

Program Cooperation Management: School With Dudi In Improving The Competence Of Graduates

Journal of Advanced Islamic
Educational Management

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DOI: 10.24042/jaiem.v3i2.17379

Received: 09 July 2023

Accepted: 20 September 2023

Published: 30 December 2023

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Abstract:

This research aims to find out the planning, analyze organization, identify implementation, and evaluate cooperation with business and industry at State Vocational High School 7 Bandar Lampung in improving the competence of its graduates. Approach with descriptive qualitative method. Data collection with interview techniques, observation and documentation. Analyze the data by reducing data, displaying data and drawing conclusions. Test the validity of the data using triangulation techniques and sources. The results of this study indicate that SMKN 7 Bandar Lampung cooperation with the world of business and industry which begins with a planning that is carried out through survey and program analysis, preparation of partnership proposals, program preparation, organizing by detailing all the work that must be done. Organizing by detailing all the work that must be done to achieve organizational goals, dividing the workload, and organizing the workload. Organization, dividing the workload, and providing a mechanism for coordinating the work of organizational members. mechanism for coordinating the work of organizational members, implementation through curriculum validation, industry visits, internships, teacher or student training, vocational competency exams, practical equipment assistance, distribution of graduates through SWOT (strengths, weaknesses, opportunities, threats) and finally evaluation of each program with the business world and industry. program with the business world and industry which is carried out annually.

Keywords: Cooperation; Evaluation; Implementation; Organizing; Planning.

Introduction

Management of cooperation between schools and the industrial world, especially in the form of cooperation with internship sites or dudi (business and industrial world), is an important factor in improving the competence of graduates (Lestari & Pardimin, 2019; Rojaki et al., 2021). This collaboration provides opportunities for students to gain practical experience and skills relevant to the world of work before they graduate (Elmanda et al., 2022; Siregar & Setyawati, 2020).

In the era of globalization and increasingly fierce competition, having skills that match the demands of the job market is very important for graduates (Arifudin et al., 2021; Herbenu, 2020). Schools and colleges need to prepare their students with knowledge and skills that can be applied in the real world (Lase, 2019; Rahayu et al., 2022). In this case, cooperation with business is an effective strategy in meeting the needs of schools (Husein, 2019; Maulina & Yoenanto, 2022).

One of the main benefits of cooperation between schools and dudi is that students can learn directly from practitioners or experts in the field (Rusyanti et al., 2021). They can see how the theories learned in class are applied in real situations and learn about best practices in relevant industries (Priatmoko & Dzakiyyah, 2020). This helps students to develop a better understanding of the world of work and better prepare to enter the job market after graduation (Uyun, 2023).

In addition, cooperation with dudi also allows schools or colleges to access a wider range of resources (Prihatin et al., 2019; Yoesdiarti et al., 2022). Dudi can provide facilities, equipment and mentors that may not be available in the formal education environment (Sudiyono, 2019). This enriches the students' learning experience and gives them the opportunity to develop skills that cannot be acquired through classroom learning alone (Susilawati, 2021).

In addition to the benefits for the students, this collaboration also benefits the business and educational institutions (Effendi, 2021). Dudi can use internship programs or cooperation with schools as a way to recruit new talent or train existing employees according to industry needs (Nelson et al., 2023). Meanwhile, educational institutions can enhance their reputation and expand their network by establishing strong partnerships with related companies and organizations (Khouroh et al., 2019).

However, to achieve success in the management of this collaboration, careful planning, good coordination between schools and dudi, and continuous monitoring of the sustainability of the program are required (Rojaki et al., 2021). This cooperation must also be supported by a mutual agreement between the two parties that clarifies the objectives, responsibilities, and expected benefits (Dityo, 2020).

Industrial management carried out by schools, especially Vocational High Schools (SMK) is an important thing to do, because vocational education is a secondary education that prepares students to enter the world of work or be more able to work in certain fields (earning a living) (Munthe & Mataputun, 2021).

Relevance is one of the keys in vocational education, which can be translated as the suitability of the provisions learned with the demands of the world of work (Khumaidah & Hidayati, 2021). This means that what students learn must be in accordance with the type and level of work that graduates will enter (Mulyanto et al., 2019). Graduate competency standards (SKL) are standards of competency capacity possessed by students that can later be achieved after they complete learning at an upper secondary education institution. Meanwhile, the core competency (KI) is a way of measuring the competency standards of graduates in the form of values that must be mastered by students who have completed education at a certain level (Suradi et al., 2022).

From the explanatory information from the background above, the researchers are interested in discussing how the management or management of school cooperation with DUDI in improving the competence of graduates at SMK Negeri 7 Bandar Lampung with many businesses and industries in accordance with the many expertise programs available at this Vocational High School.

In conclusion, cooperative management between schools and dudi is an important step in improving the competence of graduates (Islamiah et al., 2022). Through this collaboration, students can gain practical experience and skills that are relevant to the world of work (Alimuddin et al., 2023). This cooperation also benefits both the dudi and educational institutions by opening up opportunities to recruit new talents, train employees, improve reputation and expand networks. With good planning and coordination, this cooperation management can be an effective strategy in preparing students to face the challenges of the world of work (Deak et al., 2022).

Methods

This research uses descriptive qualitative methods which are often called naturalistic research methods because the research is carried out in natural conditions that occur at the public vocational high school 7 bandar lampung, Lampung, Indonesia. data collection methods in this study include observation, interviews and documentation. This research can be said to be valid if every data that has been obtained from research applies the triangulation validation technique.

Results and Discussion

From the results of the research findings, the authors obtained several things related to organizing the cooperation of SMK N 7 Bandar Lampung, namely: by detailing all the work that must be carried out to achieve organizational goals, dividing the workload, and developing mechanisms to coordinate the work of members. So it can be concluded that the organization of cooperation between SMK N 7 Bandar Lampung and the world of business and industry is in accordance with the function of this organization itself. 1) Analyzing the business world and the industrial world that will collaborate in improving the competence of graduates, where surveying the suitability of the business world with the aim of analyzing which studies are cooperating, programs that are included in the school's annual agenda, and planning the formation of organizations that are responsible; (2) Planning business and industrial world programs that will collaborate in improving the competence of graduates, where by submitting proposals and consulting the intended study which in this case will be facilitated by the school, which contains a logo, preface, background, school profile, vision, mission, school objectives,

letter of request for cooperation and closing; (3) Preparation of business and industrial world programs that will collaborate in improving the competence of school graduates, which is in the form of a strategic plan, which includes the curriculum and teaching and learning plan process, school management organization, facilities and infrastructure, staffing, financing, students, community participation, and finally the school culture environment; (4) Determining the business and industrial world program team that will collaborate in improving the competence of school graduates, where the formation of this team is through a joint meeting by deliberation, although the great opportunity to become team leaders is the head of each existing expertise program, which is notified a week before the implementation of team formation so that it will help and facilitate us in every task and obligation, especially related to cooperation with the business world and the industrial world.

Organizing School Cooperation with the World of Business and Industry in Improving Graduate Competencies is certainly different from the organization, where organizing is the second step after planning to determine classify and organize various existing programs. Organizing is the process of setting after the planning of the cooperation management of Vocational High Schools (SMK) with DUDI, after the planning is carefully prepared, the next step is to divide the tasks of activities and work that need to be done to realize the plans that have been made by the school. In order to be efficient, the implementation according to plan, the organizational structure is arranged in a real step to determine, classify, and organize various activities, as well as assign tasks and authority.

In the implementation of the cooperation activity program between schools and the business world and industry, agree on a model or pattern for organizing the program, especially regarding when it is carried out at school and when it is carried out in the field, the business world and the existing industry. Where the implementation of the cooperation program with dudi includes 8 programs, including Curriculum Validation, Industrial Visits, Internships, Teacher or Student Training, Vocational Competency Tests (UKK), Practical Equipment Assistance, Tools And Equipment Systems and Distribution of Graduates.

Thus, industrial work practice is directed to produce graduates who have expertise in accordance with their respective expertise programs, especially in the focus of SMKN 7 Bandar Lampung, which is a pharmacy expertise program, which is none other than in terms of certain pharmaceutical drugs, in a standard manner in accordance with employment needs. Therefore, everything related to planning. The implementation and assessment of education must always refer to the achievement of professional ability standards in accordance with the demands of certain job positions or professions that apply in the workplace. SMK N 7 Banadar Lampung also conducts a cooperation program by carrying out a SWOT analysis, where the implementation of the program that has been implemented by SMK N 7 Bandar Lampung is: (1) Curriculum Validation; (2) Industry visits; (3) Prakerin; (4) Teacher or student training; (5) Vocational Competency Test (UKK); (6) Practical equipment assistance; (7) Tools and Equipment System; and (8) Graduate distribution. System; and (8) Distribution of graduates.

From the research findings, the author obtained several things related to the organization of the Cooperation of SMK N 7 Bandar Lampung, namely: by detailing all the work that must be done to achieve organizational goals, dividing the workload, and developing mechanisms to coordinate the work of members. So it can be concluded that the organization of cooperation between SMK N 7 Bandar Lampung and the world of business and industry is in accordance with the function of this organization itself.

Evaluation The results showed that monitoring was carried out by both parties with their respective duties and authorities, each school that collaborates always assigns a person in charge of monitoring so that the implementation works well. But so far there is no specific monitoring standard for each implementation of the collaboration program. The thing that will be a reference in monitoring is; MoU or agreement letter it will prevent something that is not wanted to happen.

From the discussion above, it can be concluded that the evaluation of the collaboration of SMKN 7 Bandar Lampung with the business world and the industrial world when viewed from the point of view of understanding evaluation according to Dedi Lazwardi, namely by considering things that are weaknesses and shortcomings to be used as a reference for improvement and development of program updates to be even better.

Conclusion and suggestion

The conclusion of this study, Evaluation in improving the competence of graduates through collaboration with the business world and the industrial world, where the evaluation program activities of the cooperation program carried out by SMKN 7 Bandar Lampung with the business world and the industrial world through evaluation at the end of each year, with improvements and development of program updates towards quality programs. Where it is hoped that in the future or in the future, cooperation will give more confidence to the business world and the existing industrial world so that this collaboration is sustainable.

Acknowledgement

We are grateful for the support of Raden Intan State Islamic University in facilitating the research, further thanks to the public vocational high school 7 bandar Lampung, Indonesia for providing space and time to conduct this research.

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