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Cooperation Management between Vocational High School and World Business Industry in Indragiri Hulu Regency

Dessy Liana[1]*, Udik Budi Wibowo[2]
Universitas Negeri Yogyakarta
Corresponding Author: Dessy Liana: dessyliana.2023@student.uny.ac.id

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ABSTRACT

This study explores the management of cooperation between vocational schools and the world business industry in Indragiri Hulu Regency, focusing on planning, implementation, and evaluation. Using a qualitative approach with interviews and documentation, the study applies the interactive model for data analysis. The findings highlight the importance of this collaboration in improving the quality of graduates, particularly through curriculum alignment, internships, and skill training. Challenges, such as limited industry recognition and facilities, are addressed by enhancing coordination and support. Key factors for success include effective communication, active stakeholder participation, and human resource development in schools, all contributing to the production of competent, work-ready graduates.

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INTRODUCTION

Education in Vocational High School (SMK) plays a vital role in cultivating skilled workers prepared to compete in the global marketplace. According to Law No. 20 of 2003 regarding the National Education System, Vocational High School is intended to provide students with practical skills pertinent to the industrial sector. This aligns with Government Regulation No. 32 of 2013, which aims to generate quality graduates that meet societal needs. Despite the objective of Vocational High School to cultivate proficient graduates, numerous alumni fail to satisfy industrial requirements. A 2022 survey conducted by the Ministry of Manpower revealed that 65% of firms experienced challenges in locating Vocational High School graduates possessing the requisite abilities. Accelerated industrial and technical advancements have constrained the competencies of Vocational High School graduates. The SMERU Research Institute (2021) discovered that 60% of practical equipment in vocational schools is obsolete, resulting in graduates lacking the requisite skills for the contemporary job market. Furthermore, the lack of a "link and match" between vocational schools and industry exacerbates this issue. Data from the Central Statistics Agency (BPS) indicates that the unemployment rate for vocational high school graduates is 10.6%, which is lower than that of high school graduates at 27.24% and college graduates at 11.96%.

A primary source of elevated unemployment is the disparity between graduate skills and labor market requirements. A significant number of vocational high school graduates remain unutilized in the labor market due to a mismatch between their abilities and industry requirements. Deficiencies in the quality of instruction in vocational high schools exacerbate this issue, as numerous educators lack pertinent professional expertise. The learning process emphasizes theory over practice, and insufficient facilities impede the acquisition of essential abilities.

The consequence of this is that vocational school graduates frequently lack the preparedness to contend with competition in the industrial sector. The World Bank (2021) underscores the difficulties in vocational education in Indonesia, such as the scarcity of qualified teachers and inconsistent infrastructure. The survey indicates that vocational school graduates are deficient in soft skills, which are crucial for acclimatizing to the workplace. Interpersonal skills are frequently neglected in formal education, despite their equal significance to technical abilities.

The lack of motivation among vocational school graduates in pursuing entrepreneurship is also an issue. Despite encouragement to develop entrepreneurial abilities, many individuals prefer employment in the industrial sector. The city of Solo has a low inclination among vocational school graduates to pursue entrepreneurship, rendering them the primary contributors to the educated unemployment rate. The adverse stigma surrounding vocational school graduates, perceived as a "secondary option," also influences their motivation to pursue further education or join the labor market.

Swift technical advancements in industry, particularly those driven by technology, pose a significant challenge for vocational school graduates.

A multitude are ill-equipped to confront these advancements owing to restricted access to contemporary technology in educational institutions. Curricula that neglect to incorporate the latest technologies hinder vocational school graduates' ability to adapt to the progressively digital workforce. Consequently, it is imperative for educational institutions to implement modifications to ensure that vocational school graduates can fulfill the requirements of the dynamic industry.

In Indragiri Hulu Regency, vocational high schools are situated in the capital of each sub-district and have formed partnerships with the world business industry. This collaboration encompasses curriculum alignment, industrial work practices, and competency assessments. This study seeks to examine the management of cooperation between vocational high schools and the world business industry, encompassing planning, execution, and assessment, along with facilitating and obstructing aspects for such partnerships. Given the outlined context, graduates of Vocational High Schools in Bungaraya District have various substantial challenges. The disparity between graduate competencies and industry requirements has resulted in an elevated jobless rate of 10.6%, surpassing that of high school and college graduates. The inconsistent quality of instruction, characterized by several educators lacking pertinent professional expertise, leads to a greater emphasis on theoretical knowledge rather than practical application. The deficiency in the cultivation of soft skills, including communication and teamwork, impedes graduates' ability to acclimate to the professional environment. The lack of enthusiasm in business and the negative reputation that regards vocational high school graduates as a "secondary option" all exacerbate this issue. Restricted access to contemporary technologies in educational institutions exacerbates graduates' preparedness to confront obstacles in a competitive employment landscape. These issues are interconnected and necessitate serious consideration.

LITERATURE REVIEW

Vocational High School Graduates Quality

Vocational High Schools (SMK) in Indonesia, as defined by Law No. 20 of 2003, are designed to prepare students for employment in specific sectors, focusing on creating skilled, adaptable, and innovative workers. Vocational education must align with labor market needs, as per Minister of Education and Culture Regulation No. 34 of 2018. cooperation between vocational schools and the world business industry is essential to ensure that students acquire relevant skills, enhancing their employment prospects and competitiveness. Additionally, Presidential Regulation No. 8 of 2012 emphasizes that vocational education should meet labor market demands, reinforcing the importance of collaboration between educational institutions and the world business industry to produce skilled graduates.

Cooperation between Vocational School and World Business Industry

Vocational High Schools (SMK) in Indonesia, as delineated in Article 15 of Law No. 20 of 2003, are characterized as secondary education institutions that equip students for employment in specific sectors. Vocational High School (SMK) is analogous to Senior High School (SMA) and primarily aims to equip students for the workforce, cultivate professional dispositions, and foster productive, adaptable, and innovative middle-level employees (Government Regulation No. 29 of 1990).

Vocational education programs must align with the demands of the labor market, as stipulated in the Regulation of the Minister of Education and Culture No. 34 of 2018. cooperation between vocational schools and the world business industry is crucial to align the skills imparted with the actual demands of the labor market. This assists graduates in comprehending the standards and dynamics of the professional realm, so enhancing their employment prospects and competitiveness.

Presidential Regulation No. 8 of 2012 regarding the Indonesian National Qualifications Framework (KKNI) underscores that vocational education must align with the demands of the labor market. Consequently, collaboration between vocational institutions and the world business industry is essential to guarantee that graduates possess pertinent skills and are prepared to participate in the labor market.

The Relationship between Vocational High School Cooperation and Educational Management

Cooperation between Vocational High Schools (SMK) and the world business industry is crucial for enhancing educational quality. Educational management, defined as the administration of resources to attain educational objectives, include planning, organizing, implementing, controlling, and assessing. Mulyasa (2003) asserts that educational management encompasses the administration of critical elements like human resources, curriculum, and infrastructure.

In the realm of collaboration, strategic planning with the world business industry facilitates the creation of a curriculum aligned with industry requirements. This guarantees that the curriculum aligns with employment market requirements, equipping graduates with the necessary abilities. During the implementation phase, collaboration is achieved through internship programs and industrial visits, which furnish students with practical experience and enhance their skills.

Assessing cooperation is crucial for evaluating the program's efficacy, encompassing student competencies and the employment success rate of graduates. Research conducted by Istiarto and Sutrisno (2016) indicates that this evaluation incorporates comments from the world business industry concerning student performance during internships. Consequently, the incorporation of collaboration in educational administration enhances both the curriculum and learning quality, while also preparing graduates for competitiveness in the job market. The concepts of educational administration, including efficiency,

effectiveness, and productivity, are crucial in developing an education system that meets industrial demands, hence yielding competent and employable graduates.

Relevant Studies

Numerous studies have assessed the management of collaboration between Vocational High Schools (SMK) and the world business industry. Lestari and Pardimin (2019) examined partnership management at State Vocational High School 1 Panjatan, concluding that the processes of planning, organizing, implementing, and evaluating were effective; however, there were no initiatives aimed at enhancing graduate competencies. This study concentrated on a single department, whereas the author's research encompassed all departments.

Fatmawati et al. (2024) assessed the educational quality at State Vocational High School 8 Samarinda, identifying a positive correlation between curriculum development and industry requirements. This study emphasized the quality of education, whereas the author concentrated on cooperation management.

Aditama, Rochanah, and Rahmawati (2020) identified three primary stages in partnership management: planning, implementation, and evaluation. This study aligns with the author's research; however, it did not acknowledge any training from the business or industry sector.

Zuhairoh et al. (2021) examined collaborations between vocational schools and the world business industry, highlighting that effective partnerships should encompass physical, human, and social capital for the revitalization of Vocational High School. This study examines the implementation of revitalization, with a greater emphasis on educational management by the authors.

Baskara et al. (2024) identified that the partnership process comprises interrelated phases of planning, implementation, and evaluation. This study examines competencies specific to electrical installation engineering, whereas the authors consider a broader range of competencies.

Wageyanto (2013) investigated curriculum synchronization at State Vocational High School 4 Malang, demonstrating that engagement with the business sector and industry enhances graduate employability. This study emphasizes curriculum synchronization, whereas the authors address multiple facets of cooperation.

Munthe and Mataputun (2021) identified that collaboration with the world business industry enhances student quality, albeit with suboptimal outcomes. This study focused exclusively on a single school, whereas the authors examined multiple schools.

Waode and Hidayat (2024) highlighted the significance of a collaborative curriculum and industrial work practice program in enhancing graduate competency. This study examines strategies for enhancing competencies, with a particular emphasis on the management of cooperation.

Nangniva (2023) demonstrated that the management of cooperation at State Vocational High School 7 Bandar Lampung effectively enhanced graduate competencies through the processes of planning, organizing, implementing, and

evaluating. This study examines a single school, whereas the author analyzes multiple schools to evaluate management effectiveness.

Azizah (2022) analyzed the collaboration between State Vocational High School 5 Surabaya and the business and industrial sectors, concluding that this partnership enhanced graduate employment rates by 80.03 percent. This study highlights the significance of public relations in fostering cooperation, although the author does not explicitly address this dimension.

The studies highlight the significance of managing cooperation between vocational schools and the business and industrial sectors to enhance educational quality and align graduate competencies with industry requirements. While the studies share a common emphasis on partnerships, they each adopt distinct approaches and contexts, yielding valuable insights for the advancement of educational management in Vocational High Schools.

RESEARCH METHODS

This qualitative study, using a descriptive approach, aims to explore the cooperation between vocational high schools and the world business industry in Indragiri Hulu. Data were collected through interviews, observations, and document analysis, focusing on the planning, implementation, and challenges of collaboration, particularly in work practice programs *(praktek kerja industri)*. The research involved stakeholders such as school principals, teachers, and business representatives. The study employed triangulation to verify findings, ensuring data credibility, transferability, dependability, and confirmability. The interactive data analysis model by Miles et al. (2014) was used, involving data condensation, presentation, and conclusion verification. This approach provided a comprehensive understanding of how school-business cooperation impacts student competence and prepares them for the workforce.

RESEARCH FINDINGS

Research Location Description

State Vocational High School *(SMK Negeri)* 1 Rengat Barat, established on January 1, 1970, in Talang Jerinjing Village, Indragiri Hulu, Riau, holds an A accreditation. It focuses on developing skilled human resources in Technology and Business, with a commitment to participative management, character development, science-oriented education, and industry collaboration. Its goal is to produce employable, competitive graduates prepared for higher education while fostering a peaceful, inclusive school culture. State Vocational High School 1 Kelayang, founded on November 25, 2004, offers specializations in Agribusiness and Marketing, aiming to be a premier institution with an environmental focus and to cultivate disciplined, responsible students. State Vocational High School Rakit Kulim, established on June 21, 2018, provides programs in Agribusiness and Accounting, aiming to deliver dynamic education and promote personal development and respect for diversity. Alfarm Hydroponik, established on May 17, 2020, specializes in pesticide-free hydroponic agriculture, while Sumber Motor Workshop, founded in 2009, provides automotive maintenance services. The Air Molek Revenue Management Service Unit oversees regional revenue. These institutions

contribute to human resource development and economic growth in Indragiri Hulu, aligning with educational and community advancement goals.

The Cooperation between Vocational High Schools and the World Business Industry in Indragiri Hulu Regency

The cooperation between Vocational High Schools and the world business industry in Indragiri Hulu Regency encompasses many initiatives designed to enhance educational quality and align graduate competencies with industry requirements. At State Vocational High School 1 Rengat Barat, collaboration with the world business industry encompasses curriculum content validation to ensure adherence to industry standards, industry visits that offer students direct insights, and practical fieldwork that enables students to apply their skills in real-world contexts. The involvement of guest instructors from industry and evaluators of the Skills Competency Test (UKK) enhances educational quality, while the integration of graduates into the workforce serves as a measure of the efficacy of this collaboration.

At State Vocational High Schools 1 Kelayang, the collaborative efforts encompass curriculum alignment, industrial excursions, and student practical fieldwork. This institution incorporates intern and guest educators to enhance students' learning experiences, together with UKK examiners from the industry to guarantee graduate competency levels. The integration of graduates into the workforce is the primary emphasis, indicating the efficacy of this collaboration.

Simultaneously, State Vocational High Schools of Rakit Kulim executes curriculum synchronization and facilitates student field work activities (PKL). Industrial visits and the involvement of guest instructors from the field offer crucial practical insights for students. External examiners for UKK verify that graduates fulfill the criteria anticipated by the industry. The partnership between vocational schools and the world business industry in Indragiri Hulu Regency demonstrates a dedication to enhancing educational quality and equipping graduates for competitiveness in the labor market.

DISCUSSION

Cooperation Management between State Vocational High School 1 Rengat Barat with the World Business Industry

State Vocational High School *(SMK Negeri)* 1 Rengat Barat has initiated strategic collaboration with the Business and Industrial sectors, commencing from the initial phases of curriculum development. This collaboration seeks to align the competencies of students and vocational educators with industry requirements. This synergy enables schools to enhance technical abilities while offering students practical work experience, so better equipping them to confront issues in the workforce. Consequently, graduates are anticipated to possess both academic proficiency and practical skills to compete in the employment market.

The partnership planning is conducted systematically, commencing with thorough contact between the educational institution and the world business industry. This discourse seeks to synchronize educational resources in schools

with pertinent industry competency requirements. Upon achieving consensus, the collaboration is formalized by the execution of a Memorandum of Understanding (MoU), which delineates the specifics of the agreement, encompassing cooperative initiatives such as training, internships, and curricular alignment. This enhances the interaction between educational institutions and the corporate sector, rendering it more focused and structured.

The execution of the established collaboration is proceeding effectively. In the fieldwork practice (PKL), students are accompanied by a supervising teacher responsible for offering guidance prior to their placement at the firm, overseeing the students during the PKL, and supervising visits to the company. PKL spans six months, offering students advantages like practical job experience, career-specific skills, professional networking, internship prospects, and the extension of their networks. The advantages for the world business industry encompass implementing employment programs, enhancing community reputation, and serving as a promotional strategy for company introduction. Furthermore, guest lectures from industry professionals are conducted at least once per semester to offer motivation, an overview of company profiles, and experiential learning opportunities for students. The evaluation is conducted to assess the success of the collaboration, engaging the principal, deputy head of public relations, head of expertise competency, business and industry representatives, and sanctioned external parties. This assessment is crucial for enhancing and reviewing the collaboration undertaken. Factors facilitating this collaboration encompass shared interests, reciprocal respect, common necessity, mutual advantage, collective understanding, and a sense of accountability. Furthermore, educational resources, institutional vision, technology progress, parental involvement, and student engagement significantly assist the effectiveness of the collaboration. Nonetheless, challenges exist, including insufficient industry recognition of the institution, divergent perspectives between the corporate sector and the school, and inadequate facilities and infrastructure possessed by the institution. To address these challenges, the school performs assessments and collaborates with the world business industry, offers incentives to students, and enhances the requisite facilities and infrastructure. Through effective management, State Vocational High School 1 Rengat Barat aims to produce graduates equipped to compete in the workforce.

Cooperation Management between State Vocational High School 1 Kelayang with the World Business Industry

The cooperation between State Vocational High School 1 Kelayang and the world business industry is a strategic alliance designed to enhance the quality of vocational education and equip graduates for the workforce. This collaboration guarantees that student competences correspond with industry requirements, ensuring that vocational school graduates possess skills pertinent to the demands of the job market. Vocational education emphasizes three primary trajectories: employment, further education, or entrepreneurship, referred to as BMW (Working, Continuing, Entrepreneurship). The process of acclimating students to the workforce commences during their schooling, by enhancing fundamental and secondary abilities.

Cooperation planning commences with an evaluation of the world business industry aligned with occupational selections in education, utilizing criteria such as formal firm registration and a well-defined organizational structure. The initiation of partnership commences with an official visit to the business and industrial sectors to articulate the collaboration objectives, present the school profile, and elucidate the current programs. A Memorandum of Understanding (MoU) is subsequently drafted, outlining the aims, principles, scope, and duration of the collaboration to enhance the emphasis of the connection between the educational institution and the world business industry.

The advantages of this collaboration are substantial, particularly for educational institutions. Through partnership, students and educators acquire knowledge and skills aligned with global workforce requirements. This relationship facilitates the integration of graduates, hence enhancing their prospects for direct employment. Moreover, the corporate and industrial sectors function as benefactors that facilitate the advancement of educational facilities and infrastructure, while also integrating cutting-edge technology in accordance with corporate requirements. This agreement facilitates the distribution of employment opportunities to graduates possessing the requisite capabilities for organizations. Assessing the partnership between vocational schools and the commercial and industrial sectors is a crucial measure to guarantee the sustainability and efficacy of such collaboration. Educational institutions typically conduct assessment sessions to ascertain whether the partnership will be sustained or requires modification. This assessment encompasses multiple stakeholders, including students, educators, administrators, parents, and school committees, to present a holistic view of the collaboration's efficacy and identify areas for enhancement.

Cooperation Management between State Vocational High School Rakit Kulim with the World Business Industry

The cooperation between State Vocational High School Rakit Kulim and the Business and Industrial sectors is a strategic initiative designed to enhance the quality of vocational education and equip students for the workforce. This collaboration fosters a reciprocal interaction between the educational sector and the corporate realm, particularly via the Field Work Practice (PKL) or internship program. This relationship enables education to link the curriculum and learning with the demands of the workforce, ensuring that graduates possess pertinent competencies and are prepared to compete in the job market. The process of acclimating students to the workforce commences during their schooling, focusing on the enhancement of fundamental and secondary abilities.

Cooperation planning is executed systematically through multiple phases. In the preliminary phase, the school assesses the requirements and goals of the collaboration, including gaps in the curriculum and facilities, along with the demands of the world business industry for proficient labor. Subsequently, the nature of the partnership is established, including options such as internships or training, followed by the assembly of a collaboration team and the formulation

of a proposal. The process commences with the identification of prospective world business industry, subsequently followed by communication to elucidate the objectives and advantages of the collaboration. During the negotiating phase, both parties deliberate on objectives, targets, scope, and the roles and duties of each, prior to executing the Cooperation Agreement (PKS) or Memorandum of Understanding (MoU).

Nonetheless, State Vocational High School Rakit Kulim lacks a formal Memorandum of Understanding with the world business industry, indicating that while collaboration exists, the legal and commitment dimensions between the two parties remain inadequately established. The execution of collaboration occurs via a systematic framework, wherein educational institutions and the world business industry collectively ascertain departmental requirements and the requisite quantity of students. The school establishes a collaborative team comprising educators, students, and industry representatives to oversee all facets of program execution. Upon the preparation of the operational work plan, students are selected for the internship program based on their relevant competencies.

The assessment of collaboration at State Vocational High School Rakit Kulim has not been conducted explicitly. Present assessments are conducted solely through basic interactions between field supervisors from the corporate sector and educational supervisors, concentrating on the achievements and deficiencies of students during their internships. This first assessment offers a basic understanding of student capability; nevertheless, a more thorough review that includes the principle, school committee, and representatives from the world business industry is necessary to enhance the outcomes of the cooperation. Facilitating aspects for this collaboration encompass proficient people resources, sufficient facilities, and educational programs aligned with the requirements of the world business industry. Nonetheless, challenges such as insufficient financial resources, inadequate infrastructure, and divergent perspectives between educational institutions and the corporate sector frequently impede collaborative efforts. To surmount these challenges, educational institutions must formulate comprehensive strategic plans, enhance communication among stakeholders, and engage alumni and parents in fostering the sustainability of collaboration. By adopting a holistic strategy, State Vocational High School Rakit Kulim may optimize collaborative benefits and deliver significant learning experiences for students, hence enhancing their preparedness for the workforce.

CONCLUSIONS

The cooperation among State Vocational High School 1 Rengat Barat, State Vocational High School 1 Kelayang, and State Vocational High School Rakit Kulim with the world business industry sectors exemplifies a strategic initiative to synchronize vocational education with labor market demands. Despite variations in implementation and issues between schools, certain crucial characteristics exhibit similarities.

Each school engages in collaborative planning that includes preliminary discussion with the world business industry to synchronize the curriculum with

industry requirements. This stage is to guarantee that graduates possess the abilities required by the labor market.

Systematic program implementation and cooperation encompass many initiatives, including Field Work Practices (PKL), training, guest lecturers from the sector, and updates to the industry-based curriculum. The execution of PKL, which extends over several months, affords students practical work experience, specialized skills, and professional networking opportunities.

The evaluation of cooperation is conducted to assess the program's success and to pinpoint areas for enhancement. Nevertheless, the evaluation method in numerous institutions needs development to achieve greater formality and organization.

Factors such as mutual commitment, efficient communication, alumni engagement, and parental support are crucial variables in facilitating the success of this collaboration.

The obstacles encountered comprise inadequate facilities, insufficient industry acknowledgment of the institution, divergent perspectives with the commercial and industrial sectors, and geographical impediments. To address this, the school implements ongoing assessments, enhances communication, and leverages the capabilities of alumni and community resources.

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