

Developing a Partnership Model of Vocational High School with Business and Industrial World based Core Strategies

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Abstract—This study aims to analyze: (1) the stages of the partnership model of Vocational Schools with the Business World and Industrial World based on core strategies (5Cs), and (2) the student work experience during fieldwork practices. This study uses a quantitative descriptive analysis. The object of the research is Vocational High School and Industry service and service sector. The results of the analysis of the partnership model of Vocational Schools with the Business World and Industrial World in the core strategy (5Cs), namely: (1) central strategy, (2) the consequences of strategy, (3) customer strategy, (4) strategy control, and (5) cultural strategy. The vocational partnership model with the business and the industrial world based on the core strategy received a very good response based on the response of the leaders of the vocational school, industry. The results of the work experience provided to students regarding equipment repair and maintenance are 90% at partner industry with the supervision of industry supervisors.

Keywords—*partnership model, core strategy, vocational high schools, business world, industrial world*

I. INTRODUCTION

Vocational education is one of a form of education in Indonesia that continues to grow, both regarding the number of Vocational High Schools (SMK) and regarding expertise programs. Expertise program specifications are adapted to the development of science and technology, the era of globalization, and the industrial era 4.0, where expertise has led to high-level technology. High level of expertise in completing work not only in jobs that require hard skills, but must also master soft skills.

The Ministry of National Education made a significant policy on the proportion of the number of high school and vocational high school students from 57.85%: 42.15% in 2007 and to 30%: 70% in 2014. The policy is expected to support economic growth and reduce unemployment. In addition, the results of the study show that: (1) the proportion of the number of high school / vocational high school students in 2014 was 51%: 49%; (2) an increase in the number of vocational students does not support economic growth; (3) the increase in the number of vocational students causes the unemployment rate of SMK graduates to be higher; and (4) ideally, the proportion of the number of high school and vocational students is based on the needs of the workforce [1].

Also, the number of the labor force in February 2018 was 133.94 million people, up 2.39 million people compared to February 2017. In line with that, the Labor Force Participation Rate (TPAK) was 69.20 percent, an increase of 0.18 percentage points. In the past year, unemployment was reduced by 140 thousand people, in line with the Open Unemployment Rate (TPT) which fell to 5.13 percent in February 2018. Judging from the level of education, the TPT for the highest vocational school among other education levels was 8.92 percent of Central Bureau of Statistics (Central Bureau of Statistics, 2018).

This phenomenon gives a strong impetus to look for alternatives to increase students' competence through *Prakerin* (industrial work practices). This can be done by doing partners with the Business and Industry World (DUDI). This partnership through the activities of Memorandum of Understanding (MoU) and Memorandum of Agreement (MoA) with DUDI through mutually beneficial, mutually reinforcing and mutually reinforcing agreements and agreements (Government Regulation No. 17 of 2013).

Based on this principle, the improvement, and management of the implementation of the partnership of Vocational Schools with DUDI through MoU and MoA is used as a strong basis to produce program activities to achieve the expected goals, namely to produce graduates' competencies that meet industry desires. Therefore, government policy is needed to improve the development of vocational high schools, including the fulfillment of quality human resources, teaching factory-based and industry-based learning, school facilities, and laboratories. Improving all components of the education system is must be done so that the competence of graduates produced by vocational schools is in line with the expectations of DUDI. Thus, partnerships between vocational schools with DUDI as partners need to be optimally developed so that the expected goals can realize the stages of revitalization. Partnership governance A partnership is an agreement between two or more independent bodies to work collectively to achieve goals, usually not including close relationships between clients and contractors or companies and staff [2]. Other references added that the partnership (1) works together to achieve common goals or share common goals, (2) create new structures or processes to achieve goals, (3) plan and implement mutually agreed programs (often with staff or

resources provided together), and (4) making joint investments and sharing risks and rewards[3][4].

The development of the partnership form of SMK and DUDI is one of the activity programs to improve the competence of SMK graduates. This partnership stage is based on Government Regulation No. 17 of 2013, which explains the relevance and equivalence of Vocational Schools with DUDI to partner to mutually reinforce, need each other, mutually beneficial, and cooperate with specific goals. Partnerships that run with these principles are based on policies that are governed by the rules and agreements of SMKs with DUDI. Thus, the notion of partnership in vocational education is a cooperative relationship between DUDI and SMK to improve DUDI and Vocational Resource imagery with the principle of mutual need, trust, reinforcement, and benefit both parties to achieve common goals.

Core strategies (Cs) are one form of concept applied in this partnership. This concept provides support from the government in carrying out all organizational activities in partnership consisting of 5Cs, namely: (1) Core Strategy, which is to rearrange undoubtedly the objectives, roles and direction of the organization; (2) Consequence Strategy, namely a strategy that encourages healthy competition in order to increase employee motivation and performance; (3) Customer strategy, which focuses on being responsible for customers. Organizations must win in the competition and provide quality assurance for customers; (4) Control Strategy, which changes the location and form of control within the organization. Control is transferred to the lowest layers of organization, namely implementation or society. Organizational control is formed based on the vision and mission that has been determined. (5) Cultural Strategy, which changes the work culture of the organization which consists of elements of habits, emotions, and psychology, so that the public's view of the culture of the public organization has changed (no longer looked down on) [5].

The observation result that the core strategies concept has not been useful based on the results of interviews and discussions with the SMK. The components of the stage run alone, the school with its interests, DUDI with its interests and the government with their respective interests. Synergy is not yet created between these 3 (three) components. If referenced in an agency action to see graduate competence not only the responsibility of one party, namely SMK, but the synergy of these 3 (three) components is interrelated. Thus the core strategies concept has stages that guide SMK and Vocational Education activities.

II. RESEARCH METHOD

This research is a descriptive study conducted to obtain an overview of the analysis of core strategies in implementing the partnership program at SMK and a description of work experience in the industry. The results of this analysis provide information that is very important in observing the role of core strategies in the partnership program which is divided into 5 concepts, namely (a) core strategy, (b) consequence strategy, (c) user strategy, (d) control strategy, and (e) cultural strategy.

This research was carried out in Makassar City State Vocational School as the subject of research was productive skill SMK. The selection of research subjects was made by

choosing 2 (two) State SMK in Makassar City randomly as a place to conduct research and DUDI in services and services.

III. RESEARCH RESULTS AND DISCUSSION

The results of the study are divided into 2 (two) parts, namely the analysis of the stages of the core strategies, and the analysis of work experience gained by students in the internship activities.

A. Core Strategies Stages

The partnership between SMK and DUDI is based on core strategies that involve 5Cs, namely: core strategies, consequence strategies, customer strategies, control strategies, and cultural strategies that are conceptualized based on the partnership's objectives. Based on Table 1. describes the partnership with DUDI based on core strategies, partnership activity programs, namely planning, implementing, and evaluating. Furthermore, part of the core strategies, namely core strategies, consequences, customers, control, and culture. The description of the activity is as follows.

TABLE I. DESCRIPTION OF VOCATIONAL PARTNERSHIPS WITH CORE STRATEGIES BASED DUDI

| No. | Category | Frequency | Percentage |
|-----|-----------------------------|-----------|------------|
| 1 | Partnership Planning. | 10 | 90.9 |
| 2 | Partnership Implementation. | 11 | 100.0 |
| 3 | Evaluation | 10 | 90.9 |
| 4 | Core Strategy | 10 | 90.9 |
| 5 | Consequences Strategy | 10 | 90.9 |
| 6 | Customer Strategy | 9 | 81.8 |
| 7 | Control Strategy | 11 | 100.0 |
| 8 | Cultural Strategy | 11 | 100.0 |

Planning partnerships between SMK and DUDI gives a very good response, which is equal to 90.9%, this shows the participation of leaders, communities and school residents towards the partnership planning is very good. The average of 100.0% of the implementation of the partnership went very well, where apprenticeship activities have been included in the learning or curriculum. Furthermore, the evaluation of partnership activities has been carried out by the school by giving a response to the implementation of the partnership. The results of the evaluation of the implementation of the partnership are by the MoU and MoA between partner institutions, amounting to 90.9%. The partnership evaluation process of SMK with DUDI is very good regarding the implementation of the internship.

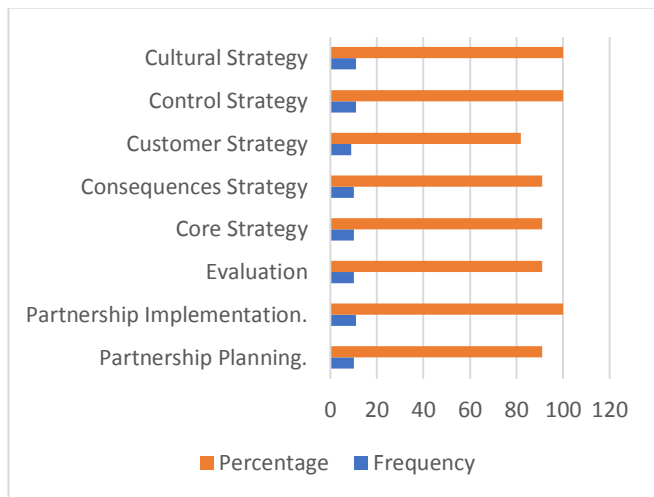


Fig. 1. Histogram Description of Vocational Partnerships with Core strategies based DUDI

For core strategies programs, the core strategy information is very good (90.9%) based on the responses of teachers, leaders, and DUDI. The core strategy activities by directing, managing, rearranging the goals, roles and direction of the organization. The consequence strategy is that the average respondent's answer is very good or 90.9%, this is reflected in the strategy that encourages healthy competition in order to increase the motivation and performance of SMK and DUDI. Thus the consequence strategy in improving performance in the form of giving incentives to the consequences of the work given.

The average customer strategy gives a very good response to the partnership strategy of SMK and DUDI partnerships which is 81.8%. Thus the leaders and DUDI in paying attention to accountability and focusing attention to be responsible to customers. Strategy The response average response is very good for the SMK and DUDI partnerships, which is 100.0%. Control in managed organizational systems, namely organizational control is formed based on the vision and mission that has been determined by the school leadership or DUDI. Furthermore, the cultural strategy was implemented very well in the SMK and DUDI partnership program, which amounted to 100.0%. By emphasis on organizational work culture consisting of elements of habits, emotions, and psychology, so that the public's view of the culture of this public organization has changed (no longer looked down on). The habitual work culture of responsibility, cooperation, and good commitment, produces a good organization.

B. Analysis of work experience in DUDI

The partnership between SMK and DUDI through internship activities. The implementation of internship activities at DUDI is one of the ways to improve graduate competencies by introducing students with real DUDI. *Prakerin* is one part of learning activities in the form of learning in industry. This activity provides opportunities for students to work and increase knowledge in the world of work.

The implementation of an internship is undoubtedly very effective if the school and the government provide DUDI with SMK that support the implementation of the practice of students. By conducting discussions with students and the

Deputy Chief of HUBIN (Industrial Relations) obtained data about the description of the practical work experience of students in the industry. The work experience of students in the industry, in general, can be grouped into (a) Providing direction and SOPs about the tasks and work to be carried out, (b) Intensive training on practices to be carried out, (c) Observing the Work done by Counselors in the Industry, (d) Make improvements and maintenance of equipment under the supervision of a supervisor, and (e) Manage company files.

TABLE II. PERCENTAGE OF INDUSTRIAL EXPERIENCE

| No | Type of Activity | Freq. | % |
|----|--|-------|------|
| 1 | Given directives and SOP on the task and work to be performed | 7 | 35.0 |
| 2 | Intensive training on the practice to be implemented | 3 | 15.0 |
| 3 | Viewing work done by the supervisor in the industry | 10 | 50.0 |
| 4 | Repairs and maintenance tools under the supervision of supervising | 18 | 90.0 |
| 5 | Organize company files | 2 | 10.0 |

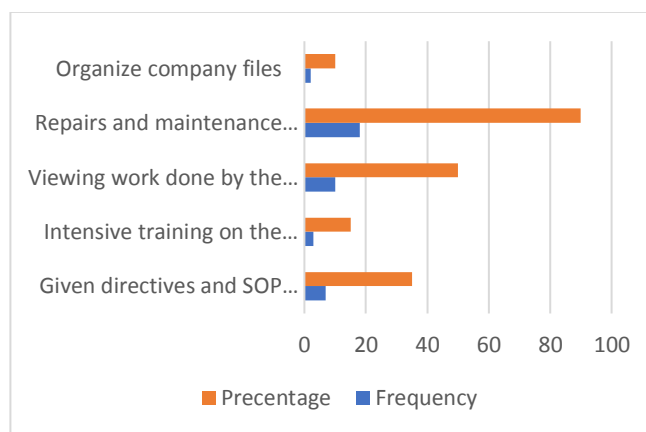


Fig. 2. Histogram percentage of industrial experience

Table 2. Percentage of industrial experience and Fig. 2. Description work experience provided to students in the form of repair and maintenance of equipment by the partner industry as much as 90% provides an opportunity for students to participate in activities carried out in the industry but still under the supervision of the supervisor. Also, there is also an industry does not provide opportunities for students to be directly involved repair activities or maintenance of equipment in the industry. It can be seen that 10% of the industry does not give confidence to students to carry out activities in the industry because of the non-fulfillment of skills possessed by students obtained from SMK. So that the work given to students is work that is not by the skills and majors of students, namely, filing company documents. It also shows that DUDI commitment is still lacking in supporting the implementation of partnerships with SMK because of the placement of industry practice participants who are not in their field of expertise.

By developing a partnership model between SMK with DUDI based on core strategies, it is expected to create graduates who have the competencies needed in the industry, management and government policies and the leadership of vocational schools in their implementation. So that the synergy of the three determinants of partnership activities is

realized as expected together. The government with its policy, the school with its learning and industry with its technology were the implementation evidence. Thus, the school also receives input from the industry about the development of the world of work so that the implementation of learning in schools can keep pace with developments in the industry.

C. Discussion of Research Results

Competent graduates are the goals and expectations of SMK as well as industrial desires, at present, the work of industry is already using high technology in the production process so that in production activities require hard skills and soft skills that can later be used and help graduates obtain jobs. The stages of core strategies concept that is examined in the partnership with SMK provide an overview of the importance of this concept in an organization. These core strategies consist of core strategies, consequence strategies, customer strategies, control strategies, and cultural strategies that ultimately provide a policy that can be used in the implementation of SMK with DUDI partnerships, based on the results of the study all parts of 5Cs get above 90% average results, this means that the concept of 5Cs is needed in every Vocational partnership model with DUDI.

The SMK with DUDI partnership program with the concept of 5Cs provides industrial skills for students to recognize more closely the work processes in the industry based on policies from school, government, and industry. Indicators of work experience in concept and practice have been given in SMK after the industry is implemented with collaborative skills in the industry. The results of Dang's study (2016) explain that Vietnamese VET policymakers can learn from these models and adopt elements that they consider appropriate. However, it is important that business school collaboration is not dominated by one partner, government, school, or industry, each of whom can walk independently of one another or alternate in value during the relationship phase. Government becomes important because it manages, plans, and coordinates tasks. The government provides financial resources and provides benefits for legal cooperation. Schools are important because of their role in implementing training programs and providing company-specific services; these schools run businesses run by schools that focus on teaching and production. The industry considers it important to begin collaboration by utilizing the resources available to VET schools, helping to produce quality results [6].

Kiryakova et al. (2016) states that this partnership opens [6] additional opportunities for academics, namely (1)

permanent access to labor market information that allows improvements to the structure of the profession and trade, their training volume; (2) Consider the requirements of employers on the contents of specialist training through the development of a combination of curriculum and training plans; (3) the organization practices students in the equipment involved in the real sector of the service industry; (4) systematic training of college teachers in the company to become familiar with the latest equipment; (5) assessment of the quality of training by independent experts; and (6) professional-targeted training for certain companies and others [5]. Other researcher revealed that the benefits needed by vocational education and training services (VET) in partnership with industry to develop and develop trust from industry partners [7].

IV. CONCLUSION

Based on the results of the discussion, it was concluded the analysis of the partnership model of SMK with the DUDI in the Core Strategy (5C), namely (a) Central Strategy, (b) Consequences of Strategy, (c) Customer Strategy, (d) Strategy Control, and (e) Cultural Strategies. The vocational partnership model with the business world and the industrial world is based on the core strategy in the very good category based on the response of the leaders of SMK, industry, and the Makassar city service in the field of vocational education. Work experience provided to students regarding equipment repair and maintenance is carried out by partner industry by 90% with supervision of industry supervisors.

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