



**CHARACTERISTICS OF EFFECTIVE VOCATIONAL EDUCATION
IN THE INDUSTRIAL REVOLUTION 4.0.**

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ABSTRACT

Effective vocational education is a dream for students, especially the community and parties involved in vocational education. Vocational schools are required to graduate their students according to what is needed by the industry in the field. Vocational education is expected to collaborate with industry to jointly develop or develop curriculum so that there is no deviation between the SMK and the industry. The purpose of this study is to find effective and efficient vocational education indicators. The research method used is a qualitative research with a descriptive approach. The results of the study found in the characteristics of effective SMKs that are the basis for developing school performance indicators can be grouped into six aspects, namely: (1) Program for improving vocational student achievement; (2) Practice learning both theory and practice; (3) School leadership; (4) Staff development and development; (5) Environmental conditions and academic climate in SMK; and (6) The participation of parents in the administration of education. SMK Negeri 2 Kotif Palopo is one of the vocational schools in the field of technology that is professional in graduating students. In this case, the graduates of SMK Negeri 2 Kotif Palopo have been scattered everywhere, especially in local industries and large industries in Indonesia, especially in Makassar City and North Sulawesi.

Keywords: Vocational Education, Effective, Efficient, Industrial Revolution 4.0.

INTRODUCTION

Vocational education is basically a subsystem of the education system, but there are still many definitions proposed by vocational education experts and these definitions develop in tune with people's perceptions and expectations about the roles they must play (Muchlas Samani, 1992: 14); Slamet PH (1990: 2). Evans & Edwin (1978: 24), argues that vocational education is part of the education system that prepares individuals for a job or group of work. Vocational education is education that prepares youth and adults to work in technical and practical fields which are not the same as general education concerned with the development of the individual fully to prepare his life to be respected and become good citizens (Clarke & Winch, 2007: 63). The above definitions are in line with Wenrich & Wenrich (1974: 3) argues that vocational education is education organized for students who plan and develop their careers in certain areas of expertise to work productively. The National Center for Research in Vocational Education in the United States (NCRVE, 1981: 15) believes that vocational education is a subsystem that specifically helps students prepare to be workforce, which means that vocational education is an education subsystem that is specifically provided after high school helps students in preparing themselves entering the workforce. In the United States, vocational education is considered as a

community college education which is directed to study specialization fields so that vocational graduates have certain expertise in areas of expertise such as business, fabrication, agriculture, household, automotive, telecommunications, electricity, buildings and so on (Snedden, 1917: 8); (Bartel, 1976: 11).

From the above description it can be concluded that if viewed from the economic aspects of vocational education raises a dilemma that is on the one hand the objectives of vocational secondary education demand a responsive attitude to the world of work (contributing to economic growth) but on the other hand vocational education requires investment and operational costs tall one. To realize this is very difficult, between realizing the ideal conditions and the funding conditions that are rolled out by the government cannot be synchronized with real needs. Specifically regarding the relevance or external efficiency, in the vocational education system can be measured to what extent vocational education can supply the needs of skilled workers in sufficient quantities as required by various sectors in development. Specifically, for vocational education, the problem of relevance is not only caused by the gap between "supply" and "demand" but can also be caused by curriculum content that is not in accordance with the demands of the world of work, the development of science and technology and economic development

(Tilaar, 1991: 8). Components of an effective vocational high school are:

1. Curriculum

Galen Saylor and William Alexander in the book *Curriculum Planning for Better Teaching and Learning* (1956) explain the meaning of the curriculum as follows. "The Curriculum is the total sum of school's efforts to influence learning, whether in the classroom, on the playground, or out of school" Any school effort to influence children's learning, whether in the classroom, in the school yard or outside the school including the curriculum. The curriculum also includes what is called extracurricular activities. William Ragan in the book *Modern Elementary Curriculum* (1966) explains the meaning of the curriculum as follows:

"The tendency in recent decades has been to use the terms in a boarder sense to refer to the whole life and program of the school. The term is used.....to include all the experiences of children for which the school accepts responsibility. It denotes the results of efforts on the parts of the adults of the community, and the nation to bring to the children the finest, most whole influences that exist in the culture.

2. Teaching and Learning Process

PBM implementation is an event/event of interaction between educators and students that is expected to produce changes in students, namely: from not being able to being able, from not being educated to being educated, from not being competent to being

competent. The essence of PBM is its effectiveness. The level of learning effectiveness is strongly influenced by the behavior of educators and the behavior of students. Effective educator behavior is clear teaching, using variations in teaching methods, using variations in media/educational teaching aids, enthusiasm, empowering students, using context as a means of learning (contextual teaching learning), using types of questions that arouse and so on.

Practical learning is a series of learning experiences in the form of learning activities in an effort to teach mastery of basic competencies and learning indicators. Learning experiences can be done inside and outside the classroom and even outside the school in accordance with basic competencies and learning materials as well as the ability of students who carry out activities. In addition, learning experiences must consider effectiveness and efficiency in implementation. Forms of learning experience can be in the form of knowledge, attitudes and skills or expertise. Learning in Vocational Schools can be done by using a number of strategies because learning with an approach based on production and competence requires completeness for that learning strategy to be developed: (a) mastery learning is students are given sufficient time to master each competency learned; (b) learning through activities that can provide meaningful learning experiences

(learning by doing); (c) learning by paying attention to the uniqueness of each individual (individualized learning); (d) learning in groups (group learning) and (e) learning with systems using learning packages or modulators.

3. Educators and Educational Personnel

Educators and education personnel are those who are qualified as educators, managers and educational support staff. Educators have the duty to plan, implement and assess and develop the learning process. School administrators are tasked with managing and leading the teaching staff and supporting staff at the school. School support staff are those who are tasked with supporting the implementation of the learning process at school. Teachers are required to be an ideal person or in other words referred to as the good teacher. The mention of this definition was stated by Korthagen, (2004: 87) good teacher is good teaching; although someone may have excellent competency, the right believer, and an inspirational self and mission, the level of the environment may put serious limits on the teacher's behavior. To make an ideal teacher the basic attitudes of character educators are needed. This was revealed by Koesoema (2009: 154-159) its characteristics are as follows: (1) Anti-adultism; (2) Pursuing perfection; (3) Authentic appreciation of values; (4) Practical personal responsibility; (5) Be the learner; and (6) Social responsibility.

Slamet (2005: 271) says that a teacher is a profession if it has the following characteristics: (1) Position involves intellectual activity; (2) Positions based on certain scientific fields that are clear and solid; (3) Positions that require a long period of preparation for education and or training before the person concerned can assume the position; (4) Position that requires training in a sustainable position; (5) Position that promises an adequate life career; (6) Position that can determine its own quality standard and is not much influenced by other parties; (7) Positions that are more concerned with the function of social services rather than their own benefits; and (8) Positions that have strong professional organizations.

Professional teachers are people who have special abilities and expertise in the field of teacher training so that they are able to carry out their duties and functions as teachers with maximum abilities or in other words professional teachers who are well educated and well trained, and have rich experience in their fields. Educated and trained not only obtain formal education but also must master a variety of educational strategies or techniques as stated in teacher competencies (Usman, 2004: 20).

The teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students, in early childhood education through formal education, basic education, and secondary education (Law No.

14 of 2005 concerning Teachers and Lecturers). Even though in the description Competence Based Education/Training (CBE/T) states that learning is oriented towards the needs of students (students) and the teacher's function switches from teaching role to facilitator but with the change in teacher's function demands quality improvement which includes an increase in technical competence in accordance with areas of expertise taught and teaching methodology in accordance with CBE/T learning patterns. This implies that the position of the teacher is not merely as a teacher of transfer of knowledge but also as an educator who transfers of value and at the same time as a mentor who provides guidance to students in full on cognitive, affective and psychomotor aspects.

4. Educational Assessment

Educational assessment is a learning outcome that reflects how well students are able to follow the learning process. Ideally, learning outcomes should express three elements of ability, namely the power of thought, heart power and physical power. First, the ability of thinking does not merely measure learning achievement in the form of NEM, but must also measure multiple thinking abilities such as deductive, inductive, scientific, critical, creative, reasoning, exploitative, discretionary, lateral and systemic thinking. Second, learning outcomes must also measure the ability of the heart which basically is measuring the quality of

the inner / human character such as faith and piety towards God Almighty, compassion, honesty, politeness, tolerance, responsibility, moral courage, commitment, self-discipline and aesthetics. Third, learning outcomes must also measure physical strength, which includes sports skills (athletics, soccer, badminton and so on) health (endurance, disease free) and art (music, visuals, theater and crafts).

Considering that learning outcomes are a fusion of the three elements of ability, namely thought power, heart power, and physical power, learning outcomes can be grouped back into academic achievement, non-academic achievement, repetition rates and dropout rates. Academic achievements include, for example, NEM, ways of thinking, youth scientific work competitions, Physics, Mathematics and English contests. Non-academic achievements include, among others, inner character/quality, sports achievements, artistic achievements and scouting achievements.

5. School Culture

School culture is the character or view of life (a way of life) of a school that reflects the beliefs, values, norms, symbols and traditions / habits that have been formed and agreed upon by the school community. This definition is reminiscent of that school culture is a fusion of elements of the quality of spiritual material (reason, emotion, taste, spirit) which are then expressed in the form of attitudes and actions outwardly. The

results of the study concluded that school culture is very influential on school effectiveness. That is, the more conducive school culture, the more effective the school.

School culture that needs to be cultivated and developed to improve school effectiveness includes: centering on the development of learners, a conducive learning environment, emphasis on learning, professionalism, high expectations, excellence, respect for each individual school member, justice, certainty, corporate culture or the habit of collaborative / collective work, the habit of being a learning society, the same future insight (vision), joint planning, collegiality, educators and educators as learners, the culture of learning communities, mutual empowerment, and transformative and participative leadership. In this study focused on how the characteristics of effective vocational education in SMK Negeri 2 Kotif Palopo?

RESEARCH METHODS

This study uses a qualitative approach to the type of case study research. According to Robert Stake (Denzin and Lincoln, 2009: 299) a case study is not a methodological choice, but rather a choice of the object under study. Yin (2008: 1) says that case studies are a more suitable strategy if the main question of a study regarding how or why, if researchers have little opportunity to control the events to be investigated and when the focus of

research lies in contemporary phenomena (time) now) in real life.

In this study, data analysis has been carried out from the beginning of the research activity until the end of the study. In this way it is hoped that there will be overall data analysis consistency. To present the data so that it is more meaningful and easy to understand, the data analysis step used in this study is Analysis Interactive Model from Miles and Huberman (1994: 21) which divides the analysis activities into several parts, namely: data collection, grouping by component, reduction data, data presentation, separating outlier data and drawing conclusions or data verification.

RESULTS AND DISCUSSION

State Vocational School 2 Kotif Palopo is a school that has a fairly strong development that is in line with the vision of the school to be an international-level vocational education and training institution that produces professional graduates, is capable of entrepreneurship, faith and devotion. To realize this vision, the school has collaborated with DUDI in accordance with existing study programs at SMK Negeri 2 Kotif Palopo. The working relationship carried out by SMK Negeri 2 Kotif Palopo is very closely related because graduates from SMK Negeri 2 Kotif Palopo can be distributed to DUDI who already trust their graduates. In accordance with the pioneering PI process, students of SMK Negeri 2 Kotif Palopo are attempting to

have PIs abroad at the time being pioneered relationships with overseas institutions as partner institutions, both government and DUDI institutions. To channel graduates of SMK Negeri 2 Kotif Palopo to form an institution called the Special Work Exchange (BKK). This institution gets permission from the labor and transmigration department BKK's main task is to establish cooperation with companies to market graduates.

The form of cooperation includes giving special permission to SMK Negeri 2 Kotif Palopo to carry out the registration and test of prospective employees. At the end of the school year many companies come to SMK Negeri 2 Kotif Palopo to look for workers who will work at the company, class XII students are intended to fill these vacancies. Students of SMK Negeri 2 Kotif Palopo take the test through three stages, namely the theory test, interview test and health test. Students who are declared graduated are still given the opportunity to continue school until they graduate.

One of the requirements for an international standard SMK is to have a Business Center Manufacture (BCM) in which teaching factory activities and Service Production Units (UPJ) are conducted, teaching factories are practical lessons that produce factory-standard goods, ready to compete in the public market. The goods produced must be able to penetrate the market, be able to compete in quality and price. Teaching factory is carried out for

students majoring in computer and network engineering as well as audio video engineering, in the form of assembling LCD monitors, laptops and personal computers. Teaching factory marketing products such as LCD monitors, laptops and personal computers, among others, to the area of South Sulawesi, East Java and DIY. UPJ State Vocational High School 2 Kotif Palopo covers the following activities: (a) Engineering training services, carried out in collaboration with related agencies or institutions. Has collaborated with the manpower and transmigration department for community training in the automotive and electronics sector. Other departments are ready to collaborate; (b) Serve car service; (c) Collaborating with PT. Astra opens the workshop Ahass; (d) Making trainings for the engineering learning of various majors; (e) Production of goods according to community needs; (f) Manage school canteens for students, teachers and employees; and (g) Photocopies and providing goods and services for the administrative needs of schools and residents in need.

Students of SMK Negeri 2 Kotif Palopo feel happy because there are a number of DUDI which are used as partner or cooperation with SMK Negeri 2 Kotif Palopo. Therefore, the school adopted the previous curriculum or curriculum from DUDI with the aim of synchronizing the curriculum at SMK Negeri 2 Kotif Palopo with DUDI. Even though the school has cooperated with industry to

support the formation of a culture atmosphere with schools and DUDI. But there are some students who want to continue their education to higher education such as UNY to deepen their knowledge in accordance with their respective majors.

Based on data analysis, it can be concluded that the culture of cooperation between SMK Negeri 2 Kotif Palopo and DUDI went smoothly. The State Vocational School 2 Kotif Palopo must develop more cooperation so that graduates can be absorbed later. On the other hand, the school organizes activities that can support the creation of an atmosphere of mutual trust between the school and DUDI. For this reason, the school invites DUDI to renew the curriculum in the school annually so that the curriculum between the SMK and DUDI curriculum is synchronized. Besides that, writings and encouragement were also displayed, which also added to the atmosphere, and had to be able to achieve the vision and mission set by SMK Negeri 2 Kotif Palopo.

The main purpose of education for vocational students is to enter decent work. Therefore an effective Vocational School is a school that prepares its graduates to enter the workforce where at this level of education, students are prepared to have the skills so that graduates are ready to use and are ready to compete in entering DUDI. The results of the study found that SMK Negeri 2 Kotif Palopo uses an integrated curriculum between the KTSP curriculum and DUDI. In

the sense that the curriculum is still used KTSP but competency material that has not been listed in it is included in the local content curriculum. Such conditions are carried out by SMK Negeri 2 Kotif Palopo. The SMK curriculum is a set of plans and arrangements regarding the content and learning materials as well as the methods used to guide the implementation of KBM in SMK. In the context of a global era marked by intense competition in various aspects of life, curriculum development must be oriented to the world of work. Effective curriculum standards in vocational schools are school curriculums based on the objectives to be achieved by schools, especially SMK Negeri 2 Kotif Palopo. The curriculum can be seen that there is a direct and clear relationship/relationship between the objectives to be achieved by the school and the contents of each curriculum component (each quality of learning).

The results also found that effective and quality education urgently needed effective schools, effective classes and effective teachers. Effective teachers will produce effective teaching and learning, effective classes will produce effective schools and the accumulation of effective and quality schools will produce quality educational outputs as well. Look at the media used by the teacher, learning strategies, subject feedback and how to deliver material for group subjects normative and adaptive are good. The results of this study are in accordance with Brophy

Cornstein & Levine (1989: 582) which states that the criteria for effective teachers are: (1) Ensuring that students know and understand the material in accordance with teacher expectations; (2) Ensuring that students know what to do if they encounter difficulties and need help; (3) Guiding low achiever students and giving encouragement to progress to high achiever students; (4) Making a smooth transition step between the first subject and the subsequent subjects; (5) Assigning varied assignments to students to maintain student interest; (6) Monitoring of KBM and anticipating students' lack of understanding and seriousness; (7) Implementing innovative and varied learning strategies to keep student motivation and learning participation high; (8) Does not respond emotionally to students who act disciplined and other negative actions; and (9) Organizing the environment, media and learning aids for the achievement of effective and quality KBM.

The results of this study are consistent with Haigh and Katters (1984: 34) suggesting that the characteristics of effective teachers are: (a) Able to learn from a compendium of extensive and complete teaching modes (standard competency objectives, material organization, structure) with supporting skills; (b) Able to apply and control a variety of teaching strategies and tactics to match student learning needs; and (c) Be sensitive to learning situations that indicate to maintain, modify or replace

teaching behavior based on student cues in order to achieve effective teaching and learning.

PBM which is carried out in workshops and laboratories has used some learning media and demonstrated teaching aids directly to students. There is an interaction between the teacher and special students in productive subject groups. Comparative study research on PBM has three categories: teachers who teach adaptive and normative subjects are good because they use varied learning strategies in delivering material in the classroom. Whereas teachers who teach on productive subjects have implemented varied learning strategies in PBM theory and practice in the classroom and workshop.

The results of this study are consistent with the characteristics of an effective classroom based on Sukanto (1999: 9): (2) Formulation of learning objectives, subject areas, organization and structure of the discussion; (3) Learners' opportunities to develop learning materials; (4) Students' expectations and opportunities to achieve higher achievement; (5) Monitoring and evaluating the success of students and (6) reinforcement or enrichment. The results of this study are consistent with Anderson, Evertson and Brophy (Davis & Thomas, 1989: 135) suggesting several characteristics of effective classrooms, namely: (1) Always bringing students' attention to well-organized subject matter; (2) Give assignments and clear questions to students

so they can maintain the pace of learning; (3) Provide sufficient time for students to understand material, answering teacher questions and followed by feedback; (4) Mastering the material and teaching competencies needed; and (5) Monitoring the progress of student learning progress and taking the necessary learning steps.

The results of this study are in accordance with Davis & Thomas (1989: 117) in academic learning time which suggests that the more time allocated to conduct academic activities will be directly related to how far the depth and weight of the material can be delivered and understood by students. The implementation of PBM in SMK Negeri 2 Kotif Palopo has been effective because the interaction of teachers and students in the class has been going well. This is due to the method used that has been used in teaching. The teaching teacher has used the right learning strategy in the delivery of material so students are active in the classroom. PBM is the most important process because this is where direct interaction occurs between educators and students. Here also direct intervention between educators and students takes place so that it can be ensured that educational outcomes are highly dependent on the behavior of educators and the behavior of students. Educational outcomes are collective results between educators and students. PBM that occurs in SMK Negeri 2 Kotif Palopo is a series of activities consisting of preparation, implementation and

evaluation of learning so that the preparation and implementation carried out by teachers at SMK Negeri 2 Kotif Palopo are effective in the sense that the teacher has performed his duties as an educator well so that this is a complete series that cannot be separated.

The results of the study also found that evaluation of learning is a process of obtaining information about learning outcomes. The focus of evaluation of learning is on results, both results in the form of processes and products. Information on learning outcomes is then compared with predetermined learning outcomes. If the real results of learning in accordance with the results set so that learning can be said to be effective. Conversely, if the real learning outcomes are not in accordance with the specified learning outcomes, then learning is said to be ineffective. Educators use various types of evaluation tools according to the characteristics of competencies that must be achieved by students.

The implementation of PBM in SMK Negeri 2 Kotif Palopo has been effective because educators have made and implemented SAP and its elements in PBM and educators have also used learning media, classroom management, teacher interaction with students in the classroom effectively. Teachers who teach on normative, adaptive and productive group subjects have been effective because most have used media and learning strategies in delivering material and class management. PBM in SMK Negeri 2

Kotif Palopo has been effective in accordance with the vision and mission of SMK. The use of instructional media, learning strategies have been used by teachers at SMK Negeri 2 Kotif Palopo. The results revealed that teachers at SMK Negeri 2 Kotif Palopo for teaching adaptive, normative and productive group subjects were creative and professional in their respective fields and made and implemented SAP.

The researcher revealed that the teacher had made the material in accordance with the PBM standards in force but in its implementation, it had been applied in the classroom so that classroom management was effective. The results of this study are in accordance with Squires, Huitt & Segars (1983: 6) suggesting the characteristics of effective schools include, active school leadership, a conducive school climate, high student success expectations, safe school environments and high discipline settings, teachers who plan and manage KBM with the right strategy so students are actively involved in completing assignments. The results of this study are in accordance with Scheerens (Sukamto, 1999: 10) saying that effective schools are influenced by several factors, namely: (1) The degree of achievement-oriented policy; (2) Principal's leadership; (3) Joint planning and teacher collaboration; (4) Achievement of curriculum targets and curriculum structure and organization; (5) The climate of work

relations in schools; and (6) evaluation potential.

Effective teachers will create effective teaching and learning activities, effective classes are an accumulation of effective teaching and learning activities while effective schools guarantee the creation of effective teaching and learning activities. Observing the criteria or characteristics of effective schools, effective classes and effective teachers without reducing or ignoring the importance of other factors, there are at least 5 important factors to create an effective teaching and learning process, these factors are: (1) Factors of teachers who are competent in fields of study, teacher training and evaluation; (2) Organized and structured material factors including their supporters; (3) Student factors that must be stimulated and motivated to excel; (4) KBM conditions that must be conducive and pleasant; and (5) Learning strategy factors that must be varied and innovative.

Educators and educational staff in schools are already qualified as educators, managers and educational support staff. Educators have the duty to plan, implement and assess and develop the learning process. School administrators are tasked with managing and leading the teaching staff and supporting staff at the school. School support staff are tasked with supporting the implementation of the learning process at school. In general, school teaching staff are

tasked with carrying out planning, learning, mentoring, training, management, assessment, supervision, technical services and literature, research and development of practical matters needed to improve the quality of the learning process. Educators are the soul of the school and the school is only a container because educators are one of the keys to successful school development.

The assessment that is applied by teachers in SMK Negeri 2 Kotif Palopo using the Benchmark Reference Assessment (PAP) is applied individually as the success of students is only categorized as competent and not yet competent and is carried out in an ongoing manner. Assessments made by teachers are actually to measure the ability of students in one of these competencies. The results of this study are in accordance with Herminarto Sofyan (2005: 28) school culture is an artifact network system, norms of behavior, traditions, warnings, school stories and rituals and other symbolic forms, values, beliefs and assumptions that underlie, fill and fill guide in performance, managing institutions and giving charter in schools. The results showed that SMK Negeri 2 Kotif Palopo has a variety of cultures such as physical culture and behavioral culture. Physical culture can be seen from the physical appearance of SMKN 2 Yogyakarta. Behavior culture can be seen from the culture of discipline and discipline, the culture of achievement and competition and the culture of reading. The findings of this study are

consistent with the opinion of Herminarto Sofyan above.

SMK Negeri 2 Kotif Palopo has a very good physical appearance. This is proven by the fact that school buildings have been equipped with fences, complete school infrastructure facilities, slogans or writings on display in strategic places. For example in the teacher's office, the principal's office, BK's room and other rooms. Discipline culture implemented in this school is manifested in various ways. Discipline by the principal is shown by coming to school early or before 07:00 in the morning. Teacher discipline is realized by the accuracy of teaching hours in class and the accuracy of the uniform worn on the teacher. Teachers have their own rules in wearing uniforms (Irwanto, 2011).

To accommodate input and criticism from school residents each new school year, a workshop was held which was attended by teachers, employees, and students. Based on observations, school rules have been socialized to all school residents both verbally or in writing. In writing it is shown by attaching sheets containing school rules in various strategic places of the school both in the teacher's room, the BK room while verbally shown during the ceremony, the principal always reminds his citizens to obey the rules (Irwanto, 2011).

School management in the development of school culture studied at SMK Negeri 2 Kotif Palopo is the management of school personnel and student management. School

personnel management has not been maximally managed because there are no official rules regarding prizes and sanctions in schools. Student management at SMK Negeri 2 Kotif Palopo can be well managed. Every new school year a new admission committee has been formed and there are also new student registration requirements (as in the brochure of SMK Negeri 2 Kotif Palopo). In addition, there is already a record of students in the parent book, student code of conduct and attendance list. Good management of student management at SMK Negeri 2 Kotif Palopo is expected to increase student input at SMK Negeri 2 Kotif Palopo so that it will produce quality output. The principal's leadership also influences the development of school culture. The principal's leadership has been going well. With the leadership of the school principal there have been many changes such as in the procurement of school facilities and infrastructure, transparency in finance, democracy, enforcement of discipline and discipline of school residents and efforts to improve the quality of teachers (Irwanto, 2011).

In addition to the role of the principal, the teacher also has a role in creating a positive school culture. The teacher's role can be realized by streamlining empty class hours for example by giving assignments. This is done as a way to anticipate the class so that it is not empty so students continue to study even though the teacher cannot enter. In

addition, teachers can also foster close and harmonious relationships with school residents. For example, fostering a harmonious relationship with students can begin with greeting, sharing, prayer in congregation and outdoor activities. Harmonious relations or the establishment of this intimacy can create an atmosphere of togetherness and strengthen the brotherhood between teachers and students. The results of this study are in accordance with Suharsimi (1993: 39-40) states that students will be able to learn well if there can be a good relationship between teachers and students proven while the familiarity with teachers and employees can be realized by friendship to the home of the teacher / employee, both when Eid or when you get disasters / sickness, midday prayers, greeting when they meet.

The results of this study are in accordance with Brown (2004: 4) school culture which is supported by hard work and high achievement is influenced by factors such as vision and mission, curriculum, instruction and assessment, time, focus on teacher and student learning, relationships, leadership, decision making systems, parent and student support and flexibility. The vision set is a clear vision so that school residents can easily understand and implement the vision. With a clear and easy-to-understand vision and mission so that the goals set can be achieved. The school has tried to socialize the vision and mission to all

school members, among others by displaying the school's vision and mission writings in strategic places and in the brochure for new students so that school residents can read it and find out.

CONCLUSION

Based on the results of data analysis from this study, the following conclusions can be drawn: The development of this curriculum is intended to have a cyclone between the curriculum in SMK with DUDI or also called the link and match between the world of SMK with DUDI. The implementation of PBM for theory and practice in SMK Negeri 2 Kotif Palopo has been running effectively in accordance with the standard processes consisting of teaching preparation, teaching implementation and evaluation of learning outcomes applied at SMK. Educators and educational staff of SMK Negeri 2 Kotif Palopo have fulfilled their S1 qualifications and have personality competencies, pedagogical competencies, professional competencies and social competencies that are sufficiently adequate as educators and educational staff. What's more, most of them have S1 education and have been certified by teachers with the certification of teachers, the quality of education in vocational schools can improve besides that teaching staff are also professionals in their respective fields.

Educational assessment for theory and practice in SMK Negeri 2 Kotif Palopo has used a standardized assessment system

where UAS has referred to the assessment with competency exams and UN. Minimum completeness criteria (KKM) has been applied in SMK Negeri 2 Kotif Palopo by setting a Benchmark Reference Assessment (PAP), namely normative lessons at least 7.60, adaptive lessons ≥ 7.60 , productive lessons 7.60 and local content lessons 7.50. School culture in SMK Negeri 2 Kotif Palopo already has an effective DUDI culture because the SMK vocational discipline is DUDI. State Vocational School 2 Kotif Palopo has planned and implemented theory and practice.

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