

## Management of School Partnership Relations with the Business World or Industry World (Multi Site Study on SMKN 1 Gambut dan SMKN 1 Kertak Hanyar)



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**ABSTRACT:** The purpose of this study was to describe planning, organizing, implementing, and evaluating the management of school cooperation relations with the business and industrial world at SMKN 1 Gambut and SMKN 1 Kertak Hanyar. This study uses a qualitative descriptive approach with a multi-site research design. Data were collected by interview, observation and documentation techniques. The subjects of this study were school principals, vice principals for public relations, heads of expertise departments, teachers, educators and business and industrial world who collaborated with SMKN 1 Gambut and SMKN 1 Kertak Hanyar. This study uses an interactive data analysis model from Miles and Huberman, with stages: data collection, data presentation, and drawing conclusions and checking the validity of the findings is carried out with credibility, dependability, and confirmability. After the data has been collected, it is done with a single site and then proceed with a cross-site analysis. The results obtained from this study indicate that the planning of school cooperation relationships as well as the business world and the industrial world that help the success of school collaboration programs, socialize the school to potential partners, select potential partners in accordance with the majors owned by the school. The organization formed and assigned by the school principal to form a Cooperation Team (Iduka Team) for the World of Industrial Work with the support of the vice principal and all school members, heads of departments, special job fair coordinators. The implementation of school collaboration actively establishes communication with the world of work, there is curriculum synchronization, student internships, there are guest teachers who are competent in their fields from school partners according to the majors in the school, teacher education and training, equalization of facilities and infrastructure and school efforts to convince school partners, by fostering good communication with school partners, as well as recruiting alumni students working with partners to provide jobs according to the competencies students have. Thus, after graduating from SMK, students are able to be absorbed by the world of business and the industrial world and are ready to work according to the needs of the world of work. Evaluation of the school's collaborative relationship with the business or industrial world at SMKN 1 Gambut and SMKN 1 Kertak Hanyar.

**KEYWORDS:** Management, Business World and Industrial World

### I. INTRODUCTION

Education vocational as part from level education medium held by School Intermediate Vocational (SMK) Which own ability authority of organize education that can prepare students to become graduates who Ready enter world Work. Government Regulation Number 4 of 2022 concerning National Education Standards which states that the purpose of vocational secondary education is to increase intelligence, knowledge, personality, noble character as well as skills to live independently and follow more education carry on in accordance with his vocational. The number of unemployed in Indonesia which the highest occurred in residents with one of the last school education Vocational High School (SMK). Based on data from the Agency The Center for Statistics (BPS) Open Unemployment Rate on the scale of South Kalimantan Province in 2020 reached 4.74 percent which was divided from various regions, namely: Tanah Laut Regency 3.57 percent, Kotabaru Regency 4.96 percent, Banjar Regency 3.87 percent Barito Kuala Regency 2.93 percent, Tapin Regency 3.73 percent, Regency Hulu Sungai Selatan 2.24 percent, Hulu Sungai Tengah Regency 3.9 percent, Hulu Sungai Utara Regency 4.49 percent, Tabalong Regency 3.07 percent, Tanah Bumbu Regency 6.95 percent, Balangan Regency 2.46 percent, Banjarmasin City 8.32 percent, Banjarbaru City 5.54 percent. While the open unemployment rate in 2021 has increased by 4.95 percent which is divided from various regions, namely: Tanah Laut Regency 3.52 percent, Kotabaru Regency 5.57 percent, Banjar Regency 3.98 percent Barito Kuala Regency 3.22 percent, Tapin Regency 4.96 percent, Hulu Sungai Selatan Regency 2.44 percent, Hulu Sungai Tengah District 3.76 percent, Hulu Sungai Utara District 4.8 percent, Tabalong District 3.43 percent, Tanah Bumbu District 6.83 percent, Balangan District 2.44 percent, Banjarmasin City 8.47 percent, Banjarbaru Municipality 5.7 percent (Source: National Labor Force Survey (Sakernas)).

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In fact, there are still many graduates who are less competent in the vocational field they are taking. This becomes a concern for parents or guardians of students who know about it. Apart from that, there is also a lack of updates or the development of productive teachers for each profession which must be guided by the needs of DUDI, inadequate infrastructure is also a problem in schools as well as an indicator of the influence of the lack of competence of SMK graduates. So, the role of public relations can establish good cooperation with DUDI, provide a good picture in the public, or parents of students, this can overcome these problems, as well as the BKK team (special job market) in schools that can help graduate students in choosing a place jobs and information on job vacancies in accordance with the expertise program. In addition, the problem of unemployment in Indonesia, which is increasing day by day, is triggered by a lack of compatibility between levels of education and the lack of available jobs. This also happens because graduates of vocational high school students have not been absorbed into the world of work, the reason for this is not absorption. Several things are indicated as the cause. First, not all SMKs have the same quality and are able to produce graduates who have adequate skills, expertise and insight. Second, the expertise of SMK graduates is still not in accordance with the needs of the workforce. In addition, the limited work information received by SMK graduates is also suspected to be the cause of this phenomenon. The high unemployment rate for SMK graduates is one of the indicators showing that the competitiveness of SMK graduates in the world of work is still not satisfactory. This is evidenced by the fact that there are still many SMK graduates who are unable to compete with graduates of other educational levels so that these SMK graduates become openly unemployed. Job opportunities in Indonesia, which are still limited and unable to accommodate all SMK graduates entering the world of work, are also suspected to be one of the indicators causing the high unemployment rate for SMK graduates (Arie, 2019).

Graduates of Vocational High Schools (SMK) should get it right away work because they have expertise that matches their competence their expertise. With the problem of unemployment, schools need to involve community participation in preparing the program school will run. This is because society is user from *output* (graduate of) Which generated by school. In accordance with Constitution Number 20 Year 2003 about System Education National in Chapter 54 paragraph (1) and (2) which statethat (1) Community participation in education includes participation individual, group, family, organization profession, businessman, and organization social in maintenance and control quality service education. (2) Communities can participate as sources, executors and user results education.

School relations is a very important function in the management of education, because the success of an educational institution is also largely determined by the functioning of educational public relations or not. The school is in the midst of the community which is the foundation of community hope for their progress. To be able to carry out this function, the school's relationship with the world of business and industry must always be good. Thus there is cooperation and a situation of mutual assistance between schools, government, agencies and the community. This relationship of responsibility cannot be carried out if the relationship between the school and the community is not well established. The aim of vocational high schools (SMK) is to prepare students by providing them with the knowledge and skills to be able to match their skills with high competitiveness to enter the world of work. Schools in vocational programs have students obtain cognitive and academic theories, and some are related to vocational through apprenticeships in the world of work so that they are more familiar with the real field (Anwar, 2006). With this, students at the Vocational High School (SMK) level within a certain period of time will be sent to the world of work to work in certain types of professions according to their areas of expertise. With this model, students will be more familiar with the world of work, so that after graduation they will be more adaptable and more professional in pursuing their profession because they are armed with professional expertise that has been presented from the world of work. In Government Regulation number 32 of 2013 concerning National Education Standards, Article (1) states that the Graduate Competency Standards (SKL) of vocational secondary education units are to improve intelligence, knowledge, personality, noble character, and skills to live independently and take further education according to their vocational field.

In carrying out the partnership program between the world of education and the business world and the industrial world, there are several patterns that are applied by both parties in managing resources, starting from the preparation and adjustment of curriculum, industrial work practice (Prakerin) to graduate marketing through competency tests. The explanation above shows that DUDI (Business World or Industry World) is an important element in the world of employment. Good and mutually beneficial implementation of SMK partnerships with the Business World or Industry World is very important to support the achievement of school programs and to produce quality SMK graduates that are relevant to the skill competencies needed by the Business World or Industry World. The quality of educational graduates is very closely related to the process of implementing learning which is influenced by many factors, including the curriculum, teaching staff, learning processes, facilities and infrastructure, tools and materials. Infrastructure, the ability of teaching staff (teachers) and the curriculum must also be adapted to developments in the dynamics of education, so that students' understanding of the subject matter can be optimal. A quality educational process is a quality learning process. *The output of* quality education is graduates who have the required competencies, and *the outcomes of* quality education are graduates who are able to continue to higher education levels or are absorbed in the business or industrial world.

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As Wrong One institution education vocational, SMKN 1 Gambut and SMKN 1 Kertak Hanyar have relatively low unemployment rates at the scale at the level of the Province of South Kalimantan which is in the Banjar district where the school has task tree and function as facilitator for the participant educate to get knowledge at a time direct participant educate in something Skills or skill. This helps the school in the process of improvement and development of talents and interests with the hope that students will can have competitiveness and prepare graduates who are ready to enter employment. The benefits of implementing school relationship management with party world business or world industry (DU or DI) in SMKN 1 Gambut And SMKN 1 Kertak Hanyar include: (1) the business world or industrial world (DU or DI) provide information about vacancy work Which required by graduates according to their expertise; (2) can add quality learning And experience participant educate, especially in influence with culture Work in world business or world industry (DU or DI); Improving the quality of graduates of SMKN 1 Gambut and SMKN 1 Kertak Hanyar, improve the image ( image ) of the school as a producer of output (graduate of) Which quality and ready Work; And (3) party school contribute and work for the business world or the world industry (DU or DI). With benefit the, SMKN 1 Gambut and SMKN1 crackle Just own advantages and ability to attract interest and attention public in fulfil his needs, especially about output education form. graduate of Which quality and empower competitive tall For Ready Work. SMKN 1 Gambut and SMKN 1 Kertak Hanyar have also collaborated cooperation with various parties from the business world or industrial world (DU or DI). MoU or school Memorandum of Understanding with party world business or world industry (DU or DI) from various companies and agencies, including PT. Trio Motor Honda, PT United Tractor, PT Trakindo PT AHM. PT Adaro and others are cooperation partners who are able to attract graduates and provide job opportunities for vocational graduates . Collaboration between schools and parties the business world or industrial world (DU or DI) at SMKN 1 Gambut and SMKN 1 Kertak Hanyar is implemented on the basis of Dual System Education (PSG). Education System Double (PSG) is something formmaintenance education skill or vocational Which unite education in school and program Study Which obtained through direct work activities in the relevant field of work within world business or world industry (DU or DI) For reach mastery ability as well as skill certain. Wrong One part from Education System Double (PSG) is practice Work industry (practice) Which held by every participant study in the world of work. Majority amount graduate SMKN 1 Gambut and SMKN 1 Kertak Hanyar which has worked apparently absorbed by party world business or world industry (DU or DI) Which No WorkThe same.

## **II. METHODOLOGY**

This study uses a qualitative approach as a research procedure that produces descriptive data in the form of written or spoken words from people and their observed and researched behavior. The researcher chose a qualitative approach because it is in accordance with the chosen theme, which tends to dig up information, so that the writer can describe the phenomena that occur thoroughly and in depth. The approach used in this study is a qualitative approach using descriptive methods. The type of research used is field research, namely research that is directly conducted on respondents. This series of research activities with case studies was carried out at both sites, namely SMKN 1 Gambut and SMKN 1 Kertak Hanyar. Reasons for using this type of research is due to describe and give an idea how regarding the implementation of the partnership between SMKN 1 Gambut and SMKN 1 Kertak Hanyar with DU or DI. In addition, to find out the supporting and inhibiting factors in a complete, detailed and in-depth manner in the implementation of the partnership between SMKN 1 Gambut and SMKN 1 Kertak Hanyar with DU or DI, so that can give solution alternative to development activity learning Which involve DU or DI in SMKN 1 Gambut and SMKN 1 Kertak Hanyar. The presence of researchers is very important because researchers act as research instruments. So researchers must be present in the field to interact directly with research subjects. The presence of researchers in the field is as a human instrument, functioning to determine the research focus, select data source informants, collect data, analyze data, interpret data, and make conclusions on what is found. Before conducting the research, the researcher conducted a preliminary study to determine the general and overall condition of the research object. The way to conduct a preliminary study is to find supporting data from various sources in the literature, meet and ask questions of experts and people who know the sources of information about the management of school relations with the business world and come directly to the research location that has been determined. Preliminary studies are conducted to determine research steps and seek or develop ideas about the problem to be studied.

## **III. RESULTS**

### **a. Planning for management of school partnership relations with the business world and the industrial world**

In planning the management of school partnership relations with the business world and the industrial world carried out in these two schools, namely SMKN 1 Gambut and SMKN 1 Kertak Hanyar, planning activities are always based on the vision and mission of each school which is followed by preparing a partnership program for each school collaboration group, then communicates and coordinates between schools and the business world and the industrial world to establish good partnerships in planning, and builds trust in the parties invited to work together and then maintains good communication relations with the business world and industrial world, then the planning and work processes carried out will be in accordance with the goals and objectives desired by the school and the business world and the industrial world.

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### **b. Organizing school partnership relationship management with the business world and the industrial world**

In the activities of organizing school partnerships with the business world and the industrial world, the principal always appoints and refers to several teachers who get additional assignments both as vice principals in the public relations field, and ranks under them such as forming a school cooperation team named the *Iduka team* and the formation of a team of school work institutions, namely the school BKK team which has the task of establishing school partnerships with the business world and the industrial world. Therefore, both the school and the business world and the industrial world can coordinate well to be able to establish the desired partnership relationship.

### **c. Implementation of school partnership relationship management with the business world and the industrial world**

One of the activities of implementing school partnership relations with the industrial world is Implementation program School partnership team for each program annual work, the school fosters good communication good to everything direction, No just with partners school, However Also with inhabitant school And person old. There is sync curriculum very help and benefit the school. DU or DI visits to schools, there are guest teachers, and internships in the industrial world so that students carry out industrial work practices as if they really are in the real world of work. Alignment of users using services, so that students have the appropriate knowledge and skills with objective Which required in the cooperation agreement; one of them is industrial work practices. Students begin to be deployed into the world of work in class XI and there are also in class XII. Partnerships with the world of work can also be implemented through teacher education and training, as well as visiting teachers from the business world and the industrial world. In implementing work agreements and there are scholarships for those who meet the qualifications desired by the business world and the industrial world and can be prioritized to become prospective workers in the business world and the world industry that has collaborated with schools. There is synchronization in academic terms, namely the curriculum so that what is learned in school is in harmony with developments in the world of work. There are guest teachers who come to school. There is a vocational competency test in which examiners are brought in from the world of work. There is workforce recruitment, for students from the business world and the industrial world who are invited to work together. This implementation is guided by the MoU and is supported by established communication between the two parties that runs on a regular and sustainable basis.

### **d. Evaluation of the management of the school's cooperative relationship with the business world and the industrial world**

In evaluating and supervising each partnership program implemented schools, an increase in school achievement due to an increase in the quality of education. If such barriers Yes, supported teams such as the school principal, vice principal in public relations, the *Iduka team* and the school BKK team, as well as all school members, so school will Sit down together look for solution Which best. Good neither the school nor the school partner suffers a loss, will but You're welcome profitable. For school, school Can prakerin in the industrial world directly according to their majors have, Then company own chance evaluate, If there are prakerin participants Which achievement, world business direct recruit For Work, without with difficulties Again to train and build from beginning. The obstacles are in the form of costs, infrastructure from the school, the prakerin time is only a few months, the solution is to communicate what is the problem with the parents of the students. Make proposals for the realization of the desired infrastructure, and build cooperation with many world of work. The advantage is that it can improve the quality of education, the school benefits by allowing students to directly experience the working atmosphere, from the world of work it also benefits because when they recruit they don't need to conduct job training. Schools benefit again through that students can be immediately absorbed by the world of work. with so many students absorbed by the world of work, the quality of the school shines even more. So far, not all of the evaluations are in accordance with the objectives that have been set so that a process of improvement and improvement is needed in a better direction.

## **IV. DISCUSSION**

### **A. Planning Partnership Relationship Management School with The Business World and the World Industry**

Based on the data that has been presented, it was found that SMKN 1 Gambut and SMKN 1 Kertak Hanyar carried out school partnership planning at SMKN 1 Gambut and SMKN 1 Kertak Hanyar for the business world and the industrial world. The reason is because the two schools have proven to have created school program development in planning partnerships with the business world and the industrial world in serving their students to improve the quality of education and to produce graduates who have hard skills and soft skills. In implementing school partnership relationship management to improve the quality of education at SMKN 1 Gambut and SMKN 1 Kertak Hanyar, a process has been carried out, namely planning, organizing, implementing and evaluating. This agrees with what was expressed by George R. Terry (1986) stating that management is a process consisting of planning (planning), organizing (organizing), implementation (actuating) and evaluation or supervision (controlling). This also agrees with Usman (2014) that planning is an activity that is determined before the implementation of a specified period to achieve the goals set. Planning is a work guideline for related implementers, both school principals and school residents at SMKN 1 Gambut and SMKN 1 Kertak Hanyar.

The SMK revitalization program for graduates demands that SMK graduates should be ready to work. In almost every school, parents want schools that have good achievements and good quality services in the learning process or quality output results as well.

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The results of the findings that have been presented, in the management of partnership relations management in the planning process are in accordance with the supporting factors for partnership development at SMKN 1 Gambut and SMKN 1 Kertak Hanyar, namely: (1) The existence of a systematic program and planning (2) the availability of a document base that complete (3) Skilled experts, facilities and infrastructure as well as available funds. All of these supporting factors are obtained from the existence of a partnership relationship carried out by the school with the attitudes and actions taken by the community, namely the business world on a reciprocal basis, or from the school towards the community or the business world. According to Suriansyah (2015) Schools are faced with the fact that the development of society's culture is very fast. Schools have a mission as a tool for making changes (agents of change) in accordance with the demands of community development. Schools function as a tool to introduce new values that contribute to improving the quality of life and people's lives without leaving the value of adapting technological and knowledge developments, which ultimately aims to improve the quality of people's lives.

On program activity school partnerships with the world of business and industry, stage planning is the stage to be able to plan the aspects that play a role in the management and success of the program activities held in school as well as activities partnership cooperating industries. Several aspects play an important role in determining the success of the implementation of partnership relations in planning learning activities in schools as well as in the business and industrial world. First, teachers and instructors. Teachers are educators in schools whose job is to prepare students entering jobs in the world of work in the world of business and industry, covering ability normative, adaptive as well as theory vocational, whereas Instructor is a supervisor from the world of work whose task is to guide, direct, build, motivating the school especially the participants educate Which carry out Work agar industry participant students have an attitude professional. As for task the school in planning partnerships in terms of partnerships in the field of school education curricula with the business world and the industrial world as following: (1) Give support moral during activity. (2) Get information about development and difficulty faced as input for school. (3) Find problem and look for solution settlement problem. (4) Monitoring with the hope that there will be good communication between the business world and the industrial world as well as the school. Whereas task from instructor party in DUDI in planning partnership relations between the business world and the industrial world are: (1) Providing support in implementation activity partnership and with provide facility Which in accordance with activity Which needed and planned (2) Give an explanation of the business world and the industrial world about the nature and work ethic of as workers and regulations and work regulations applicable, job specifications performed, product or service objects that have been produced, and equipment as well as media Which used. (3) Carry out training and guidance in a manner systematic based on program and timetable Which has planned. (4) Provide an assessment of the activities to be carried out, both concerning aspects attitude nor Skills Work in industry. (5) Give encouragement to the school so always active and persistent as well as enthusiastic in participate in partnership activities. (6) Provide direction in monitoring and evaluating the relationship between the school and the partnership world business and the world industry.

Second, the school before carry out partnership relations with the world of business and industry should has conduct a survey in advance regarding the business world and the industrial world regarding how deep knowledge And Skill that will be obtained, so that in addition they can gain experience real or skill, they Also capable give contribution to DUDI. third, tool and material. Device help in obtain results or products quickly, precisely and efficiently. In implementing KBM it is necessary be prepared equipment Which in accordance for reach objective activity, good specification as well as the amount. Fourth, teaching materials, teaching materials are the composition of the material to be taught taught to students in achieving skill levels and competencies needed in the world of work.

The planning process begins with a site survey as well as mapping location to do the MoU to industry Which will used in the implementation of program activity partnership between business and industry. On moment activity survey location prakerin Which held by member from team the school conducted a DUDI needs analysis closely with the aim is to adjust the competence of the students when delivering theories or knowledge in the school environment. Then the results of a location survey conducted by members of the school team (Team Iduka) later close up together as well as discussion about competence Which needed by DUDI with method develop competencies Which mixed on curriculum education. Furthermore, the school will invite the agreed DUDI party in a meeting regarding the selection of partnership locations for internships which were considered highly support the industrial work program. As for goals from the meeting between the school and DUDI namely to equalize perceptions of the competencies that will be taught to students Which will be prepared For follow program Work industry so competence Which owned by participant educate fulfil need environment or on DUDI.

The results of the agreement on the competencies formulated shared information that corresponds to the needs of DUDI study in development curriculum school Which later will delivered to students. Agreement between the school and DUDI in carry out partnership must accompanied with held something agreement or *MoU (Memories of understanding)* together about matters that are closely related to the competencies that will be required by DUDI, placement process learners, training as well as mentoring at location as well as evaluation to participant educate at location place they carry out work activity programs industry. On stage planning, DUDI Which has tie self cooperate with vocational training educational institutions or school's organizer in organize implementation program training, the education used must be a program that is designed and mutually agreed upon by both parties,

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through a binding agreement (*MoU*) Which clear and written And naturally No harm second split party,between school (participant educate) and DUDI side. In planning, a cooperation team or Iduka team and a school BKK team were formed which were appointed by the school principal who assigned the deputy head of public relations, heads of departments, teachers and administration. The leader is responsible for all work to achieve the goals desired by the organization (Ahmadiyanto, Ahmad Suriansyah, 2022; Birhasani, Muhammad, Sulaiman, 2022; Hefni Rusadi, Wahyu, 2022; Lamidi, n.d.; Novitawati & Norlatifah, 2022; Rasidinurahmad, Metroyadi, 2022; Rudiansyah, Wahyu, 2022). Even in this planning, a work program has been created based on the vision, mission and goals of the school to make it more effective.

### **B. Organizing Partnership Relationship Management School with World Business and World Industry**

Every plan that will be prepared to be implemented in order to achieve a goal needs to have solid organization. The organization formed by the head of SMKN 1 Gambut and the head of SMKN 1 Kertak Hanyar by giving additional assignments to deputy principals, teachers, heads of departments and school members to become a working team in carrying out school partnership tasks with the business world. This is in accordance with the opinion of Usman (2014) that in management activities is the art of getting done through people (the art of getting done through people ). Organizing with the aim of carrying out this plan was formed; the school principal took the deputy head of the school for community relations as the coordinator of the partnership team. This team previously handed over to each department to plan what the school expected or needed in planning. Then the team coordinator divided the tasks into two working groups, namely the industrial working group and the special working group. To each industrial practice working group (*prakerin*) or this special working group, to carry out the plans that have been planned by the team. The organization at SMKN 1 Gambut and SMKN 1 Kertak Hanyar was formed to facilitate the implementation of the planned school partnership relationship. Through this organization, there will be a clearer division of tasks and responsibilities for what will be carried out and make provisions in the relationships that will be needed in each work group. In the opinion of Yayat M. Herujito (2006) that, organizing divides work among group members and makes provisions in relations with the community. This division of tasks is very necessary. Because then the workload and work of the school principal will be lighter or reduced. Even so, it does not mean that the principal will simply let go, because the responsibility for this school partnership remains the principal's responsibility. It's just that in implementation in the field, the school principal does not need to go to the field every time in carrying out the work program.

With this organization, the work carried out from the planning that has been prepared is more directed and the disposition of orders, the implementation of this school partnership authority, to people who are considered capable of carrying out the school principal. George R. Terry (1986) in his theory states that management is the attainment of predetermined goals with the activities of other people. The formation of the organization is an activity carried out by other people. Other people in question are, people who have performance that is considered capable, who are involved in the organization, to carry out all activities within the prepared plan, such as chairpersons of industrial work practice groups and special job market groups. From the data found, in this case, the field practice Working Group will hold the coordinator or head of the expertise program to invite and establish partnerships. In this organization, a secretary is also supported, whose job is to record matters deemed necessary to record, prepare correspondence before and during the partnership, or more specifically as administration in partnership relations between schools and the business world and the industrial world. Likewise with the special job market working group, which will collaborate with school partners engaged in the business world and the industrial world. This relationship is expected to be able to channel students who have graduated and need jobs according to their competence, and the business world and the industrial world do not need to have difficulty finding people who are needed and are considered capable of doing the work. The choice of SMK as a good partner for the business world and the industrial world, because SMK is a vocational school where vocational school graduates are capable or have the skills and expertise in the form of competencies needed in the business world or the industrial world.

Organizing is function management and something process dynamic, while the organization is a static tool or container. Organizing can be interpreted as determining the jobs that must be done done, grouping tasks and hand out work to each employee, the determination of departments (subsystems) and determining relationships (Hasibuan, 2006). There are two main aspects in the process of organizing an organization namely departmentalization and division of labor. Departmentalization is grouping activities Work something organization so that activity- similar and related activities can be done together. Matter this will be reflected in the formal structure of an organization and looks or indicated by an organizational chart. Division of labor is detailing task work so that every individual in organization responsible answer For And carry out set of activities Which limited. Management connection Work in activity Work Industrystarted with planning in a manner appropriate by party school and party industry, so that can held with effective and efficient. Connection partnership in planning in the form of the involvement of several parties, namely parties schools, students, parents, and the business world or world industry. The school's partnership relationship with the business world and the industrial world in planning *Prakerin* This includes: determination objective Work industry, industrial work methods, data collection of student work participants industry, socialization of industrial work to parents and teachers, materials industrial work. The cooperative relationship starts from the good preparation of facet administration, technical, mentally psychological, preparation

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material Whichpoured on moment supplies good supplies in processlearning as well as provision of ethos work at the moment plunge in industry, until evaluation implementation (Hefni Rusadi, Wahyu, 2022).

### **C. Implementation Partnership Relationship Management School with World Business and World Industry**

Program partnership industry only Possible can implemented if there is a willingness and willingness of the industry or company to become a SMK partner in carrying out a partnership with industrial work, therefore required the ability and willingness of SMK to take the initiative to approach and participate get industry or company for become partner. Connection partnership school with world business and world industry realized in various activities such as the preparation of vocational curricula, implementation of industrial work (prekerin), competency tests, apprentice teachers in industry (*on the job training*) and guest teachers from DUDI, partnership units' production through learning at school as well as in terms of acceptance (recruitment) workforce. School partnership activity program with the business world and the world industry (DUDI) basically has a very positive impact on industries on a large scale, both morally and materially. Besides it is important to hold a partnership between schools and the business world and world industry (DUDI) that is second split party will get each other need Which has needed by party DUDI nor party from the school concerned.

### **D. Evaluation of School Partnership Relationship Management with the Business World and the Industrial World**

Evaluation of industrial partnership program activities is urgently needed. This is to assess whether the previously planned program is still running relevant to the demands or needs of DUDI. According to Nasution (2009) evaluation always plays an important role in all forms of activities effective. Through evaluation obtained back or *feedback* Which worn to improve or revise all forms used in the process, materials, methods, implementation of a program. Agree with the theory of Assumpta (2005) that Evaluation must always be attention in an organization so that evaluation is very important done on every activity and in a manner whole. Evaluation will identify factors inhibitor for programs Which been planned. Furthermore, the organization will get around with appropriate solution so that future program implementation will run successfully.

Evaluation on program activity partnership relationship industry very role in push implementation service good and Which effective. As for chairman from team school or team at each institution that is SMKN 1 Gambut and SMKN 1 Kertak Hanyar are figure Which in a manner direct impact on implementation Work industry in world business and world industry with coordination on waka public relations. As coordinator from implementation program activity partnership relationship industry must responsible answer direct and direct the staff under him in carry out task Which relate with industrial cooperation activities. So that the role in leading an organization in operate program it works very needed. Evaluation embodied in form results Which achieved at this time and efforts to solve the problem or provide a solution. Evaluation very important done so that performance and performance from program implemented can be measured. An organization needs to do an evaluation at the beginning, middle and end through how to determine, foster, motivate employees so that have a mindset, a pattern point of view, attitudes and patterns explorative behavior. Furthermore, the analysis of research focused on evaluation from the DUDI partnership relationship implemented at the institution Which been researched focus on points as follows (1) Can selecting and add amount DUDI or reduce amount DUDI, (2) Make plan development partnership with DUDI, (3) Optimizing performance personnel in activity motivation or delivery material when learning process, (4) Can make a step of improvement in work practice programs industry for the following year. (5) Make a reference to the implementation plan evaluation programs next.

Evaluation is a very effective step for efforts to determine the decision. So that there is a concept regarding the importance of holding an evaluation of each work program (Ato Wartoni, M. Saleh, 2022; Laila Hajidah, Ahmad Suriansyah, 2022; Popkova, 2019; Rizkie, Muhammad, Ahmad Suriansyah, 2022; Uwais Alkarani, Ahmad Suriansyah, 2022; Wulandari et al., 2018). The evaluation of a work program activity that has a purpose to gather information about its working as well as something that exists in it and then the information is used to determine alternative or solution Which right to take a decision (Arikunto, 2010).

## **V. CONCLUSION**

Planning partnership relationship management school with the world of business and the world industry is achieved through several stages, namely: based on synchronizing the joint curriculum, making *an MoU* between schools and DUDI, planning student readiness (competence mapping), and planning placements (mapping DUDI places) which will be used in industrial work practices that are in accordance with the competencies of students needed by DUDI. forming Team cooperation schools, namely both the Iduka team (Industry and World of Work) and the school's BKK (Special Job Exchange) team, plan and compile program Work cooperation school. Team school cooperation or the Iduka team school publish and socialization school to world business by inviting the business world (prospective partners) or partnership team schools that come to the corporate world (potential partners), communicate with fellow teams and members of the school community then select the business world as candidates partners according to the majors and school needs.

Organizing partnership relationship management school with the business world and the industrial world at SMKN 1 Gambut And SMKN 1 Kertak Onlyar, that is with form team cooperation school Which solid For capable cooperate with world business And world industry, with do a number of stage as follows: (1) the principal appoints several teachers who have ability by

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giving additional tasks related to school cooperation For form team Work cooperation schools under the supervision of the vice principal in the field of public relations, under which there are the Iduka team and the BKK team. School cooperation team making program Work Work annual with based Vision, Mission and Goals of the school

Implementation partnership relationship management schools with the business world and the industrial world on SMKN 1 Gambut and SMKN 1 Kertak Hanyar with carry out program Work Which has planned. Cooperative relationship school done with carry out program ready cooperation \_ by team like following This; (1) synchronize curriculum; (2) bringing guest teachers to the school as resource persons from direct companies to provide materials to students; (3) Participant educate do prakerin with objective student do practicefield as if Work on world Work Actually; (4) Teacher invited to attend education and training in the industrial world, if the teacher returns to school, the teacher *shares* with students at school (5) Always in a teamthere is openness and communication the good one with school residents, parents And partners school (6) Recruitment participant educate or prakerin Whichcompetent during do practice field If passed SMK Later, entering work without going through a test first, and partners or the world of work who need a new workforce without having to foster and train from beginning, implementation Which done in accordance with planning Which based vision, mission and goals of the school.

Evaluation of partnership relationship management schools with the business world and the industrial world at SMKN 1 Gambut and SMKN 1 Kertak Hanyar with results as following; (1) If found obstacles, a solution will be sought jointly between the Teams that have been formed, with the strong support of the school principal, vice principal in public relations, head of department, inhabitant school. (2) There is enhancement performance And competence school as a form of impact from improving the quality of school education; (3) For apprenticeship participants who competent, will be recruited by the business world and the industrial world where they are practice, the advantage world business the No need build or educate from beginning, so that time prakerin start enter Work, Canstraight to work (4) for students who have graduated, the Exchange coordinator Work special coordinate graduate of If There is partners school (world business) If you need workers, the partners only contact the BKK coordinator And party BKK contact participant educate Which has passed Which still unemployed. With thereby participant educate will get work and are not unemployed they will get jobs both with the business world and the industrial world which partners with schools as well as with the business world and industrial world which do not ask for schools.

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