

Management of Partnership Vocational High Schools With Business and Industry

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Abstract: Vocational school partnership management with business and industry to improve the quality of vocational graduates. The purpose of this study is to analyze and describe planning, organizing, implementing, and evaluating vocational partnerships with businesses and industries to improve the quality of vocational graduates. Research approaches are viewed in terms of objectives, so this research is a qualitative research. Qualitative research is research that intends to understand the phenomenon of what experienced by research subjects is. The research design used by the researcher is qualitative descriptive. Qualitative descriptive is when data collected in the form of words or images, not concerned with numbers, but rather on the process. The results of the research about the quality of education at Vocational High School 1 Baradatu developed well along with the increase in experience that each year experienced development. Vocational graduates can be seen from the quality of graduates who work. Percentage of work surprise (college), and entrepreneur, more graduate students work.

Keywords: Partnership Management, Vocational School, Business And Industrial World

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I. Introduction

Vocational education is a part of the national education system which aims to prepare students to be able to work in certain fields. Vocational Middle School and Vocational of Madrasah Aliyah is a form of vocational education at the secondary level. According to the explanation of the Law on National Education System Number 20 of 2003 article 15 states that Vocational Schools are secondary education which prepares students primarily to work in certain fields. The core emphasis of the objectives of Vocational Schools is to produce graduates who are able to work in accordance with the level of competence acquired and able to adapt to the work environment and develop themselves professionally.

One of the business processes in schools is the Education Quality Assurance System (SPMP) which is a systemic and integrated activity carried out by educational units in realizing educational quality standards. The reference levels of quality assurance include SPM (Minimum Service Standards), SNP (National Education Standards) and Quality above SNP in accordance with Permendiknas No. 63 of 2009.

The quality of education is the degree of excellence in the management of education effectively and efficiently to give a birth to academic and extra-curricular excellence in students who are declared graduated for one level of education or complete certain learning (Arifin, 2012: 65).

Quality education cannot only be seen from the quality of its graduates, but also covers how educational institutions are able to meet customer needs in accordance with applicable quality standards. Customers in this case are internal customers (education staff) and external customers (students, parents, communities and graduate users). The main customers in the school are students who directly receive educational services. As the main customers students have different views or perceptions of the services provided by the school. In companies engaged in services, competitive advantage is often sought in superior service. The strategy which right and accurate in service quality is an important factor that influences competitive advantage if properly planned and implemented (Ulum and Ismanto, 2017).

According to Rukmana (2006: 60), partnerships contain several meanings: a) Collaboration, namely the degree of effort of a party to fulfill the wishes of others, b) Strengthness is the degree to which a party wishes to fulfill its own desires, c) Collaboration is a situation where each party wishes fully the interests of all parties, d) Compromise is a situation where each party is willing to sacrifice something so that there is a division of the burden and benefits. In relation to the implementation of partnerships between the business and the industrial world with vocational schools, many partnership activities can be developed by the program, including: a) Management of joint activities programs between education providers and partner institutions, b) Utilization of infrastructure facilities owned by institutions that partnering, c) Funding programs to realize a program that will

be implemented, d) Utilization / placement of graduates from educational institutions to the work sector or commodities needed by the partner institutions.

According to Mulyasa (2012: 148), the purpose of building relationships and school collaboration with the community can be seen in two dimensions: a) Dimensions of school interests which include maintaining school survival, improving education quality, facilitating teaching and learning activities, and obtaining assistance and support from the community framework for developing school programs, b) Dimensions of community needs the goal of managing school relationships with community members is to promote and improve community welfare, obtain school progress in solving problems faced by the community, ensure the relevance of school programs to community needs, and obtain community members skilled and ability increased.

An important component of collaborative partnerships with the community to succeed well is a responsible team, commitment of each stakeholder and common goals to be achieved. Building the quality education is inseparable from efforts to increase capacity, leadership and community participation, as well as vocational schools need to build and foster partnerships with stakeholders, for example: professional institutions, other industry associations, business, industry, donors / sponsors, related sectors, community organizations, and community leaders.

II. Method

The research approach is reviewed in terms of objectives, so this research is a qualitative research conducted to answer research questions which have been formulated in the research question. According to Moloeng (2014: 6) qualitative research is research that intends to understand the phenomenon of what experienced by research subjects is.

The research design used in this research was qualitative descriptive. According to Sugiyono (2013: 231), that qualitative descriptive research when data collected in the form of words or images, not concerned with numbers, but rather in the process. The purpose of this study is to reveal facts, circumstances, phenomena, variables and circumstances that occur when the study goes and presents as is. Qualitative descriptive research interprets and tells the data concerned with the current situation, attitudes and views that occur in the community, the contradiction between two conditions / more, the relationship between variables, the difference between facts, the effect on a condition, and others.

III. Research result

Planning in quality management is an initial process that is based on objectives to improve quality. Planning by conducting situation analysis and problem identification, analyzing and identifying the organization's situation by paying attention to organizational goals. In analyzing the situation, it can use SWOT analysis techniques. Determining the priority scale, after being analyzed and identifying problems, it is necessary to determine the priority scale for the implementation of activities, this is so that the organization's needs are urgently prioritized to ensure the sustainability of the organization. Determining program objectives, so that the implementation of all organizational activities will lead to the achievement of organizational goals, it is necessary to determine the objectives of the program, so that later the implementation of the program can be measured. Develop the operational work plans (including compiling budgets).

Organizational goals must be understood by staff, explaining all staff about organizational goals that must be achieved. Distribute work to staff clearly, occupy people who are competent in the right position and do not let there be an empty strategic position, because it will affect the overall achievement of the organization. Determine procedural staff, determine the workings and evaluation of staff, and punishment and reward received. In addition, it also explains the lines of coordination and synergy within the organization, so that all positions are integrated towards organizational goals. Delegate authority, dare to delegate authority in accordance with the duties and functions of each staff.

Implementing organizational activities with motivation can be done by making staff as co-workers, as well as providing rewards (rewards) if staff work well. The aim is to create more efficient cooperation, develop staff skills and abilities, foster a sense of belonging and love of work, strive for an atmosphere of a work environment that increases staff motivation and work performance, making the organization develop dynamically.

If the results are in accordance with the objectives of the program, then a further plan is needed to continue the successful program, so that organizational goals are closer to being achieved. The controlling process includes determining the standards that will be used as the basis of control, measuring implementation or results that have been achieved with doing the evaluation towards human resources performance and competence which are owned, comparing implementation or results with standards, re-comparing the results of the implementation of activities with the initial objectives (plans) of the activities carried out, and measuring the achievement of success, carrying out corrective actions. If there are errors or irregularities, immediately make improvements, review and re-analyze the plan.

IV. Discussion

The learning process begins with planning, implementation, and assessment of learning outcomes. Therefore, if the process is carried out correctly in accordance with the National Education Standards, it is expected that output in the form of student learning outcomes will increase. The quality can be seen from two sides, namely normative and descriptive aspects.

The results of the research obtained by the researcher which obtained from the field interview, then the researcher will reveal the results in the field based on the research focus of the researcher, namely how the implementation of vocational engineering with the business world to improve the quality of vocational graduates, research sub-focus.

In the results of deputy head of the curriculum interview, it was found that planning in vocational partnerships with the business and industry world to improve the quality of vocational graduates by conducting industrial work practices, the preliminary planning included field surveys, visiting industrial work practices places to conduct partnerships, and arranging application letters and willingness to place industrial work practices. Then the results of interviews to the field of expertise obtained that the planning of industrial work practices carried out in the Vocational High School there are several things, including: Industry mapping, namely: the process of analyzing Basic Competencies and topics of learning or work in the syllabus, taking into account carrying capacity resources owned by the school and the business and industrial world party.

The results of interviews with deputy head of the curriculum obtained that the organization of principles has been referring to the concept of organization in Education where there are organizational structures, each of which is involved, namely the principal and teacher, then form the organizational structure. The results of interviews with the committee are then formed, the chairperson of the school principal, the field facilitator from the teacher at the school, then the field supervisor from the du / di. While the results of interviews with the teachers were obtained that the organization of industrial work practices in Vocational School was in the form of a chairperson to a student companion who would take a part in the industrial work practices that would be carried out by vocational students.

Based on the results of interviews with expert field informants, it can be obtained that the implementation of industrial work practices is carried out for 3 months from March to March, carried out in the 4th semester. Implementation of student industrial work practices monitoring is carried out in one period is 3 (three) times. In industrial work practices, students must be active so that students get many experience.

The results of interviews obtained from the teacher can be stated that the implementation of monitoring of industrial work practices students carried out in one period is 3 (three) times which includes the initial submission, monitoring during the implementation process and the end of the withdrawal. Industrial work practices is held in January-March.

Based on the results of interviews with informants in the field of expertise, it was found that there was an evaluation for students who had implemented industrial work practices. The way to evaluate students who carry out industrial work practices is by presenting, questioning, and examining the results of student industrial work practices that have been carried out. The benefits of industrial work practices for students are to add experience and knowledge that cannot be obtained in the school environment. Obstacles usually experienced if the students are less active, so the experience gained in the business and industrial world is less optimal. Then the interview with the teacher is obtained that there will be an evaluation from the teacher to find out what students have received from industrial work practices. The way to evaluate it is by holding a presentation in class and then holding a written test for students. Presentations and examinations to measure the knowledge of students who get after implementing industrial work practices. Benefits of industrial work practices for students is to provide work experience so that after students graduate from work, students are ready to work. Obstacles by students usually experienced when students are less active, the experience of students can be less optimal.

V. Conclusion

The quality of vocational school graduates can be seen from the implementation of industrial work practices, the implementation of industrial work practices greatly influences the quality of graduates, if the quality of graduates works, the quality of vocational graduates can be said to be good. The components related to the quality of education are first, students' readiness and motivation. Second, the ability of professional teachers and collaboration in school organizations. Third, the curriculum includes the relevance of the content and operations of the learning process. Fourth, facilities and infrastructure include the adequacy and effectiveness of supporting the learning process. Fifth, community participation and parents.

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