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Classroom Management in Industrial Settings and Industry-World of Work (IDUKA) in Enhancing Student Competence

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ABSTRACT
This research uses a qualitative approach with a case study method with techniques through observation, interviews, and documentation. The results of the study show that: 1) planning aspects have been carried out according to the conditions and abilities of the vocational school concerned, 2) programs in the implementation of cooperation have entered the criteria, 3) Expertise Competency Test (UKK) as a way of evaluation, students pass get skill competency certificate, and deserves to be distributed to work at IDUKA through the Vocational Special Job Exchange, 4) The problems faced are the unpreparedness of students to enter IDUKA, lack of student competence in productive fields, not seriousness of IDUKA, lack of funds for learning quality improvement programs, facilities and infrastructure that is not in accordance with IDUKA, as well as fees for guest teachers. Efforts made to deal with the problem are increasing teacher competence, mutually beneficial cooperation, building trust with IDUKA, and seeking donors from IDUKA. The conclusion of this study is that the management of industrial class SMK and IDUKA in improving student competence has been carried out in accordance with the provisions of standard operating procedures for industrial class management, in its implementation, it is very supportive of increasing student competence, although it is still not optimal due to limited support resources, both human resources and other resources. The need to build and improve collaboration with IDUKA is an absolute necessity for vocational high schools in improving student competence.

1. Introduction

The development of the world of education in Indonesia cannot be separated from the influence of global developments where science and technology are developing rapidly, the era of the free market is also a challenge for the world of Indonesian education (Akrim, 2022; Meliani et al., 2022), because there are opportunities for educational institutions and educators from foreign countries to enter Indonesia, to face the global market, the national education policy must be able to improve the quality of education, both academic and non-academic (Fadhil & Sabic-El-Rayess, 2021; Saodah et al., 2020), improve education management to be more productive and efficient and provide the widest

access for the community to get education, one of the educational paths at the secondary level is vocational education. The important role of Vocational Secondary Education (PMK) in producing graduates who are skilled and in accordance with their fields is still a serious concern of the government and stakeholders related to FMD graduate users (Supeni et al., 2021; Vandeweyer et al., 2020). According to Law Number 20 of 2003 article 15, concerning the National Education System, that "Vocational education is secondary education that prepares students, especially to work in certain fields" (Hasibuan et al., 2022). PMK is expected to produce graduates who are able to win the challenges of competition in the field of national labor and face the challenges of globalization, namely education that is oriented to IDUKA or industry with an emphasis on a learning approach and supported by good education management (Sudirjo et al., 2023).

The implementation of vocational education at this time in its development is still experiencing several obstacles in producing quality human resources, so that developments are needed in improving the competence and competitiveness of human resources, Permenperin Number 03/M-IND/PER/1/2017 concerning the coaching and development of competency-based vocational high schools that link and match with industry (Garnadi et al., 2022). The government continues to synchronize the curriculum with the needs of the business world (Ahmed & Saberi, 2024; Akbar et al., 2020), In addition, that quality can be improved through close cooperation and developing competencies that are needed today, vocational schools need to be revitalized, but cannot be done at once, currently the absorption of vocational school graduates is still not optimal when compared to the needs of IDUKA which is caused by vocational school graduates who still do not meet the competency standards of the ready-to-use industrial world, the causes are: a) vocational school graduates who have not met the competency standards of the ready-to-use industrial world; b) the components of the formation of quality students are constrained by the ability of teaching staff who are still lacking, where to produce quality students must start from the ability of teachers who have high competence; c) Inadequate learning infrastructure to support the learning and teaching process, in addition to that, all are inseparable from IDUKA's seriousness to assist vocational schools in synchronizing the curriculum and trainings for vocational teachers; d) The curriculum synchronization has not been properly arranged; e) IDUKA has not fully implemented the memorandum of agreement in the MoU; f) The teacher internship program has not been implemented.

The industrial class program is a program to procure special classes in the school environment, this class is managed jointly between the school and IDUKA (Roesminingsih et al., 2022). From the joint management model/system, a new learning climate will be created that ensures the quality of student education (Albelbısı & Yusop, 2019; Noprika et al., 2020), this program is allegedly the most optimal program in improving the quality of education in schools, because IDUKA also participates in KBM (Teaching and Learning Activities) in the classroom. SMK Negeri 1 Sungai Raya Kubu Raya Regency has a cooperative relationship with IDUKA to seek breakthroughs in an effort to prepare and improve the quality of its graduates who have competencies in accordance with standards and hope to get greater opportunities to work directly at IDUKA, SMK Negeri 1 Sungai Raya Kubu Raya Regency conducts a cooperative relationship including with PT. Indofood CBP Sukses Makmur West Kalimantan on the competence of Agritechnology Agricultural Product Processing and the competence of Visual Communication Design in collaboration with Mujahidin TV Pontianak. Graduates of SMK Negeri 1 Sungai Raya, Kubu Raya Regency in 2022/2023 for the competence of

Agritechnology Agricultural Product Processing expertise are mostly estimated to have worked but are not known for sure because many graduates have not been recorded because some get jobs directly accepted at IDUKA who collaborate and some work outside the school cooperation industrial class program.

2. Materials and Methods

This study uses a qualitative approach with a case study method, because this research is to describe social activities. This is in line with the opinion (Tamrin, 2021) qualitative research is research that aims to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups, this research was carried out in two schools, namely SMK Negeri 1 Sungai Raya, Kubu Raya Regency which is the subject of the research is the principal, vice principal for curriculum, vice principal for industrial relations, and the head of expertise competence, in this study to obtain the data needed it is necessary to use data collection techniques, namely Observation, Interview, and Documentary, data collection instruments as a reference in data collection are arranged in the form of data collection grids and research questions.

3. Result and Discussion

Industrial class planning of Vocational High Schools (SMK) and IDUKA in improving student competence at SMK Negeri 1 Sungai Raya, Kubu Raya Regency.

The Principal of SMK Negeri 1 Sungai Raya, Kubu Raya Regency stated that the purpose of the collaboration between Vocational High School (SMK) and IDUKA is to improve the quality of vocational education to be in accordance with the expectations of schools and industries and to produce students or graduates who have the ability and life skills to compete. IDUKA as a user and at the same time trains the workforce to be skilled, both produce human beings who have professional abilities and skills, teachers in schools provide general and basic vocational subject matter while IDUKA provides a real field, and we can know the development of technology in IDUKA. The planning of the vocational high school industrial class with IDUKA is prepared jointly between the relevant parties, before carrying out the vocational and IDUKA industrial class program, the Principal must make a plan between the Principal, the Vice President of Curriculum and the head of the expertise competency to determine the needs and cooperation strategies that will be implemented, in the preparation of this planning the Principal is open to receiving input from various parties before deciding on the cooperation plan Next. The preparation of the industrial class program implemented in vocational high schools (SMK) is a collaborative program between education and training programs, so that in compiling this work program, a work team consisting of the principal, the deputy head of industrial relations, the deputy head of curriculum, the head of expertise competence and the school committee.

Stages of implementing industrial class management of Vocational High Schools (SMK) with IDUKA in improving student competence at SMK Negeri 1 Sungai Raya, Kubu Raya Regency

The organizing process can be shown by three procedural steps, namely: (1) Detailing all the work that must be carried out to achieve the organization's goals, (2) The division of the total workload into activities that can logically be carried out by one person, the division of labor should not be too heavy so that it cannot be completed, (3) The procurement and development of a mechanism to coordinate the work of the members of the organization into a single unit in harmony

and harmony. The organization of vocational high school industrial classes and IDUKA is carried out directly by the principal which is then continued together with the deputy head of the hubind field in the school, then carried out by forming a working group (Pokja), namely the Vocational Industrial Class Working Group (Pokja KI) and the Special Job Exchange Working Group, where the two working groups are under the responsibility of the deputy head of the field of industrial relations, this team collaborates with IDUKA for the smooth implementation of cooperation. The real results of the implementation of industrial classes are very many both for students and for schools, with industrial classes students have vocational skills and are able to compete and are ready to enter the world of work, this is shown by the absorption of students in IDUKA, while for schools the benefits are very many because they help schools produce students who have abilities that are relevant to market needs, Helping schools to implement a curriculum that is in accordance with market needs and also helping in the distribution of graduates. The results of the teacher internship program have been felt, that the results obtained in collaboration with the teacher internship program, there is an improvement in teachers' abilities in accordance with needs, so that in providing learning material delivered up to date, teachers become more creative in providing learning because they have seen firsthand the conditions in the field so that the application is easier because more has been produced, What we really see is the increase in the competence of the teachers themselves, so with competent teachers, it is expected to produce competent students as well. The real results of the school's industrial class program and IDUKA so far have made a huge contribution to the school because it improves the quality of learning at school with guest teachers and teacher internships, besides that students are more ready to participate in industrial classes because they use a curriculum that has been synchronized or validated that is adjusted to market needs, In addition, many students are absorbed by IDUKA because of the BKK (Special Job Exchange) in collaboration with IDUKA.

Evaluation of industrial classes of Vocational High Schools (SMK) and IDUKA in improving student competence at SMK Negeri 1 Sungai Raya, Kubu Raya Regency.

The form of evaluation activities carried out is a Competency Test carried out jointly between the school and IDUKA which is followed by a certification process, for students who are declared competent, they will be given an expertise competency certificate. Students who have been declared competent and have received competency recognition in the form of a certificate of expertise competence should be distributed to IDUKA by the Special Job Exchange through graduate recruitment activities, this is in line with the statement of the principal of SMK Negeri 1 Sungai Raya Kubu Raya Regency, that the first strategy implemented is recruitment carried out by IDUKA at school through BKK, the second is by directly fostering students as prospective workers.

Problems faced and improvement efforts in the development of the Vocational High School (SMK) industrial class program with IDUKA in improving student competence at SMK Negeri 1 Sungai Raya, Kubu Raya Regency.

Teachers who have high competence are needed to improve student competence but the problem faced today is the lack of teacher competence, vocational teachers are required to have abilities that are able to produce graduates who are ready to use but most vocational teachers are not people who have vocational skills but more normative abilities, teachers are still very lacking because teachers are not from IDUKA, So that in improving the competence of the teacher apprenticeship

program or guest teachers is needed to overcome this problem. Another problem is the limitation of school facilities and infrastructure, because the practicum place in the school should be conditioned or equated with more advanced facilities in IDUKA so that students have skills that are in accordance with market needs. The problems faced in the management of school industrial classes and IDUKA are from the school management, the most important problem is time due to time constraints, especially the deputy head of industrial relations who is in charge of collaborating with IDUKA, the term pick-up ball that is in charge of establishing cooperation with IDUKA which partners with school management to make an MoU, while the deputy head of industrial relations itself must teach in schools, do school administration tasks, this is one of the obstacles to cooperation management cannot develop optimally in addition to the problems of funds for the supporting facilities of cooperation itself, while from the side of IDUKA is constrained because it does not want to sign an MoU cooperation after reading the draft binding agreement so that IDUKA supports the graduate distribution program by accommodating graduates who have made an MoU with IDUKA itself in accordance with the competence of experts, besides that also when the industrial class of students is not placed in accordance with their competence, this is clearly a violation of the MoU agreement, this is one of the reasons why the cooperative relationship does not go well. The problem that exists in the industrial class program is the lack of seriousness of IDUKA in implementing the cooperation program, as for other problems that are often encountered by students in industrial classes, usually not a few students are unable to adapt to the conditions of the work environment. Every school program is always faced with various problems so that the principal must determine efforts that can overcome the problems faced so that the goal of school cooperation with IDUKA can be achieved. Overcoming the existing problems, the school has made efforts, namely improving the competence of teachers, the school as an education provider has had training/training and apprenticeship activities, both internally from within the school itself by bringing in resource persons such as from IDUKA, teachers out (externally) to participate in training outside the school, to enrich and absorb various competencies that can add and improve the quality of learning. Equip facilities and infrastructure in schools that can add/improve teacher competence by budgeting in the RKAS.

The planning of the industrial class of SMK and IDUKA is prepared jointly between related parties, before collaborating with IDUKA, the Principal must make a plan between the Principal, the Vice President of Curriculum and the head of expertise competencies to determine the needs and strategies of cooperation to be implemented, in the preparation of this plan the Principal is open to receiving input from various parties before deciding on the next cooperation plan. Programs carried out in industrial classes at Vocational High Schools (SMK) and IDUKA include: 1) Work Practice Program at IDUKA; 2) Curriculum Synchronization; and 3) Training programs/internship/guest teacher programs. The implementation of industrial classes as stated in the vocational school curriculum regarding the implementation of industrial classes which is carried out for 3 months, was explained by the principal that this industrial class provides a lot of benefits for schools, teachers, and students, of course because the industrial classes that are carried out can provide provisions for students to enter the market with this fierce competition. Industrial classes have a positive impact on students in the formation of a high work ethic, have the discipline needed by the world of work and are able to develop themselves.

In the implementation of curriculum synchronization preparation activities, IDUKA has been willing to cooperate to provide inputs to the existing curriculum, so that the curriculum remains up

to date and able to produce students who have competencies in accordance with market needs, although IDUKA's involvement is not fully because in curriculum synchronization, the school must not go out of the existing spectrum. The implementation of school industry classes and IDUKA in curriculum synchronization that is able to adapt to market needs is by adding and entering into the group of vocational subjects in schools, then guest teachers, IDUKA are invited to schools to provide teaching programs that are in curriculum synchronization and are not delivered by vocational school teachers, because the material is new / up to date that teachers do not have, It is the guest teacher who must provide it. The real results of the implementation of industrial classes are very many both for students and for schools, with industrial classes students have vocational skills and are able to compete and are ready to enter the world of work, this is shown by the absorption of students in IDUKA, while for schools the benefits are very many because they help schools produce students who have abilities that are relevant to market needs, Helping schools to implement a curriculum that is in accordance with market needs and also helping in the distribution of graduates. The vocational and IDUKA industrial classes are carried out with great potential to become a more professional partnership and not just to seek profits but rather to develop students to become human beings who have life skills and provide sufficient provisions when students graduate later in accordance with the goals of vocational education, namely as an educational institution that has a mission to prepare a middle-level workforce that is able to act as a superior tool for industries in Indonesia in the face of global competition, school cooperation activities with IDUKA, the school always tries to establish good cooperation with IDUKA and expand cooperation with IDUKA and always tries to make innovations that never stop to expand the network, this is the strength that the school has in an effort to improve student competence. Conducting quality assurance and the quality of graduates in maximizing their graduates, the evaluation function in management must be carried out as a tool to measure the success of a program, the form of evaluation activities carried out is a skill competency test.

The Skills Competency Test (UKK) is an assessment held specifically for vocational school students to measure the achievement of student competencies equivalent to qualifications at level 2 (two) or 3 (three) in the Indonesian National Work Competency Standards (SKKNI). SKKNI is a formulation of work ability that includes aspects of knowledge, skills, and work attitudes that are relevant to the implementation of duties and position requirements set in accordance with the provisions of applicable laws, UKK is carried out at the end of the study period by a Professional Certification Institute or an accredited educational unit with IDUKA partners. The results of UKK for students will be an indicator of the achievement of graduate competency standards, while for stakeholders, the results of UKK will be used as a source of information on the competencies possessed by prospective workers. In the expertise competency test, IDUKA requirements have collaborated with vocational high schools and have contributed to the development of the school, including guest teachers or involved in vocational school curriculum synchronization activities or as a place for field work practice.

These existing problems are weaknesses of the management of the industrial class of vocational schools and IDUKA which can hinder the industrial class program itself and also affect the quality of learning in schools, the weakness of schools is that they do not have bargaining power that can bind IDUKA to implement the memorandum of agreement that has been agreed. The vocational high school and IDUKA industrial classes that are implemented are only limited to mutually beneficial

cooperation without having a strong commitment to creating quality human resources through vocational education, every school program is always faced with various problems so that the principal must determine strategic steps and efforts that can overcome the problems faced so that the goals of the school and IDUKA industrial classes can be achieved. Schools as education providers have had training/training and apprenticeships, both internally from within the school itself by bringing in resource persons such as from IDUKA, teachers who come out (externally) to participate in training outside the school, to enrich and absorb various competencies that can add and improve the quality of learning. Equip facilities and infrastructure in schools that can add/improve teacher competence by estimating in the RKAS. Efforts to improve the quality of learning by bringing in guest teachers from IDUKA who have signed an MoU with the school, other efforts made by the school are the teacher internship program, carried out by increasing cooperation with IDUKA to be able to improve the teacher internship program so that it can improve the quality of learning. Efforts to overcome IDUKA's lack of seriousness in establishing school partnerships, so that IDUKA is not only limited to the learning process and industrial classes but this collaboration is also in graduate marketing, an effort to overcome the inadequacy of absorption of vocational school graduates in IDUKA by optimizing the existence of BKK as a bridge for the distribution of vocational school graduates.

4. Conclusion

The planning carried out in the management of the industrial class of the vocational high school (SMK) Negeri 1 Sungai Raya, Kubu Raya Regency with IDUKA in improving student competence, shows that the aspects of the planning have been carried out in accordance with the operational standards of the industrial class management procedures and the capabilities of the vocational school concerned. The implementation carried out in the management of vocational high school (SMK) and IDUKA industrial classes in improving student competence has been included in the criteria for programs in the implementation of cooperation. The evaluation carried out in the management of vocational high school (SMK) and IDUKA industrial classes in improving student competence, is in accordance with the procedures set by the skill competency test (UKK), students who are declared to have passed get a certificate of competency as a form of written recognition, and it is appropriate for students who get a certificate of competency to be distributed to work at IDUKA through the Special Job Exchange (BKK) of SMK. The problems faced are the unpreparedness of students to enter IDUKA, the lack of student competence in the field of productive expertise, the lack of seriousness of IDUKA to accommodate vocational school students and the lack of funds to support programs to improve the quality of learning such as education/training/apprenticeship, the completeness of facilities and infrastructure in accordance with the equipment used by IDUKA, as well as the cost of bringing in guest teachers.

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