

School Partnership Management With The Business World And Industry To Improve The Competence Of Vocational Graduates

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Abstract

The purpose of this study is to find out: (1) management of school partnership relations with the Business and Industrial World (DUDI) in State Vocational High School ; (2) form of partnership; (3) supporting factors ; (4) barriers to partnership; (5) how to overcome obstacles in the partnership. The type of research used is qualitative descriptive. Data collection techniques include interviews, observations, and documentation studies . Data analysis techniques use data reduction analysis methods , data presentation , conclusions and making recommendations. The result showed : (1) management of school partnerships with the business world and the industrial world at State Vocational High School Negeri 1 Blitar majoring in Buildings, Machinery and Electricity; (2) Forms of partnership in the form of curriculum adjustments with DUDI, internships, vocational competency examiners , community service, labor absorption by DUDI and industrial visits ; (3) Supporting factors for partnership in the form of common vision and mission, mutually beneficial interests of the school and DUDI, ability and support from the school committee , availability of facilities and infrastructure; (4) Factors inhibiting partnerships in the form of differences in school orientation and DUDI, lack of productive teachers, limited time and funding resources , school mileage far away, the lack of DUDI numbers, and the capacity of DUDI. (5) How to overcome obstacles by establishing communication, exploring sources of funds, expanding partnership networks , rolling for interns.

INTRODUCTION

The high unemployment rate that comes from vocational graduates or vocational education, generally arises because of a mismatch between the output of schools that cannot meet the needs of the business world and the industrial world which is constantly evolving. Therefore, efforts are needed to improve the competence of State Vocational High School graduates so that they are better prepared to enter the world of work.

Napitupulu (2012) said, starting in 2013 the government made a program universal secondary education, where the Ministry of Education and Culture will strengthen vocational education at the secondary education level. The target in 2015 is that the ratio of SMA and State Vocational High School is expected to reach 45% and 55%, until 2020 it is targeted to obtain a ratio of 40% and 60% of the existing schools which have only reached 51% and 49%. This is strengthened by the existence of Presidential Instruction Number 9 of 2016 concerning the Revitalization of Vocational High Schools in order to improve the quality of competitiveness of Indonesian human resources. Thus, increasing the number of vocational schools is an important agenda of the Ministry of Education and Culture, so that currently each vocational school must be able to maintain its quality by producing competent graduates and Ready to compete in the world of work.

One of the efforts to improve the quality or quality of vocational education graduates is the establishment of link and match policies, where schools, especially vocational secondary education, allow them to collaborate with the Business World and the Industrial World (DUDI) in fostering and developing the potential of students in the field. A synergistic relationship between schools and DUDI is a very helpful condition in an effort to create a truly effective process for students. Providing skills for students is the main thing that must be a school program and DUDI. Provision of applicable skills is debriefing that is closely related to the needs of the community. If school institutions and DUDI provide skills training in accordance with the needs of the community, of course, school graduates can be maximally absorbed by DUDI. This condition is what we actually expect from the process of education and learning in vocational schools.

According to Moss (1984: 71) cooperation between schools with the business world and the industrial world is a continuous business unity to achieve common goals by dividing authority and responsibility. This cooperation is not just because it is a supporter but cooperation in the sense of equal partnership (*partnership*). Schools need to carry out partnership management with the business world and the industrial world as a form of management management that is interrelated between two institutions in carrying out education and training that complement each other, need each other, and benefit each other in carrying out the planned partnership program.

Cooperation management or partnership in a school can be interpreted as a distinctive process and consists of actions involving management functions such as planning, organizing, actuating, and evaluating / controlling carried out to regulate a relationship between educational institutions and DUDI. Terry (1986: 163) states that these management functions are a series of body subparts that are in management so that these body parts can carry out functions in achieving organizational goals. To achieve this, schools need to be creative in developing forms of partnership with the Business World / Industrial World in order to improve the competence of the graduates produced. This condition is supported by a statement from Sofyan (2000: 29) which states that: (1) Practice in schools has not involved real quality competition, practice in schools students have not worked ...

Suwati (2008: 64) stated that school cooperation activities with the Business and Industrial World (DUDI) in Vocational High Schools, namely through the application of school cooperation with the world of work, can be realized in the form of working groups of Production and Service Units (UPJ) and Special Work Bureaus (BKK) or other groups.

With the relationship between the school and the business world and the industrial world, it will produce a partnership that can be done to obtain input or benefits for both parties. For example, the

school can improve the quality of graduates who are ready to be educated to enter the industrial and business world . The partnership between the school and the business world and the industrial world is a form of welfare for both parties , namely improving quality for the businessworld and Improve the competence of students who are absorbed in the industrial world .

Some relevant research that can be used as a research reference or reference in conducting this research , is the result of Yulianto's research (2014: 33) with the title "Management of School Cooperation with the Business World and the Industrial World (SiteStudy of State Vocational High School ". The results of the research are: 1) Empowering school potential in supporting cooperation with DUDI through empowering school residents towards the implementation of ISO QMS and empowering schoolcooperation with DUDI;

2) The implementation of cooperation between State Vocational High School and DUDI includes making an MoU with DUDI and maximizing the School Production Unit .

In addition, another reference, using the results of research from Bambang Ixtiarto and Sutrisno (2016: 68) entitled "Partnership of Vocational High Schools with the Business World and the Industrial World (Study of Management Aspects at State Vocational High School Muhammadiyah 2 Wuryantoro Wonogiri Regency)". The results of his research show that schools need to do the following: 1) school promotion planning in building communication with the business world and the industrial world, through curriculum synchronization, student training, graduate placement, job training places for teachers; 2) utilization of specific roles of business and industry as guest teachers, school funding, and scholarships; 3) cooperation with the business world and industry outlined in the form of an MoU. The implementation of a collaboration creates an MoU containing agreed areas of cooperation including curriculum validation and synchronization, industrial visits, guest teachers, industrial work practices, vocational competency tests (UKK), OJT for teachers, certificates and recruitment.

The problems and challenges that occur in State Vocational High School majoring in Buildings, Machinery and Electricity are currently as follows: (1) Public interest to enroll their children in State Vocational High School every year is quite high; (2) The existence of the Business World and the Industrial World, especially in the Blitar area, the number is limited or small; (3) Limited or lack of productive teachers majoring in Buildings, Machinery and Electricity for State Vocational High School , so that it can have an impact on the ongoing learning process; (4) Most of the productive teachers majoring in Buildings, Machinery and Electricity at State Vocational High School are non-permanent teachers / GTT; (5) Lack of partnerships between companies, government institutions, the business world and the industrial world in the implementation of dual system education, namely the establishment of synergy between vocational schools and industry. The problems and challenges that occur in State Vocational High School majoring in Buildings, Machinery and Electricity are currently as follows: (1) Public interest to enroll their children in State Vocational High School every year is quite high; (2) The existence of the Business World and the Industrial World, especially in the Blitar Regency area, the number is limited or small; (3) Limited or lack of productive teachers majoring in Buildings, Machinery and Electricity for State Vocational High School , so that it can have an impact on the ongoing learning process; (4) Most of the productive teachers majoring in Buildings, Machinery and Electricity at State Vocational High School are non-permanent teachers / GTT; (5) Lack of partnerships between companies, government institutions, the business world and the industrial world in the implementation of dual system education, namely the establishment of synergy between vocational schools and industry.

This is evident in the implementation of Industrial Work Practices (Prakerin) often schools have difficulty in finding partner institutions that are willing to accept these industrial work practice

activities. Some willing institutions can also accept the partnership but with various conditions that make it difficult.

From the explanation above, it is considered necessary to have research on management partnership between schools and DUDI in order to improve the quality of graduates so that State Vocational High School graduates have guaranteed absorption in the job market. This research focused on the management of school partnerships with DUDI in the Department of Buildings, Machinery and Electricity of State Vocational High School in terms of *planning*, *organizing*, *actuating* and *controlling*, Forms of partnerships, supporting and inhibiting factors of partnerships, and how to overcome obstacles in these partnerships in order to improve the competence of graduate students.

The objectives of this study are: (1) Knowing the management of school partnerships with the Business World and Industry in the Department of Buildings, Machinery and Electricity State Vocational High School in terms of *planning*, *organizing*, *actuating* and *controlling*; (2) Knowing the forms of school partnerships with the Business and Industrial World (DUDI) to improve the competence of graduates majoring in Buildings, Machinery and Electricity at State Vocational High School Negeri 1 Blitar; (3) Knowing the factors that support the partnership of State Vocational High School majoring in Buildings, Machinery and Electricity with the Business and Industrial World; (4) Knowing the factors that hinder the partnership of State Vocational High School majoring in Buildings, Machinery and Electricity with the Business and Industrial World; (5) Know how to overcome obstacles in the partnership of State Vocational High School majoring in Buildings, Machinery and Electricity with the Business and Industrial World.

Research Methods

Data collection techniques

According to Sugiyono (2005: 62) data collection techniques are the most strategic step in research, because the main purpose of research is to obtain data from sources. The techniques used in this study are using interview, observation, and documentation study techniques. In this study, researchers used a combination of structured and unstructured interviews to obtain as much information as possible about the partnership management between State Vocational High School majoring in Buildings, Machinery and Electricity with the business world and the industrial world and its impact on the competence of the graduates produced. Observations were made by observing and recording partnership management between State Vocational High School majoring in Buildings, Machinery and Electricity.

The documentation studies collected include documents on the vision, mission, and goals of the school, SWOT, RKS, RKJM, Organizational Structure, Team Decree, meeting documents, MoU with DUDI, minutes of events, activity reports, photographs and evaluation documents of school partnerships with DU/DI. Research subjects

The subjects of this study were the principal, vice principal for curriculum, public relations and industrial relations, Head of Buildings, Machinery and Electricity Expertise Program, Special Job Exchange Coordinator (BKK), Secretary of Dual System Education Program (PSG), students and DU/DI.

Data processing techniques

Data processing techniques use techniques from Miles & Hubermann (1992: 20) data processing stages which include (1) data selection; (2) Data classification; and (3) Data preparation. After the collected data has been selected, it is then compiled systematically by entering into their respective discussion groups, after that Analysis is carried out to get a picture that is really in accordance with what is the purpose of writing done.

Research Results and Discussion

Research that has been conducted at State Vocational High School majoring in Buildings, Machinery and Electricity on school partnership management with the business world and the industrial world (DU / DI) in improving student competence resulted in several research findings as follows:

The partnership management of State Vocational High School majoring in Buildings, Machinery and Electricity with the business world and the industrial world is reviewed from the aspects of planning, organizing, implementing and controlling / evaluating in improving the competence of graduates.

Planning, the stages in planning to establish a partnership with DUDI carried out by the management of State Vocational High School majoring in Buildings, Machinery and Electricity are:

- 1) Incorporate elements of the school's partnership with DUDI into the vision, mission, and goals of the school
- 2) Plan a partnership program contained in the school workplan (RKS) and four-year medium-term plan (RKJM)
- 3) Conduct internal and external analysis of the school
- 4) Formulation of partnership management structure with DUDI
- 5) Selection and sorting of DUDI
- 6) Application for school partnership with DUDI
- 7) Complete facilities for school cooperation facilities with DUDI

At this planning stage, various activities related to the school's partnership with DUDI that have been carried out previously are re-evaluated to determine the next steps. These activities are carried out through discussion forums from the school management and *brainstorming* from concerned parties such as teachers, employees, students and from DUDI. Another interesting thing that was found was that in conducting an analysis and evaluation of the school's partnership with DUDI, it turned out that it only used studies based on whether or not the activity was good, so that if it was considered good, the collaboration could be continued with some considerations that come with it. This finding is supported by respondents' statements as follows:

"So far, in planning for activities related to DUDI, only an annual evaluation of activities has been carried out, and if deemed good, the program will be continued. The evaluation and mapping of these activities does not use in-depth analysis such as SWOT analysis or the like..."

From the results of the study, it appears that what is meant by analysis activities here is the evaluation of activities that have been running, not an analysis of strengths, weaknesses, opportunities and threats that can be used in determining the form or program of partnership that carried out, such as SWOT analysis for example. The absence of such analysis activities will have an impact on the form or program carried out, most of which will be in the form of repetition of previous programs that are considered good. No new activities have been found resulting from the school's internal and external analysis activities.

Parties involved in planning school partnerships with the Business World and the Industrial World. Parties are the Principal, Vice Principal, Teachers, Employees, School Committee, local community leaders, DUDI Representatives.

If the results of the research from the planning stage carried out at State Vocational High School are compared with the success indicators in the research grid from the planning aspect in the form of (1) setting goals and mission school; (2) identify the goals to be achieved by the school; (3) setting short-term and long-term goals; (4) structure current conditions logically, measurably and accurately; (5) collect consideration materials as a basis for formulating planning content; (6) present

a picture of existing opportunities ;(7) describe the obstacles that have been faced in the past that may be faced in the future ; (8) prepare a sequential and systematic plan of activities ; (9) arrange all types of work needed to achieve the objectives; (10) prepare work guidelines that serve as joint guidelines ;(11) make regulations for the implementation of work; (12) Formulate the target framework of each job position, it can be concluded that most of the planning steps of partnership management carried out in the Department of Buildings, Machinery and Electricity of State Vocational High School are in accordance with the indicators Success in the research grid , so it can be said to be good.

Organizing. According to Terry in Hasibuan (2007: 122) states that organizing is an act of seeking effective behavioral relationships between people, so that they can cooperate efficiently and obtain personal satisfaction in terms of carrying out certain tasks in certain environmental conditions in order to achieve goals or objectives certain.

The organization carried out in school partnership activities with DUDI is by forming a team or working group in charge of relations with industry and has its own tupoksi or main tasks and functions. This is done so that management can work professionally and avoid concurrent positions. The principal together with the deputy head, especially curriculum and public relations/industrial relations, formed a working group (Pokja), namely the PKL/Prakerin Team and the BKK Team. This team collaborates with departments in schools and DUDI for smooth and implementation of cooperation. These results are supported by the following statements from respondents :

"The organization of the partnership between the school and DUDI was carried out by the principal, which was then continued together with Waka in the field of Public Relations and DUDI in the school. Furthermore, it was carried out by forming a section working group, namely the PKL team and the BKK team. This team collaborates with the departments in the school and especially the DUDI for the smooth and implementation of cooperation between DUDI and related schools with the cooperation of both parties."

Based on the documentation studies obtained, the forms of organizing the cooperation include documents or archives in the form of Decrees on the Distribution of Tasks or the Formation of Working Group Teams or committees, the organizational structure of State Vocational High School partnerships.

If the results of research from the organizing stage carried out at State Vocational High School are compared with success indicators in the research grid from the organizing aspect in the form of (1) details of all work that must be carried out by each individual in achieving goals; (2) division of workload; (3) procurement and development of work mechanisms, it can be concluded that most of the organizing steps of partnership management carried out in the Buildings, Machinery and Electricity department of State Vocational High School are in accordance with the success indicators in the research grid, so it can be said to be good.

c. **Implementation (Actuating)** The efforts made in the direction or implementation of cooperation between State Vocational High School and DUDI include: (1) providing human resources that are ready to be used in collaboration with DUDI, both teachers and students in carrying out cooperation in various forms of activities. (2) provide sufficient finance to be used in the implementation of cooperation, this is taken from existing and appropriate sources of funds. (3) complete facilities in schools that can be used by students to support the implementation of cooperation with DUDI. Through documentation studies, data were obtained on the recruitment of teachers and employees involved in the implementation of school partnerships with DUDI. This can be seen in the document in the form of a Team Decree or committee and the organizational structure of the State Vocational High School partnership with DUDI.

If the results of the research from the implementation stage carried out at State Vocational High School are compared with the success indicators in the research grid from the implementation

aspect in the form of (1) providing an explanation to everyone in the organization, regarding the goals to be achieved; (2) Everyone must be aware, understand and accept well the purpose; (3) the leader explains the policies pursued by the organization in an effort to achieve goals; (4) everyone must understand the organizational structure; (5) everyone must perform the role expected by the leadership of the organization well; (6) emphasize the importance of cooperation in carrying out necessary activities; (7) treat each subordinate as a human being with understanding; (8) give appreciation and praise to capable employees and reprimand and guidance to those who are less able to work; (9) assuring everyone that by working well in the organization the personal goals of these people will be achieved as much as possible, it can be concluded that most of the implementation steps of partnership management carried out in the Buildings, Machinery and Electricity department of State Vocational High School are in accordance with the success indicators in the research grid, so it can be said to be good.

Evaluation (Controlling) Evaluation of the achievements of the management of cooperation that has been carried out between State Vocational High School with the business world and the industrial world is (1) Networking student aspirations, (2) Assessing the results of student presentations, (3) Evaluating the reports of related teams or guidance teachers related to school and DUDI partnerships, (4) Alignment or renewal of cooperation between the two parties. The evaluation is carried out by brainstorming method in a meeting forum to produce a conclusion from the results of the analysis. In addition, evaluation and assessment are also carried out through the following steps: (1) see the programs contained in the MoU running or not, this is done by looking at the monitoring results

. (2) if there is a deviation, coordination is carried out on the part of DUDI and deliberated for the common good. (3) if there is an excess because the DUDI gives a better grade, then the school gives rewards to the DUDI (4) adjustments to the MoU on DUDI which has improved quality and cooperation. The results of the study were supported by respondents' statements as follows:

"Evaluation is carried out through related team reports, after every activity an evaluation meeting is held to discuss programs that have been running, for example for the prakerin program, evaluation is carried out through the supervisor's report on conditions in the field, student presentations are also carried out after the activity, and also a network of student aspirations is carried out"

If the results of the research from the evaluation stage conducted at State Vocational High School are compared with the success indicators in the research grid from the evaluation aspect in the form of (1) determining the standards to be used as the basis for control; (2) measure the implementation or results that have been achieved; (3) compare implementation or results with standards and determine deviations where applicable; (4) take corrective actions, if there are deviations so that the implementation and objectives are in accordance with the plan, it can be concluded that most of the evaluation steps from partnership management carried out in the Buildings, Machinery and Electricity department of State Vocational High School are in accordance with the success indicators in the research grid, so it can be said to be good.

The forms of cooperation carried out by State Vocational High School majoring in Buildings, Machinery and Electricity with the business world and the industrial world The forms of school collaboration with DUDI in the Department of Buildings, Machinery and Electricity of State Vocational High School include: (1) curriculum study and adjustment with DUDI; (2) implementation of internships/PKL for students (Prakerin); (3) implementation of internships/street vendors for teachers; (4) manufacture of traditional preparations/products in the Department of Buildings, Machinery and Electricity; (5) implementation of vocational competency examination (UKK); (6) community service and Corporate Social Responsibility (CSR) programs from DUDI; (7) absorption

of graduates by DUDI; and (8) industrial visits; (9) implementation of joint activities on certain occasions.

Through documentation studies, data were obtained that the forms of cooperation carried out at State Vocational High School with the business world and the industrial world so far are Dual System Education programs or industrial work practices, vocational competency tests (UKK) and Special Job Exchanges (BKK) that handle job vacancies for graduates and alumni. Industrial work practice activities (prakerin) are carried out in collaboration with several agencies such as hospitals, health clinics, puskesmas and pharmacies, especially those within the scope of Blitar. Vocational competency test activities are carried out by involving practitioners, namely pharmacists who happen to be several teachers at State Vocational High School acting as examiners and State Vocational High School majoring in Buildings, Machinery and Electricity acting as LSP (Professional Certification Institute) in Blitar Regency.

Partnership activities between the Special Job Exchange (BKK) majoring in Buildings, Machinery and Electricity at State Vocational High School with the business world and the industrial world that have been carried out include organizing cooperation with alumni and companies through job fairs and information services that are expected to increase the absorption of graduates in the world of work. However, from the findings obtained, it turns out that for BKK, the services provided are only limited to providing information about job vacancies or internships in certain companies or industries. Have not studied in depth or made service programs in collaboration or graduate recruitment with DUDI as stated in an agreement (MoU).

Factors that support the partnership of State Vocational High School Negeri 1 Blitar majoring in Buildings, Machinery and Electricity with the Business and Industrial World In building cooperation between State Vocational High School and DUDI, several supporting factors were found, namely: (1) the similarity in vision and mission of the school and DUDI; (2) the existence of mutually beneficial interests of the school and DUDI. (3) the ability and support of the school committee; (4) availability of adequate facilities and infrastructure.

The results of the documentation study found that the school committee was involved in the school's cooperation with DUDI. This can be seen from the organizational structure formed in the cooperation such as in the Team Decree or committee. During meetings or discussion forums related to school cooperation activities with DUDI, committees are also involved. This is evidenced by the attendance list of meeting activities/meeting minutes. The facilities and infrastructure provided by the school are evidenced by photo documentation of existing facilities in the school that support student practice.

Factors that hinder the partnership of State Vocational High School Negeri 1 Blitar majoring in Buildings, Machinery and Electricity with the Business and Industrial World Some of the inhibiting factors found include: (1) differences in school orientation and DUDI, where if the school focuses more on educational issues, while for DUDI it is more profit oriented; (2) limited number of DUDI around the school; (3) DUDI's distance from the school; (4) DUDI's capacity in accommodating the number of interns; (5) time discrepancy in the implementation of school cooperation with DUDI; (6) limited costs required in the framework of establishing cooperation; (7) Limited human resources, in this case, the number of productive teachers of Buildings, Machinery and Electricity is limited. 5. How to overcome obstacles in the partnership management of State Vocational High School majoring in Buildings, Machinery and Electricity with the Business and Industrial World

The results of the study obtained data that steps to overcome obstacles that exist in the management of the partnership between State Vocational High School and DUDI were carried out by: (1) selection and equalization of concomitant orientation without compromising benefits for both parties who cooperate; (2) establish communication regarding time adjustments that can be in line

between schools and DUDI; (3) Raising funds from various parties related to cooperation from the school budget and the school committee. (4) establish cooperation with more DUDI or expand cooperation networks; (5) Rolling or rotating interns.

Conclusion

The conclusions of this study are: 1. The management of school partnerships with the business world and the industrial world in the Department of Buildings, Machinery and Electricity of State Vocational High School in terms of planning, organizing, directing/implementing and evaluating/controlling has gone well. In terms of planning, no internal and external analysis activities were found, but based on the results of the evaluation of activities that had been carried out previously and the review of whether or not the partnership should be continued. The conclusions of this study are: 1. The management of school partnerships with the business world and the industrial world in the Department of Buildings, Machinery and Electricity of State Vocational High School in terms of planning, organizing, directing/implementing and evaluating/controlling has gone well. In terms of planning, no internal and external analysis activities were found, but based on the results of the evaluation of activities that had been carried out previously and the review of whether or not the partnership should be continued. 2. The forms of school partnerships with the Business and Industrial World in the Department of Buildings, Machinery and Electricity of State Vocational High School are quite varied and are carried out regularly through joint curriculum review and adjustment activities with DUDI; implementation of internships/PKL for students (Prakerin); implementation of Vocational Competency Examination (UKK) and industrial visits. While incidental forms of partnership include community service activities and Corporate Social Responsibility (CSR) from the business world and the industrial world (DUDI); absorption of graduates by the business world and the industrial world (DUDI) and the implementation of joint activities at certain events. 3. Factors that support the school's partnership with the Business and Industrial World in the Department of Buildings, Machinery and Electricity of State Vocational High School include the similarity of vision and mission of the school and DUDI, the ability and support of the school and DUDI, the ability and support of the school committee and the availability of adequate facilities and infrastructure.

Factors that hinder the school's partnership with the Business and Industrial World in the Department of Buildings, Machinery and Electricity of State Vocational High School include differences in school orientation with DUDI, where if the school focuses more on educational problems, while for DUDI it is more profit oriented, limited number of DUDI around the school, the distance of DUDI far from school, DUDI's capacity in accommodating a limited number of internship students, time discrepancies in the implementation of school cooperation with DUDI, limited costs needed in the context of establishing cooperation and limited human resources in this case limited number of productive Buildings, Machinery and Electricity teachers.

How to overcome obstacles in the school's partnership with the Business and Industrial World in the Department of Buildings, Machinery and Electricity State Vocational High School Negeri 1 Blitar, among others, is carried out by selecting and equalizing the orientation that is in line without compromising benefits for both parties who work together, establishing communication about time adjustments that can go hand in hand between the school and DUDI, collecting funds from various parties related to cooperation from the school budget and school committee, establish cooperation with more DUDI or expand the cooperation network and rotate or roll internship students.

COMPETING INTERESTS

The authors have no competing interests to declare.

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