

Industrial Practice Partnership Model (A Multi Case Study at Vocational High School 4 And 5 Banjarmasin)



Muhammad Rizky Anugerah¹, Muhammad Saleh², Suhaimi³

^{1,2,3}Master of Educational Administration Program, Lambung Mangkurat University, Banjarmasin 70123, Indonesia

ABSTRACT: This research intends to define relationships in vocational schools and how they should be managed so that schools can form collaborations outside of their region. This study is a descriptive qualitative study with several cases. The study's informants included the principal, vice principal of public relations, and vice principal of curriculum. The data was collected through in-depth interviews, observations, and documentation, which were analyzed using an interactive data analysis model developed by Miles and Huberman (2006). The stages of research were data collection, data reduction, data presentation, and conclusion drawing, with data triangulation used to check the validity of the findings. The findings revealed that (1) the school did a needs study prior to preparing the partnership program. Curriculum synchronization between schools and Business World/ Industrial World is very necessary for the partnership program to run well, (2) the form of school partnership with du/in the form of student pre-employment, teacher internships, guest teachers, teaching factories and absorption of graduates, (3) the quality of school partnerships is very good with the fulfillment of all indicators. (4) obstacles that arise during pre-employment such as students are not facilitated and schools have difficulty in synchronizing the curriculum with Business World/ Industrial World because the representatives who come to the school do not meet the expectations of the school.

KEYWORDS: Partnership Model, Partnership, Prakerin

I. INTRODUCTION

Education has an important role in the progress of the nation, therefore the government is required to always innovate in the development of education through various policies in the education sector. One of the breakthroughs in education policy in 2021 that attracts attention today is the independent learning of Vocational High School center of excellence which is a Vocational High School development program with certain expertise competencies in improving quality and performance, strengthened through partnerships and alignment with the business world, the industrial world, the world of work, which eventually becomes a reference vocational school that can function as a driving school and a center for improving the quality and performance of other vocational schools (director general of vocational, 2021). Improving quality and performance through partnerships can be done if the school has good partnership management so that it can establish cooperation with large Business World/ Industrial World outside the school province or even outside the island.

The partnership between the school and Business World/ Industrial World will result in a partnership that can be done to get input or benefits for both parties. For example, Vocational High School can improve the quality and competence of students to become job-ready graduates. The partnership between the school and Business World/ Industrial World is a form of welfare for both parties, namely improving the quality and improving the competence of students who are absorbed in the industrial world.

Partnership is something that vocational schools must do, because through partnerships with Business World/ Industrial World, schools can make students get direct experience in the field and gain experience in the world of work. The wider the scope of partnerships run by the school, the better because through broad school partnerships to outside the province, students will get new things in their work environment with a social culture and community culture different from where they live so that students gain the ability to adapt in the new environment. On the other hand, if vocational schools do not do partnerships or lack partnerships, the quality of students in these vocational schools will be difficult to compete in the world of work, because without the development of partnerships, it will make the schools lagging behind in the information and skills that Business World/ Industrial World needs in the present and future.

Partnerships have an important role in improving the quality and quality of education but there are still many vocational schools that are not optimal in developing partnerships, industrial work practice partnerships are often limited in the environment around the school without the development of wider partnerships making the opportunities for students to develop their abilities limited. Weak partnerships make Vocational High School students less skilled and fail to solve problems in the world of work, this

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happens because of the lack of communication between schools and Business World/ Industrial World so that learning in schools is different from the skills expected by Business World/ Industrial World.

II. METHOD

This research was a multi-case descriptive qualitative study, where the subjects are assumed to have the same case characteristics. The similarity of cases in this study is the management of industrial work practices that cooperate to cross-provinces but differ in the expertise programs owned and Public Vocational High School 4 Banjarmasin and Public Vocational High School 5 Banjarmasin are appointed as Vocational High School PK. Informants in the study consisted of the principal, waka public relations and vice principal curriculum. The data collection was carried out using in-depth interview methods, direct and indirect observations, documentation that has been analyzed using interactive data analysis models Miles and Huberman (2006) research stages, namely data collection, data reduction, data presentation and drawing conclusions. Examination of the validity of the data was carried out using source triangulation techniques (comparing the principal's interview with the interview of the vice principal for public relations as well as an interview with the vice principal for curriculum) public relations and methods (comparing the results of the interview with related documents and observations).

III. FINDINGS

the findings of the industrial work practice partnership model in this multi-case study are based on the results of analysis from in-depth interviews, direct and indirect observations, the documentation is described as follows:

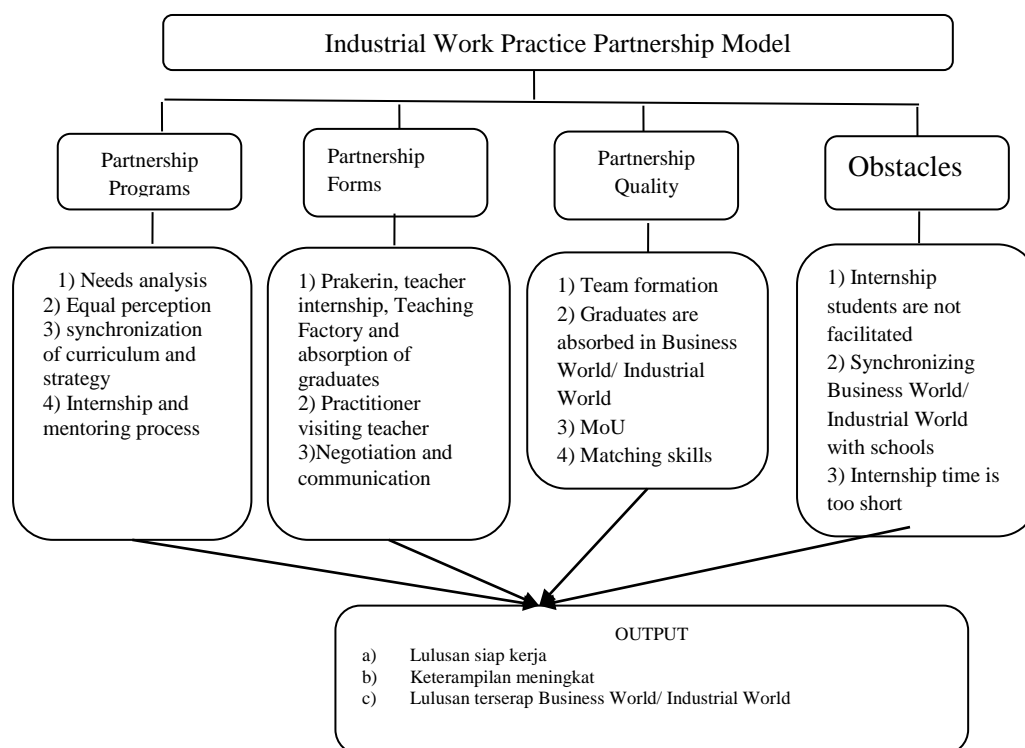


Figure 1. Industrial Work Practice Partnership Model

A. Partnership Programs

Before carrying out the partnership, the school will conduct a needs analysis by recording the number of students first so that it is known how many industries are needed to become a school partner. The preparation of the pre-employment partnership program is carried out by inviting representatives from Business World/ Industrial World who are considered competent and supporting schools to sit together to discuss and listen to inputs related to Business World/ Industrial World expected competencies.

School curriculum synchronization is carried out by sitting down with Business World/ Industrial World to receive input on the competencies expected by the industry so that it can be adjusted to the national curriculum. The input provided by Business World/ Industrial World includes ethics, job jobs and what abilities students must have when pre-employment.

B. Partnership Forms

The form of partnership carried out by the school with Business World/ Industrial World such as

1. a cooperation of the Prakerin Program which allows students to study and work in Business World/ Industrial World.
2. Teacher internships are useful for improving the competence of productive teachers so that they can acquire new skills.

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3. Cooperation in the form of a practitioner guest teacher program that allows to bring teachers from Business World/ Industrial World to teach in schools.
4. Cooperation in the form of a Teaching Factory program where the school will cooperate with the industrial world in creating products that can be accepted in society.
5. The absorption of graduates is a collaboration that allows Business World/ Industrial World to absorb Vocational High School graduates who become partners of cooperation.

The five forms of cooperation above have a role and are interconnected to produce work-ready graduates. The school formed a team tasked with negotiating with the industry and representing the school in conveying information related to Business World/ Industrial World pre-employment. The role of the team is needed in maintaining good relations with Business World/ Industrial World through intense and continuous communication.

The financing of the partnership program outside the province uses BOS funds, but the financing applies to teachers who accompany students in pre-employment. While for Transportation, the student's residence and meals are borne entirely by the student's own parents. Monitoring of pre-employment students outside the area is carried out in collaboration with schools around pre-employment students

C. Partnership Quality

The school forms a team in charge of carrying out the partnership program, team formation is necessary so that the partnership can work professionally, who are members of the team including the principal vice principal for public relations, vice principal for curriculum, vice principal for infrastructure and the head of the expertise program who knows best about what is needed when Prakerin so that his involvement is needed.

The school conducted an MoU (Memorandum of Understanding) on cooperation agreement agreements with Business World/ Industrial World in partnership. Business World/ Industrial World partners who collaborate in each expertise program are in accordance with the expertise competencies possessed by the department because every partner who cooperates with the school has been selected and assessed for feasibility by the field of public relations through evaluation every year. Through the agreed employment contract, Business World/ Industrial World absorbs Vocational High School graduates in accordance with the expertise program they have so that graduates work in accordance with their expertise.

D. Partnership Obstacles

Pre-employment students are not maximally facilitated to get competencies that students should get three competencies. But in the process only get one new competency when pre-employment this makes the achievement of the expected competencies of the school Not achieved.

There are often obstacles in curriculum synchronization because industry representatives who are sent to schools to sit together to discuss and provide input. Come from management staff who do not understand about the problems and needs of the industry so the synchronization process is less effective. This is what makes it difficult for schools to compile the curriculum and competencies needed by students before conducting the Pre-Employment program.

IV. DISCUSSION

A. Partnership Programs

Before implementing the partnership program, the public relations officer conducts a needs analysis by recording the number of students according to the guidelines. So that the school can map the number of Business World/ Industrial World partners needed in the pre-employment placement of students, because each Business World/ Industrial World has a limit in accommodating students. This is in accordance with research from Rojaki et al., (2021); Susanthi, (2017) who mentions Needs analysis is very useful for companies, organizations, educational institutions and other business worlds as a basis for the advancement of organizations. The world of education has a complexity of problems that are quite complicated and have a very big influence on the learning and teaching process and the expected results. For this reason, a good analysis and appropriate strategies are needed in decision making. Furthermore, according to Suhaimi (2019) in his book explained that to formulate the mission of the organization and achieve organizational goals, it is necessary to analyze the condition of the organization's internal capabilities. Therefore, analysis before implementing the program is needed so that the goals and objectives of the organization are achieved. The results of the analysis of the needs of industry partners are useful for schools in mapping Business World/ Industrial World partners. Mapping is very necessary because through school mapping can place pre-employment students according to the competencies they have in each department. Mapping the world of work is very important to do before the Prakerin program is designed. This is intended so that the world of work that is used as a partner is really in accordance with the expertise program that is being pursued by students, so that Prakerin's goals are well achieved (Faizal et al., 2018)(Suharjanto & Munir, 2019)(Hermawan et al., 2021). It can be concluded that mapping is carried out in order to sort out industrial pairs according to the student expertise program so that students can practice the theory obtained at school in the real world of work. In order for the

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partnership objectives to be achieved properly, an analysis of internal and external needs is carried out by recording the number of students per rombel and recording industry partners owned by the school so that the right decisions can be made in placing pre-employment students in accordance with their competencies. Meanwhile, the placement of students in Business World/ Industrial World partners within the region and outside the province is determined entirely by the student on the basis of parental permission.

The stage of partnership with Business World/ Industrial World is at the beginning of the exploration process, what is meant by the exploration process is to study or assess the needs in schools by looking at the results of the needs analysis. The school stages in conducting partnerships are as follows (1) Public Relations sends a letter of application to cooperate with the relevant Business World/ Industrial World. (2) If the application is approved, it is continued by visiting the relevant industry to discuss related matters such as the Competence that Business World/ Industrial World expects of the student, the suitability between the student's competence and what will be done during pre-employment and other matters that are deemed important to discuss. (3) After the agreement is concluded, it is carried out on verification by signing an MOU.

The main key in establishing a school partnership with Business World/ Industrial World is the joint sitting between the Business World/ Industrial World and the school, meaning that representatives from the school and industry sit together in a meeting to discuss industrial work practices which are important points in pre-employment so that curriculum synchronization occurs. This is in accordance with the results of Setyaningrum's research (2018) which states that the stages of pre-employment planning include analysis, curriculum synchronization, Business World/ Industrial World map making and coordination of work programs.

School curriculum synchronization activities will carry out sit-in activities together in the form of workshops or IHT with representatives of the industrial world in each department who are considered to have a major contribution to the school and provide real support to the school. Curriculum synchronization is important in vocational schools because through this synchronization schools can adjust the competencies taught in schools to the needs of today's industrial world so that synchronization is needed so that schools can compile curricula according to the competencies expected by Business World/ Industrial World. Synchronization is carried out by inviting Business World/ Industrial World School representatives to sit together and provide input on ethics, work jobs and what abilities students should have when pre-employment.

Improving the partnership program is very important because through partnerships with Business World/ Industrial World, schools can develop the competence of students and teachers through pre-employment programs through direct learning in the world of work using all their five senses so that students can solve their own problems. This is in accordance with research by Fatkhurrohman (2016) which states that students gain competence in pre-employment activities, namely (1) learning to use the five senses; (2) learn to solve problems; (3) self-study; (4) learning through the work environment; and (5) continuous and repetitive learning.

With the policy of independent learning as a center of excellence, it is hoped that schools can develop their partnerships further because partnerships are one of the external factors that can affect student work readiness. This is in accordance with research from Khadifa et al., (2018) which shows that the existence of pre-employment activities will have an impact on increasing the work readiness of Vocational High School students. Self-efficacy as one of the internal factors that can affect student work readiness. This proves that with confidence in his ability to do a job, it will have an impact on success. The higher a person's self-efficacy, the more work readiness will increase.

The influence of the *Merdeka Belajar* or independent learning policy can be seen in the flexibility of the curriculum used today. If the 2013 curriculum requires students to master all competencies without exception, then in curriculum *Merdeka* learning the competencies taught are more flexible, The meaning of flexibility is that the competencies given to students are adjusted to the school infrastructure and the competencies expected by the industry that they will occupy when pre-employment.

B. Partnership Forms

The form of partnership carried out by the school with Business World/ Industrial World such as (1) the cooperation of the Pre-Employment Program which allows students to study and work in Business World/ Industrial World. (2) Teacher internships are useful for improving the competence of productive teachers so that they can acquire new skills. (3) Cooperation in the form of a practitioner guest teacher program that allows to bring teachers from Business World/ Industrial World to teach in schools. (4) Cooperation in the form of a Teaching Factory program where the school will cooperate with the industrial world in creating products that can be accepted in society. (5) The absorption of graduates is a collaboration that allows Business World/ Industrial World to absorb Vocational High School graduates who become partners of cooperation. The five forms of cooperation above have a role and are interconnected to produce work-ready graduates. This form of partnership is in accordance with the results of research from Lestari & Pardimin (2019) Asiah Ai (2021) which mentions forms of partnerships such as, internships, , employment by Business World/ Industrial World and industrial visits

The negotiation process there are 3 parties involved including the school, the Department of Industry or the education office and Business World/ Industrial World, the school represented by the public relations will negotiate with the industry regarding the points of cooperation and their expectations for students so that through these discussions an MOU can be drawn up that has been

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agreed upon by both parties While for the Industry office, it only acts as a Liaison and protector of the letter of agreement so that the agreement written in the MOU it became stronger.

Cooperation partners not only come from the area where the school is located but can also reach outside the province and abroad. The partnership outside the province was drawn from BOS funds. The financing taken from the BOS fund applies to teachers who are accompanying students in pre-employment while for transportation, the student's residence and meals are fully borne by the student's own parents. In monitoring activities, ideally carried out 1 time a month so that monitoring at the time of pre-employment is carried out for 6 consecutive months so that it requires very large funds in monitoring, so that schools are looking for solutions so that they can minimize the budget by collaborating with schools around the area where students are pre-employment or monitoring is carried out HDR to monitor and convey the results of these students through whatsapp messages or telephones in each month.

Supervision is a pre-employment monitoring and evaluation activity in Business World/ Industrial World. Supervision aims to determine the success of the pre-employment implementation. To determine the success of pre-employment, it is obtained by assessing student learning in Business World/ Industrial World (Sari, 2019) (Alkodri et al., 2021). The process of monitoring teachers for students who are pre-employed outside the province and abroad is carried out via whatsapp and zoom with HRD at the relevant Business World/ Industrial World and visiting in week 6 with the aim of seeing firsthand the performance of students while in the pre-employment place and evaluating if there are complaints from during the student internship.

Developing school partnerships requires communication between the two parties so that they can increase cooperation again, especially in the guest teacher program where the industry is willing to send professionals as guest teachers who teach in schools and provide facilities according to Industry Standards to the school.

Support from Business World/ Industrial World Towards schools can be seen from Business World/ Industrial World's willingness to accept students and teachers to intern at their place and provide input to schools on the need for equipment competencies according to industry standards and absorb graduates. This is in accordance with research from Soeprijanto (2010) which states The forms of support provided by industry for Prakerin students include: 1) making Prakerin a permanent program; Most of the partner industries of Vocational High School 27 accept Prakerin students more than 5x (five times) a year; 2) take the initiative to provide information on work practice opportunities to schools, 3) Do not conduct selection tests on prospective pre-employment students. The support provided by Business World/ Industrial World will make the quality of graduates and the quality of education better.

C. Partnership Quality

Indicators of school success in collaborating with Business World/ Industrial World, as follows: (a) the formation of a public relations team can carry out partnerships with Business World/ Industrial World, (b) the implementation of cooperation with related partners to get advice, (c) the implementation of cooperation contracts as stated in the MoU (Sukma & Hariyati, 2021) . In establishing partnerships, schools will form a team that has the task of carrying out partnership programs with industry. Through this team, the school conducts sitting activities with Business World/ Industrial World so that the school can receive suggestions and input from Business World/ Industrial World. The final result of the agreement made between the school and Business World/ Industrial World will be stated in the MOU signed by both parties.

The quality of the partnership can also be seen from the suitability of student competencies with Business World/ Industrial World Partners who collaborate in each expertise program. Business World/ Industrial World partners who collaborate with the two research cases are in accordance with the competence of the expertise possessed by the department because every partner who collaborates with the school has been selected and assessed for feasibility by the field of public relations through evaluation every year. This is in accordance with the results of Research by Wayong (2010) Fathoni & Pramono (2014) which states That in order for PSG to be relevant for vocational schools for the needs of the world of work, the school needs to: 1) Understand the industrial work culture packaged in the learning pattern, 2) Introduce the school to the expertise program that exists in the world of work (industry), 3) Promote by distributing brochures to the world of work containing the competencies possessed by students, 4) Invite relevant industries and institutions in the talk meeting to inform the program and as a bridge for the implementation of pre-employment and recruitment. In addition, to increase the relevance of PSG in vocational schools to market needs, it is appropriate that teachers must also have adequate industry experience.

In order for students' skills to be in accordance with the competencies expected by the industry, it is necessary to synchronize the curriculum in vocational schools with the competencies expected by Business World/ Industrial World. Curriculum synchronization is carried out by conducting meetings with Business World/ Industrial World so that there is an exchange of opinions and receiving input from the industry regarding the competencies needed today and the relevance of the competencies taught in schools today.

Synchronization is a very important program because in this synchronization schools can align the competencies taught in schools with the competencies expected by Business World/ Industrial World. This is in accordance with the statement from Aslindar et al (2021) Permana & Rijanto (2016) which states that curriculum synchronization activities will produce a curriculum based on

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science development, technology development and the realization of the concept of link and match between Vocational High School and Business World/ Industrial World through activities in the form of regular discussion forums between schools and Business World/ Industrial World about the needs and expectations of Business World/ Industrial World.

D. Partnership Obstacles

Pre-employment students are not maximally facilitated to get competencies that should be. Students get three competencies; however, in the process they only get one new competency when pre-employment. This makes the achievement of the competencies expected by the school is not achieved.

The difficulty in synchronizing the curriculum due to industry representatives who are sent to the school to sit together to discuss and provide input often comes from its management staff who lack understanding of the problems and needs of the industry so the synchronization process is less effective.

To overcome this problem, the school seeks to come directly to the relevant industry so that the school can meet directly with authorized professionals and know about the needs of the industry. This is in accordance with the opinion of Wageyanto (2013) Irwanto (2021) in his journal, mentioning that this curriculum synchronization must be carefully planned, which industries can be invited to synchronize the curriculum but are often constrained by the busyness of Business World/ Industrial World, therefore the school must come to Business World/ Industrial World in person to synchronize the curriculum. The meeting is not only held before cooperating but also after cooperation, the meeting before cooperating is useful so that schools can synchronize the curriculum with Business World/ Industrial World and listen to the expectations of the industry while meetings after cooperation or when practitioners are useful for solving problems that occur during pre-employment.

V. CONCLUSION

The results of the research from this thesis show that: (1) before the preparation of the partnership program, the school must conduct a needs analysis. Curriculum synchronization between schools and Business World/ Industrial World is very necessary so that the partnership program runs well. (2) the form of school partnership with Business World/ Industrial World in the form of student training, teacher internships, guest teachers, teaching factories and absorption of graduates. (3) the quality of school partnerships is excellent with the fulfillment of all indicators. (4) obstacles that arise during pre-employment such as students being poorly facilitated and schools having difficulty in synchronizing the curriculum with Business World/ Industrial World because representatives who come to school do not meet school expectations.

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