



Management Strategy of SMK Negeri 3 Semarang in An Effort to Increase the Absorption Capacity of Graduates through Cooperatives in the Business and Industrial World (DU/DI)

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Abstract

School management strategy in an effort to increase the absorption capacity of graduates is due to the low absorptive capacity of vocational school graduates in the business and industrial world. One of the indications is influenced by the lack of communication between the school and the business and industrial world. This study aims to describe and analyze the collaboration management of SMK Negeri 3 Semarang with the business and industrial world, starting from planning, implementation, and evaluation. This research is a qualitative research. Sources of data obtained from (1) informants from SMK N 3 Semarang and industry; (2) the process of planning, organizing, implementing, supervising collaboration between SMK N 3 Semarang and the business and industrial world. While data collection techniques are observation, interview and documentation. Data analysis techniques used include the following procedures: (1) data collection in the field; (2) data reduction; (3) data display and (4) verification and conclusion drawing. The results of the study: (1) Planning was completed through: the formulation of the plan by presenting an industry delegate, setting the plan with a plenary meeting attended by the teacher council, parents of students and school committees, and evaluation of the plan by *Evabang*; (2) Organizing, coordinating and collaborating between vocational high schools and industry to carry out learning in the form of theory by inserting character education, school practice, and practice, (3) Implementation is adjusted to the establishment of plenary meeting plans (4) Evaluation from industry, BAN-S/M and ISO.

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INTRODUCTION

Education is basically an effort to develop human resources (HR), which are needed in various aspects of development in order to create a society that is cultured, noble, has a personality, is intelligent and has the skills to live in prosperity (Azizah 2015: 249).

Vocational High Schools (SMK) have the potential to work according to needs, SMK have five elements of competency according to the needs of the field of interest such as the needs of the community, the needs of the world of work, professional needs, the needs of future generations and science.

Vocational High Schools (SMK) are schools that produce graduates ready for work. Students who study at vocational schools have the ability, skills and expertise that are ready to be applied in the world of work (Dewi, Ulfatin 2014: 288).

In the world of education, the company is defined as a Vocational High School (SMK), while the interested parties are the community, the business world or the industrial world, the education office, and other organizations that have links with educational programs. One form of the importance of public relations in schools is the position of public relations handled by a vice-principal (Faruca, Ranu 2014: 2).

One type of education that has a specific purpose to provide skills to students is the Vocational High School (SMK). The SMK program is an educational program that aims to prepare graduates who do not continue their tertiary education to be better prepared to enter the workforce in accordance with the abilities possessed by graduates Besides the quality of the education system, other qualities such as teaching staff, supporting infrastructure and the condition of the school environment also affect the quality of graduates to be produced (Sari, Sobri, Triwiyanto, 2).

The facts show that education development is still faced with a large unemployment rate due to an imbalance between education output and employment and availability of formal employment (Ixtiaro 2016: 57).

SMK as one of the vocational education institutions aims to prepare students and graduates as middle-level workforce has the potential to produce quality human resources (HR). This institution can also accommodate the needs of the market and improve the economy of the community by raising local excellence as the capital of the nation's competitiveness, as set forth in the purpose of establishing a vocational school itself. Graduates are expected not only to excel in the regions, but with the strength of the existing system graduates are also expected to have national identity and competitive advantage in national and international markets (Wonggo 2010: 490).

Educational institutions must be able to prepare the next generation who have human resources who have a competitive advantage in answering and solving the nation's future challenges. In addition, education is also directed to increase the potential of students as subjects of learning. So education has a very important role to ensure human survival so that various efforts need to be made to improve the quality of graduates in achieving education goals in general (Histining, Ranu 2014: 2).

Indications that cause the low quality of graduates are not immediately pursued, then in the rotation of these problems nationally will have a negative impact on the achievement of national development in employment (Daryono 2014: 95).

Today criticism of the education system basically says that the expansion of learning opportunities tends to have led to an increase in unemployment of educated workers rather than an increase in productive labor in accordance with employment needs (Mursyamsi 2014: 218).

SMK graduates are expected to be ready-made human resources, meaning that when they have finished school, they can apply their knowledge in the world of work. The number of unemployed graduates of SMK is 13.69% of the total number of unemployed. The unemployment rate of SMK graduates has increased compared to August 2015 which reached 13.42 percent. The number of unemployed SMK graduates is greater than the percentage of ordinary high school graduates who reached 6.99%. Then respectively diploma

graduates were 6.06%, and university graduates were 3.14%. (Source: <https://jateng.bps.go.id>).

All elements of society to improve their competence in order to compete. Workers' competencies must follow the times and technology. This is expected to make the quality of labor in accordance with the needs of the industrial world. Fulfillment of qualified workforce can be through formal or non-formal educational institutions. In Indonesia, the Vocational High School (SMK) is a formal education pathway that equips graduates not only to be proficient in theory, but also practice in the field. Because, vocational education has the principle of preparing individuals to enter the workforce besides continuing to a higher level (Oktaviastuti, Dardiri, Nindyawati 2016: 681).

Management of educational staff aims to empower the teaching staff effectively and efficiently to achieve optimal results but still in pleasant conditions. Student management is the arrangement and regulation of activities related to students, starting in until the student is out of school. The financial and financing component in a school is a component of production that determines the implementation of teaching and learning activities in schools along with other components. Management of educational facilities and infrastructure is tasked with regulating and maintaining educational facilities and infrastructure so that they can contribute optimally and meaningfully to the course of the educational process (Ikhsan, Anisykurlillah 2010: 1).

School collaboration with industry related to technological developments in the industry is so intense that schools will be far behind if they do not cooperate with industry, because the school may not provide all the equipment in accordance with industry needs in the learning process at school (Purwanto: 2013).

The quality of human resources is a fundamental factor that needs to be considered in order to improve the competitiveness and productivity of the workforce in the era of globalization (Ngadi 2014: 59).

According to Muntahar (1985) "efforts to obtain recognition, acceptance and community support can be made by the Public

Relations through communication and other means (mass media)". When an institution is able to utilize the mass media, then it is a very effective way to build the image of the institution, because the image of the institution can only be reached with adequate information about an institution. This is in accordance with the main function of the mass media, which is "providing information or news to the general public in an orderly manner" (Kusumaningrat, 2006) (Purnowo 2014: 27).

The stages of the implementation of the skills education curriculum are: (a) the development of skills education programs that include annual, semester, monthly, weekly and daily programs, and (b) the implementation of skills education learning so that there is a better behavior change in the students in the form of mastery competence in the field of skills Evaluation of the processes carried out throughout the process of implementing the skills education curriculum (Muslimah 2012: 113).

The point of contact between education and work is work productivity, assuming that the higher the quality of education, the higher the work productivity, the higher the effect on the economic growth of a society. The growth of a society must begin with individual productivity. Individuals have high incomes because their education is also high, thus supporting community growth (Ongkomar 2017: 70).

METHOD

The hypothesis of this study is based on the assumption that SMK N 3 Semarang has the same input and management standards as other vocational schools, but the level of absorption of graduates is higher compared to other vocational schools. And increasing the absorption of graduates in SMK N 3 Semarang is the role of management functions carried out in schools. With the outcome for the motivation of students in entering the industrial world.

Through the validity of data credibility (trust) of qualitative research can be achieved. In this study to get the data validity is done by triangulation. The triangulation is a data validity

checking technique that utilizes something other than the data for checking or as a comparison of that data (Moleong, 2007: 330).

Technical analysis of qualitative data was carried out from the beginning and throughout the research process. The core of the analysis lies in three related processes, namely: describing phenomena, clarifying them, and seeing how the concepts that emerge are related to one another (Moleong, 2008: 289).

Miles and Huberman (1984) in Sugiyono (2013: 404), argues that the activities in qualitative analysis are carried out interactively and continue continuously until completion, so that the data is saturated, the activities in data analysis, namely data reduction, data display, and conclusion drawing / verification.

RESULTS AND DISCUSSION

State Vocational School 3 Semarang is a vocational school categorized in the technical expertise group. SMK N 3 Semarang was established in 1955. At the beginning, SMK N 3 Semarang joined SMK N 1 Semarang at Jalan Cinde Semarang. Then in 1999 SMK Negeri 3 moved locations and had a separate building from SMK Negeri 1 Semarang, namely at Jalan Atmodirono Raya Street No. 7 A Semarang.

In the school year of 2017/2018 the development of the expertise program and the number of students possessed by SMK Negeri 3 Semarang are as follows:

Table 1. Expertise Program and Students' Amount

No	Expertise Program	Amount	
		Class	Students
1	Electrical Power Installation Engineering (<i>TITL</i>)	9	324
2	Light Vehicle Engineering (<i>TKR</i>)	9	324
3	Video Audio Engineering (<i>TAV</i>)	6	216
4	Architecture Engineering (<i>TGB</i>)	6	216
5	Stone and Concrete Construction Engineering (<i>TKBB</i>)	6	216
	Total	36	1296

Through table 1 it can be seen that SMK Negeri 3 Semarang has five expertise programs with a total of 36 classes consisting of grade X, XI and XII and a total of 1296 students, so it can be categorized as a school with a large number of students.

The number of expertise programs varies and with such a large number of students, it is necessary to support human resources to facilitate education services as well as adequate teaching and education staff. Adequate human resources are included in one national education standard. The number of teachers as well as educational staff at SMK Negeri 3 Semarang can be presented as follows:

Table 2. List of Teachers and Educational Staffs

No	Category	Subject	Employment Status		Amount
			Jobholder (PNS)	Temporary Teacher (GTT) / Temporary Employee (PTT)	
1	Teacher	Normative and Adaptive	45	15	60
		<i>TITL</i> Productive	11	1	12
		<i>TKR</i> Productive	10	1	11
		<i>TAV</i> Productive	8	-	8
		<i>TGB/TKBB</i> Productive	10	-	10
2	Educational Staffs	Administration Staffs	15	13	28
		Cleaning Service and Security	6	6	12
Total			105	36	141

In table 2 we can see that SMK Negeri 3 Semarang has a total of 115 teaching staff and education staff. The amount is divided into several categories. In the category of educators or teachers totaling 70 people are divided into normative teachers namely subjects of religion, Indonesian, citizenship education, history, sports, arts and culture, counseling guidance and Javanese language. Then for adaptive subjects namely mathematics, English, Digital Simulation, Physics, Chemistry and entrepreneurship. Whereas for productive subjects include five skills programs that are owned by SMK N 3 Semarang. A list of teachers and individual subjects can be seen in the appendix.

The business and industrial world actively provides assistance in the form of equipment and equipment maintenance, including PT Pertamina, which seeks to complete equipment for light vehicle engineering expertise programs. The completeness of the practice equipment at SMK N 3 Semarang is felt to be able to make a meaningful contribution to the implementation of education, thus delivering SMK N 3 Semarang to fight several competitions. An overview of educational facilities and

infrastructure as well as the completeness of practice equipment owned by SMK N 3 Semarang can be seen in appendix 3. These factors are encouragement and input from several industrial sectors in the Semarang and surrounding areas. This is also related to the partnership established by SMK N 3 with the business and industrial world.

The business and industrial world in collaboration with SMK N 3 Semarang can be demonstrated as:

1. PT CARFIX
2. PT SHARP
3. PT LG
4. PT NASMOCO

Given the city of Semarang is a city developed into an industrial city masks many developing industries and has the potential to absorb the workforce of SMK graduates, especially SMK N 3 Semarang. Through cooperation that has been established usually the business and industrial world provides input on various developments in new industrial equipment along with qualifications and how to use them through curriculum synchronization. This is as one input to SMK N 3 Semarang to be able to provide learning to students by referring to the latest technology.

The result of collaboration in terms of sharing the latest technological knowledge is a mutually beneficial collaboration. SMK N 3 Semarang has comprehensive advice and infrastructure with the latest learning knowledge. The effect will make graduates as vocational graduates who are ready to work according to today's industry standards.

Planning for Increasing Absorption Ability for Graduates of SMK Negeri 3 Semarang at The Business and Industrial World.

The planning process in the context of increasing the absorptive capacity of graduates begins with a management meeting chaired by the school principal and attended by the deputy headmaster along with staff and the head of the competency skills program (KPSK). This management meeting discusses the school work program. Each of the vice principals in the field of curriculum, infrastructure and manpower, public relations, student affairs, and KPSK

made work programs. This work program is then put together so that it becomes a school work program that includes 8 national education standards, which are the minimum criteria about the education system that must be owned and fulfilled by the organizers and / or education units in Indonesia. The eight national education standards include: (1) graduate competency standards; (2) content standards; (3) process standards; (4) education standards and education personnel; (5) standard of facilities and infrastructure; (6) management standards; (7) education financing standards; and (8) educational assessment standards.

Based on the research findings of the collaborative planning process between SMK N 3 Semarang and the business / industry world through consultation on the identification of needs, information seeking to industry and the internet, the formulation of a cooperation plan through workshops by presenting plenary meetings attended by the council of teachers, parents of students, committees and industry .

The research findings indicate that the collaboration management of SMK N 3 Semarang with the business and industrial world is managed by planning, implementing and evaluating supervision. Cooperation planning is carried out to achieve the goals set by the school, namely output or graduates can enter and be able to compete in the job market so that graduates can be sure to work in any industry according to their competencies. The procedure is carried out, namely by identifying needs, making plans, determining plans and evaluating plans and re-establishing plans.

The Process of Organizing Collaboration between Vocational High Schools and Industries in SMK N 3 Semarang.

Organizational activities, coordination in the most important cooperation in the distribution of individual assignments written in a *tupoksi* that represent the formal structure of an organization as described in the organizational chart is the willingness, intention, high dedication, discipline, and not easily give up. In the field implementation, prioritizing apprenticeship and recruitment requests annually from SMK N 3 Semarang. Internship

students and employees are governed by company regulations. For internship students and Indisciplinary employees, they will be given strict sanctions, in the form of verbal warnings, then written up to layoffs, so education training at SMK N 3 Semarang should be educated as in the industry must be highly dedicated, disciplined and loyal to superiors.

The Process of Implementing Cooperation between Vocational High Schools and Industries in SMK Negeri 3 Semarang

The collaboration between schools and industry is carried out on the basis of collaborative planning through the procedure of identifying the needs of the plan, the formulation of a plan that has been jointly determined through deliberation. (1) The implementation of student internship is in accordance with the place of the competence of students and industries which are partner institutions in schools; (2) the implementation of the placement of graduates and alumni is the placement for students who carry out internship and certified from industry to proceed to the level of labor recruitment; (3) the implementation of teacher training in industry is to improve the competence of teachers so that the implementation of the learning process in schools is commensurate with the industry; (4) the implementation of teaching factory assistance as a place of student learning in school-owned industries; (5) The implementation of curriculum validation is to insert practice competencies to fit the existing curriculum in the industry rather than changing the curriculum; (6) the implementation of knowledge transfer (competency guest teacher) is a guest from the industry to provide In House Training (IHT) in schools relating to the competence of expertise in the modern technology era in accordance with the times; (7) Implementation of industrial classes (teaching factory).

The Process of Supervision of Cooperation between Vocational High Schools and Industries in SMK Negeri 3 Semarang

The findings of all the functions of planning, organizing, and implementing will not be effective without the supervisory function, namely the discovery and application of methods and equipment to ensure that the plan has been carried out in accordance with the quality objectives of SMK N 3 Semarang. So that the results of the research findings show that SMK Negeri 3 Semarang is able to graduate and absorb graduates' results into industry by 60% of the findings. And the motivation of students is able to make students motivated to work in the industry because the public relations management strategy of SMK Negeri 3 Semarang. So, it can be concluded that the planning process of implementation and supervision is in accordance with management theory in general so that the State Vocational High School 3 Semarang is able to absorb its graduates into the industrial world.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the results of research and discussion the following conclusions can be drawn: 1) Planned collaboration planning includes: (a) the implementation of student internship; (b) recruitment of graduates into industry; (c) productive teacher training; (d) machine assistance, practical equipment and literature books; (e) synchronizing practices in schools with industry; (f) knowledge transfer (delivery of practical material from industry instructors to schools), 2) Organizing, coordinating and collaborating between SMK N 3 Semarang and industry to carry out learning in the form of theory by inserting character education, school practice, and industrial work practices. In principle, in the organizational structure there is a division of work is the solution to a work task that is synergistic, 3) The implementation of school collaboration activities is based on the needs of the plan, the determination of the plan, evaluation of the plan, which is not in accordance with the

predetermined plan. , 4) Supervision / evaluation, including: external evaluation of BAN-S / M and ISO, internal evaluation consists of: evaluation of teacher performance by school principals, evaluation of learning by teacher training, evaluation of industrial apprenticeship, competency test by manager of program leaders skills, midterm tests, end of semester tests, theory and practice tests with the committee, and recruitment tests by special labor market managers (BKK) and the recruitment industry.

Suggestions

Suggestions given related to the results of this study are: 1) Matters that are important in the management of cooperation between vocational high schools and industry are better documented and managed in an integrated and orderly manner so as to facilitate the search for data or information, therefore increase planning activities vocational education through collaboration with industry so that the expected competencies are in accordance with the needs of the business and industrial world; 2) The need for further review in the management of cooperation with industry, the findings of cooperation with several industries there is no written agreement agreement, but only trust each other, help each other, complement each other, complement each other, mutually beneficial, in accordance with the agreement of both parties, therefore increase collaboration with business and industry in the implementation of vocational education through training in industry; 3) From the findings of the implementation of the industrial class program carried out at SMK N 3 Semarang, therefore increase evaluation activities with various evaluation techniques so that the level of achievement of student competencies is always in accordance with the competencies expected of the business world and the industrial world.

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