

Workshop Management and Implementation of The Regulation of The Minister of National Education of The Republic of Indonesia Number 40 Year 2008 In Improving Practice Skills of Vocational High School Students in Jambi Province

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Abstract: Theoretically, the research will reveal, review and discuss the workshop management refers to the Regulation of the Minister of National Education of the Republic of Indonesia number 40 of 2008 in improving the students' work skills skill at SMK Negeri in Jambi Province. This research is a case study research using qualitative approach. The steps undertaken by the researchers starting from the pre-field, the stage of field work to the stage of field inspection. The result of the research reveals: SMK in Jambi Province has not carried out the full management functions and socialization of Permendiknas RI number 40 year 2008 not to the institution of SMK in Jambi Province so that its existence has not improve the quality of Education especially the work practice skill of students. Workshop management and Permendiknas RI number 40 year 2008 to improve students work practices skills through the provision of facilities and infrastructure workshop complete according to national standards. While the skills of vocational students working practices in Jambi Province still need to be improved in order to achieve the competency standards of national vocational graduates and prioritize the application of Permendiknas RI number 40 of 2008 by reviewing all related institutions from Directorate General of Ministry of Education to vocational institutions in Jambi Province.

Keywords: Workshop management, Regulation of The Minister and Work practices skill.

INTRODUCTION

Education plays a key role in the development of qualified human and human resources. Efforts to improve the condition of education in Indonesia has actually been pursued by the birth of Law Number 32 Year 2004 regarding Regional Government Article 22, which states that in carrying out autonomy, the regions have an obligation to improve basic education services. However, in reality, in some areas, obstacles due to lack of availability of education budget, whereas based on Article 31 Paragraph 4 of the 1945 Constitution and Article 49 of UU SISDIKNAS, education budget is at least 20% of APBD. Efforts to improve the quality of education have been and continue to be done by the Government of Indonesia.

The workshop should be equipped with the necessary tools with reference to the list. Keep in mind that the type and amount of tools needed will be different from the scale of the repair implementation and the number of vehicles repaired, the tools in the workshop are generally categorized based on their respective work functions.

Permendiknas RI Number 40 Year 2008 shall be stipulated on July 31, 2008, while the

implementation of SMK/MAK shall apply the standard of facilities and infrastructure of SMK/MAK as stipulated in this Ministerial Regulation, at the latest (five) years. The problem is whether SMK Negeri in Jambi Province has applied the standard of facilities and infrastructure of SMK/MAK according to this Minister of National Education Regulation.

Olayemi Aderokun Asaaju [1] in the International Conference on Education and Educational Psychology (ICEEPSY) said school infrastructure is sometimes referred to as physical facilities, educational facilities or educational resources have been found to contribute indication of academic achievement that availability or non availability and adequacy will have great impact on the quality of teaching and learning process.

The management of facilities and infrastructure is the whole process of procurement planning, utilization, and supervision of facilities and infrastructure used for the purpose of education in schools can be achieved effectively and efficiently. Facilities and infrastructure management activities Rohiat [2] include (1) demand planning, (2) procurement, (3) storage, (4) inventorying, (5)

maintenance, and (6) removal of educational facilities and infrastructure. While in the implementation of management of educational facilities and infrastructure is the application of management functions such as planning, organizing, actuating, and controlling and abbreviated POAC.

Workshops in schools are school facilities. Basically the workshop management is done with the intention that the school facility is in a state of ready condition. Therefore, the school workshop management can be said successful when the school facilities are always ready to use at any time. With the principle of efficiency of all activities procurement of facilities and infrastructure of this school is done with careful planning, so as to obtain good quality facilities at a relatively cheap price.

Based on the results of the grand tour in the field, the researcher found some main issues and case studies related to workshop management and the implementation of the Minister of National Education Regulation Number 40 Year 2008 at SMK Negeri 1 Muaro Jambi, SMK Negeri 1 East Tanjung Jabung and SMK Negeri 2 Merangin. 1) The three vocational schools still do not have a workshop facility in accordance with national facilities and infrastructure standards (Permen Diknas RI Number 40 Year 2008) in order to support the improvement of school quality. 2) The management of the third workshop of SMK requires funding support for the realization of compliance with national facilities and infrastructure standards from the Central Government, Local Government and the community. 3) Efforts made by the three SMK in meeting the workshop according to the standard of national facilities and infrastructure have been maximum but the realization has not been as expected because of experiencing obstacles in the process of fulfillment. The results of observations on the workshops of the three schools are as follows:

Case study encountered by the first researcher at SMK Negeri 1 Muaro Jambi as follows: 1) Workshop Area: 4 X 6 m (1 floor), 2) Furniture 1 set (need repair), 3) Equipment: Insufficient equipment, used cars, 4) Educational media: Whiteboard (good), 5) Other: 2 contact boxes, 1 trash bin.

Case study encountered by the second researcher at SMK Negeri 1 East Tanjung Jabung as follows: 1) Workshop Area: 5 X 6 m (1 floor), 2) Furniture 1 set (need repair), 3) Equipment: Insufficient equipment, and used cars, 4) Educational media: Whiteboard (good), 5) Other: 2 contact boxes, 1 dustbin.

Case study encountered by third researcher at SMK Negeri 2 Merangin as follows: 1) Workshop Area: 8 X 10 m (1 floor), 2) Furniture 1 set (adequate

enough), 3) Equipment: Equipment is quite adequate, there are motor and car (Pajero and Fortuner), 4) Educational media: Whiteboard (good), 5) Other: Socket 4 pieces, 2 pieces of garbage).

In the Regulation of the Minister of National Education of the Republic of Indonesia Number 40 Year 2008 Article 4, it is explained that "The implementation of SMK/MAK shall apply the SMK/MAK facilities and infrastructure standard as stipulated in this Ministerial Regulation no later than 5 (five) years after this Ministerial Regulation is stipulated July 31, 2008)". This regulation explains that each educational unit is required to have the necessary facilities and infrastructure to support a regular and continuous learning process. national in order to educate the life of the nation and shape the character and civilization of a dignified nation.

In relation to the above description, this research describes in detail the workshop management based on POAC function referring to Permendiknas RI Number 40 year 2008 in relation to improve the work practice skills of students in SMK Negeri Jambi Province and the workshop management process that is planning, procurement, inventory, distribution, use and maintenance, and the removal of land, buildings and workshop equipment. Therefore this research entitled "Workshop Management and Application of Minister of National Education Regulation Number 40 Year 2008 in Improving Practice Skills of Vocational High School Students (SMK) in Jambi Province (Case Study at SMK Negeri 1 Muaro Jambi, SMK Negeri 1 East Tanjung Jabung, and SMK Negeri 2 Merangin).

Based on the above description then formulated the problem as follows: 1) Why the management of workshop and application of Permendiknas RI Number 40 Year 2008 not actual in improving the work skills skills of vocational students in Jambi Province ?, 2) How the workshop management and application of Permendiknas RI Number 40 Year 2008 in improving the skills of vocational students' work practices in Jambi Province ?, 3) How is the workshop management and the perception of the working practices of SMK students in Jambi Province viewed from Permendiknas RI Number 40 Year 2008 ?, 4) How the skills of vocational school students work in Jambi Province related to management workshop and application of Permendiknas RI Number 40 Year 2008 ?, 5) How is the application of Permendiknas RI Number 40 Year 2008 implemented in the management of workshop and improve the work skills of vocational students in Jambi Province?

LITERATURE REVIEW

Workshop Management and Process

Definition and Functions of Management

Management according to Sulistyorini [3] is the activity of a person in managing organizations, institutions or schools that are human and non human, so that the goals of the organization, institution or school can be achieved effectively and efficiently. Management comes from the word to manage M. Manullang [4] which means managing. Management is done through a process and managed to be based on the order and functions of the management itself. Management is managing resources owned by schools /organizations that include human, money, methods, materials, machines, and marketing are done systematically in a process.

Management by Manullang [4] is the art and science of planning, organizing, composing, directing, and supervising, the resources to achieve the established goals. Further explained that management as an art serves to achieve the real purpose of bringing results and benefits, while management as a science function to explain the phenomena, events by giving an explanation. Meanwhile, according to Hasibuan [5] management is the science and art of managing the process of utilization of human resources and other resources in a effective and efficient to achieve a certain goal.

Based on the above notions it can be summarized the definition of management is a joint effort to determine and achieve organizational goals with the implementation of management functions. Terry [6] describes the management functions are planning, organizing, actuating and controlling.

Planning

Planning is to define the work to be done by the group to achieve the goals outlined. Planning includes decision-making activities, because it is included in the selection of decision alternatives. Required George R. Terry [6] ability to visualize and look forward to formulate a pattern from the set of actions for the foreseeable future. corresponding. Planning Charles W.L. Hill and Steven L. McShane [7] takes a multi-level place within an organization and is an embedded part of the manager's job. Planning will base estimates on future planning assumptions and expectations. Planning assumptions are predictions about the likely environments in which the plans are expected to be applied.

Organizing

Organizing is the determination of work to be done, grouping tasks, handing out jobs to each employee, establishing departments (sub-systems) and determining relationships. Badruddin (G.R. Terry) [6] suggests that organizing is a relationship of affective

behavior between people so that the key that can work together efficiently and obtain personal satisfaction in performing the tasks chosen under the given environment, conditions for the purpose of achieving some goals or objectives.

While restructuring is a change in the structure of an organization both vertical and horizontal to be more effective to help achieve the goal. Restructuring is done because the organizational structure (chart of organization) is not effective anymore due to progress or setback company.

Actuating

Briefing is a term that is often known as movement or supervision is the most important management function and the most dominant in the management process. Briefing can be applied after plans, organizations and employees exist. G.R. Terry [6] proposed actuating is to make a group member to want to cooperate and work sincerely and passionate to achieve goals in accordance with planning and organizing efforts.

Actuating is the movement and awareness of the base of the work they do, that is toward a predetermined goal, accompanied by giving new motivations, guidance or direction, so that they can realize and arise the willingness to work diligently and well.

Leadership is a key issue for long-term strategic direction, stability, and corporate viability. Organizational leadership for example has a strategic responsibility to focus the attention forward, and develop core values, culture, and ideology; knowledge base; architecture and relationships; core competencies; finance and resources; sources of value added and competitive advantage; and the strategic management process in which the company's efforts ultimately depend.

Implementation is an effort to mobilize group members in such a way that they desire and strive to achieve the goals that have been planned together. From the whole set of management processes, implementation (actuating) is the ultimate management function. In the planning and organizing functions are more related to the abstract aspects of the management process, while the actuating function is more emphasis on activities directly related to the people in the organization.

Controlling

Controlling or control Badrudin [8] is the last function of the management execution process. This function is very important and very decisive implementation of the management process because it must be done with the best.

Controlling George R. Terry [6] includes continuing the task to see if activities are carried out as planned. Implementation of undertaken activities and undesired deviations is improved so that objectives can be achieved well. There are various ways to make improvements, including changing plans and even goals, rearranging tasks or changing authority; but all the changes are made through the human. The person who is not responsible for such an undesirable deviation should be sought and take corrective measures to the things that have been or will be done.

Controlling is important because it is the last management function in the functional chain of management activities. Control is one way managers know whether or not the organization's goals are achieved and why they are achieved or not.

Vocational Workshop Management

Workshops/laboratories in vocational schools are a very important tool, because workshops are a means of specializing in vocational schools. The management of the workshop covers how the system of structuring and maintenance (maintenance) standard until the workshop can be used by the students optimally to improve the quality of learning.

According to Fred Lunenberg (Redlein Alexander, Loesch Judith, and Fuk Ferdinand) [9] the key management of school facilities and infrastructure is as follows: "The primary responsibility of school administrators is facility management. School buildings across the country grow older and become a barrier to optimal learning and teaching. This has led to an increase in the cost of school infrastructure.

In terms of facilities management Brian Atkin and Adrian Brooks explained that when choosing options for the provision of services and service providers, therefore the organization needs to include assessments not only of cost implications, but also quality. They must choose the approach and service provision that offers the best value, not just the lowest cost, and measure performance against cost and quality.

Workshop/laboratory is a very important facility in the implementation of learning activities in schools [10]. This is because the workshop/laboratory as a means and place in the development of student competence, so it takes effort to keep the equipment condition in order to stay in good condition. One effort is through a structuring act. In general, workshop/laboratory functions will be disrupted if the planning layout until the arrangement is doesnot good even can lead to unsafe users of the workshop/laboratory.

Understanding the school workshop Jufri Sinaga [10] is included in the laboratory as Jufri Sinaga says that the laboratory includes workshops, studios, or also known as general shop/training station. In it is done testing and research activities, work exercises. While the definition of educational laboratory is education is a means and a place to support the learning process in it related to the development of understanding, skills, and innovation in the field of science in accordance with the existing field of work in school/education world.

The management process includes certain steps that are systematic and described as follows:

Planning

Planning Jufri Sinaga [10] is a process of thinking and defining activities or programs that will be done in the future to achieve certain goals. Based on this understanding, the planning of educational equipment can be defined as a process of thinking and determining the program of procurement of school facilities, either in the form of educational facilities and infrastructure in the future to achieve certain goals.

Procurement

The procurement of educational equipment Jufri Sinaga [10] is basically an effort to realize the plan of procurement of equipment that has been prepared previously. Procurement is a series of activities providing various types of educational facilities and infrastructure in accordance with the need to achieve educational goals.

Procurement procedure of goods and services shall refer to Presidential Decree Number 80 Year 2003 which has been enhanced by Ministerial Regulation Number 24 Year 2007. Procurement of education facilities and infrastructure in schools generally through the following procedures: (1) Analyzing the needs and functions of facilities and infrastructure. (2) Classify facilities and infrastructure needed. (3) Making proposals for the provision of facilities and infrastructure to the government for public schools and foundations for private schools. (4) If approved, it will be reviewed and assessed its eligibility to obtain approval from the intended party. (5) After being visited and approved, facilities and infrastructure will be sent to schools applying for the procurement of such facilities and infrastructure.

Inventory

One of the activities in managing school supplies is to keep track of all the school equipment. Typically, the recording of all equipment is called inventory of educational equipment. The activity is an ongoing process. Definitively, the inventory is the recording and compilation of the State's goods list

systematically, orderly and regularly in accordance with the force provisions or guidelines. According to the Regulation of the Minister of Home Affairs Number 17 of 2007 concerning Technical Guidelines for State Property Management in article 2, namely the management of regional property as part of regional financial management which is carried out separately from the management of state property.

Distribution

Distribution or distribution is an activity of transfer and responsibility of a person in charge of storage to units or persons who need the goods. In the process there are three things that must be considered, namely the accuracy of goods delivered; accuracy of delivery targets; as well as the accuracy of the condition of the goods distributed.

Use and Maintenance

The use of: the activity of utilization of educational facilities and infrastructure to support the educational process in order to achieve educational goals. The State of Montana [11] report states that the success of any ongoing facility assessment process depends on the use of data collected, regular updates and new data management as completion of improvements or new problems becomes apparent as the building increases.

Deletion

Abolition Barnawi and M. Arifin [12] is the activity of transferring goods belonging to the institution (also state property) from the inventory list in accordance with applicable legislation. Elimination of facilities and infrastructure is an exemption activity of facilities and infrastructure from the applicable liability on the grounds that can be accounted for. All educational supplies at school or school inventory items should be reported, including new equipment to the government, ie the department.

The purpose of the management of school facilities and infrastructure is to provide services in a professional manner related to educational facilities and infrastructure so that the learning process can take place effectively and efficiently.

Standard of Vocational Workshop

The standard of educational facilities and infrastructures according to Government Regulation Number 19 of 2005 on SNP and Permendiknas Number 24 of 2007 on the standard of facilities and infrastructure is the national standard of education related to the minimum criteria of room study, gym, worship place, library, laboratory, workshop, playground, creative and recreational place, as well as other learning resources needed to support the learning process, including the use of information and communication technology.

The standard of the special learning space facility (workshop) of Vocational Secondary School (SMK) of the State as attached to the attachment of Permendiknas RI Number 40 Year 2008 can be seen in appendix 2. SMK has at least infrastructure that is grouped in the general learning space, supporting room and space special learning. The provisions concerning the group of spaces are described in clauses 1, 2 and 3 along with the existing means in each chamber. Standard workshop of Vocational School (Special Room Study) as in the attachment of Permendiknas Number 40 Year 2008 are as follows: 1) Practice Room Technical Automotive Engineering Program serves as a venue for learning activities: automotive engine work, automotive electricity, as well as automotive chassis and power transfer system. 2) Minimum width, the practice space of the Mechanical Automotive Engineering Program is 256 m² to accommodate 32 covering students: 96 m² automotive engine work area, 48 m² electric work area, chassis work area and power transfer 64 m², storage space and instructor 48 m². 3) Practice space Technical Automotive Engineering Program is equipped with infrastructure.

SMK Vocational Machine Management Indicators

A good school standard will bring many alternative aspects and indicators to determine the quality of education. If the aspects and indicators are put to the people around, we can be sure the answer.

Based on Permendiknas RI Number 13 Year 2009 regarding the technique of scoring and ranking the accreditation result of Vocational High School/Madrasah Aliyah Kejuruan (SMK/MAK) that the accreditation instrument of SMK/MAK is compiled based on eight components referring to National Education Standards. The accreditation instrument consists of 185 closed question items each with five answer options. Number of items and weight of accreditation instrument component of SMK/MAK for each standard.

School/Madrasah shall be accredited if the school/madrasah meets all of the following criteria: 1) Obtaining the Final Accreditation Result of at least 56. 2) Not more than two Accreditation Scores of Hundred Scale is less than 56. 3) No Value of Accreditation Component of Hundred Scale less than 40.

Practice Skills of Vocational School Students

Description of Work Practices

Skills (wikipedia) is the physical, tactical and technical ability of a person to perform a task or mission. According to Indonesian Dictionary, the skills are 1) ability; 2) intelligence or skill to do something. In English proficiency is a skill. Skill is learning to perform tasks with predetermined results often in a certain amount of time, energy, or both.

Speaking of skill, the World Health Organization says "skills that can be said to be life skills are innumerable" which means that skill can be said of countless life skills. WHO defines Life Skills as follows: "Life skills are abilities for adaptive and positive behaviors, which means life skills are the ability for adaptive and positive behaviors, which enable effective individuals to deal with demands and challenges of everyday life. Wikipedia formulates the life skills as "a set of human skills acquired through teaching or life experiences" (life skills are some of the skills that people acquire through education or experience that can be used to overcome various problems and problems commonly encountered in everyday human life).

This means the skills that are always needed by someone wherever he is, whether working or not working and whatever his profession. So in this case life skills can be chosen into four types, as revealed by Syarifatul Marwiyah [13] that life skills include some basic skills: social skills, vocational, intellectual and academic. The elements of life skills are also reinforced by the Broad-based Education Department of Education and Culture as follows: 1) Personal skills, which include self-awareness and thinking skill; 2) Social skills, 3) Academic skills, 4) Vocational skills.

Meanwhile, according to Asmani [14] Life Skills education can be divided into two main types: 1) General Life Skills (GLS), and 2) Specific Life Skills (SLS).

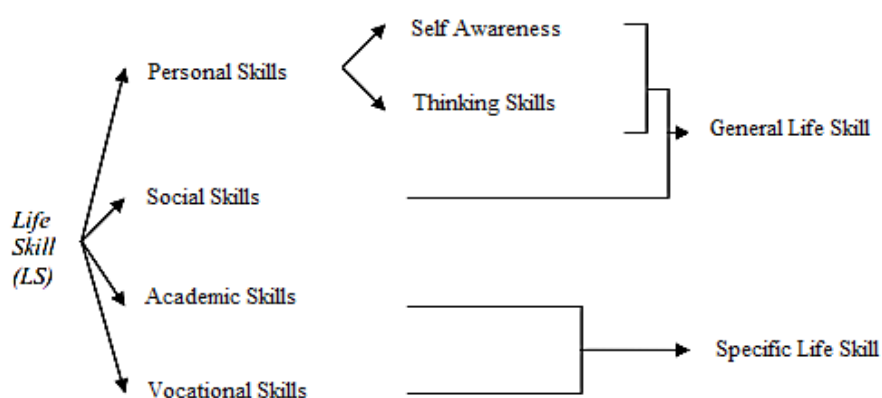


Fig-1: Life Skill scheme

Life Skill in Figure 1 above is divided into 2 major parts namely General Life Skills and Specific Life Skill. General life skills are divided into two parts: personal skills and social skills. Personal skills are divided into two parts: self-awareness and thinking skills. While the specific life skills are divided into 2 parts namely academic proficiency and vocational skills. General life skill is a skill that everyone needs, whether they are working, not working or still studying. While Life Skills that are Specific Life Skill needed someone to face the problem of certain special field.

Therefore, vocational skills are more suitable for vocational students. Asmani [14] classifies vocational skills into four areas: individual competence, including (a) communication skills, comprehensive thinking. (b) self-confidence skills, including self management, ethics and self-maturity. (c) economic adjustment skills, including problem solving, learning, work skills and career development. (d) group skills and organizing include, interpersonal, organizational skills, negotiation, creativity and leadership.

Student Practices Vocational Practice Indicators

One of the fundamental changes in the curriculum of 2013 (A. Muliati Am) is the Regulation of the Minister of Education and Culture Number 54 of 2013 on Graduates Competency Standards stating that SKL is a Criteria regarding graduate qualification that includes attitude, knowledge and skills. SKL consists of qualification criteria of students' ability that is expected to be achieved after completing their study period in elementary and secondary education level.

Skills assessment is an assessment conducted to determine the ability of students in applying knowledge to perform tasks in a variety of contexts in accordance with indicators of achievement of competence. In practice, skills assessment 2015 can be done with a variety of techniques, such as performance appraisals, project appraisals, and portfolio assessments. The skill assessment technique used is chosen according to KD characteristics in KI-4. The result of skill competency assessment during and after the learning process is expressed in the form of 0-100 range and description.

In the implementation of the assessment 2015, teachers first need to formulate indicators of attainment attainment competencies, knowledge, and skills elaborated from Basic Competencies (KD) and Core Competencies (KI) in each subject. A competency achievement indicator is required for the preparation of assessment instruments using operational verbs that can be measured in accordance with the breadth and depth of the basic competencies. Assessment instruments must meet substance/ material, construction, and language requirements.

RESEARCH METHOD

The study of workshop management and application of the regulation of the Minister of National Education of the Republic of Indonesia Number 40 Year 2008 in improving the skills of Vocational High School students in Jambi Province (Case Study at SMK Negeri 1 Muaro Jambi, SMK Negeri 1 East Tanjung Jabung and SMK Negeri 2 Merangin) using a qualitative approach.

This research is a case study research using qualitative approach. The case study was conducted at SMK Negeri 1 Muaro Jambi, SMK Negeri 1 Tanjung Jabung Timur and SMK Negeri 2 Merangin. Case study is one of the research methods in social science. Case study research is an in-depth study of specific events, environments, and situations that allow to reveal or understand something. In this research, the researcher want to try to express in depth about the workshop management at SMK Negeri Jambi Province refers to the application of Permendiknas RI Number 40 Year 2008 in improving the work practice skill of SMK Negeri students in Jambi Province.

RESULTS AND DISCUSSIONS

Profile of SMK Jambi Province SMK Negeri 1 Muaro Jambi

SMK N 1 Muaro Jambi with agricultural and livestock programs, headed by Mr. Andius, S.Pd. SMK was established not apart from SK Mendikbud Number 080/U/1993 which causes the purpose of SMK are:

- Preparing students to enter employment and develop professional attitudes.
- Preparing students to be able to choose a career, capable of competence and able to develop themselves.
- Preparing middle-level workers to fill the needs of the business world and industrial world (DUDI) at this time and the future and
- Preparing graduates to become productive and creative citizens.

Vision and Mission

• School Vision

Being a professional human resource development institution, having national vision, noble character and a comfortable school environment.

School Mission

- Providing a service-oriented education of excellence so that each student can develop optimally according to talent, interests and potential.
- Providing life-oriented education services through a broad-based approach.
- Grow intensive self-supporting attitude to all school residents.
- Encourage and help the student's attitude to recognize his potential, so that it can be developed optimally.
- Fostering each student to be entrepreneurial and honest.
- Growing thirst of technology according to the student's department.
- Deepening the appreciation of the religious teachings held, especially the Islamic religion and also the culture of the nation so that the source of wisdom in action.
- Implementing participatory management by involving all school-related residents.
- Making the service center and the development of information communication technology (ICT) especially in education section.

School Purpose

- Preparing students to enter the work field and develop a professional attitude.
- Preparing students to be able to compete and develop themselves according to Expertise.
- Preparing middle-level workforce to fill the needs of today's business world and in the future.
- Preparing the graduates to be capable of business officers, have knowledge, skills and virtuous noble character.
- Preparing graduates to be productive, creative, skilled and professional students.

SMK Negeri 1 East Tanjung Jabung

Motto, Vision and Mission

School Motto

Prime in service, achievement in education.

School Vision

Making SMK Negeri 1 East Tanjung Jabung as a unit of education, excelling in the field of technology with the ability of entrepreneurship, creative thinking, cultured and noble character.

School Mission

- Developing a learning climate that is rooted in the norms and cultural values of the nation.
- Developing an adaptive, flexible, and global education and training system.
- Preparing graduates who have the knowledge and skills in accordance with the professionalism of each department.

- Improving the empowerment of school facilities and infrastructure.
- Developing education and training insight.

SMK Negeri 2 Merangin

Vision, Mission, Motto and Destination

School Vision

Making a master engineering skill program and a qualified human resources producer.

School Mission

- Adding honest, responsible and professional attitude to all citizens of machinery engineering and faithful and devoted to God Almighty.
- Growing a spirit of creative, innovative and competitive excellence to all school residents.
- Optimizing Competency Based Learning (CBT) with the approach of Master Learning (Completed Learning).
- Implementing School Based Management (MBS) and Production Unit (UP) of machining techniques.
- Improving the welfare of school residents to realize a harmonious working climate.

School motto

Professional, honest, independent and full of responsibility.

School Purpose

- The competence field of engineering skills given, so as to develop and apply in their work independently and can fill the existing job vacancies in the world of business and industry as a reliable middle-level workforce.
- Have a career, be able to compete and develop a professional attitude in the competence of engineering skills.
- Creating your own employment or entrepreneurship in the field of competence in engineering skills.
- Continuing to a higher level of education according to the competencies pursued.

ANALYSIS OF FINDING RESULTS

To answer of the questions then analyzed the results of the study include the analysis of management functions in workshop management, the existence of Permendiknas RI analysis Number 40 of 2008 and analysis of student work practice skills.

POAC Analysis in Workshop Management

POAC stands for management functions of Planning, Organizing, Actuating and Controlling. This management function was discovered by George R. Terry. POAC analysis in the management of garages is very important to do, this is to reveal the cause of the workshop management has not been actual in

improving the work practices of vocational students in Jambi province. On the other hand, to know and understand about the desired workshop management in accordance with Permendiknas RI Number 40 Year 2008 and in improving students' work skills.

Planning Analysis

Good planning is the beginning in achieving success. Government Regulation, Ministerial Regulation, and other supporting provisions serve as the basis for the preparation of school work plans. All this shows how important is a good plan. In this case, planning analysis and strategic planning includes long-term planning, medium-term planning and short-term planning or annual work plan.

Organizing Analysis

Organization is closely related to management is a container or place of management that will play an active role. The organization Robbins SP, and Judge [15] is a conscious, consciously organized, social unit consisting of two or more persons and a relative continuum to achieve one or a set of common goals. Wibowo [16] Organization is a container established to achieve common goals effectively. Based on that opinion, the organization is a container of a collection of people who relate to each other to achieve common goals.

Organization is a system of cooperation a group of people to achieve common goals. The first step in organizing is manifested through planning by defining areas or functions that include the scope of activities to be organized by a particular group of cooperation. The whole assembly as a whole is the total system that moves toward one goal. Thus, any employment may be placed as a sub-system carrying a number of similar tasks as part of the overall activities carried out by such cooperation groups.

Implementation Analysis (Actuating)

a) Comparison of workshop facilities and infrastructure with national minimum standards

Implementation (actuating) is the most important management function that is the effort to move the members in the organization in such a way that they desire and strive to achieve goals. Implementation is an attempt to make the planning into reality, with through various direction and motivation so that every member of the organization can carry out duties, authority and responsibility optimally according to the description of the position that is there.

As previously stated that the State Vocational School in Jambi Province has not had strategic planning as the benchmark in the implementation to achieve the goal. Therefore, this analysis described how the condition of workshop facilities and infrastructure compared with the national standard. SMK Negeri 1

Muaro Jambi has facilities and infrastructure workshop which it is not according to national standard.

b) Indicators of Results Achievement

Indicator of achievement of the results of the implementation function of the management of facilities and infrastructure workshop SMK Negeri in Jambi Province is the result of accreditation of light vehicle engineering skills program. Law Number 20 Year 2003 regarding National Education System (Sisdiknas), Article 60 on Accreditation reads as follows.

- Accreditation is conducted to determine the feasibility of education programs and units on formal and non-formal education channels at every level and type of education.
- Accreditation of education programs and units shall be carried out by the government and/or independent authorized institutions as a form of public accountability.
- Accreditation is done on the basis of open criteria.
- The provisions on accreditation as referred to in sub-articles 1, 2 and 3 shall be further regulated under a Government Regulation.

Government Regulation Number 19 Year 2005 on National Education Standards (SNP) as amended by

Government Regulation Number 32 Year 2013 on Amendment to Government Regulation Number 19 Year 2005 on National Education Standards Article 2 Paragraph (2) states that the guarantee and quality control of education in accordance with the SNP needs to be done in three integrated programs, namely evaluation, accreditation, and certification. This education quality assurance aims to meet or exceed the National Education Standards.

Controlling Analysis

The controlling function is the last function of the management process. This function is very important and very decisive implementation of the management process. Control is closely related to the planning function and these two functions are interconnected, as controls are carried out for the success of predetermined planning and control exists due to planning. Control is a process for measuring performance and ensures that the actions taken successfully achieve the intended purpose. Control helps ensure that individuals and groups act on both the organization's long-term and short-term plans. Control also helps maintain compliance with organizational rules and policies.

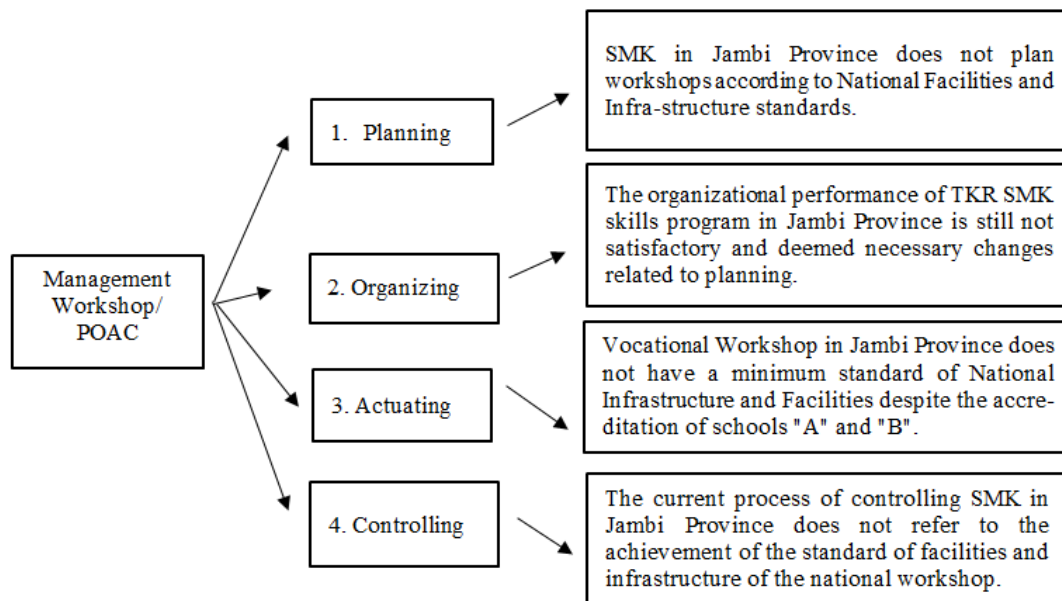


Fig-2: POAC Analysis in Workshop Management

Existence Analysis of Permendiknas RI Number 40 Year 2008

Existence (Wikipedia) is derived from the Latin word *existere* which means it appears, exists, arises, has actual life. *Existere* compiled which means out and *sistere* which means appear. There are several notions of existence that are described to be 4 insights. *First*, existence is what exists. *Second*, existence is what has actuality. *Third*, existence is everything that is experienced and emphasizes that something exists.

Fourth, existence is perfection. According to Big Indonesian Dictionary existence is a thing of being. Meanwhile, according to Zaenal Abidin [17] existence is a dynamic process, become or to be. This corresponds to the origin of the existence word itself, ie *existere*, which means to get out of, transcend or overcome. So, existence is not rigid and stalled, but rather supple and elastic and experiencing progress or reverse degeneration, depending on the ability to actualize its potentials ".

Performance Analysis of Student Practices

The analysis on the performance of students' work skills is done to find out the competency standard of graduates achieved by SMK in Jambi Province, in this case especially the attainment of skill of the exercises that have been done based on workshop

management and application of Permendiknas RI Number 40 Year 2008.

Practical activities Soeprijanto [18] in schools are for all students tailored to their respective expertise programs.

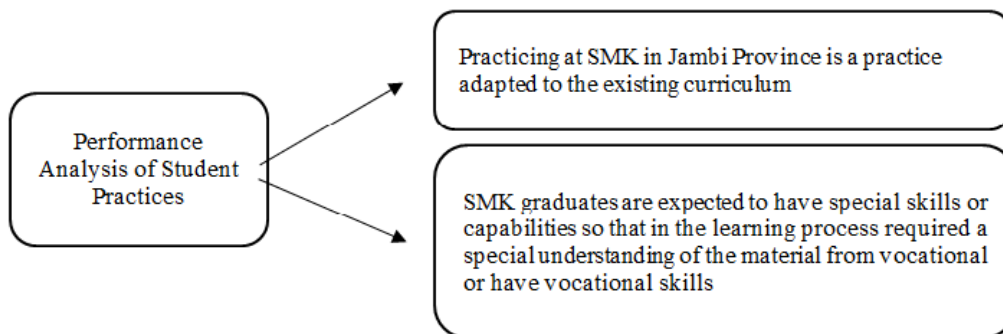


Fig-3: Performance Analysis of Student Practices Skills

The main purpose of vocational education is to obtain a ready-to-work output in a particular field. After graduating SMK is expected to have special skills or abilities so that in the learning process required a special understanding of the material from vocational or have vocational skills.

developments, processes, classifications and organizations. The main function is to convey ideas or concepts that are difficult if only submitted in writing or verbally visually. Charts can provide a summary of important points of writing or presentation.

Chart of Research Analysis

The Chart by the Big Indonesian Dictionary is an analytical and statistical drawing of designs, schemes or descriptions of processes occurring in nature, technology, and human society. Charts serve to show relationships, comparisons, relative numbers,

The analysis that has been done on the research in this dissertation which includes: analysis of POAC in management, existence analysis of Permendiknas RI Number 40 Year 2008 and analysis of student work practice skill performance as above, depicted in analytical research chart as in the following picture.

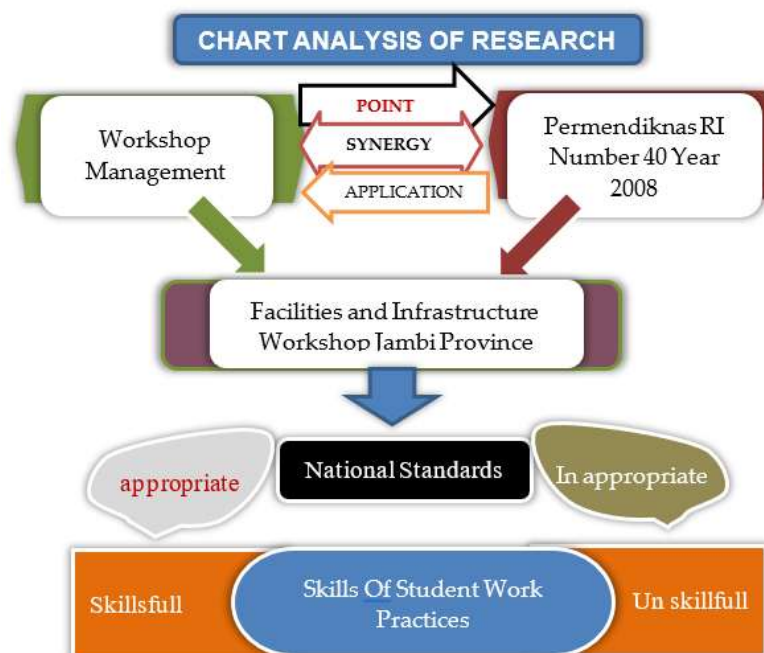


Fig-4: Research Analysis Chart

Based on the analysis chart above, the most important finding in this dissertation research is the fact that the vocational skills of vocational students in Jambi Province depend on the workshop facilities and infrastructure. If the workshop facilities and infrastructure in accordance with the national standard will produce the vocational students in Jambi Province who are competent in carrying out work practices, in accordance with the work of the business world and industry (DUDI), but if not appropriate then the students are not competent in carrying out work practices according to work business world and industrial world (DUDI) as a result of students can not do practical work practice. While the workshop facilities and infrastructure rely heavily on the workshop management and government support through the policy that was issued in the form of Permendiknas RI Number 40 Year 2008 to create facilities and infrastructure workshop according to national standards.

CONCLUSION AND RECOMMENDATION

Based on the findings and analysis, it can be concluded as follows: 1) SMK in Jambi Province has not made strategic planning with vision, mission and objective of achieving the standard of national facilities and infrastructure of workshop and supervision as expected in improving the students' work practice skill. 2) Implementation Workshop management in accordance with management functions realize the workshop development of SMK in Jambi Province according to the needs of student training so that workshop and implementation of POAC in the workshop management especially strategic planning which refers to the application of Permendiknas RI Number 40 Year 2008 will be able to improve work practices students. 3) Management of SMK workshop in Jambi Province does not refer to the achievement of national standard of workshop facilities and infrastructure according to Permendiknas RI Number 40 Year 2008 as a result of the implementation of the regulation. 4) The skills of vocational students' work practices in Jambi Province still need to be improved in order to achieve the competency standards of the national vocational graduates as a result of the workshop management that has not been implemented based on Permendiknas RI Number 40 Year 2008. 5) Implementation of Permendiknas RI Number 40 Year 2008 is conducted by conducting a review to all related institutions from the Directorate General of Ministry of Education to the vocational school institution in Jambi Province about the existence in the realization in the field and the adjustment with the implementation of management functions in workshop management and adjustment with the implementation of vocational student work practices in Jambi Province in improving their skills.

Based on the description in the previous chapters and the findings and analysis, it is recommended as follows: 1) State SMK in Jambi Province develops strategic planning of workshop facilities and infrastructure based on SMART principles which refers to the achievement of national facilities and infrastructures according to Permendiknas Number 40 Year 2008 in improving students' work skills. 2) Organizing that is formed must have the duty, authority and responsibility to achieve the goals set in the strategic planning workshop infrastructure and infrastructure. 3) Implementation must adhere to the achievement of objectives that have been set in the strategic plan that has been compiled refers to the achievement of strategic planning workshop infrastructure and infrastructure. 5) Supervision is carried out by performing corrective actions to prevent deviations from the achievement of the objectives set forth in the strategic planning of workshop facilities and infrastructure.

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