

THE MUTUAL-BENEFIT PARTNERSHIP MANAGEMENT MODEL FOR VOCATIONAL HIGH SCHOOLS AND WORK/INDUSTRY SECTOR

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ABSTRACT

This study aims to: (1) explore information related to the partnership management model currently in Vocational Schools (VHS); and (2) creating a partnership management model expected by the industry and work sector. The research method used was an instrumental case study. The subject of this research was VHS, and the industry and work sector and the data was collected through interviews, documentation, and observation. The data analysis technique used was ATLAS.ti 9 software and the validation was carried out by triangulation through Chief Section of Vocational School and the other related Vocational Schools. The results of the study indicated that (1) the partnership management model currently in Vocational Schools was still limited to planning, implementing, and evaluating students; and (2) the management model desired by the industry and work sector included guidelines for partnership, education and training standards, student guidance systems, skills testing standards, and student competency assessment standards. Therefore, it is essential that the government issue regulations or laws that bind the world of work in realizing the partnership between VHS and world of work. Then, schools should involve the world of work in collaborative management so that there is an integration between what the school expects and the results obtained by students. The world of work should help realize the role of VHS through a structured partnership programs aiming mutual benefit suitable to the needs of world of work.

Keywords: Partnership Management, Mutual Benefit, Vocational High School

INTRODUCTION

Vocational High School (VHS) is an integrated part of the National Education System in Indonesia which has an important role in preparing quality human resources. VHS are included in education that prioritizes the development of students' abilities to have the competencies needed by the rapidly changing and developing world of work (Pambudi & Harjanto, 2020). These schools aim to prepare students specifically to work in certain fields in accordance with the expertise possessed and learned while at school. This goal describes that VHS is an institution that prepares students as prospective workers and develops the existence of students (Ozer & Perc, 2020).

The number of students interested in attending VHS has increased from year to year. In 2020/2021, the number of SMKs in Indonesia is 14,849 schools, with a total number of students of 4,739,367 (Permanasari, Rubini, & Nugroho, 2021). Table 1 explains that there are 1,587,435 VHS' graduates with details of Technology and Engineering occupying the highest number in Indonesia, namely 32.4%, while in second place are Business and Management VHS with a percentage of 25.1%. Around 26% of existing students choose the fields of Business and Management and currently there are 1.2 million SMK students from grade ten to grade twelfth as a whole.

Table 1. Graduates of VHS in Indonesia (2020)

No	Areas of Expertise	No. of Graduates	%
1	Energy and Mining	4,222	0,3%
2	Arts and Creative Industries	19,279	1,2%
3	Maritime	28,154	1,8%
4	Health and Social Worker	68,886	4,3%
5	Agribusiness and Agrotechnology	69,213	4,4%
6	Tourism	123,950	7,8%
7	Information and Communication Technology	360,997	22,7%
8	Business and Management	398,774	25,1%
9	Technology and Engineering	513,960	32,4%
	Total	1.587.435	100%

The number of students in VHS is apparently not comparable to the quality of graduates in the category who are employed in the world of work. This is in contrast when there is data presenting that VHS graduates are actually the biggest contributor to unemployment as VHS graduates are not fully accommodated in the available jobs. Some studies show that Business and Management VHS graduates are excess which mean that many of the graduates are not absorbed in the job opportunities (Yohana, Dania, & Prihandono, 2021; Sunggoro, Ghoer, & Kosasih, 2022). Referring to these problems, it is necessary to carry out revitalization and rearrangement and research at VHS in the field of Business and Management. The skills in this field include expertise that will never be separated from everyday life. The application of this expertise will always be needed in every aspect of the world of work/industrial world without exception. This gap requires an increase and improvement in the quality of VHS so that graduates can be employed in the world of work and open new jobs. The mismatch between what students learn at school and the needs of the world of work may be one of the causes of unemployment. This includes the management of partnership in improving work skills to work needs. Therefore, this study aims to: (1) explore information related to the partnership management model currently in VHS; and (2) creating a partnership management model expected by the industry and work sector.

Literature Review

2.1 School Partnership

School partnership is a program carried out between schools and other institutions. The purpose of the partnership is certainly to give benefit one to another. Considering that the role of vocational education is to prepare graduates who are ready for work, there is a need to increase skills through partnership programs. School partnership is the right way to bring VHS to meet the needs of schools for students and graduates by making a broad-reaching plan (Ubaidah, Trisnamansyah, Insan, & Harahap, 2021). For students, school partnerships can help develop their core skills and appreciation for the diversity of work cultures and competencies that exist in the field. For teachers, school partnerships are a good way to be able to develop a teacher's professional attitude and take a lot of insight and knowledge so that they can teach students practices and skills. Partnership activities are joint projects between schools and the world of work that help find ways to embed joint activities that can be achieved together and benefit both parties. School partnership must certainly be prepared so that they can find teaching the core skills since the existence of professional development through learning these skills will have a good impact on students and schools.

2.2 Barriers to Partnership

Barriers are efforts that exist and originate from inside oneself as well as those found in the internal environment of institutions/organizations that have the nature or purpose of weakening and hindering them. The school's partnership with the community experienced significant barriers including: (1) unclear communication goals; (2) communication channels that are less transparent and professional; (3) less supportive communication skills; (4) less supportive follow-up and less structured and continuous supervision (Ramadhani & Rahayu, 2021).

In addition, ideological differences can hinder partnership between VHS and the world of industry/work. Apart from that, there is also a conflict between the two institutions which cannot be resolved together through effective communication. The policies made between one of the institutions that cooperate which are detrimental to other institutions are also a barrier to partnership. The impact of the policies implemented can affect the relationship between two or more institutions that intertwine so as to hinder harmonious cooperation.

2.3 Partnership Management

Planning is one of the foundations in an organization and a plan is a kind of organizational route map to get the direction. Planning formulation is a condition in which partnership between VHS and the world of work can be controlled and directed according to mutual wishes. A good plan must be factual or realistic, logical and rational, flexible, generate commitment for all members of the organization and the last is comprehensive.

Organizing is the second step after planning which includes administrative work, laboratory management, and the division of tasks and responsibilities between the institution in order to achieve goals. Organizing shows job specialization, orders, and report submission. The existence of organization in the management of VHS partnership with the world of work can be considered as a framework. In other words, one of the most important parts of the organizing task is to harmonize a group of people who are in two institutions, namely the school and the world of work, bring together various interests, and utilize abilities in a certain direction (Arinaitwe, 2021).

The implementation of the partnership between VHS and the world of work is a series of activities carried out together in the form of field work practice activities supported by policies, procedures, standardization, budgets and other resources that bring results to achieve the goals and objectives. Monitoring is a step to examine whether the partnership activities between VHS and the world of work that have been carried out are in accordance with the plan, identify problems that arise so they can be addressed immediately, assess whether the pattern of partnership and management is appropriate to achieve goals, find out the relationship between activities with the aim of gaining progress (Kusumojanto & Wulandari, 2021).

A well-coordinated partnership will do far more than any individual effort. Coordination can be carried out in various ways such as holding official meetings between elements or units that must be coordinated, appointing someone to be the coordinator, creating a manual that contains explanations of the tasks of each unit, holding meetings with their subordinates in the framework of providing guidance, consultation and direction (Mahmudah & Santosa, 2021).

The last is evaluation, which is defined as an activity of a series of implementation of a program that is planned and carried out continuously (Kisno, et al., 2022). Evaluation activities are a systematic process, not just activities at the end or closing of a program. evaluation stages include: (1) determining things to be evaluated; (2) designing evaluation activities; (3) collecting, processing and analyzing data; (5) reporting; and (6) following-up evaluation (Zinchenko & Serohina, 2021).

RESEARCH METHOD

The research method used was an instrumental case study. The object of this research was Methodist Vocational School and Nur Azizi Vocational School, and the industry and work sector. Informants from the school are the principal, vice principal of curriculum, vice principal of student affairs, vice principal of infrastructure and facilities, vice principal of partnership relations, head of expertise program, head of principal, supervising teachers, and teachers of productive subjects. The subject of research in the industry and work sector was the field work practice instructor. Data collection techniques were using interviews, documentation, and observation. The data analysis technique used was ATLAS.ti 9 software. The data validation was carried out by triangulation through Chief Section of VHS and the other related VHS.

RESULTS AND DISCUSSION

RESULTS

The partnership management model with the world of work has been implemented. However, most of the partnership management functions that was carried out have not been optimal. This can be seen in the lack of regularity and clear management, namely planning, organizing, implementing and monitoring, coordinating and evaluating. Lack of involvement of the world of work in school causes the existing partnership seemed unbalanced and not 'mutual' between the sides. The results of research at world of work illustrated that the existing partnership management did not run properly. The world of work did not have roles and functions that were integrated with VHS. The partnership management model found in the locus of the study is still individual partnership and not mutual as is illustrated in Figure 1. This means that the management of partnership that exists is only limited to management in VHS, while in the involvement of world of industry or work is invisible.

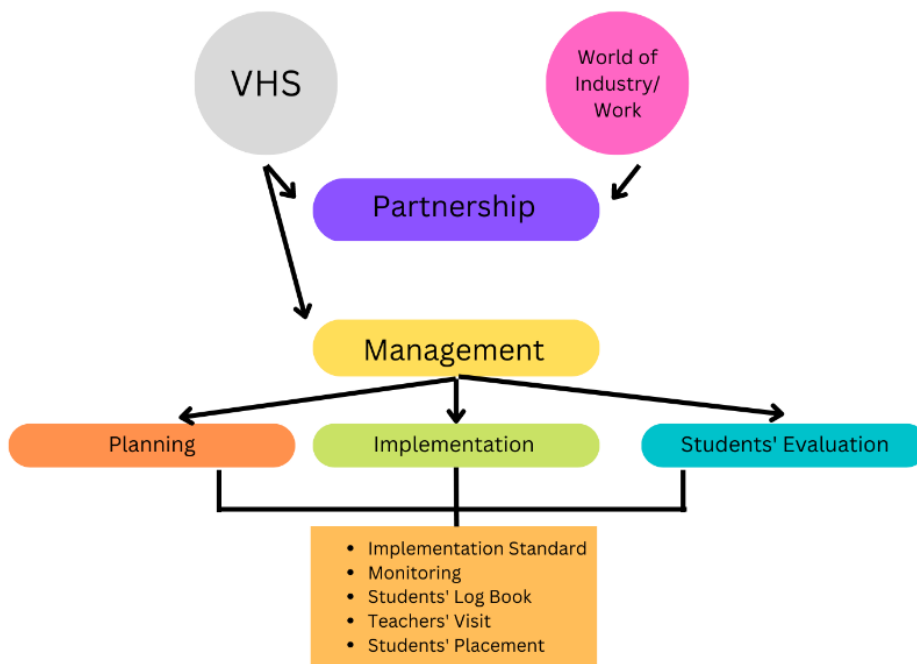


Figure 1. The existing partnership management model

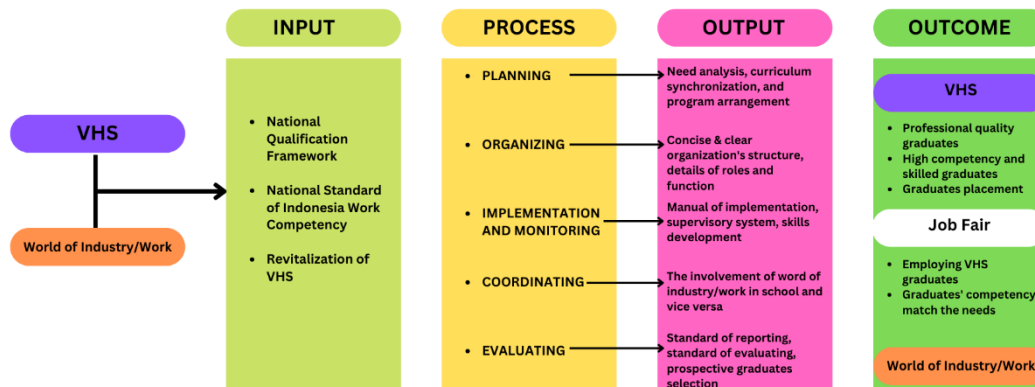


Figure 2. The expected partnership management model

DISCUSSION

Partnership planning prepared by schools did not involve the world of work, such as needs analysis, curriculum synchronization, curriculum implementation, curriculum evaluation, program development, and preparation of students before entering the world of work (Kisno, Sumaryanto, Gultom, & Darwin, 2022). This means that the partnership is not balanced. The organization of cooperation between the world of work and schools is not optimal and this can be seen from the lack of clarity on the activities that must be carried out in the partnership program, such as forming a cooperation team, dividing tasks and authorities, and grouping cooperation units as is clearly illustrated in Figure 2.

Implementation and monitoring of cooperation between schools and the world of work requires planning (Nilsook, Chatwattana, & Seechaliao, 2021). This can be seen in the existing administration in the world of work and schools which identify that the implementation and monitoring of cooperation programs must be increased with the intensity of supervising teacher visits to the world of work, guidance in the world of work, instructors in the world of work who understand students' needs, development of students in the world of work, and assessment according to competence. Due to the lack of coordination between the world of work and schools, the contribution of the world of work in partnership programs does not exist. The coordination expected by the world of work is clarity in the division of tasks so that it can assist VHS in improving students' skills according to the needs of the labor market (Sherly, Kisno, Sitanggang, Dharma, & Sihombing, 2022). The world of work has not been involved in organizing which includes creating an atmosphere of partnership, unity of action between the world of work and school, and the continuation of partnership.

Evaluation of the implementation of partnership programs between the world of work and schools has not been carried out mutually. The evaluation that has been carried out so far has been limited to assessing students carried out by schools and the world of work and has not been involved in assessment activities. Outcomes from the world of work need a structured cooperative management procedure through five management functions. These functions are expected to produce implementation guidelines, education and training standards, student guidance systems, skills testing standards, competency assessment standards, and graduate tracing and marketing standards for the world of work.

CONCLUSION

The planning of partnership prepared by schools did not involve the world of work and the organization of partnership between the world of work and schools was not optimal. Then, the implementation and monitoring of partnership needed planning. The contribution of the world of work in the partnership program was invisible and the evaluation the partnership program was not carried out jointly. The work and industry sector wanted a structured partnership management procedure through five management functions. Therefore, it is essential that the government issue regulations or laws that bind the world of work in realizing the partnership between VHS and world of work. Then, schools should involve the world of work in collaborative management so that there is an integration between what the school expects and the results obtained by students. The world of work should help realize the role of VHS through a structured partnership programs aiming mutual benefit suitable to the needs of world of industry/work..

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