

A BRIEF COMPARATIVE REVIEW ON VOCATIONAL SECONDARY SCHOOL CURRICULUM IN INDONESIA, MALAYSIA AND JAPAN

By

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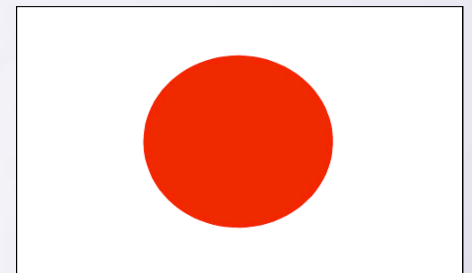
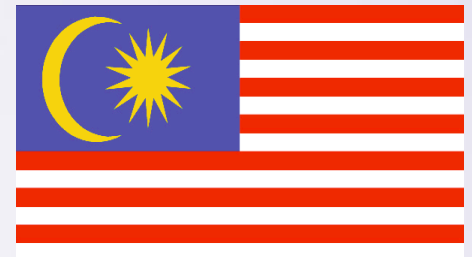
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BACKGROUND

This paper highlights the initial steps done by curriculum policy developers in 3 countries (Indonesia, Malaysia, and Japan) in revitalizing the vocational school curriculum to meet with the challenge of changing technological, social, economic, national and global environment.



(Continued)

- ❑ It elaborate how curriculum developers in 3 countries make decision in vocational curriculum design, policy, implementation, and evaluation regarding to overall approach to vocational curriculum design as well as to the subject areas that will be implemented in vocational schools.



PURPOSE

- ❑ to have appreciation of similarities & differences in 3 countries in efforting the revitalization of vocational school curriculum;
- ❑ to identify general trends in developing vocational school curriculum;
- ❑ to brief cross-nationally analyse of each educational system in reforming vocational school curriculum.



VOCATIONAL SCHOOL IN INDONESIA

- ❑ **Vocational Education in Indonesia, starts in the Senior secondary school grade: 10,11, 12 . School leavers from 12th grade vocational school become skilled worker.**
- ❑ **The curriculum of Vocational Secondary Education was set forth by the Minister of Education and Culture in Decree No. 080/U/1993.**



VOCATIONAL SCHOOL IN INDONESIA

- ❑ **In 2007 school based curriculum (KTSP) was launched and introduced and implemented in all level of school included in secondary vocational school.**
- ❑ **The objective of vocational education is to prepare students to enter employment & to develop professional skills and to prepare students to choose a career, to instill the ability to compete and develop independently, and to foster a national workforce to meet the manpower needs of business and industry.**



VOCATIONAL SCHOOL IN MALAYSIA

❑ Secondary School Ed. is divided into 2 parts: (1) Lower Secondary, (2) Upper Secondary. Students will spend their first three years in Lower Secondary with a minimum of eight subjects.

❑ In Upper Secondary, pupils have several choices in where they can continue their education in Upper Secondary for the next two years.

These streams are based on the combination of subjects they choose to study. There are four core subjects that all streams will study: Bahasa Melayu, English, Mathematics, Islamic Studies or Moral and History.

❑ There are three main streams in Upper Secondary: (1) Academic Stream (Arts/Science), (2) Technical and Vocational Stream, (3) Islamic Schools.



VOCATIONAL SCHOOL IN MALAYSIA

Academic Stream (Arts/Science)

Pupils can choose between the two main academic streams.

- (1) **Science Stream** :Chemistry, Physics and Biology with Additional Mathematics and English for Science and Technology (EST).
- (2) **Art Stream pupils** : Compound Sciences with one other non science subjects like Accountancy or Commerce.

Technical and Vocational Stream

Pupils who are technically inclined may enrol into the Technical and Vocational Stream.

- (1) **Technical stream** :, Mechanical Engineering, Civil Engineering, Electrical Engineering, Agriculture,Commerce,Food Management, Apparel Studies.
- (2) **Vocational stream** :Engineering
Craftsmanship,Home Economics,
Commerce,Computer Science, Agriculture.



VOCATIONAL SCHOOL IN JAPAN

□ Secondary education is divided into two three-year cycles: lower and upper secondary. Lower secondary school is compulsory and enrollment is almost universal (99.98 %). Upper secondary school is not compulsory, 97.3 % of lower secondary school students in 2003 went on to enroll at upper secondary school.

□ Upper secondary education is divided into two basic streams: academic and vocational/technical. In 2003, 73 % of students were in general academic courses, 24 % percent were in specialized (vocational) courses and 3 percent in integrated courses.



VOCATIONAL SCHOOL IN JAPAN

- ❑ In 1993, a number of schools have offered credit-based courses as opposed to school year-based system. It is designed to offer students to study part-time or by correspondence.
- ❑ Students who enter the vocational stream are required to choose an area of specialization 30 credit points. They are required to take general education of 80 credit over three years.
- ❑ Subjects studied tend to be fairly specialized and the training provided is quite job specific.



FINDINGS

- ❑ In I, M, and J, vocational education is defined as educational programmes aimed at the occupational level of craftsman, basic trade and it was represented as the level of skilled workers.
- ❑ Technical Education is defined as educational programmes aimed at the occupational level of technician or sub professional level which is generally considered as one step above of the craftsmen level but below the professional level.



- In term of institution, in 3 countries, it can be seen that vocational education program is provided : (i) in senior secondary school, (ii) in post secondary schools, non formal centres, institutes, or colleges or (iii) in industries and (iv) in combination of the three program.



- ❑ In term of courses offered, in 3 countries, vocational education are offered : (i) full time, at school, (ii) part time, associated with industries, including “dual system”, (iii) there is serious effort to conduct course via distance learning & multimedia.
- ❑ Especially in Japan, vocational education was also offered with the spirit of apprenticeship system.



- ❑ In term of curriculum development, the curriculum for vocational schools is usually characterized by an emphasis upon the achievement of skills involving equipment, materials, and process.
- ❑ Laboratory practice is usually seen as essential programmes. There are many relevant course introduced in social education.
- ❑ Curriculum was also developed by involving expert and practician from relevant fields.



CONCLUSION

- ❑ **There is ongoing commitment to vocational school curriculum policy and development to meet the challenges of the changing technological, social , economical, political, national and global environment.**
- ❑ **In 3 countries appear to be developing vocational school curriculum, qualification, and schooling frame work and structures that able to respond effectively both national and international change and more local needs.**



- ❑ **Especially in Indonesia, there is a tendency that vocational schools has “a lower status” than academic education. This lower status is often perceived by potential students and the community and thus affects their attitudes to vocational school.**
- ❑ **In Indonesia, during last several years, the stigma “low status” has stepply changed with the provision of new and better school fasilities, new curricula and better trained teachers as well as public adverstisement on the new paradigm of vocational school. (Yulia, at el 2007).**



Some potential problems faced in vocational schools, especially in I and M are :

- 1.an insufficient students intake particularly in higher ability.**
- 2.the lack of relationship between courses provision and manpower needs.**
- 3.inadequate and frequently outmoded facilities.**
- 4.relatively high dropout rates.**



- ❑ **A trend in vocational school curriculum was identified to move from content based to varying combinations of competency and content based vocational school curriculum frame works that ensure the acquisition of both knowledges and skills.**



- ❑ **The school curriculum, especially in Malaysia is relatively overloaded as the result from a variety of reasons including too much content, too many subject areas, inappropriate early introduction**
- ❑ **Especially in Indonesia, there is some pressure for politicians to include issues in vocational schools to meet immediate needs.**



FINAL NOTES

“..School Curriculum is only an instrumental device to gain education goal. It may depend on how people (HM, Teachers, etc) who involve with to create, plan and implement the curriculum itself...”



**THANK
YOU**

