

IMPLEMENTATION OF LEARNING - BASED COMMUNITY IN MULTIMEDIA VOCATIONAL EDUCATION OF SAMPLE SCHOOL (A CASE STUDY OF SMK NEGERI 1 KARANGGAYAM)

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Abstract

Vocational multimedia education is the education which trains the students in order to be smart in the field of industries creative. The power demands of education support, either the intake learner or support schools/Governments. While in a Sample School, such support is very less power. So now is gaps between the output of the education and the needs of the creative industries. The research was implemented learning based community, try the (PBK) as a solution to the hindrance of multimedia vocational learning at Sample School. This paper describe the techniques of the PBK and its impact on learners in Sample School. The impact of cognitive ability are analyzed, the skill and the attitude of the learners in particular the attitude of responsive and creative. The data used as the basis for the analysis in the form of test students as a benchmark changes in cognitive ability and multimedia products as benchmark skill and observation against the attitude of the learners. The results of the analysis show that learning based community can positively impact on students education in multimedia at Sample School.

Key words: Education, Vocational, Multimedia, School, Learning based community

Introduction

Vocational education is education based products which are implemented in vocational education to prepare students to become productive labor in the world of work. Nowadays with the MEA in 2015, then the industrialized world have the kind of new industries, namely, creative industries, where it takes a creative, productive labor, independent, and empower. One of the vocational that prepare to become a creative industry workforce is majoring in multimedia.

Multimedia teaching several types of skills that is the Cinematography is a combination between art and technique mastery of tools/computer. To be able to a productive power, then it takes a basic character should have the learners, that are creative, quick response, and independent.

In Sample School, developing basic character of the base has a lot of constraintssuch as lack of means in the development of creative character and trained, as well as the condition of the cultural life of rural people who have not been targeted to independent in creativity, especially in the visual field. These limitations cause gaps between the output of the education and the needs of the industrialized world. The disparity indicates that the educational material is not yet fully connected with the needs of the industrialized world.

This can be overcome by granting the diverse experiences and insights by leveraging the affirmation of cultural diversity of the community. Increased participation of learning based community, formulated in the Community (PBK) for vocational education.

According to the research of Melaville (2008) ninety-five percent of the students (age 13-19) says the opportunity for more real-world learning will improve their schools. Ninety-two percent of the adults (including teachers) favored emphasizes real-world learning at school including work study, community service, and vocational courses. And sixty-four percent of adults are highly recommend emphasizing learning in the real world.

According to Shumer (1994) education based community that is integrated with academic programs can reduce the dropout numbers, especially on school articles that have access are far from urban areas, and introduce to the students the educational world that can enhance conditioning pendewasaan and responsibility in society.

Research Method

This research is qualitative research that aims to find out how the implementation of education based community on the education vocational multimedia in SMK Negeri 1

Karanggayam. Therefore, to be able to reveal problems in depth with seeking truth scientifically and find the object and expose the object examined based on the current facts, then the method used is descriptive qualitative approach (Atmoko, 2012).

This research was conducted at SMK Negeri 1 Karangayam and community partner, namely Sangkanparan Cilacap and CLC Purbalingga, during 6 month that was December 2014 up to June 2015. Data collection techniques in this research conducted by observation and in-depth interviews, document analysis and post test and pre test. Data analysis is used interactive analysis models. Miles & Huberman (1984) in qualitative data analysis there are three main components, namely "the reduction of data, the instant data and

summary as well as the verification" (Atmoko, 2012).

Result and Discussion

Implementation of PBK Event

PBK activities carried out in the form of a partnership between the school and the community that make up a community in the field of cinematography. Cooperation is divided into functions they are function support (supporters); mediator (go-between) and controls. As for the Division of functions can be seen in table 1.

Table 1. The Division of function in PBK

Function	Planning	Implementation	Evaluation
Support	Give an idea	Giving power/facilities, and get involved in the learning proces	Internal evaluation for power/facilities
Mediator	Provide assistance, liaison, Cooperation		
Control		Monitor the implementation	Join the determining criteria/evaluation procedure, carry out, participate to give feedback

The function of the Support is functions that are run by the community, while the function of the Mediator in the run by school or community

leaders or community figures, and control function is a function of the school. In this research the function of cooperation can be seen in table 2.

Table 2. Implementation of the Division of function in PBK

Party	Planning	Implementation	Evaluation
Community	gives an idea/idea to train	Apprentice: Judging	Evaluation; Certification
Teacher/School	Technical assistance, liaison	Monitoring	Join the determining criteria/evaluation procedures;
The Head Of School	Legitimasi	Moral support	Give feedback

The Organization of the activities of PBK begins with planning activities i.e. create a draft of the research, proposed by the community and discussed among the community and teachers. The community has insights in determining the design of learning based on experience and applicative needs in daily life, and authorities in its implementation. The timing of the PBK is adapted to the Organization of the Education System dual (PSG) on the CMS i.e. block release where this model has determined that certain months of learners will carry out practice in DU/DU release block System. approaching the ideal to be applied because the students will concentrate more on their work at the site of the PBK and concentrate on learning material. Setting the work time, time off and breaks completely handed over to the parties assigned to DUDI learners participants PBK (Atmoko, 2012). Next the community can assess the work of children and issue a certificate as a sign of learning.

SMK Negeri 1 Karanggayam partnership with communities that have been considered among the location, time, work that in accordance with the competency. The preparation was carried out of the school, is to provide technical assistance, ranging from preparing the device administration PBK, the formation the teacher supervisor for activity monitoring, preparing learners through theory and pembelajaran material. PBK activities during teacher monitor or enforce monitoring, to provide technical assistance that may be needed, such as motivating learners or provide the theory to solve problems. Next the teacher supervisor will be the liaison between the principal, the students and the community. At the end of the school through the teacher will evaluate the extent to which the skills of the learners, and evaluating the reports drawn up in the form of a report. Students who meet the standards specified value the school will get a certificate.

Cognitive skills are taught to take care of Multimedia Equipment, and apply the technique of shooting. This activity was carried out 2 stages, stage I in first semester when the class XI and stage II in the time of Class XI of second semester.

The first stage, implemented in the form of guest teachers bring in community partners, as a form of introduction of the early stages in the creative industry identifier. Implementation time executing productive learning hours and carried out two times in one semester, in the form of

workshops. It is implemented as a preparation, to provide a supply of the theory that getting closer to the real practice.

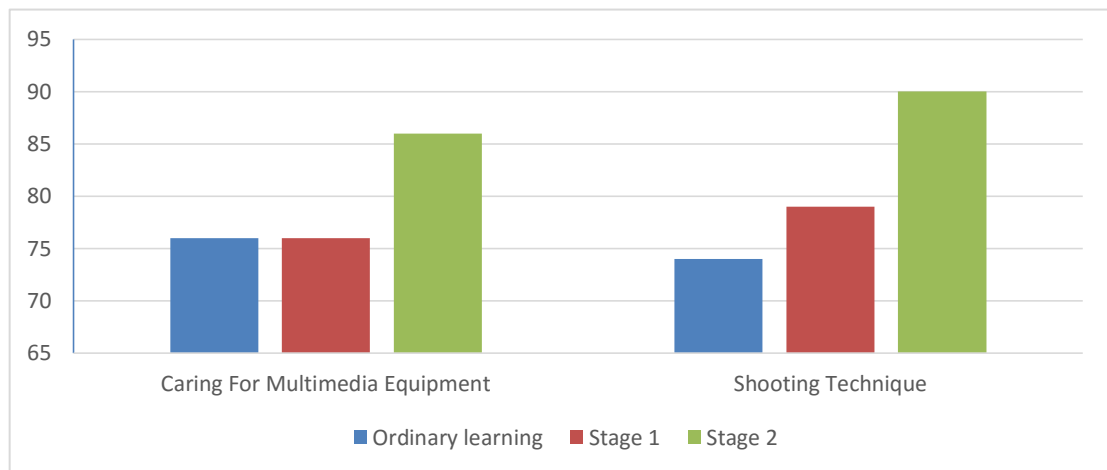
The second stage, carried out with the community in locations prakerin within 3 months. In practice, learners are fully guided by PBK. Follow community programs that are running, and making products for team work in accordance with the community workflow. As for the types of activities students can be seen in table 3.

Table 3. The activities of the learners in the PBK

Month	Sangkanparan	Cinema Lover Community
First	1. The design of the Project include: train line, pointlis, and make the bag art 2. A synopsis of the Film/Movie Surgery 3. Program Sangkanparan (workshop on English) 4. Research Production	1. A synopsis of the Film/Movie Surgery 2. the CLC Program (anti-corruption workshop) 3. The introduction of the means of production 4. Research Production
Second	1. Pre production: Create scenarios, Production Pr oposals 2. Film production	1. Pre production: Create scenarios, Production Proposals 2. Film production
Third	1. Film production 2. Post production (Editing and marketing)	1. Film production Post production (Editing and marketing)

The process of the activity of learners is the integration of some productive material, namely caring for multimedia equipment, applying the techniques of shooting and drawing up the proposal deals with the composition of the 10% take care of multimedia equipment, and 90% of shooting

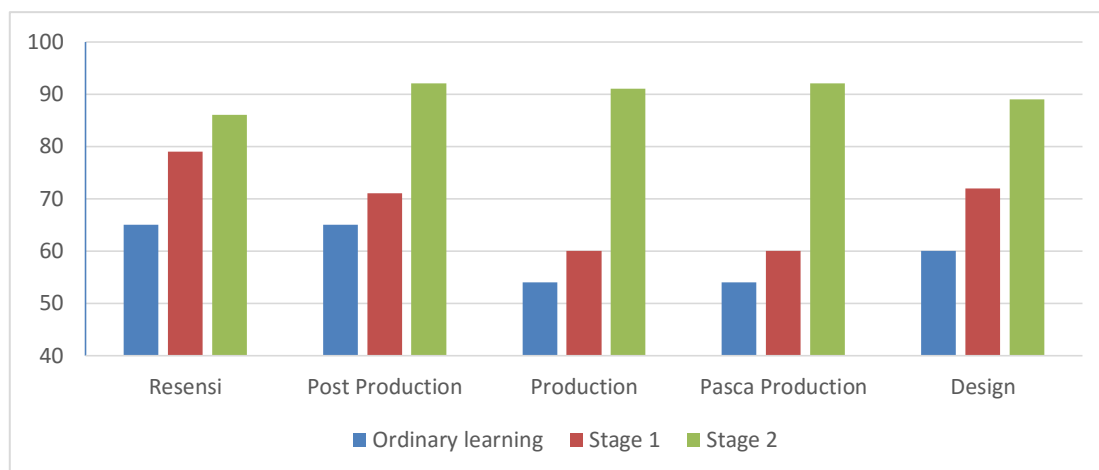
techniques. In the material has held the test performed after the regular learning, after stage 1, and after stage 2. It to see if the PBK activities affect cognitive ability learners. The result of the assessment of cognitive ability can be seen in Graph 1.



Graph 1. Results The Average Cognitive Ability Learners

The results of analysis demonstrate that PBK may increase cognitive ability learners significantly. The biggest improvement can be seen from the PBK process stage 2. Learning with the usual techniques is enough to increase the student's cognitive ability. It is helped by the presence of remedial on each repeat. However, in stage 1 and stage 2 just implemented test at the end of the stage and not done remedial.

In the matter of the PBK skills measured have a number of skills, they are 5 skills reviews, post production, production, post production and design. Assessment skills are based on the assessment of the portfolio on learning, and after stage 1, as well as portfolio assessment after stage 2. It to see if the PBK activities influencing skills learners. The result of the assessment of the skills of learners can be seen in Chart 2.



Graph 2. Results The Average Skills Of Learners

The results of the analysis of the skills learners demonstrate that PBK can improve learner skills significantly especially in post production, production and pasca production. The biggest improvement can be seen from the PBK process stage 2. Learning with the usual techniques are less effective at improving skills learners. It is due to lack of facilities and infrastructure repair instruction. However, in stage 1 and stage 2 can

be improved. Stage 1 can provide significant improvements in the skills of the reviewer. Study on stage 1 only workshops with professionals, so it is the most easily absorbed is a skills review. While post production, production and pasca production are hands-on in the community so that it can sharpen students' skills effectively. As for the types of products being generated learner portfolio in PBK stage 2 can be seen in table 4.

Table 4. The Resulting Product Portfolio

Jenis Portofolio	Sangkanparan	Cinema Lover Community
Design	1. The image of the pencil 2. Bag fabrics 3. Cover Film	1. Cover Film
Film	1. Two documentary films by Title -Kampong Cething -Tappers Birdlime	2. Two pieces of Citizen Journalism -ice Duren -Sroto Bancar Badog markets -Fried peanuts Mirasa Nopia- 3. Two public service Ads Jujul Lan-Ora Ora Honest -Different Rega 4. One Fiction Film -Tasty

Based on the result of the portfolio can be inferred that in 3 months the learners are able to make 2 up to 8 movie film education tailored to real life in society. One of the film with the title "Ora Jujul Lan Ora jujur" have earned the award for the best public service announcement at the Surabaya 2015 national level.

If observed, then the results of the analysis of cognitive and skills learners have a significant improvement. It directly or indirectly provide positive benefits both for the school and for the community.

Based on teacher observations of teachers and instructors, the benefits obtained by learners in implementation PBK program, namely:

- Get an increased understanding and application of the theory about the skills already acquired in school.
- Improve the ability of learners to understand myself in taking decisions, self-help/self help, leadership, and cooperation within the team, as well as responsible on each assignment. It shows the character of learners who can be trained. While the characters that can be learned in PBK is the Self determination

(determine yourself); Self help (help yourself); Leadership development (leadership development); Team work (cooperation); and Responsiveness (the responsibility).

- c. Get new experience as preparation for students or graduates of the CMS in the world engaged in creative industries.
- d. Gain insight and understanding of the world of the creative industries.
- e. Gain experience in interaction with the environment
- f. Get recognition from the world of creative industries about the competency of skills that have been achieved.

The benefits it brings the school in PBK, among others:

- a. Can develop competence of conformity between the school worlds with creative industries.
- b. Provide an adequate professional skill for learners SMK so that it can compete in the world of creative industry globally in accordance with the goals of SMK education.
- c. Addressing the problems of cost, the means, and infrastructure of education in improving the quality of education simultaneously.
- d. As a benchmark and reference the Organization of future PBK program

The benefits it brings the community party in PBK, among others:

- a. The community participated in the forming of SMK graduates.
- b. The community has the products that are in his direction as part of the work generated by the community. Such works can be contested with the name of the school or the name of the community remains the copyright belongs to the learners.

Obstacles encountered in the Implementation of the PBK

In the implementation of the PBK still found some of the constraints that are found, i.e.:

- a. Have not the large number of community who are willing to cooperate in the implementation of the PBK, so difficult to find the nearest community of learners. It also results in a location far from the PBK learners, and learners should expend kost, and living costs, as well as the cost of production is quite high.
- b. Implementation of the PBK requires special time in guiding learners, but community members usually belong

to a work/College. So in guiding learners can not be optimal.

- c. Still found learners who feel less prepared in carrying out PBK so be one of restricting activities due to lack of mental attitude or confidence with capabilities so that learners results his work less.

Efforts in tackling the barriers to Implementation of PBK

To solve the issue is not the number of communities that work together, then the school attempted to continue to develop cooperation to the nearest community to the school. As for the community that is located outside the city held steady cooperation. It's just that in the preparation of the implementation, the students are given an overview of the technical including costs to be prepared. It will be a consideration of learners, and learners actually interested and mentally ready then parents will prepare charges properly, and will facilitate the school well.

Time the instructor community that less can be overcome with the optimization of the time. Teaching and mentoring was carried out in the afternoon until the evening, and during the day the students carry out activities that can be implemented on its own.

Supervising agencies still trying to provide guidance towards learners by providing examples and instructions before learners work so that it can overcome the ketidkkesuaian between the theory of acquired learners at school with work practices in the creative industries. Students are expected to develop and provide new ideas for the industrialized world for training the creativity thought belonging to learners.

Closing

4.1 Conclusion

Based on the data that has been collected and analyzed, it can be formulated to solve the problems of a conclusion in the research are as follows:

1. Implementation of the programme of PBK at SMK Negeri 1 Karanggayam can be integrated with the curriculum.
2. The procedure of the implementation of the programme of the PBK as follows:
 - a) Drafting program PBK
 - b) Select and define the community spouse PBK
 - c) Submits the statement to the community spouse PBK
 - d) make the MoU deal and the synchronization of the curriculum
 - e) Preparation towards learners from theory, supply PBK in the form of workshop

- f) Prepare the device administration PBK
 - g) Refer a teacher supervising the PBK
 - h) activities of PBK
 - i) Monitoring and evaluation program PBK
 - j) PBK program assessment
 - k) Certification
3. The PBK program implementation is capable of meningkatkan cognitive ability and character of learners.
4. Implementation of the programme of the PBK is able to prepare the students of SMK Negeri 1 Karanggayam in particular the students to enter the world of multimedia creative industries.

Based on the results of the conclusions, then it can put forward suggestions as follows:

- a. Teacher supervisor PBK is expected to further improve the intensitasnya to perform the supervision, monitoring and evaluation, so that the school can learn more about the development of learners during implementing the PBK. In addition teachers can improve their performance so it will be the educators who are able to adjust to developments and demands of the working world as well as to implement teaching and learning activities that lead to the preparation of the PBK.
- b. Students are expected to do and take advantage of their best during PBK took place, so that it can benefit to the maximum in the PBK. In addition the students expected more creative and self-confident and courageous in self actualization.
- c. Community Parties are expected to provide support in the form of scientific competence in accordance with the guidance contained in the synchronization of the curriculum.

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Riwayat Penulis

Prajna Bhadra Darmastuti menyelesaikan S-1 Biologi di Universitas Jenderal Soedirman (UNSOED) pada tahun 2005, dan S-1 Teknik Informatika di STMIK Tasikmalaya pada 2010 dan saat ini sedang menempuh Pendidikan S-2 Magister Teknik Informatika di STMIK Amikom Yogyakarta. Aktif menjadi guru di SMK Negeri 1 Karanggayam hingga sekarang dan pernah mendapatkan penghargaan dalam Lomba Karya Inovatif Guru 2012 Tingkat Provinsi sebagai juara III untuk kategori SMK.