

The Pattern of Vocational School Partnership with Industry and the World of Work (IDUKA) In Order to Increase the Absorption Of Graduates of Setiabudhi Vocational School Rangkasbitung

¹Nandang Faturohman and ²Suherman Suherman

^{1,2}Non-Formal Education of Teacher Training and Education Faculty of, Sultan Ageng Tirtayasa University
¹Nandangfaturohman2107@gmail.com

ABSTRACT

The development of education in Lebak Regency until now is faced with the high rate of educated unemployment, which is dominated by vocational high school graduates. One of the reasons for the high unemployment rate of SMK graduates in Lebak Regency is because the number of SMK graduates cannot be absorbed optimally by the surrounding industry. This study aims to illustrate the partnership carried out by Vocational High Schools with Industry and the World of Work (IDUKA), in order to increase the absorption of graduates of SMK Setiabudhi Rangkasbitung.

This research is a research with a qualitative approach to the type of case study research. In this study, the object of research taken was Setiabudhi Rangkasbitung Vocational High School. Data collection was obtained by the method of literature study, observation and interviews. After the data is obtained, the next step is to analyze the data. The results showed that the implementation of the partnership implemented by SMK Setiabudhi Rangkasbitung was quite good, with reference to regulations issued by the Ministry of Education and Culture of the Republic of Indonesia as a follow-up to Presidential Instruction Number 9 of 2016 concerning SMK Revitalization. SMK Setiabudhi has collaborated with several large companies with the ultimate goal of absorbing graduates by IDUKA. The partnership program carried out is with the concept of a structured industrial internship through an MoU between SMK Setiabudhi Rangkasbitung and related industrial industries. Although it has not succeeded perfectly, the partnership carried out by SMK Setiabudhi Rangkas Bitung has helped Lebak Regency reduce the unemployment rate of educated, especially SMK graduates.

Keywords: partnership in education, vocational school, absorption of graduations

A. INTRODUCTION

The world of education in Indonesia is currently facing very complex challenges, along with the era of globalization and technology that demands more open competition. In this era, there was a very rapid development of industry, especially the application of technology and information in the production process. In this era full of competition, the education sector plays a very important role in preparing human resources. That's why the education sector has always been a priority in development from time to time.

However, the fdeed shows that education development is still faced with a high unemployment rate due to the inequality between educational output and employment and the availability of formal employment. Where the number of labor forces from year to year continues to grow and is not balanced by the availability of employment. Such conditions occur almost throughout Indonesia.

Based on data from the Central Bureau of Statistics (BPS), it was recorded that in the August 2021 period, the open unemployment rate reached 6.49%, which is 9.1 million people in the labor force not absorbed by the world of work. ^[1] Although this figure decreased from the previous period, it is not a number to be proud of. And it is even more sad that the Open Unemployment rate According to Education Level (August 2021) is still dominated by Vocational High School graduates. Data from the Central Statistics Agency (BPS) shows that the Open Unemployment Rate (TPT) of Vocational High Schools is still the highest, reaching 11.13% as of 2021. The regions with the highest unemployment rates are Riau Province, West Java Province and Banten Province.

This is an irony in itself, because the main purpose of providing vocational education is to prepare graduates who are ready to work and be absorbed by the industry. So the question arises, is there something

wrong in the implementation of vocational education in Indonesia?

The high unemployment rate that comes from vocational school or vocational education graduates, in general, arises due to a discrepancy between the output of schools that cannot meet the needs of the business world and the ever-growing industrial world. Therefore, efforts are needed to improve the competence of SMK graduates so that they are better prepared to enter the world of work.

One of the efforts to improve the quality or quality of vocational education graduates is by establishing a link and match policy, which allows schools, especially vocational secondary education, to cooperate with Industry and the Business World (IDUKA) in developing the potential of students in the field. The synergistic relationship between the school and IDUKA is a very helpful condition in an effort to create a truly effective process for students.

The provision of skills for students is the main thing that must be the school and IDUKA program. The provision of applicable skills is a provision that is closely related to the needs of the industry. If school institutions and IDUKA provide skills provision in accordance with industry needs, of course, school graduates can be maximally absorbed by the world of work.

This research will take the locus in Lebak Regency, by choosing a research unit at Setiabudhi Vocational School Setiabudhi.

Setiabudhi Vocational School is one of the leading Vocational Schools in Lebak Regency which is the choice of the community. This school has collaborated with many large companies as one of the partnership strategies in order to improve student competence and efforts to channel its graduates so that they can be easily absorbed by IDUKA.

According to Moss, cooperation between schools and the business world and the industrial world is a continuous business entity to achieve common goals by dividing authority and responsibility. ^[2] Wayong, 2010. on "The Relevance of Dual System Education (PSG) in Vocational Schools to the Needs of the World of Work". In its conclusion, it states that partnerships between educational institutions and the business / industry world are the main key to the success of Dual System Education (PSG) in Vocational Schools, where the implementation of education is designed, implemented and evaluated together, so that the relevance of graduate

competencies to the demands of the job market increases. ^{No. 3]}

This research will analyze the concept of partnership organized by Setiabudhi Vocational School Rangkasbitung, how the partnership with IDUKA can increase the absorption of graduate students.

So the title of this study is Vocational School 's Partnership with Industry and the World of Work (Iduka) in Order to Increase Absorption Graduated from Setiabudhi Vocational School Rangkasbitung.

RESEARCH METHODS

This research is a research with a qualitative approach to the type of case study research. In this study, the object of research taken was Setiabudhi Vocational High School Setiabudhi. Data collection was obtained by the method of literature study, observation and interviews. After the data is obtained, the next step is to analyze the data. The objects of observation in this article are alumni, principals, BKK Setiabudhi Vocational School Rangkasbitung and several companies as a couple industry, by choosing randomly with purposive sample techniques, to get the most relevant information.

B. RESULTS OF RESEARCH AND DISCUSSION

Smk Setiabudhi Rangkasbitung

Vocational School Setiabudhi is a private school that was established on December 07, 1974. It was founded by the Setiabudhi Rangkasbitung Foundation. The forerunner of the formation of the Setia Budhi Rangkasbitung foundation was from the Foundation of The Bachelor College (YAPERSA). YAPERSA is a social foundation that plays businesses in the field of education that received assistance from NOVIB (Nederland Organization voor Internatiunale Bisjstand). The school status of SMK SETIA BUDHI is a private school with the status of Machining Engineering Accreditation (Accreditation A), Automotive Mechanical Engineering (Accreditation B), Electric Power Utilization Engineering (Accreditation A), and Audio Video Engineering (-).

This Vocational School is located on Budi Utomo Street No. 22 Comp. Rangkasbitung Education, Muara Ciujung Timur, Rangkasbitung District, Lebak Prov. Banten, with 5 Expertise Programs namely: Machining Engineering, Electrical Engineering, Light Vehicle Engineering, Computer and network Engineering and Motorcycle Engineering.

Educational Objectives of Setiabudhi Vocational School - Providing students to be productive human

beings, able to play work can stand alone and can be absorbed by the Business life Environment and the DU / DI Industrial life environment as a middle-level workforce in accordance with their competencies - Providing provisions to be able to make a career, tenacious and enterprising in competence, able to adapt in work-related members and can develop professional attitudes according to competence what it has - Equips students in Science and Technology, art and entrepreneur insights to be able to develop themselves in the future.

Partnership Concept

Partnership is essentially known as mutual cooperation or cooperation from various parties, both individually and in groups. Partnership is a relationship and cooperation where each partnering party has different skills to work together into a group or team.

According to the Big Dictionary Indonesian partnership comes from the word partner which means friend, best friend, co-worker, work partner, and colleague. Meanwhile, partnership is about relationships (cooperation and so on) as partners. ^{No. 4]}

Conceptually, partnerships is the existence of cooperation between small and medium enterprises or with large businesses accompanied by sustainable development and development by medium or large businesses by paying attention to the principle of mutual need, strengthening and benefit. ^{No. 5]}

The American Heritage Dictionary in Rukmana (2006:59) defines partnership as : "a relationship betwet individuals or group that is characterized by mutual cooperation and responsibility, as for the achievement of a specified goal". Based on this definition, Rukmana (2006:60) concluded several definitions of partnership, namely:

- a) Cooperation, which is the degree of effort of one party to fulfill the wishes of the other party,
- b) Constancy i.e. the degree of attempt by a party to fulfill one's own desires,
- c) Collaboration is a situation where each party wants to fully meet the interests of all parties,
- d) Compromise is a situation where each party is willing to sacrifice something so that there is a sharing of burdens and benefits

Partnership contains the definition of an agreement on a cooperative relationship between two or several parties to achieve a common goal. ^{No. 6]} Partnerships

can run well if carried out based on the following principles:

1. Mutual Benefit
2. Strengthen Each Other
3. Need each other
4. Openness
5. Similarity of commitments

If one of the principles of the partnership principle is not fulfilled, it can be said that the partnership implemented is not going well.

Pattern of Vocational School Partnership with Industry and the World of Work

In relation to the implementation of partnerships between the business world and the industrial world with vocational schools, many partnership activities can be developed by the program, including:

- a) Management of joint activity programs between education providers and partner institutions,
- b) Utilization of infrastructure owned by partnering institutions,
- c) Program funding to realize a program to be implemented,
- d) Utilization / placement of graduates from educational institutions to the work sector needed by partner institutions / companies.

For vocational education, cooperation built with the industrial world will provide many advantages, including in developing resources.

DUDI's partnership model with vocational schools or educational institutions is more oriented towards academic benefits. Partnerships are generally carried out for the transfer of service and production technology, the transfer of knowledge / skills and the transfer of learning technology. The motive that underlies the partnership pattern of SMK with DUDI is the need to gain knowledge and experience in one of the organizations (client model). The partnership between SMK and DUDI is oriented towards academic benefits to improve student competence and economic benefits to improve the teaching factory and teaching industry in Vocational School. ^{No. 7}

Some patterns of partnership between SMK and DUDI that provide academic benefits include: training models. There are three approaches to training, namely: the traditional approach (the traditional approach) ; the experiential approach (the experiential

approach), and the performance-based approach (the performance-based approach).

a) Traditional approach, training activities ranging from objectives, content, learning methods, tasks, lesson plans, motivation, tests, and evaluations are designed by the training staff.

b) The experiential approach. emphasize on real situations or job simulations where participants will work.

c) The performance-based approach. training for a specific task until proficient or competent.

Training for SMK teachers can use the last two approaches, namely the experiential approach and the performance-based approach. ^{No. 8]}

The partnership pattern of Vocational School with DUDI can integrate academic and economic benefits with an integrated training model. Industry and vocational schools have the same resources, namely knowledge, expertise and resources. If the two are integrated, then a relevant, effective, competency-based training model is obtained, flexible delivery, the use of sources is more effective and recognized by the government.

Based on theoretical studies, needs analysis and the results of previous research The components of the Vocational School partnership with DUDI, are: (1) government ministry policies, Government policies in partnership emphasize that both parties can implement the content of the MoU by considering the agreed program phases, (2) the core strategy of the concept, the core strategy The concept explains the steps in implementing the content of the MoU with 5Cs (Five core strategies), (3) vocational high school policies, SMK and DUDI Policies through the MoU containing

programs that must be implemented and mutually agreed upon, (4) industrial management, industrial management by taking into account planning, implementation and evaluation, (5) service principles, partnership principles and partnership activities in accordance with the MoU between parties, (6) graduate competencies, expected competencies are competency criteria tailored to DUDI expectations, (7) absorption of Vocational High School graduates.

Partnership between SMK and IDUKA in the Context of Absorption of Graduates of SMK Setiabudhi Rangkasbitung

The results of the research showed Setiabudhi Vocational School Rangkasbitung has organized a partnership with Industry and the World of Work as a step to market its graduates. Setiabudhi Vocational School Rangkasbitung has collaborated with many large companies, including PT Indah Kiat Pulp and Paper Serang, PT Budi Texindo Serang, PT Takagi Sari Multi Utama Tangerang, PT Yasunaga Indonesia, PT Krakatau Steel Cilegon, PT Honda Astra Motor, PT Tunas Toyota Cilegon, and several other companies. Cooperation with this company includes curriculum development, Student Fieldwork Practices, teacher internships and the absorption of alumni of Setiabudhi Vocational School Rangkasbitung.

The partnership pattern implemented by SMK is in line with the pattern of cooperation proposed by Rasto's research (2015) which describes the partnership development framework, and Helmy (2014) illustrates the partnership strategy designed by Lendrum (2003) and re-adopted by Callan & Ashworth (2004, p. 23). If depicted the form of partnership organized by Setiabudhi Vocational School Rangkasbitung, it can be illustrated as follows:



Figure 1. Illustration of Partnership Form

The picture above shows that the synchronization of the curriculum, schools and labor users (DUDI)

must synergize with each other, especially in terms of learning materials so that between those who

prepare the workforce, in this case Vocational School of

Setiabudhi Vocational School Rangkasbitung is established a mutually beneficial cooperation. The picture above also shows Prakerin or internship, DUDI must provide the widest possible opportunity for students and teachers to work practices or internships so that the teaching team or educators in schools can experience firsthand the work at DUDI and labor users (DUDI) recruit workers from the source (school).

Research that has been conducted at Setiabudhi Vocational School Rangkasbitung on the pattern of school partnership with industry and the world of work (IDUKA) in increasing the absorption of student graduates has produced several findings.

The organization carried out in the school's partnership activities with DUDI is to assign personnel in charge of relations with industry and have their own main duties or tasks and functions. In this case it is Public Relations and BKK (Special Job Fair)

The collaboration between SMK Setiabudhi Rangkasbitung and IDUKA is also supported by the Manpower and Transmigration Service by facilitating BKK (Special Job Fair), although the results of the research show that the BKK services provided are still limited to providing information about job vacancies or internships in partner companies or industries, not yet leading to the establishment of an MoU so that graduates can be immediately accepted to work.

The forms of cooperation carried out by Setiabudhi Vocational School Rangkasbitung with industry and the World of Work (IDUKA) include curriculum compliance with IDUKA (link and match), implementation of internships / PKL for students (Prakerin); implementation of internships / PKL for teachers, implementation of vocational competency examinations (UKK), and recruitment graduates by partner companies and industry visits.

The adjustment of the curriculum with IDUKA is carried out by the application of Dual System Education (PSG) or Industrial Work Practices which will eliminate the Gap between knowledge in school and the need for knowledge in the industry. Although not all partner companies guarantee the absorption of all graduates, the opportunity for recruitment by partner companies is greater than before the partnership was established. This strategy

is in line with the results of research conducted by Wayong (2010) which states that partnerships between educational institutions and the business world / industry are the main key to the success of Dual System Education (PSG) in Vocational Schools, where the implementation of education is designed, implemented and evaluated together, so that the relevance of graduate competencies to the demands of the job market increases. ^{No. 9)}

Some of the inhibiting factors found in the partnership pattern of Setiabudhi Vocational School Rangkasbitung include:

- 1) The gap in school orientation and IDUKA, where if the school focuses more on educational issues, while for IDUKA it is more profit oriented;
- 2) Kete batas the number of IDUKA in Lebak Regency around the school;
- 3) Jarak IDUKA which is quite far from schools and the Lebak Regency area
- 4) Kapasitas IDUKA in accommodating the number of interns;
- 5) Time adjustment in the implementation of school cooperation with IDUKA
- 6) Kete border costs required in order to establish cooperation;
- 7) Kete border human resources in this case productive teachers who are limited in number.

Based on the description of partnership barriers above, according to the author's analysis, it is very important for Setiabudhi Rangkasbitung Vocational High School to optimize all existing tensions and resources by prioritizing the function of cooperation and coordination with partner companies.

The implementation of the partnership must also be controlled so that it runs according to the design and on target, as implemented by Setiabudhi Vocational School Rangkasbitung. In order to prepare graduates who are useful and able to compete, the school holds Industrial Work Practices as a stage of equipping students about the real world of work, as for the stages carried out in the pre-employment of students of Setiabudhi Vocational School Rangkasbitung, are:

1. Training Program

Debriefing of all students before the implementation of pre-employment / internship

2. Internship Program

Implementation of pre-employment for 2 months, or according to the provisions of the company

3. Reporting Phase

Participants, guidance teachers and companies compile reports on the results of pre-employment student achievements as evaluation materials. Reporting includes internship results, internship facilities, trainers and industrial conditions.

4. Evaluation Stage

After the internship period is over, the results of the pre-employment are carried out. The results of the evaluation are used to determine the plan and improve for the implementation of the pre-employment to be implemented next.

Based on the results of the observations above, it can be seen that the cooperation between the school and partner companies is not only limited to internships, but evaluation is also followed up by synchronizing materials so that the intern graduates get knowledge that is relevant to the needs of the industrial world.

C. CONCLUSION

The partnership between SMK and IDUKA is a concept that is absolutely necessary in order to harmonize the supply and demand of human resources in industry and the world of work. Vocational High School learning must be a replica of the real Industry and World of Work. Along with the high demand for the relevance of vocational education programs to the demands of the business world and the industrial world, a partnership between vocational education institutions with the business world and the industrial world is a must.

Setiabudhi Vocational School Rangkasbitung has implemented a partnership program with Industry and the World of Work in accordance with existing regulations and regulations. Partnerships have been held by conducting link and match programs, implementing internships/PKL for students (workpractices); implementation of internships/PKL for teachers, implementation of vocational competency exams (UKK), recruitment of graduates by partner companies and industrial visits.

Thus the partnership pattern of SMK Setiabudhi Rangkasbitung has been implemented well, but has not been maximized because obstacles were found in its implementation.

As a strategy to overcome obstacles in the partnership of Setiabudhi Vocational School Rangkasbitung, the school optimizes cooperation

with partner companies and coordination with local governments to minimize obstacles that come from bureaucracy and policies.

REFERENCES

- Ixtiarto, Bambang & Sutrisno, Budi. 2016. "Kemitraan Sekolah Menengah Kejuruan Dengan Dunia Usaha dan Dunia Industri (Kajian aspek Pengelolaan Pada SMK Muhammadiyah 2 Wuryantoro Kabu-paten Wonogiri)", *Jurnal Pendidikan Ilmu Sosial*, Vol. 26, pp. 57-69, Juni. <http://journals.ums.ac.id/index.php/jpis/article/view/2130/1568>
- Hasibuan, H.M., S.P. 2007. *Manajemen sumber daya manusia*. Jakarta:PT. Bumi Aksara. p.2, 68, 122
- Mamluah & Maulidi, 2021. *Pembelajaran Jarak Jauh (PJJ) di Masa Pandemi COVID- 19 di Sekolah Dasar*, *Jurnal Basicedu* Vol 5 No 2 Tahun 2021 p-ISSN 2580-3735 e-ISSN 2580-1147. Halaman 869-877
- Murniati, A.R. 2005. *Pemberdayaan sekolah menengah kejuruan melalui manajemen strategik (studi tentang penyelenggaraan SMK N untuk menyiapkan lulusan sesuai dengan kebutuhan pasar kerja di Banda Aceh Nangroe Aceh Darussalam)*. Bandung: Program Pasca Sarjana Universitas Pendidikan Indonesia Bandung.
- Purnamayanti & Yahya, 2019, *Model Kemitraan SMK dengan Dunia Usaha dan Dunia Industri*, Makassar: : Badan Penerbit Universitas Negeri Makassar
- Moss, J.R. 1984. *Is vocational education ready for collaboration? collaboration: vocational and the private sector*. Arlington. V.A. the American vocational association.
- Wayong.Ch.Aaltje.D.2010. <http://ejournal.undiksha.ac.id/index.php/APTEKINDO/index>
- Kamus Besar Bahasa Indonesia (KBBI) Online. *Pengertian Kemitraan*. <https://kbbi.web.id/mitra>
- Sandrpratama, "Pengertian Kemitraan" <http://pratamasandra.wordpress.com/tag/pengertianke mitraan, diakses 3 Desember 2021>
- Purnamawati. 2018. *Needs Analysis of vocational high school partnership model with world business and industry in Makassar*. *Journal of Physics Conference Series*, Vol. 1028, 14 June 2018.

Lendrum, T. 2003. "The Strategic Partnering Handbook 4edn", McGraw-Hill, Australia.

Helmy, Abdullah. 2014. "VET Training and Industry Partnership: A Study in East Java, Indonesia",. <http://vuir.vu.edu.au/28814/1/Helmy%20Abdullah.pdf>.

Callan, VJ & Ashworth, "P. Working together: Industry and VET provider training partnerships", NCVER, Adelaide, SA, 2004. <https://files.eric.ed.gov/fulltext/ED495165.pdf>.

[1] BPS Indonesia

[2] Moss, J.R. 1984. Is vocational education ready for collaboration? collaboration: vocational and the private sector. Arlington. V.A. the American vocational association. p.71-79 Hlm. 71

[3] Wayong.Ch.Aaltje.D.2010. <http://ejournal.undiksha.ac.id/index.php/APTEKINDO/index>

[4] Kamus Besar Bahasa Indonesia (KBBI) Online. Pengertian Kemitraan. <https://kbbi.web.id/mitra>. Diakses 3 Desember 2021

[5] Sandrapratama, "Pengertian Kemitraan" <http://pratamasandra.wordpress.com/tag/pengertiankemitraan>, diakses 3 Desember 2021

[6] Purnamayanti & Yahya, 2019, Model Kemitraan SMK dengan Dunia Usaha dan Dunia Industri, Makasar: : Badan Penerbit Universitas Negeri Makassar. Hlm. 13

[7] Purnamayanti & Yahya, Op.Cit hlm 15

[8] Purnamayanti & Yahya, Op Cit. hlm 17-18

[9] Ixtiarto dan Sutrisno, 2016, KEMITRAAN SEKOLAH MENENGAH KEJURUAN DENGAN DUNIA USAHA DAN DUNIA INDUSTRI (Kajian aspek Penhgelolaan Pada SMK Muhammadiyah 2 Wuryantoro Kabupaten Wonogiri). Hlm. 65