way of work-based learning that integrates individual learning needs with role needs makes the ideal choice award for Advanced Perioperative Practitioners who want to combine academic studies with professional development, as an experienced and professional-quality practitioner (Boud and Solomon, 2001: 5; Thatcher 2003). Thus, education is not just a matter of transfer of knowledge in simple way, but there are separate processes and mechanisms for the purpose of learning that can be achieved according to predetermined targets. It involves the mastery and alteration of knowledge, skills, strategies, beliefs, attitudes, and behaviors (Schunk, 2012: 2). In education, all processes in it are systematic and planned which are all summarized by the model of learning. Learning model is a whole series of unity among learning approach, learning strategy, learning method, learning technique, and learning tactics. (Komalasari, 2013).

The learning model is basically a form of learning illustrated from beginning to end that is typically presented by the teacher. Thus, in order for educators to perform their duties professionally, they must understand and be skilled in developing various models of learning effectively, creatively and fun. They must use and develop models that are appropriate to the real conditions in the classroom and are assumed to achieve targets in learning. Instruction is the domain of educators, which is primarily concerned with the direct application of teaching methods in the classroom and other learning settings. This applied focus is not always good for exploring how the learning process is influenced by instructional variation (Schunk, 2012: 18). Educators should also know how the brain develops because developmental change should be considered in planning instructions to ensure student learning (Schunk, 2012: 50). Thus, teachers or educators should be able to make careful planning of learning, especially in the application of the model

or method of learning so that the instructions given refer to the concept of the model used.

Non-formal education institutions should be able to implement participatory management functions in their management processes that include planning, organizing, implementing and evaluating. The application of WBL model has relationship with other institution. Therefore, the course and training institutions must prepare and provide resources in accordance with the needs of the planned WBL model. Because educational organizations are more focused on the learning process, it is more directed to the preparation of human resources compared to other resources. The effectiveness of education as a productive system in which the available material and human potential are transformed into educational outcomes simultaneously considers these processes in contextual specific conditions (Scheerens, 2004). Without human resources having high competence in the field of work and responsibility, the organization will fail to realize its existence (Sedarmayanti, 2017: 19). Educational organizations will be more recognized in the public eye because it can create graduates who have the quality that is ready to answer the demands of industry needs if it can apply the management education well. It means that courses and training institutions can provide quality assurance to the community and industrial sector with good graduate competence.

This effort is the basic capital of development as an institution which conducts learning activities outside school especially related to HR (Human Resources). Organizing is the best step in placing human resources in accordance with the field of work, and the management of the head of the institution functions to ensure the implementation of learning which is in accordance with the plan set followed by supervision and evaluation to know the performance given as a corrective step. This paper leads to the application of the WBL model through a participatory management function.

2 LITERATURE REVIEW

2.1 *Work-Based Learning (WBL)*

Some definitions of researchers and education practitioners related to WBL are all in forms of learning through the workplace, whether in the form of *work experience* or *work shadowing* within a certain time. WBL is a learning that occurs as a result of activity at work (Little, 2006: 4-6). David

Boud (Boud & Solomon, 2003) describes that *work-based learning (WBL)* programs typically have the following characteristics:

- 1) It is a partnership between an external organization and an educational institution established by contract;
- 2) Learners are engaged as workers (by making negotiated learning plans);
- 3) The learning program is formulated from the needs of the workplace and the participants, and not only from the academic curriculum that has been developed;
- 4) The learning program is adapted to each learner according to their previous educational / work / training experience;
- 5) Learning programs as integrated projects / tasks;
- 6) Learning outcomes are measured by educational institutions.

There are some benefits of WBL learning model as stated by Morley (2010) as follows:

- 1) Benefit for students
 - a) Increasing motivation.
 - b) Developing responsibility and maturity by strengthening human resources, problem-solving skills, confidence, and self-discipline.
 - c) Providing an opportunity to develop occupational options in long-term education and training or future investment.
 - d) Offering planning for training organizations in jobs in actual business conditions.
 - e) Developing human relations skills through personal interaction in job settings.
 - f) Providing professional skills to help learners make the transition from school to work.
 - g) Increasing social awareness and community responsibilities.
 - h) Increasing the chances of getting a job and expertise.
 - i) Adding financial resources.
 - j) Reducing the risk of students retained in the class/grade.
 - k) Providing more technical education than the school provides.
 - l) Making academic instruction more relevant and applicable in the work.
- 2) Benefits for the Entrepreneur or *DUDI*
 - a) Getting better job candidates.
 - b) Reducing training costs.
 - c) Having a screening/selection function of workers with educational and training institutions.

- d) Providing an opportunity to assess workers before they are decided to be employed as full-time workforces.
 - e) Preparing workers with better attendance records.
 - f) Testing employers to obtain compensation tax.
 - g) Giving workers new ideas, fresh approaches, and enthusiasm in working.
 - h) Offering direct input in education and training provided by course and training skills institutions.
 - i) Improving the image and prestige of industry and business among fellow learners and with the community.
- 3) Benefits for Institute for Skills Training (LKP)
- a. Improving relationships and networking with the business world or industry.
 - b. Developing a partnership between LKP and the community.
 - c. Creating a relevant curriculum by extending classroom experience with integrated theory and practice.
 - d. Tutors get better information and care about the current trend of the business/industry.
 - e. Building positive public relations, so the reputation of LKP increases and attracts new students.
 - f. Improving the quality of graduates.
 - g. Providing business and industry training facilities that are generally difficult to provide financially by schools.
 - h. Creating flexibility of individual student needs with goals.
- 4) Benefits for Community
- a) Improving prospects for graduates to stay in the community.
 - b) Engaging the community in finding suitable training needs.
 - c) Increasing the courage of young community members to keep concerning about formal school in order to reduce community problems in the risk of *drop out*.
 - d) Producing more responsible citizens at an earlier age.
 - e) Promoting closer links between communities and LKP.
- 1) *Role Playing* is a model of mastery of learning materials through the development of imagination and appreciation which is done by students. The development of the imagination and appreciation is done by the students by playing it as a living figure or inanimate object. This game is generally played by more than one person, it depends on what is played. One of the advantages of *role playing* is involving all students where they can participate and have the opportunity to advance their ability to work together.
- a) Students are free to make decisions and expression as a whole.
 - b) The game is an easy discovery and can be used in different situations and times.
 - c) Teachers can evaluate each student's understanding through observation at the moment the game is being played.
 - d) Games are a fun learning experience for children. For example, students play the characters involved in the trial process (judges, prosecutors, defendants, witnesses, defenders, clerks, etc.) and understand the role functions of each character in the trial process and understand the flow of the trial process.
- 2) Bringing the Workers Model to the classroom so students can understand the particular type of job and its function and role directly from the worker as a model brought in into the classroom. For example, for learning about legislation, teachers bring the members of parliament. Meanwhile, for learning about Indonesia's law system, teachers bring judges or prosecutors.
- 3) Through Employment Study (visiting the workplace), students can understand the particular type of work and its functions directly by visiting the location or agency where they work. For example, to learn about village governance, students make visits to the village office. To study the trial process, students can be invited to the district court.
- 4) Extracurricular Activities and Self-Development Activity can be used as a vehicle for Civic Education learning. It can be used as a means for learning about leadership, responsibility, cooperation, tolerance, appreciation of dissent, etc. Therefore, in learning Civic Education, teachers should provide an assessment and appreciation of students who are active in extracurricular activities. Self-development activities are

2.2 The Implementation of *Work Based Learning* (WBL)

There are various models that can be applied in WBL as follows:

activities of habituation of values, attitudes, and behaviors that are in accordance with school norms, religion, and law in life. Therefore, teachers should have a diary of students' attitudes and behaviors. These extracurricular activities and self-development support the achievement of Civic Education learning outcomes primarily related to the formation of *civic skills* and *civic dispositions*.

2.3 Management at Course and Training Institute

A good organization cannot be separated from how the organization utilizes the available resources to be efficient and effective. Similarly in educational organizations such as courses and training institutions, through the implementation of good management, it is not only beneficial to the organization itself, but also to the learning community, the environment, and other related organizations. Management is controlled by people, so the success of management depends on how great the person's ability to run the management process. It is influenced by the insights and experiences of the person (Drucker, 2008: 4). Basically, the objective of LKP is to provide opportunities for every citizen to learn to acquire practical knowledge and functional skills and create the right attitude for a job so that the application of management must be tailored to that purpose based on the main function of management. According to the Ministry of Education and Culture of Republic of Indonesia (1981) in Neni Sri Mulyani (2003: 34), the objectives of the course are:

- 1) Expanding community participation in equity of learning opportunities and improving the quality of citizens learning through out-of-school education.
- 2) Improving teaching-learning process to achieve the optimal community use.
- 3) Preparing citizens to develop themselves for greater employment opportunities.

Based on the objectives of the course and also the objectives of the organization, the organization must be able to apply the basic functions of management well to obtain good organizational performance as well.

In the beginning of the twentieth century, Henri Fayol proposed that all managers should perform five functions: planning, organizing, leadership, coordination, and control. In line with the development of the organization with the various

problems that arise, these functions then adjusted. Koontz and Wehrich and Daft share the same views of managerial principles. Although some management theorists identify additional management functions, such as staff placement, communication, or decision-making, the auxiliary functions as a subset of the four main functions (planning, organizing, leading, and controlling) (Koontz and Wehrich, 2012: 4; , 2008: 7). As an organization, a course and training institute must also apply good management education in accordance with the clear objectives of the organization. Participatory management functions that can be applied in this institution are planning, organizing, implementing, and evaluating.

First, *planning* deals with setting clear goals of an organization in regard to future organizational performance and determining the tasks and resources needed to achieve. There are three strategies that managers can formulate, namely strategic planning strategy, strategic business unit planning (or competitive), and functional strategic planning (or department) (Dessler, 2013: 76). The effectiveness and efficiency of education as a productive system in which the available material and potential human are transformed into educational outcomes, simultaneously consider these processes under specific contextual conditions. Starting at the goal, the manager's role is to collect what and who is needed in the pursuit of the expected achievement.

Second, the organization is concerned with assigning tasks and allocating resources into the matter. In educational institutions, the assignment of tasks is more focused on the role of educators, so that educators must prepare teaching materials and learning methods that will be given to learners to obtain the target that has already been set. In professional education, teachers can follow the expertise and methodology of evaluation researchers, because when they consider themselves to be the best medium and service knowledge of what happens in the classroom (Scheerens et al., 2005: 27). In a competitive strategy, human resource is a competitive advantage. Thus, the best competitive advantage is often the knowledgeable, skilled human capital, and the hard workers who also involve self-discipline.

Third, the implementation relates to what and how the process can be done in accordance with the plans and resources of the organization. Departing from the purpose of the education and training institutions, the implementation focuses on the learning process in the classroom. This implies the

central role of educators because it is directly related to the learners. Not only in formal education, but also in non-formal education the educators must have the competence required by both government and society regulations, including minimum qualifications and certification in accordance with the authority of teaching, physical and spiritual health, and have the ability to realize the educational objectives (Team Education Administration Lecturer UPI: 233). In this implementation function, the quality of educators is tested and how far they can meet the expectations of the organization.

Fourth, evaluation is related to the measurement between the objectives and the results of the obtained implementation. All forms of evaluation collect systematic information and make some sort of judgment on the basis of this information. The further hope is that this "valuable information" is used for decisions about the day-to-day educational system or to further involve decisions about system revisions and changes (Scheerens et al., 2005: 2). Reeves (2009 in DiPaola and Hoy, 2015: 39) finds that the successful school districts continue to monitor and evaluate progress toward goals as a part of the strategic planning process.

Through this participative management, courses and training institutions can carry out the process of operational activities in a patterned and organized way. Institutions can obtain valuable information in form of inputs to implement the learning process well. Moreover, the agency can prepare the steps and actions to achieve the expected output.

3 DISCUSSION

3.1 WBL Learning Model in Institute of Course and Training (LKP)

Course and training institutions in Indonesia generally implement the development of *vocational skills* competence with 70% practice and 30% theory. This means that this activity is more likely to be directed to actual workplace activity, which is very much in line with the concept of the WBL learning model. The WBL approach is a learning that can occur in a variety of situations and settings, and is not limited to being developed through the classroom only. All WBL programs use various tools to assist and enhance guided learning activities. WBL is a practical and successful way to create learning that is directly related to the workplace (Fink, Rokkjaer, & Schrey, 2007 in Siswanto, 2011). The reality on the ground shows that in general,

instructors or educators in LKP rarely understand and apply methods or learning models that can improve the quality of the graduates. There are a lot of learning methods that can be applied, more specifically WBL, because WBL is very appropriate with the model of learning in LKP.

The WBL approach leads learners to a learning environment which is rich of real workplace situations so as to shape and facilitate learning opportunities, and highlight many levels of learning that can occur. In order for the learning process to run properly, the LKP must establish partnerships with companies or industries to provide a real learning environment through the provision of facilities from the company concerned. The benefits that can be derived from this relationship is that learners can directly connect with workers and enable to share the information related to the work that makes the experience valuable for the learners. As quoted from O'Donovan, 2018: 26), in investigating student learning paths (newcomers) in WP, it is interesting to note that in a relatively short period of time, driven by their prior knowledge and skills and with the support of their co-workers, many who have achieved full participation in their respective training communities. For managers in industry and host organizations, it demonstrates the importance of providing newcomers with prior knowledge and skills, the freedom and responsibility to assert themselves. There are clear advantages to organizations that promote learning and that are open to new ideas and skills especially in industries that are in the development stage of applying new technologies. In planning WPs, educational institutions should seek to ensure they maximize students' opportunities for personal learning and development and minimize the risk of engaging with firms that cannot provide supporting environments needed.

In the course of the teaching process especially the WBL approach, the role of educators is very essential. Educators should be able to design teaching materials which are in accordance with the curriculum for the transfer of knowledge to learners through a mature learning strategy, so that learners feel happy to follow the learning process both in the classroom and outside the classroom. In addition, educators must have experience in industrial world and be involved in education for several years (Aini et al., 2016: 5). The role that curriculum design can play positively affects the learning path of students (and graduates) ... (O'Donovan, 2018: 26). The learning approach today is more student-centered, therefore, the teacher should be more understanding

about student-centered learning and the cooperation between parents and society in building the quality of students (Alsammarry et al., 2016: 250). Thus, in the WBL learning approach, attention should be paid to the competence of educators and the cooperation of industry, government, society, and parents.

3.2 The Implementation of Participative Management in LKP

To strengthen the existence of the organization in the eyes of competitors and the public, the organization must implement management functions well. Similarly, LKP, although is not a large organization but the management functions should not be ignored. First, the agency should plan for its organization, what it wants to achieve. If the organizational goals to be achieved are to improve the vocational skills such as the knowledge, skills, and attitudes of learners, then the organization must provide resources to achieve that purpose. The plan directs the organizational goals and establishes the best procedures through the preparation of the resources and methods chosen to be used as a means of achieving the goals (UPI Administrative Teaching Team: 93). Without careful planning in goal setting, the organization will lose its focus on achievement.

Second, the institution must be able to organize the available resources well. This paper is focused more on human resources although other resources are also important. There are three points that the manager should pay attention to, as quoted from Dunham (2015: 33), that for effective staff management, the manager's team should regard as important as these three important factors: tasks, teams and individuals in the team. The tasks should be well understood by the task doers, there must be a clear commitment of each team member to do the task, and clarify the goals to be accepted by each individual.

Third, the institution should be able to ensure that its staff can perform tasks which are in accordance with the organization's objectives. In the learning process, teachers or educators have a more dominant and crucial role. Therefore, the institution should be able to ensure that teachers have the competence and are ready to perform their basic duties properly. In regard to the approach of WBL learning, teachers should be familiar with the concept and characteristics of this model.

Fourth, the institution must always evaluate each achievement and compare it with the target set. This activity is considered effective to measure the extent to which the results of implementation with the

expected goals. Through the evaluation of the institution obtains valuable information to undertake corrective measures at this time or in the future.

4 CONCLUSIONS

The Course and Training Institute is a place for vocational education, so in its lesson it emphasizes practice rather than theory. The WBL is an appropriate model to apply to this institution, as it is designed to provide learning that is directly related to the actual work environment. What is important for institutions in approaching the WBL is to establish partnerships with industry and government sectors so that both can provide facilities that can support this learning model. To carry out this training process, it requires good management of the institution concerned with attention to the function of participative management, namely planning, organizing, implementation, and evaluation. A good school management involves staff members, both teaching and non-teaching, government, parents and students in all activities related to the effective use and development of school resources, such as people, buildings, equipment, money, space, and time.

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