
Implementation of the Partnership for SMKN 1 Cihampelas with the Industrial World (DUDI) to improve the competence of graduates

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Abstract

This research is motivated by the lack of partnerships between SMK with the Business and Industrial World (DUDI) in the implementation of dual system education, so there is a need for research on the management of partnerships between schools and DUDI in order to improve the quality of graduates so that SMK graduates have guaranteed absorption in the job market. The purpose of this study was to obtain an overview of the partnership management of SMK with DUDI to increase the competence of SMK graduates of West Bandung. The specific purpose is to find out the implementation of the partnership between SMK and DUDI. This study uses a qualitative approach with a descriptive method. Data collection techniques through observation, interviews and documentation studies. The theoretical basis for this research is the management of LF Urwick in Hasibuan, M (2017:3), the partnership of Moss (1984:71) and the Competence of Graduates of the Minister of Education and Culture No. 34 of 2018 concerning SNP SMK/MAK. The results of the research are as follows: Before establishing a partnership, SMK Negeri 1 Cihampelas first prepares the human resources (Human Resources) owned by the school. Then the school conducts a needs analysis of the school's relationship activities with the business/industrial world (DU/DI). Organizing a partnership program is the process of determining, grouping, and regulating the various activities needed to achieve the goals of the partnership program, placing people in each activity, providing the necessary tools, determining the authority that is relatively delegated to each individual who will carry out the activities. these activities. Forms of partnership between Vocational Schools with the Business World and the Industrial World to increase the competency of West Bandung Vocational High School graduates through teaching factories in terms of service and maintenance of household appliances such as refrigerators and washing machines. Improving the quality of schools is carried out by having a business center which is managed by students after getting work experience in the industry, so that students have been tested in the field of engineering. The results of the partnership between SMK with the Business World and the Industrial World are graduates of the study program TPTU 65% annually work in companies that are in accordance with their competencies and 15% work not according to their fields, 20% continue their education. The results of the partnerships that have been implemented to improve the competence of graduates can be seen from the increase in the number of alumni who enter college, work, and become entrepreneurs

Keywords: Management, Partnership, DUDI, Graduate Competence

INTRODUCTION

In Law no. 20 of 2003 concerning the National Education System Chapter II article 3: "National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen". Furthermore, in the explanation of article 15 of Law no. 20 of 2003 concerning the National Education System, types of education include general vocational, academic, professional, vocational, religious and special education. Furthermore, in explanation 15, more specifically, vocational education is secondary education that prepares students especially to work in certain fields.

The Ministry of National Education (2010:1) describes that education is a human right of every Indonesian citizen and for that every Indonesian citizen has the right to obtain quality education according to his interests and talents regardless of social status, economic status, ethnicity, ethnicity, religion, and gender. Equitable access and improving the quality of education will make Indonesian citizens have life skills so as to encourage the establishment of full human development as well as civil and modern society imbued with Pancasila values.

In order to achieve quality education, according to Sanusi, A. (2015: 33-35), that education must have a spirit, namely six educational value systems, in order to deal with the complexities of life, including: Theological Values, Teleological Values, Aesthetic Values, Logical Values and Physical/Physiological Values. With the system of six values, humans through education will be of better quality in living their lives.

The relation between education and quality of life, Mulyasana (2011: 2), defines education as a process of maturation of quality of life. Through this process, it is expected that humans can understand the meaning and essence of life, as well as for what and how to carry out the duties of life and life correctly, thus education focuses and directs on the formation of a superior personality by focusing on the process of maturation of the qualities of logic, heart, morals, and faith. so as to achieve the point of perfection of quality of life.

Improving the quality of human life can be through improving the quality and development of education, requiring scientific and management support that is strong and relevant to the vision and mission of education. Thus management Education is one of the efforts in implementing the functions of education management, both for every activity related to the education unit and the type of education. One of the efforts is the quality of education at the vocational high school (SMK) level.

Vocational High School (SMK) based on the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System article 15 (in explanation) is "Vocational education is education that prepares students to be able to work in certain fields"

Vocational High School as a form of organizing unit of vocational secondary education located at the Directorate General of Vocational Education which organizes education oriented to the formation of life skills, namely training students to master what is needed by the world of work (including the business world and industry), providing education about entrepreneurship, and form life skills. (Muhardiansyah, et al, 2015:5).

In addition, vocational students are more emphasized to practice so that they are experienced to directly enter the world of work, but it also does not rule out the possibility that SMK graduates can continue to higher education levels. And at this time many SMKs are pioneering to become quality schools in the face of global competition. Therefore, in implementing SMK governance in the management of education, it is able to offer a new paradigm in the management of education.

The introduction of the comparison of SMK: SMA to 70% of SMK and 30% of SMA invites and contains problems for SMK graduates, this policy is expected to solve one of the problems of unemployment. The improvement of vocational education aims to prepare skilled workers to meet the needs of the workforce in accordance with the demands of the industrial world, strengthened through the issuance of the Minister of National Education Regulation Number 44 of 2010 concerning the Strategic Plan of the Ministry of National Education, which is then detailed in the Strategic Plan of Vocational Secondary Education for the period 2010-2010. 2014, and the proportions are flexible according to the specifics/regional context through Permendikbud Number 80 of 2013 concerning Universal Secondary Education.

To achieve these national education goals, the Ministry of National Education in 2007 made a very significant decision in secondary education. It is said to be significant because in that year

a big policy decision was made, namely the reversal of the proportion of the number of SMK:SMA students from 42.15%:57.85% in 2007 and is expected to be 70%:30% in 2014.

To realize this policy, each district/city establishes a new SMK in accordance with the direction and assistance of the Minister of National Education c.q. Directorate of Vocational High School Development (Directorate of Vocational Development). Based on the Memorandum of Understanding (MOU) mutually agreed between the Directorate of Vocational Development and the Regency / City Government, both have the following obligations and responsibilities.

The Directorate of Vocational Development builds new buildings and the district/city government provides land, teachers and learning facilities. To support the achievement of the proportion of 30% high school students and 70% vocational students in 2014, the Directorate of Vocational Development carried out massive marketing through advertisements in various print and electronic media.

Furthermore, the National Education Long-Term Development Plan (RPJP) for 2005-2025 has projected a gradual and sustainable growth target for Vocational High Schools leading to an increasing number of Vocational High Schools compared to Senior High Schools to reach a 70:30 ratio in 2025.

In the Regulation of the Minister of Education and Culture Number 34 of 2018 concerning National Standards for Vocational High School/Madrasah Aliyah Vocational Education, it is explained that competency standards for SMK/MAK graduates are developed from national education goals and graduate profiles in the formulation of competency areas.

SMK/MAK is part of the national education system which has the aim of vocational education, namely to produce skilled workers who have the ability in accordance with the demands of the needs of the business/industry world, and are able to develop their potential in adopting and adapting to the development of science, technology, and the arts.

To realize the objectives of vocational education above, it is necessary to have competency standards for SMK/MAK graduates, which are described from the graduate profile as follows: 1). have faith, piety, and virtuous character; 2). have a strong mental attitude to develop themselves in a sustainable manner; 3). mastering science, technology and art and possessing skills according to development needs; 4). have productive abilities in accordance with their field of expertise either for work or entrepreneurship; and 5). contribute to the development of a competitive Indonesian industry facing the global market.

Based on these criteria, 9 (nine) competency areas for SMK/MAK graduates are formulated as follows: a). faith and devotion to God Almighty; b). nationality and love for the homeland; c). personal and social character; d). literacy; e). physical and spiritual health; f). creativity; g). aesthetics; h). technical ability; and i). entrepreneurship.

Therefore, vocational education must prepare a person to be better able to work in a work group or one field of work than in other fields of work. Thus, vocational and/or vocational education in the national education system is expected to be able to prepare and develop human resources (HR) who are able to work professionally in their fields, as well as competitive in the world of work, especially in facing the demands of the MEA.

Vocational education that is adapted to the provision of employment opportunities is a very basic and basic need in Indonesia's national development process. The facts show that education development is still faced with the large number of unemployment due to the imbalance between education output and employment and the availability of formal employment. Where the number of labor force from year to year continues to grow and is not matched by the availability of job opportunities.

Based on a report from the Central Statistics Agency (BPS) the number of Open Unemployment Rates (TPT) in February 2021 was 6.26 percent, down 0.81 percentage point compared to August 2020. The working population was 131.06 million people, an increase of

2.61 million people from August 2020. Judging from the level of education, the TPT for Vocational High Schools (SMK) is the highest among other education levels, which is 13.55 percent.

The high unemployment rate that comes from graduates of vocational 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 growing. One of the efforts to improve the quality or quality of vocational education graduates is the establishment of a link and match policy, where schools, especially vocational secondary education, make it possible to cooperate with the Business World and the Industrial World (DUDI) in fostering and developing the potential of students in the field. The synergistic relationship between the school and DUDI is a very helpful condition in an effort to create a truly effective process for students. Provision of skills for students is the main thing that must be a school program and DUDI.

This is confirmed by the opinion of Suwati (2008:64) that: "Cooperation activities between schools and the Business and Industrial World (DUDI) at Vocational High Schools, namely through the application of school collaboration with the world of work can be realized in the form of a Production and Service Unit (UPJ) working group and a Special Work Bureau (BKK) or other groups. Provision of applicable skills is a provision that is closely related to the needs of the community.

Based on the results of research in several SMKs in West Bandung Regency, there are problems related to the partnership between SMK and DUDI, namely:

1. Differences in school orientation and DUDI,
2. The distance from the DUDI school is far,
3. Lack of partnerships with companies, government institutions, business and industry in implementing dual system education, namely the establishment of synergy between SMK and industry.

This is evident in the implementation of Industrial Work Practices (Prakerin) schools often have difficulty in finding partner institutions that are willing to accept these industrial work practices. Several institutions that are willing to accept the partnership, but with various difficult conditions.

Based on the facts on the ground, it is necessary to conduct research on the management of partnerships between schools and DUDI in order to improve the quality of graduates so that SMK graduates have guaranteed absorption in the job market.

RESEARCH METHODS

This study uses a qualitative approach, because the empirical data are in the form of words, sentences, gestures, facial expressions, charts, pictures and photos in SMKN 1 Cihampelas then the data is given meaning by the researcher. The research method used is descriptive method where this study intends to analyze problems regarding the implementation of partnerships at SMKN 1 Cihampelas, West Bandung Regency.

Data collection techniques using observation, interviews and documentation. In-depth interviews were conducted at SMKN 1 Cihampelas, to obtain data relating to the implementation of the partnership at SMKN1 Cihampelas, West Bandung Regency and matters related to it. Observations are made with the intention of knowing the implementation of the partnership. Documentation studies are used to collect and record the necessary data that will

be used as material for testing in this research. The data collection instruments are interview guides, observation sheets and document checklist sheets.

Primary data were obtained in the form of verbal or verbal words or speech and behavior from the subject (informant) related to the research focus. While secondary data is sourced from documents, photographs and objects that can be used as a complement to primary data. The characteristics of secondary data are in the form of writings, recordings, pictures or photographs related to the research focus.

This study uses qualitative data, including interview notes, observation notes related to the problem under study, official data in the form of documents or archives, memorandums in the data collection process. The data analysis technique used in this research is descriptive narrative. This technique refers to the opinion of Miles and Huberman (in Satori, and Komariah, 2011) which is carried out through four stages, namely: data collection, data reduction, data presentation and drawing conclusions from the analyzed data.

RESULTS AND DISCUSSION

Research that has been carried out at SMK Negeri 1 Cihampelas, West Bandung Regency on the management of school partnerships with the business world and the world of industry (DU/DI) in improving student competence has resulted in the following research findings: 1. Partnership management for SMK Negeri 1 Cihampelas, West Bandung Regency with the business world and the industrial world in terms of planning, organizing, implementing and controlling/evaluating in improving the competence of graduates. a. Planning (Planning) The stages in planning in establishing a partnership with DUDI carried out by the management of SMK Negeri 1 Cihampelas West Bandung Regency are: 1) Incorporating elements of the school partnership with DUDI into the school's vision, mission, and goals 2) Planning a partnership program which is stated in the school work plan (RKS) and the four-year medium-term plan (RKJM) 3) Conducting internal and external analysis of the school 4) Formulating the partnership management structure with DUDI 5) Selection and sorting of DUDI 6) Proposal for school partnership with DUDI 7) Equip facilities for school collaboration facilities with DUDI.

At this planning stage, various activities related to the school's partnership with DUDI have been carried out previously and then evaluated to determine the next steps to be taken. These activities were carried out through discussion forums from school management and brainstorming from relevant parties such as teachers, employees, students and DUDI. Another interesting thing that was found was that in conducting the analysis and evaluation of the school partnership with DUDI, it turned out to only use studies based on whether or not the activity was good, so that if it is considered good, the collaboration can be continued with several accompanying considerations. These findings are supported by the respondents' statements as follows.

"So far, in planning for activities related to DUDI, only an annual evaluation of activities is carried out, and if it is considered good, the program will be continued. The evaluation and mapping of these activities does not use in-depth analysis such as a SWOT analysis or the like...". From the results of this study, it appears that what is meant by analytical activities here is an evaluation of activities that have been running, not an analysis of the strengths, weaknesses, opportunities and threats that can be used in determining the form or program of partnerships carried out, such as a SWOT analysis for example. The absence of such analytical 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. There have not been found

activities that are new in nature resulting from the school's internal and external analysis activities.

The parties involved in planning school partnerships with the Business World and the Industrial World. The parties are the Principal, Deputy Principal, Teachers, Employees, School Committees, local community leaders, DUDI Representatives. If the results of the research from the planning stage carried out at SMK Negeri 1 Cihampelas, West Bandung Regency, are compared with the indicators of success in the research grid from the planning aspect, namely (1) setting school goals and missions; (2) identify the goals to be achieved by the school; (3) establish measurable and accurate logic; (5) collecting considerations as the basis for formulating the planning content; (6) describe the existing opportunities; (7) describe the obstacles that have been faced in the past that may be faced in the future; (8) draw up a sequential and systematic plan of activities; (9) compiling all types of work needed to achieve the goal; (10) compiling a work guide that is used as a joint guideline; (11) make work implementation regulations; (12) compiling the target framework for each job position, it can be concluded that most of the planning steps of partnership management carried out at SMK Negeri 1 Cihampelas, West Bandung Regency are in accordance with the indicators of success in the research grid, so it can be said to be good.

b. 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 work together efficiently and obtain personal satisfaction in carrying out certain tasks in certain environmental conditions in order to achieve certain goals. certain goals or objectives. The organization carried out in school partnership activities with DUDI is to form a team or working group that is in charge of industrial relations and has its own main tupoksi or main tasks and functions. This is done so that management can work professionally and avoid having multiple positions. The principal together with the deputy head of curriculum and public relations/industrial relations formed a working group (Pokja), namely the PKL/prakerin Team and the BKK Team.

This team collaborates with school departments and the DUDI for the smoothness and implementation of the collaboration. Based on the study of the documentation obtained, the forms of organizing the collaboration include documents or archives in the form of a decree on the division of tasks or the formation of a working group or committee, and the organizational structure of the SMK partnership. If the results of the research from the organizing stage carried out at SMK Negeri 1 Cihampelas, West Bandung Regency, are compared with the indicators of success in the research grid from the organizational 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 organizational steps of partnership management carried out at SMK Negeri 1 Cihampelas, West Bandung Regency are in accordance with the indicators of success in the research grid, so it can be said to be good.

c. Implementation (Actuating)

Efforts made in directing or implementing cooperation at SMK Negeri 1 Cihampelas, West Bandung Regency with 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 the cooperation, this is taken from existing and appropriate funding sources. (3) complete facilities in schools that students can use to support the implementation of cooperation with DUDI. Through the study of documentation obtained data, the recruitment of teachers and employees involved in the implementation of the school partnership with DUDI. This can be seen in the document in the form of a team or committee decree and the organizational

structure of the partnership between SMK and DUDI. If the results of the research from the implementation stage carried out at SMK Negeri 1 Cihampelas, West Bandung Regency, are compared with the indicators of success in the research grid from the implementation aspect, namely (1) providing an explanation to everyone in the organization, regarding the objectives to be achieved; (2) everyone must be aware of, understand and properly accept the purpose; (3) the leader explains the policies adopted by the organization in an effort to achieve goals; (4) everyone must understand the organizational structure; (5) everyone must carry out the role what is expected by the leadership of the organization well; (6) emphasizes the importance of cooperation in carrying out the required activities; (7) treat each subordinate as a human being with full understanding; (8) give awards and praise to capable employees and reprimand and guidance to people who are less able to work; (9) convince everyone that by working well in the organization of these people's personal goals will be achieved as much as possible, it can be concluded that most of the implementation steps of partnership management carried out at SMK Negeri 1 Cihampelas, West Bandung Regency are in accordance with the indicators of success in research grid, so it can be said to be good.

d. evaluation

Evaluation of the achievements of the management of cooperation that has been carried out between SMK Negeri 1 Cihampelas, Bandung Regency. The West with the business world and the industrial world are (1) Conducting screening of student aspirations, (2) Assessing student presentation results, (3) Evaluating reports from related teams or supervisors related to school and DUDI partnerships, (4) Aligning or renewing cooperation between the two parties. . The evaluation was carried out using the 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) seeing the program contained in the MoU is running or not, this is done by looking at the results of monitoring. (2) if there is a deviation, coordination with DUDI is carried out and discussed for the common good. (3) if there is an excess because DUDI provides a better value, then the school provides a reward to the DUDI (4) adjustment of the MoU to DUDI which has improved quality and cooperation. 2. If the results of the research from the evaluation phase carried out at SMK Negeri 1 Cihampelas, West Bandung Regency, are compared with the indicators of success in the research grid from the evaluation aspect, namely (1) determining the standards that will be used as the basis for control; (2) measuring the implementation or results that have been achieved; (3) compare implementation or results with standards and determine deviations if any; (4) take corrective action, 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 of partnership management carried out at SMK Negeri 1 Cihampelas, West Bandung Regency are in accordance with the indicators of success in the grid. research, so it can be said good

The forms of cooperation carried out by SMK Negeri 1 Cihampelas, West Bandung Regency with the business world and the industrial world. The forms of school collaboration with DUDI at SMK Negeri 1 Cihampelas, West Bandung Regency, include: (1) reviewing and adjusting the curriculum with DUDI; (2) implementation of internships/PKL for students (Prakerin); (3) implementation of internships/PKL for teachers; (4) implementation of the vocational competency exam (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 at certain events.

The results of the partnership between SMK with the Business World and the Industrial World are graduates of the study program TPTU 65% annually work in companies that are in accordance with their competencies and 15% work not according to their fields, 20% continue their education. The results of the partnerships that have been implemented to improve the

competence of graduates can be seen from the increase in the number of alumni who enter college, work, and become entrepreneurs.

CONCLUSION

The conclusions of this study are:

1. Management of school partnerships with the business and industrial world at SMK Negeri 1 Cihampelas, West Bandung Regency in terms of planning, organizing, directing/implementing and evaluating/controlling has been going well. In terms of planning, internal and external analysis activities were not found, but based on the results of the evaluation of activities that had been carried out previously and the study of whether or not the partnership was feasible to continue.
2. The forms of school partnerships with the Business and Industrial World at SMK Negeri 1 Cihampelas, West Bandung Regency are quite varied and are carried out routinely through study activities and curriculum adjustments together with DUDI; implementation of internships/PKL for students (Prakerin); implementation of the Vocational Competency Examination (UKK) and industrial visits. Meanwhile, the incidental forms of partnership include community service activities and Corporate Social Responsibility (CSR) from the business and industrial world (DUDI); absorption of graduates by the business and industrial world (DUDI) and the implementation of joint activities at certain events.
3. Factors that support the school's partnership with the Business and Industry World at SMK Negeri 1 Cihampelas, West Bandung Regency, among others, are the common 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 availability of adequate facilities and infrastructure.
4. Factors that hinder the school's partnership with the Business and Industry World at SMK Negeri 1 Cihampelas, West Bandung Regency, among others, are the differences in school orientation with DUDI, where if the school focuses more on educational issues, while for DUDI it is more profit oriented, limitations the number of DUDI around the school, the distance of the DUDI which is far from the school, the capacity of DUDI in accommodating the limited number of apprentice students, the time mismatch in the implementation of school collaboration with DUDI, the limited costs needed in order to establish cooperation and limited human resources in this case productive teachers limited number of pharmacies.
5. How to overcome obstacles in school partnerships with the Business and Industry World at SMK Negeri 1 Cihampelas, West Bandung Regency, among others, is done by selecting and aligning orientations that go hand in hand without compromising the benefits for both parties who work together, establishing communication regarding time adjustments that can go hand in hand between schools and DUDI, seek funds from various parties related to the cooperation of the school budget and school committees, establish cooperation with more DUDI or expand the network of cooperation and conduct rotations or rolling apprentices

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