

## **Implementation of Entrepreneurship-Based Vocational Education (Multi Site Study at Slb Negeri 1 Martapura Dan Slb-C Negeri Pembina Provinsi Kalimantan Selatan)**



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**ABSTRACT:** The purpose of this research is to describe and examine the principal's leadership in the two great schools. A multi-site qualitative technique is used in this study. The principal, deputy head of public relations, and deputy curriculum served as informants in this investigation. In-depth interviews, participant observations, and documentation were used to collect data. The stages of study were data collecting, data reduction, data presentation, and generating conclusions, which were examined utilizing an interactive data analysis model from Miles (2005). The findings' validity was verified using triangulation technique. The results showed that (1) Professional competences in offering educational innovations are the outputs of Teacher Competence by mobilizing teachers and learning teachers maximized at SLB Negeri 1 Martapura. At SLB-C Negeri Pembina through pedagogic competence in providing skills facilitated by the school; (2) Readiness of school infrastructure at SLB Negeri 1 Martapura, the availability of supporting facilities and optimizing them. SLB-C Negeri Pembina has complete facilities to support learning; (3) The school seeks partnerships with parents to foster and motivate learners in applying skills. At SLB Negeri 1 Martapura by applying the partnership model. In SLB-C Negeri Pembina by applying the client model; (4) Development of business plans and provision of work experience at SLB Negeri 1 Martapura by providing coaching and skills activities in schools. In SLB-C Negeri Pembina is to prepare additional expertise oriented to the business world and the industrial world.

**KEYWORDS:** Special Education Schools, Entrepreneurship, Vocational

### **I. INTRODUCTION**

Nowadays vocational education is sought to prepare superior and competitive human resources in the competitive era. So vocational education is expected to prepare independent human resources, employment opportunities. Preparatory efforts that prepare quality human resources are characterized by entrepreneurship-based vocational education in educational institutions that aim to produce skilled, exploratory, and ensure that student outcomes are able to be independent. Vocational skills are skills that fall into the scope of life skills, life skills alone can be interpreted as skills in communicating, adapting and relating well to the environment which also aims to enable a person to solve various problems after problems effectively and efficiently in his life (Research and Development Agency of the curriculum center, 2007). In law number 20 of 2003 concerning the national education system article 26 paragraph 3, it is explained that life skills education is an education that provides personal, social, intellectual and vocational skills for work and independent business.

Vocational education in children with special needs is focused on providing guarantees and convenience in education, one of which is through special education or extraordinary education. Exceptional education for children with special needs is intended to provide services and rights and opportunities in attending education in schools just like other normal children. The urgency of vocational education has 2 (two) meanings, at the high school level as vocational education while at the level of extraordinary educational institutions it is called skills education. Students with special needs receive vocational education and independence. So that the mention of vocational education becomes life and work skills education (independence program). Extraordinary education units can develop independent choices according to the potential of the region and the characteristics, interests and talents of learners. As is known, each region has different regional potentials. Vocational education is education that supports the mastery of certain applied skills. Meanwhile, entrepreneurship-based vocational education is explained by the research objectives of this study is to describe in depth and analyze in detail about: (1) school efforts in teacher competence regarding the curriculum that applies entrepreneurship-based vocational education through learning programs; (2) school efforts in the readiness of infrastructure to support entrepreneurship-based vocational education; (3) the school's efforts in building a network of partnerships including partnerships with parents, communities and the Industrial World; and (4) the school's efforts through marketing as a development of business plans and work experiences of students.

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## II. METHOD

This present study employed a multi-site descriptive approach. Data was collected through in-depth interviews, participant observation and documentation. Data analysis was performed using an interactive analysis model (Miles, 2005). This analyst model consists of four steps that interact with each other. These steps were data collection, data presentation, data reduction and conclusion making. This study tried to describe aspects that are relevant to the phenomenon or problem at hand. This research is also included in the type of field research (field research) with the object of research more than one site or multi-site, namely SLB N Martapura and SLB N C Pembina South Kalimantan which are located in Banjar regency and Banjarbaru. Multisite study is a research design that involves several sites, places and research subjects. The subjects of the study are assumed to have the same characteristics. Data collection techniques with direct observation, in-depth interviews and documentation. The validity of the data using Triangulation.

## III . FINDINGS

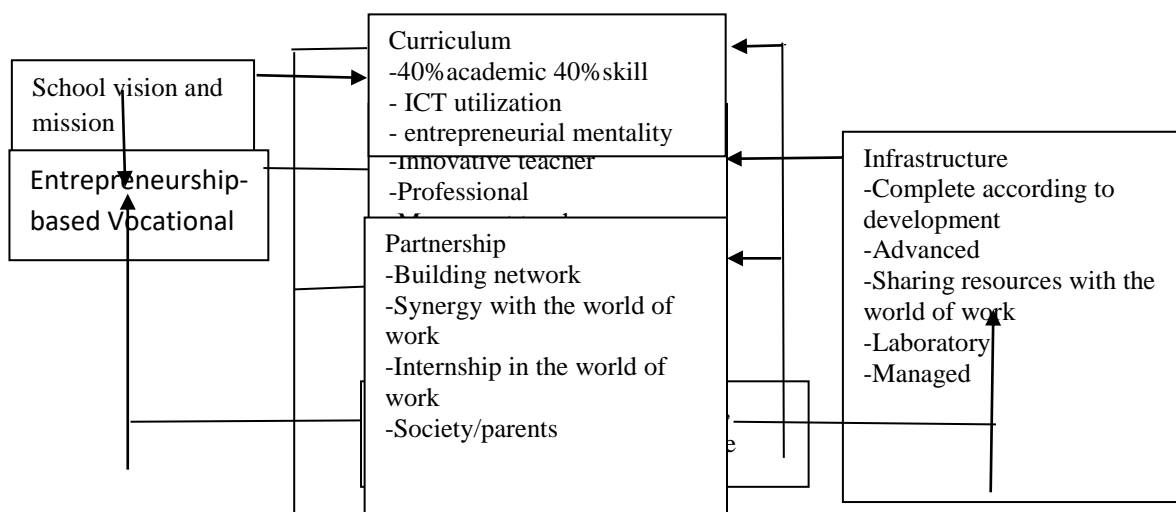


Figure 1. Teacher Competencies in Entrepreneurship-based Vocational Curriculum (School Efforts, Curriculum, Competence, Learning)

## VI. DISCUSSION

### A. Teacher Competence in Entrepreneurship-Based Vocational Education Curriculum Through Learning Programs

In the industrial revolution 4.0 and the era of society 5.0 this is a different fundamental change in the order of life. This era asks for quality in everything, effort and the results of human labor. Quality human beings produced by professionally managed institutions so that they produce superior results. This institution is also included as an educational institution that is able to provide educational services that are managed professionally so as to produce products or graduate results. Graduates at quality educational institutions provide quality graduate results as well and are ready to answer the challenges of the era in the future.

The rapid development of science and technology can have a constructive impact or vice versa in a developing nation's life. a nation even an individual will be able to exist and play an optimal role according to the potential it has. In today's era, if children have the ability to think critically, creatively and have a productive attitude, so this ability needs to be developed through the educational process (Aslamiah., 2019) Referring to the findings of the two schools aiming to get a generation that is ready in the future. This finding is indicated by the school having prepared curriculum and learning as well as the competence of teachers in the application of vocational education.

Regarding this industrial revolution that leads to the use of technology that is integrated with society and the human body as well as the ability of humans and technology to cooperate globally. The government provides answers to educational institutions that provide opportunities for each educational institution to improve the quality of educators. The position of the teacher is very strategic in providing services that educate students. This implies that the availability of the number and quality of competent productive teachers will have a synergistic impact in promulgating quality educational institutions.

This is emphasized by Law No. 14 of 2005 concerning Teachers and Lecturers explicitly mandates the continuous development and development of the teacher profession as an actualization of an educator profession. Teacher Competency Standards are developed as a whole from 4 main competencies, namely pedagogical competence, personality competence, social competence, and professional competence.

EvanoFrita & Rifma (2020) describing the current and future world of work has been seen increasingly leading to the use of various digital devices, very rapid changes from the world of work or industry both goods and services industries have begun with

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the 4th industrial revolution. (Hartono, 2016) explained that the results of his research on vocational education in Indonesia are good but there are still gaps to make improvements. Some things that are still the weak points of vocational education in Indonesia are the need for qualified educators, the completeness of infrastructure that resembles or even the same as those used by industry, curriculum that must continue to be adapted to changing times, and character provision for graduates to have the soft skills expected by the industry.

This research explains the competencies of teachers in entrepreneurship-based vocational education as an effort by schools to welcome education in the 4.0 and 5.0 eras. The schools studied are excellent schools. The application of entrepreneurship-based vocational education consists of school efforts in compiling the curriculum, teacher competence in the curriculum and the application of the curriculum in learning. In line with the explanation (Matalatta, 2019) the purpose of vocational education is to help individuals find their talents and interests in a job. After discovering their talents and interests, individuals are educated and trained vocationally according to their talents and interests.

The findings on site 1 and site 2 explicitly illustrate that schools apply vocational education as an effort of independence, life skills, mastery of knowledge and skills that have economic skills value tailored to the interests, talents and efforts of students in improving the standard of living and skills needed by the community and the region.

We can understand educational institutions for abk on the basis of Law No. 20 of 2003 Article 15, namely Types of education include general, vocational, academic, professional, vocational, religious, and special education. Education for children with special needs is organized through special education (*Sekolah Luar Biasa*) and inclusive education. Special education is provided for children with visual impairments, hearing impairments, intellectual barriers, deaf and autistic.

Both sites are Extraordinary Schools in which there are children with hearing, intellectual, deaf and autistic impairments. In its implementation, both schools organize inclusive education so that children with special needs learn together with children in general, and the school accommodates all the needs of children with its various diversity.

On the goal of both schools that make learners to be independent and provide education that increases low productivity to higher levels learners with their barriers. Learners are provided with skills that involve production. This is what makes both schools to implement vocational education. Both schools implement curricula with vocational programs that make students independent.

The curriculum related to vocational programs and independence for children with special needs attending special schools is a top priority, which is compiled in a ratio of 40% academic and 60% vocational. Learning life and work skills (self-reliance programs) is important for the lives of students with special needs, so the portion is larger. It is intended that after finishing school, those skills can be used to work and live independently (Culture, Ministry of Education and Culture, 2016).

Independence program at the SMALB level, PDBK can develop its potential by choosing according to their interests and talents a maximum of 2 specializations. The independence programs at SMALB are as follows: 1) Cooking; 2) Fashion; 3) Beauty System; 4) Massage; 5) Housekeeping; 6) Informatics and Computer Engineering; 7) Radio Broadcasting Techniques; 8) Motor Workshop; 9) The Art of Music; 10) Dance; 11) Painting; 12) Filter/Screen Printing; 13) Souvenirs; 14) The Art of Batik; 15) Graphic Design; 16) Photography; 17) Household Appliance Electronics; 18) Aquaculture; 19) Farm Cultivation; and 20) Plant Cultivation (Sutarna, Wijoyo, Indrawan, & Usada, 2020).

The findings in the two schools implemented entrepreneurship-based vocational education with different patterns. On the first site, namely SLB Negeri 1 Martapura, determine patterns through a program of skills, interests and talents of students that are adapted to the circumstances and conditions of the school so that the cultivation of skills that are in accordance with school conditions, the environment and society. On the second site, SLB-C Negeri Pembina, it emphasizes how schools nurture students and develop marketing and marketing efforts for student products.

The results of this finding agree with (Sutrisno, 2013) that an effective and efficient vocational education model that is the main goal in vocational education is to build eight graduate competencies, namely: 1) Communication Skills; 2) Critical and Creative Thinking; 3) Information/Digital Literacy; 4) Inquiry/Reasoning Skills; 5) Interpersonal Skills; 6) Multicultural/Multilingual Literacy; 7) Problem Solving; and 8) Technological Skills. Competencies 1 to 7 are called soft skills 8. hard skills.

According to (Lethwood, 2018) in his book entitled "Entrepreneurship in Action" posits that entrepreneurship is often associated with the process, formation or growth of a new business oriented towards profit generation, value creation, and the formation of new products or services that are unique and innovative. Suryana revealed that entrepreneurship is a creative and innovative ability that is used as a basis, tips, and resources to find opportunities to succeed. The essence of entrepreneurship is the ability to create something new and different (create new and different) through creative thinking and acting innovatively to create opportunities (Bozkus, K, 2018).

The implementation of quality entrepreneurship-based vocational education must be able to be in line with the development of science and technology and the dynamics of labor needs. Teachers as implementers of learning activities in schools have the responsibility to be able to adapt to various rapid developments and the demands of higher standards in providing entrepreneurship-based vocational education for abk.

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Multi-national education is organized with an orientation towards cultivation, the formation of noble morals, empowerment, noble ethics and personality, superior character or character as well as various life skills including entrepreneurial skills. This paradigm treats, encourages and facilitates students to become subjects of independent learners who are responsible, creative, innovative and entrepreneurial in spirit. To achieve this, one of the efforts that can be done is to develop an entrepreneurial education model that is packaged in such a way that it is able to meet the goals of national education (As'ad, 2015)

The findings suggest that skill activities with a goal after graduation or after getting a skill learning activity can be their effort. These skills are in accordance with the conditions and circumstances of society as well as the abilities of the learners. The results of this finding are in line with the opinion (Robbins, S., P. & Timothy A., 2016) who conducted research in Malaysia that in following the current of modernization in the education system, the state, there is a need to accelerate the process of integrating education, curriculum and society. So that the final result will be able to face the currents of modernization and globalization from within and outside the country.

The findings on sites 1 and 2 improve the competence of teachers in running through learning. Learning in both schools that improves the competence of teachers in seeking independence, increasing the ability to be able to enter the community mastery of competencies requires educators who understand the development of businesses and industries outside of school. Both schools implement the competence of driving teachers as an effort to improve the quality of teachers.

The findings on site 1 are by seeking to improve the professional competence of teachers who run the curriculum and innovate the skills and teacher learners as an effort by schools to foster teachers in their professional competencies. On site 2, the improvement of pedagogical competence to improve the quality of learning and apply the specialization available infrastructure in schools.

Competency improvement through mobilizing teachers and learning teachers on both sites explains how teachers develop their competencies in learning activities and improve their quality into qualified teachers. The results of this study are in line with the results of the study (Afifah, Thara, 2017) the efforts of schools in preparing teachers towards improving the quality of learning. Research results in China by (Yan, 2018) in order to strengthen the practicality of pre-school education, we should actively select a group of teachers with strong entrepreneurial experience.

Both schools make efforts to improve the competence of learning teachers, which is a process of organizing teaching and learning activities in order to improve the ability and competence of teachers in carrying out their professional duties. Both schools improve the competence of teachers to be able to apply the curriculum to learning.

Improvement efforts through training activities, education and also motivation and innovation of school principals to continue to develop learning. The results of this study are in line with the results of the study (Suhaimi, 2018) The improvement of abilities includes activities aimed at improving and growing abilities, attitudes, and skills. This activity is expected to produce a change in teacher behavior which manifestly changes in behavior have an impact on improving teacher performance in the teaching and learning process in the classroom.

(Priansa, 2014) mentions four main reasons why training and resource development of teachers is becoming increasingly important: (1) lack of direct skills and long-term skills, (2) rapid changes in technology and tasks performed by people, (3) changes in the expectations and composition of the workforce, and (4) competition and market pressures for improvements in the quality of products and services.

Temuan kedua situs dalam mengembangkan kurikulum vokasi dengan entrepreneurship senada dengan pendapat (Triana, 2015) that keterampilan belajar yaitu thinking skill, social skill and organizing skill. The integral curricular model represents a cross disciplinary approach similar to the shared model. The integrated model blends the four major disciplines by setting curricular priorities in each and findings the overlapping skills, concepts, and attitude in all four.

Learning management in schools, the purpose of learning management is to create a learning process that is easily planned, organized, implemented and controlled properly. With such a teaching and learning process, learning will take place effectively and efficiently (Anoraga, 2013)

Learning activities are carried out in both schools that provide educational services to children with characteristics such as deaf, hard of hearing impairment, hearing impairment, learning difficulties, behavioral disorders, gifted children, and children with health problems. Learning activities make children more disciplined and independent so that they no longer depend on others in living their lives by socializing and communicating with the community. Learning wants to make students become someone in the future with a good life, useful in answering the low stigma by society.

### **B. Readiness of School Infrastructure to Support Entrepreneurship-Based Vocational Education**

The facilities and infrastructure in both sites are equipment that can be used in carrying out a program of learning activities. Facilities and infrastructure in the learning process include classrooms, foster rooms on every obstacle for students, and skill rooms. At SLB Negeri 1 Martapura, there is agricultural land planted in Lombok. At SLB-C Negeri Pembina, the infrastructure for activities is complete to foster skills, such as workshops, food management rooms and others.



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(Sutrisno, 2013) Educational infrastructure is classified into two: first, infrastructure that is directly used for the teaching and learning process such as theory rooms, library rooms, skill practice rooms and laboratory rooms. Second, infrastructure whose existence is not used for the teaching and learning process such as office rooms, canteens, mosques, land, roads to institutions, restrooms, health business rooms, teacher's rooms, institution headrooms and vehicle parking spaces.

The results of this study are in line with the findings (Barnawi, 2012) SDLB YTC Kutablang Bireuen Regency has children with special needs who are very diverse and complex. These children must be provided with educational facilities that are appropriate and suitable for their needs in carrying out various activities, especially in the teaching and learning process. All protégés have special needs. Autistic children do not yet have a special table for these children. The teacher council still needs additional facilities to support the teaching and learning process. Therefore, additional assistance for educational facilities is needed. In addition, the use and supervision of other educational advice is adequate for children with hearing impairment, hearing impairment and hearing impairment.

According to the general provisions of Permendiknas No. 24 of 2007, facilities are learning equipment that can be moved around, while infrastructure is a basic facility to carry out school functions. Educational facilities include buildings, classrooms, tables, chairs and learning media tools. Meanwhile, those that include infrastructure include such as courtyards, parks, fields, roads to schools and others. But if it is used directly for the teaching and learning process, then this component is a means of education. The types of educational facilities and infrastructure needed in schools include: classrooms, library rooms, laboratory rooms, skills rooms, art rooms, and also sports facilities.

Both sites explain that educational facilities and infrastructure play an important role in the success of entrepreneurship-based vocational education. With the existence of facilities and infrastructure, schools can improve the quality of education applied in schools. With the existence of infrastructure, schools can create an atmosphere, educational services and provision through skills that can facilitate the achievement of educational goals.

On site 1 infrastructure is available by utilizing the existence of facilities. The school optimized vacant land, school kitchens and vacant land. The vacant land is used as a place for fostering flower breeding activities, food management activities in the school kitchen, and vacant land is used as farming land.

On site 2 infrastructure owned by the school has completeness, each skill gets its own room. This includes a place in the room that provides or displays the work or products of students. The facilities at SLB-C Negeri Pembina are also sought to maximize learning activities in schools. The results of this study are in line with the results of the study

The findings on these two sites are in line with the results of research (Ariyanto, 2021) SLB Buah Hati in Jambi City determines infrastructure with management, namely: 1) planning includes conducting a needs analysis, conducting planning coordination meetings at the beginning of the semester; 2) organizing includes; regulation of the organizational structure of the manager, division of labor duties, arrangement of practical tools and materials and regulation of practical activities and the principal provides guidance and supervises; 3) implementation includes the procurement of distribution, maintenance, and elimination of Facilities and Infrastructure; 4) supervision with inventorying activities by responsible officers.

### **C. The school builds a network of partnerships with parents, community, business and industry**

The curriculum concepts described in the study are mainly those that both schools apply. The school's efforts to develop entrepreneurship by making room for the presence of industries that partner with schools. The results of this study are in line with the research (Purwanto, 2020) the quality improvement through planning is done by several kinds of plans which are covering the learning planning, partnership, and achievement planning of 8 (eight) national education standards.

This partnership program aims to establish cooperation and harmony of educational programs in schools, families, and communities as a tri-center of education in building an educational ecosystem that is conducive to fostering the development of the character and culture of outstanding students. This partnership aims to optimize the role of the community. This partnership aims to optimize the role of the community in supporting the achievement of children's educational goals. The community in this case is community leaders, religious leaders, educational experts or others, entrepreneurs, professionals, and institutions relevant to partnership programs that can be used as resource persons, both for schools and for students (Ministry of Education and Culture, 2016).

On site 1 at SLB Negeri 1 Martapura in partnership with SMKN 1 Martapura, with the activity of asking partners to become instructors in learning food management skills. The results of this study are in line with the results of the study (Purwanto, 2020) the implementation of the partnership with SMA / K is to become an apprenticeship for vocational students. The through good communication so that LKP Kharisma can socialize with all SMA/MA and SMK throughout South Kalimantan. Another partnership is with SMK that LKP Kharisma is one of the apprenticeship recommendations for vocational students in carrying out the apprenticeship subject program.

According to opinion (Hidayati, 2015) building partnerships is essentially a process of building communication or correlations, sharing ideas, information and resources on the basis of mutual trust (Trust) and mutual benefit between the partnering parties as

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outlined in the form of a memorandum of agreement in order to achieve greater mutual success. Partnership is a mutually beneficial activity with various forms of cooperation in facing and strengthening each other.

The findings of the study on site 1 that the school established a Partnership with local entrepreneurs. This cooperation activity with entrepreneurs provides farming training activities to students then for marketing carried out by entrepreneurs. This finding is in accordance with the opinion (Bass, 2006) a partnership is a cooperative correlation carried out by two or more parties within a certain period of time to achieve mutual benefits/goals with the principle of mutual need. Private sector partnerships (DUDI) in education are a tool for achieving development in a country, especially in the field of education to prepare and develop skills in improving human resources through job training.

The findings of the research site 2 that schools establish Cooperation with product exhibitions, teacher partnerships in improving learning patterns, improvement of teachers in upgrading vocational education curricula.

Both sites with learning activities and skills as a provision for students in an effort to improve the standard of living by being able to work and have a business. This partnership helps schools with the implementation of entrepreneurship-based vocational education by involving various parties. In line with the results of research (Suriansyah, 2015) learning this skill requires a management system that involves various parties functionally (parents, schools, industries or business units and the government and society). Community participation consisting of parents, family members, community leaders, entrepreneurs, and stakeholders. With the support of various parties, the implementation of this skills program will have a very positive impact, which in the end the wider community knows that children with special needs can produce excellent, good and quality skill products so that the results of these skills can be well received in the community.

This partnership is a form of involvement of various parties including parents to help the school in continuously fostering students and motivating the skills that existing students have. There are many different forms, levels and types of involvement in education that have the potential to benefit children, explained (Ragaisis, 2018) namely the cooperation of parents and schools and the involvement of parents with the school is built on effective communication and trust.

Learning implementation activities that involve parents in their activities are in accordance with the opinion (Suriansyah, 2015) that with an effective partnership between schools and the community and parents can realize the trust of the community and parents in educational services in partnering schools. This trust is as an impact on the reality that can be seen by customers in the quality of the educational service process and the quality of the institution's products.

Business development plan as a process where students can identify the interests of students' talents and take steps to achieve the goals of the right effort to be carried out which are supported by the results of fostering the obstacles that students have. The activities of a business development plan involve identifying goals related to the business and preparing a plan to achieve these goals.

The results of research on these two sites are activities to develop independent business plans, the use of social media. Teachers provide opportunities for students to access the internet and teachers teach how to market products through social media. The provision of work experience becomes the source of all true knowledge, so without experience it cannot be obtained actually. Students with obstacles are given different experiences so that when students start running a business or have graduated, they become ready for the rhythm of work.

On the first site learners are given work experience with coaching activities and skills at school. Students are taught activities with supervision both by the teacher and the responsible party when the student is already an employee. The results of this study are in line with the results of research (Riyanta, 2016) students at SMPN 43 Bandung for the 2010/2011 school year in general have high career planning skills on each indicator, which consists of believing in the achievement of their goals; being involved in information search; and choosing an interest in further education and work. It illustrates that learners have: optimism in the achievement of further education and employment, a desire to participate in obtaining information that supports further education and employment, and a tendency to establish further education or employment.

On the site, both students are prepared by being given additional expertise by partners related to the business world and the industrial world. Students get skills from the infrastructure provided so that students get the opportunity to learn how business activities are based on interests. The results of this study are in line with the results of the study (Usman, 2012) The implementation of the sewing skills life skills education program at LKP Modes Muria can run effectively and smoothly. The results of the aspects in the implementation of PKH can be seen from 25 students who took part in the PKH program starting from the opportunity analysis, the learning process through courses and training carried out for 3 months, the assessment or certification carried out by LSK and the last one is a job placement for graduates.

Providing a targeted learning outcomes experience can help students understand the competencies needed at work, therefore the school should carry out the direction of cooperation with industry so that a clear and targeted pattern is formed. The results of this study are in line with the results of research (Winardi, 2014) which shows that the Pre-employment Experience of students of the Office Administration Expertise Program at SMK Taruna Jaya Gresik is quite good. The work readiness of students of the Office

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Administration Expertise Program at SMK Taruna Jaya Gresik is quite good. Prakerin's experience has a significant effect on the work readiness of students of the Office Administration Expertise Program at SMK Taruna Jaya Gresik.

### D. Marketing in the development of business plans and students' work experience

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### V. CONCLUSION

Based on the results of the study, it was concluded: (1) Teacher competence through mobilizing teachers and learning teachers optimized at SLB Negeri 1 Martapura is a professional competence in providing innovation in educational activities. At SLB-C Negeri Pembina through pedagogic competence in providing skills facilitated by the school; (2) Readiness of school infrastructure at SLB Negeri 1 Martapura, the availability of supporting facilities and optimizing them. SLB-C Negeri Pembina has complete facilities to support learning; (3) The school seeks partnerships with parents to foster and motivate learners in applying skills. At SLB Negeri 1 Martapura by applying the partnership model. In SLB-C Negeri Pembina by applying the client model; (4) Development of business plans and provision of work experience at SLB Negeri 1 Martapura by providing coaching and skills activities in schools. At SLB-C Negeri Pembina is to prepare additional expertise oriented to the business world and the industrial world.

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