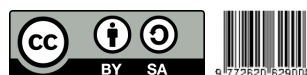


Implementation of Strategic Management in Increasing the Absorbility of Vocational School Graduates in the World of Work

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(Qualitative Descriptive Study at YPC Vocational School and Rajapolah State Vocational School, Tasikmalaya Regency)

Ahmad Sopandi

Nusantara Islamic University Bandung
sopandiahmad607@gmail.com

Abin Syamsudin

Nusantara Islamic University Bandung
abin_syamsuddin@upi.edu

Daeng Arifin

Nusantara Islamic University Bandung
daengarifin@uninus.ac.id

Agus Mulyanto

Nusantara Islamic University Bandung
agusmulyantouin@gmail.com

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Abstract

Vocational High School (SMK) is one of the middle-level formal education institutions that is oriented to the world of work, so that the learning process is carried out more in practice than in theory. Vocational High School (SMK) graduates are the biggest contributor to the Open Unemployment Rate (TPT) in Indonesia. Strategic management is needed in the development of vocational education institutions to continue to survive and improve the quality of education. This study aims to describe and analyze the implementation of strategic management in increasing the absorption of vocational school graduates in the world of work. The theological foundation of the Qur'an refers to the QS. Ar-Ra'd verse 11. The philosophical foundation used is the philosophy of Progressivism. The theoretical basis used is the theory of Productivity and Progress from R. Bell. The theoretical basis is Terry's management theory. This study uses a qualitative approach with analytical descriptive method. Data was collected by means of in-depth interviews, participant observation and documentation. After the data is obtained then it is organized, interpreted, analyzed and then concluded. While checking the validity of the data is done by triangulation of sources and methods. The findings in this study are: 1) Policies and programs in increasing the absorption of vocational school graduates in the world of work are in accordance with local government policies and programs, vision, mission and goals of the institution; 2) implementation of strategic management in increasing the absorption of vocational school graduates in the world of work by planning, organizing, implementing, and evaluating the strengths, weaknesses, opportunities and threats faced by schools; 3) the problems faced in increasing the absorption of vocational graduates in the world of work include internal factors and external factors of the school including the limited number of companies in accordance with the school's field of expertise, economic conditions of students, lack of qualified human resources in the field of job fairs; 4) Efforts made by the school to overcome obstacles in increasing the absorption of vocational school graduates in the world of work include: collaborating with companies, implementing optimal SMK management, improving the performance of BKK, Prakerin and partnerships.

Keywords: *Strategic Management, Graduate Absorption, World of Work.*

INTRODUCTION

Vocational High School (SMK) is one of the middle-level formal education institutions that is oriented to the world of work, so that the learning process is carried out more in practice than in theory. Based on Government Regulation No. 17 of 2010 Article 76 paragraph 2 states that one of the functions of Vocational High Schools (SMK) is to equip students with scientific and technological capabilities as well as professional skills according to the needs of the community. Therefore, Vocational High Schools (SMK) are required to create graduates who will be able to become workers who have competencies according to their fields of expertise by being equipped with knowledge and various experiences and work attitudes that are in accordance with the needs of the business world and the industrial world.

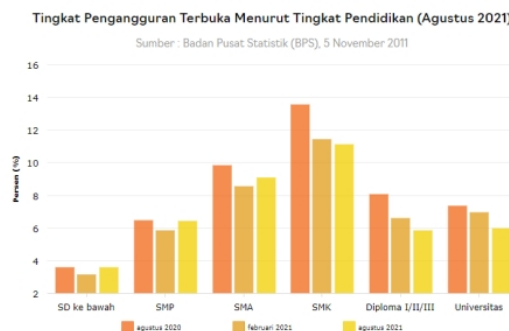
The development of the implementation of vocational education to date has shown quite encouraging results. However, it must be admitted that in the implementation of the vocational education program there are still some obstacles, so that its effectiveness is still in doubt, even the existence of vocational education as one of the leading pathways in improving the competence and competitiveness of human resources is still questionable.

Educational facilities in vocational schools play an important role because they can be useful to support the teaching and learning process, either directly or indirectly in order to achieve educational goals. In general, the process of teaching and learning activities in SMK includes theoretical learning and practical learning, to support practical learning activities in Vocational Schools, adequate advice and infrastructure are needed such as workshops and practical equipment. Learning facilities such as the need for analysis modules and equipment, the availability of rooms and a sufficient number of teachers. Especially for the need for tools and materials, it must refer to the ratio of the adequacy of one student to one tool and material and adequate in type and quantity in accordance with the demands of competence.

The ratio between the number of students and the number of tools and practice materials, that is, one tool is only used by one student, and is adequate in type and quantity in accordance with the demands of competence. The need for practical tools must be taken into account to achieve the efficiency of using the tool to be achieved. Determining the efficiency of using practical tools must consider several factors, such as the number of students and the number of hours of lessons.

According to Sumarno (2008:15) up to now, vocational education is still facing qualitative and quantitative equivalence constraints. Qualitative equivalence occurs because of the rapid development of technology in industry so that there is a competency gap between vocational high school graduates and the competencies required by the industrial world, while quantitative equivalence occurs due to an imbalance between the number of existing jobs and the number of educational outputs looking for work.

However, in reality, Vocational High School (SMK) graduates are the biggest contributor to the Open Unemployment Rate (TPT) that occurs in Indonesia. This is based on data obtained from the Central Statistics Agency (BPS) which shows that SMK graduates dominate the high unemployment rate compared to graduates from other education levels, as shown in the following diagram.



Picture 1.1 open unemployment rate by education level (August 2021)

Based on these data, it is clear that there are still many open unemployed who come from vocational secondary education graduates. The existence of Vocational High Schools means that they have not been able to optimally create graduates to become workers who are able to meet market needs. Strategic management is needed in the development of vocational education institutions to continue to survive and improve the quality of education. Vocational education institutions in carrying out strategic management activities cannot be separated from strategic planning to achieve the success of goals in managing the institution. Strategic management can be defined as the art, tactics, and science of planning, implementing, and evaluating decisions that enable an organization to achieve its desired goals.

Strategic management is also used in formulating and planning short, medium and long term plans. Vocational education institutions in carrying out strategic management activities, one of which can use a differentiation strategy. The use of a differentiation strategy that is integrated with the initial goal because of competition and to develop and improve the quality of education can be used as an alternative choice. The differentiation strategy is an effort by vocational education institutions to create and provide service excellence that is not owned and provided by other vocational education institutions. This differentiation strategy or differentiation strategy aims to produce the identity of a vocational education institution that is different from the others. In addition, the differentiation strategy can be said as a strategy that can produce a characteristic of vocational education institutions.

School efforts in implementing education that take place in schools are realized in the provision of materials to improve student learning outcomes, especially in productive subjects. The high learning outcomes of productive subjects show that students master productive subjects and are useful as a provision of knowledge to enter the world of work. This is in accordance with the theory of the domains of learning from Gagne in Slameto (2015:14) which states that "intellectual abilities can interact with the outside world by using symbols. Therefore, learning outcomes show the ability of students to understand and interact to be more mature in dealing with the world of work".

To be able to enter the world of work, students must also be equipped with various experiences. One of the experiences gained by students is obtained from the implementation of industrial work practice programs. According to Tarawe and Mohamed in Noviana (2014: 183) "industrial work practices are training programs carried out to improve students' abilities to become reliable human

resources capable of supporting economic development". Therefore, industrial work practices must be really used by students as a means of training to add experience, knowledge, and insight and also as an illustration of how they will work in the field so that it will increase their readiness to enter the world of work.

In order for students to be able to enter the world of work and be able to face various risks and conditions that occur, it is necessary to be based on confidence in their abilities. According to Santrock in Triyono & Rifai (2018:23) "self-efficacy is the belief held by the individual that he is able to do or complete a task or job and master the situation and give positive results". Therefore, self-confidence will encourage students to increase their readiness to enter the world of work both physically and mentally. If students already feel confident or confident with their abilities, then they already have optimal work readiness. Thus the number of uptake of SMK graduates can be increased if the quality of graduates is competent in the business world and the industrial world.

Research on the absorption of vocational graduates in the business/work world has been widely carried out. There are several studies regarding the absorption of the world of work towards SMK alumni, first, the results of Sutiono's (2021) research entitled Analysis of the Absorption Power of the World of Work Against Alumni of SMK Negeri 1 Tukak Sadai in 2014-2020. This research basically aims to find out the description of the data regarding the Alumni of SMK Negeri 1 Tukak Sadai based on the profession and to determine the absorption of the world of work. The results showed that the average percentage of the working alumnus profession was 48%, which is the highest percentage compared to the average of other professions and the lowest average value of the profession is the entrepreneurial profession with an average value of 2%. The profession that can reduce unemployment and increase the absorption of the world of work is the entrepreneurial profession. The absorption of the world of work for the alumni of SMK Negeri 1 Tukak Sadai is still below 50%, so the absorption of the world of work is not maximized.

on the background of these problems, an analysis is needed to find out how "Implementation of Strategic Management in Increasing the Absorption Power of Vocational High School Graduates in the World of Work".

METHOD

This study was designed using a qualitative approach to describe and analyze the relationship between vocational education and job creation in the industrial world in Tasikmalaya Regency. This study was designed using a qualitative approach to describe and analyze the relationship between vocational education and job creation in the industrial world in Tasikmalaya Regency. In this study, the researcher collected qualitative data through (1) observation, (2) interviews, (3) documentation, (4) audio and visual materials. Data analysis was done by descriptive technique. The stages in the analysis are: data collection, data reduction, data presentation, conclusion drawing and verification/interpretation. The data in this study were taken from expert informants (expert informants) and relevant literature/reference books (documents). Researchers make Tasikmalaya Vocational School Principals, and SMK teachers as expert informants

RESULT AND DISCUSSION

Policies and programs to increase the absorption capacity of graduates of SMK YPC and SMKN Rajapolah, Tasikmalaya Regency

The labor market is an institution that has the function of recruiting new workers to be later distributed or placed into the world of work or industry in accordance with previously agreed upon agreements. Organizing a job fair is an effort to bring existing job opportunities closer to available human resources. This is in line with what was stated by the Ministry of Transmigration that "The Labor Exchange is an institution that carries out the placement function to bring together job seekers with jobs both inside and outside the relationship" Depnakertrans RI, Director General of Binapenta (2001: 2). According to the Ministry of Manpower and Transmigration of the Indonesian Ministry of Manpower and Transmigration, Director General of Binapenta (2001:3) "Special Job Exchanges are job fairs in secondary education units, in higher education units and in work institutions, registration of job seekers, providing counseling and guidance employment and distribution and placement. job seekers".

DUDI's partnership model with SMK or educational institutions is more oriented towards academic benefits. Partnerships are generally carried out for the transfer of services and production technology, transfer of knowledge/skills and transfer of learning technology. Several partnership patterns between SMK and DUDI that provide academic benefits include: training models. Training is the process of teaching, informing, or educating someone so that that person becomes more qualified in doing his job.

Learning in the world of work is a strategy where each participant experiences a learning process through working directly (learning by doing) on real work. Prakerin is a mandatory activity for Vocational High School (SMK) students which are part of the Dual System Education (PSG).

Based on the above understanding, as well as based on the results of interviews and observations, an analysis of the existence of a special labor market shows that there is a relationship with the absorption of graduates from the two vocational schools that are the research sample. In general, the results of the analysis lead to a better assessment of the indicators of the existence of a special labor market, then the absorption of graduates also has an ideal percentage. In general, the roles carried out by PBK in the two SMKs have led to the following programs although their implementation has not been fully implemented properly, namely: a) As a distributor and placement of manpower, PBK Exchanges held in the two SMKs have programs to help students in providing information on job vacancies, taking an inventory of job opportunities, and collaborating with several companies to market their graduates. However, this program has not been fully implemented, this condition can be seen from the absence of a clear schedule to implement the program on an ongoing basis; b) Career Guidance BKK in both Vocational Schools has a program to equip students with knowledge about the world of work, one of which is through career guidance with the aim of helping prospective workers to recognize their potential and help prepare themselves to enter the world of work. work in accordance with the vocational potential that they were involved in during their careers. education in SMK. Generally, this program is given at the time of learning in class, the teacher who acts as a BK teacher who has a meeting schedule once a week. The function of the BK teacher is to play an active role in equipping students with knowledge of the world of work; c) Providing information on job vacancies.

The provision of information on job vacancies carried out by the BKK in the two vocational schools, among others, was obtained directly by the industry/company, obtained information from the manpower office, and looked for job opportunities through newspapers, magazines and the internet. Furthermore, the BKK takes an inventory of the information obtained, then selects the vacancies whether they have future prospects for prospective workers, whether they are in accordance with the salary offered, and where to place them. After the selection, information on vacancies is conveyed to students/graduates through bulletin boards, direct socialization, via sms, or by utilizing social media facilities such as facebook, fuel, whatsapp etc.; d) SMK BKK acts as a labor selector in Tasikmalaya Regency, some companies actually entrust BKK SMK to carry out the selection process independently with recruitment standards that have been set by the company. However, only a handful of SMKs are able to see this opportunity.

The partnership management carried out by the two SMKs in the two schools is already good. The partnership pattern between SMK and DUDI can integrate academic and economic benefits with an integrated training model. Industry and SMK have the same resources, namely knowledge, expertise and resources. If the two are integrated, then the training model is relevant, effective, competency-based, flexible delivery, the use of resources is more effective and recognized by the government. In this model, SMK and DUDI can form LPK (Skills Training Institute), industrial class at SMK, or community college. Therefore, the partnership between SMK and DUDI needs to be redesigned, so far, the implementation of the partnership has only been limited to signing an MoU (Memorandum of Understanding) for Industrial Work Practices (Prakerin). The partnership program activities have not been followed up with an internship program that focuses on work skills with sophisticated equipment technology.

Prakerin or Industrial Work Practices are educational, training, and learning activities for SMK students carried out in the business world or the industrial world related to student competencies in accordance with the fields they are involved in. In general, prakerin in the two SMKs has been carried out well. Students are provided with basic knowledge in order to minimize obstacles when carrying out work. That way, when they graduate, students can adapt more quickly to the world of work. This vocational internship is carried out as a school effort to improve the quality of vocational students so that they can produce graduates who are able to work in accordance with their fields and enter the world of work where competition is quite tight.

The implementation of the internship program is based on the Regulation of the Minister of Industry Number 3 of 2017 concerning Guidelines for the Guidance and Development of Competency-Based Vocational Schools that are Link and Match with Industry which contains a clause on Industrial Work Practices which reads, "Industrial Companies and/or Industrial Estate Companies facilitate Industrial Work Practices for students and Industrial Internships for Teachers in Productive Fields".

This is also supported by the Decree of the Minister of Education and Culture Number 323/u/1997 Law Number 20 of 2003 concerning the National Education System which states, "Education is a conscious and planned effort to create a learning atmosphere and learning process. so that students actively develop their potential to have spiritual, religious, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

By doing internships, students can expand their knowledge of the industrial world, from raw materials used in industrial production activities to marketing and logistics processes. In addition,

students can also be directly involved in these industrial activities so that they gain valuable work experience and can be used when entering the world of work later.

Mindset formation can also occur during this internship. The reason is, the experience gained from the industrial world will definitely increase the knowledge of students who change their mindset a little / a lot. Prakerin will help to form a more constructive mindset so that students can work better and can see better opportunities and opportunities to build their careers and businesses in the future.

In addition to the mindset, this program is useful for training students' professionalism to be ready to work. Professionalism is meant to be responsible in the industrial world, such as carrying out the main tasks and functions that have been given, complying with applicable instructions and regulations, to maintaining the good name of the school and industry. For some people, adapting to the environment and/or work takes a lot of time. Therefore, through this Prakerin Vocational School students can start practicing to adapt to the industrial world.

The next benefit of internship is to form a generation with a good work ethic in the future. The character of the work spirit to develop the potential of themselves and their team can be started to be instilled through this program. With great motivation from each individual, it is hoped that it will produce human resources who have high potential and behave positively with professional skills.

Vocational students who take part in the internship program can also hone their skills and even add skills in their fields. When work practices are carried out, students' abilities will be further honed by the many unexpected things that happen. That way, students will be challenged to hone other skills in order to find solutions and solve problems that occur. However, don't worry if you experience difficulties during field work practice because you can always ask the user or your boss or the supervisor from your school.

Establishing relationships can be a benefit for SMK Prakerin for students and schools. By participating in internships, students can establish relationships with staff and the board of directors in the industry that will be very useful in the future. This internship is very useful to increase the efficiency of time and energy in producing graduates who are ready to work. By making maximum use of prakerin, students can work immediately after graduating from school because they have acquired the basic knowledge and knowledge as well as the competencies needed to work in industry.

The main benefit of this program is to prepare quality human resources. Along with the times, especially in this digital era, HR is required to be able to adapt to the development of information technology in doing their work. For example, the use of physical files has now changed to the use of soft copies or e-documents (electronic documents) and the operation of machine tools is now increasingly sophisticated with programming and digitization. Therefore, this SMK Prakerin is an effort to form a generation that is ready to work in this digital era.

Implementation of strategic management in increasing the absorption of YPC and SMKN Rajapolah graduates, Tasikmalaya Regency

Based on the results of interviews and observations in both Vocational High Schools, the implementation of Strategic management has been carried out well as the understanding of management is a managerial process through three stages, namely; First, strategy formulation, which

includes determining the organization's vision and mission based on a SWOT analysis of the surrounding environment, both the environment within the institution, and the environment outside the educational institution. This is carried out to obtain weaknesses, strengths, threats and challenges that will be accepted by educational institutions, so as to minimize threats and weaknesses and even turn them into challenges. After that, make the formulation of useful goals as the details of the vision and mission set by the educational institution. After detailed goals and easy to understand then make the goal, this is useful as a detail of the goal so that it is easy to understand. And the final stage is making a strategy, through various mutually agreed ways to achieve the vision and mission of the educational institution that has been set.

The second is strategy implementation, namely, the process by which management realizes the strategies and policies that have been formulated in action through the development of programs, budgets and procedures. In implementing the strategy, the things that must be considered are structure, activity process, motivation, and supervision.

The third strategy evaluation is an assessment of the results of the process of activities that have been carried out with the plans that have been determined by the organization. The main focus in strategy evaluation is the measurement and creation of an effective feedback mechanism, to see and evaluate the achievements or results of the work that has been done by the organization to achieve the goals that are the work targets.

The implementation of strategic management in increasing the absorption of vocational school graduates in the world of work has several ways in carrying out the program, including: Program planning, organizing, implementing and monitoring. The plans to increase the absorption of graduates in the two schools include: 1) the basis for planning schools adhering to the school's vision and mission (2) selecting the business world or industry that has the same competence as the school (3) establishing the goals of the partnership (4) communicating actively between the school and the business and industrial world, (5) curriculum synchronization (6) teacher training (7) equalization of infrastructure (8) build school trust in the business world and industry.

While the organization in increasing the absorption of graduates in both schools includes: The division of school assignments is explained in the work guide of school managers where each has responsibilities, authorities and tasks to be carried out, both daily, weekly, monthly, semi-annually, at the beginning of the year, and at the end of the year. lesson.

Implementation in increasing the absorption of graduates includes the implementation of partnerships, the BKK Program and Prakerin activities (industrial work practices).

Supervision in increasing the absorption of graduates in both vocational schools includes planning, organizing, implementing evaluation activities, which involve the entire school community, both principals, teachers, and students. In addition, it also conducts an analysis of schools to determine the strengths, weaknesses, opportunities and threats of schools in increasing the absorption of graduates.

Based on the SWOT analysis, the two schools have some differences. However, in general, the analysis of strengths in the two schools includes: Obtaining an A Accreditation predicate for all Expertise Packages, Having established partnerships with credible DU/DI for Field Work Practices, Having a Special Job Market (BKK) that has been able to provide services consistent employee recruitment for

national companies, Building facilities and supporting facilities and practices have been strived to meet the standards of facilities and infrastructure, Telephone, facsimile and internet communication facilities are available, Cooperation and communication with the School Committee and DU/DI are well established, Strategic location and easily accessible from national and provincial main lines.

In general, the Analysis of Weaknesses in the two schools includes: The ability of educators in foreign languages, especially English is still lacking, the economic ability of students' parents who are less supportive; Inadequate student practice equipment, both in quantity and quality, Limited number of partnership industries in the distribution of relevant workforce and able to accommodate a large number of graduates, Lack of available budget for continuous improvement of the quality of human resources.

In general, the Opportunity Analysis in both schools includes: Support for higher education regulations, There are, opportunities for collaboration with institutions and DU/DI, local, national and international levels, Support from the Central Government, the Directorate of Vocational High Schools, Provincial Education Offices and related agencies, Can access information easily

Meanwhile, the Analysis of Challenges in both schools in general: Cooperation with the business world and industry in the absorption of vocational graduates are still many obstacles, Job opportunities in the local job market are still limited, Operational funds for education from the government are still limited, The economic level of the community/parents is relatively low, Competition among school graduates in seizing job opportunities is very high, Quality competition with SMA/SMK in Tasikmalaya Regency is quite high.

Based on the results of the study, thanks to the results of the implementation of strategic management, the absorption of graduates from SMK YPC and SMKN Rajapolah Tasikmalaya Regency was in line with expectations, achieved thanks to the implementation of partnerships, the BKK Program and Prakerin activities.

Problems faced in increasing the absorption capacity of graduates of SMK YPC and SMKN Rajapolah, Tasikmalaya Regency

In general, the problems faced in the implementation of the BKK in the two research sample schools were in accordance with the results of interviews and field observations, namely the lack of understanding of the schools regarding the scope of BKK activities correctly. Meanwhile, specifically what schools are facing in the implementation of BKK are: 1) school principals do not understand properly about BKK; 2) Lack of human resources to provide understanding to students about DUDI; 3) difficulty in finding partnerships with companies to market graduates; 4) lack of socialization of labor administration activities; 5) there is no information network about job vacancies to alumni.

The problems found in establishing partnerships between schools and the world of work in improving the quality of education are the lack of supporting facilities to facilitate the process of mobilizing partnership activities and the existence of the world of work that has not fully assisted the implementation of industry. work practice. There are companies whose industrial work practices do not match the desired target.

In addition, the problems faced in implementing prakerin in the two schools are the same as the general obstacles faced by the BKK, namely the lack of understanding of the school regarding correct

prakerin activities. Generally, school problems include students, school leaders and teachers whose internship activities are understood to be limited to carrying out the obligations of the national curriculum as one of the graduation requirements. Where prakerin should be directed to have the following objectives: a) Partnerships between external organizations and special educational institutions are established to assist learning; b) students are involved like employees; c) the programs followed are derived from the needs of the world of work; d) the process of introducing competencies after students are fully involved in activities according to the size of the world of work; e) learning projects carried out in the workplace, and; f) educational institutions assess the learning outcomes of the negotiated program with reference to the standard framework.

Specific problems faced in the implementation of prakerin are: 1) prakerin participants are less active in communicating and consulting with supervisors from partnership institutions; 2) Prakerin participants do not yet have a strong work mentality; 3) Prakerin participants demand wages for their work; 4) schools are not yet optimal in conducting periodic monitoring of prakerin participants; 5) Prakerin participants are given the opportunity to change jobs if they have mastered one type of work but most are not ready; 6) lack of readiness in providing guidance to prakerin participants if they have difficulty in doing assignments.

For the problems faced by each Vocational School, there are various obstacles between one school and another. The most dominant in the absorption of graduates is the intense competition due to the increasing unemployment rate of SMK graduates, besides the problem of the lack of budget for SMK is one of the classic obstacles faced by the two schools.

Problems that also usually arise beyond the ability of the school faced by students to enter the world of work, among others: 1) Children who are interested in working but are constrained by parental permission; 2) There are limited funds owned by the parents of students; 3) are constrained because graduates change their cellphones and places of residence; 4) many applicants or job seekers but no job vacancies; 5) lack of information from DUDI.

Based on the description of the special problems faced by schools in the implementation of BKK, partnerships, and Prakerin. An interesting analysis leads to one of the things that determines the success of each program, be it BKK, partnerships, or Prakerin, namely regarding HR (Human Resources), where commitment and consistency of expertise are needed so that Vocational Schools are able to produce graduates. competitive ones. For this reason, it is clear that reliable human resources are needed to realize optimal program implementation.

Anticipatory steps in dealing with the problems faced in increasing the absorption of graduates of SMKN YPC and SMKN Rajapolah, Tasikmalaya Regency

All the problems faced by the two SMKs must be done by improving the quality, not only improving the quality of the students' abilities but also improving the quality of the teachers. In addition, the principals of the two vocational schools must also expand their network again, thereby creating various collaborations with companies or the industrial and business world. Principals must also often coordinate with various parties to participate in providing support to solve various school problems.

With re the application of good SMK management is also necessary in increasing the competitiveness of graduates, especially to increase success in achieving SMK expectations to have highly competitive

graduates from graduates. This must also be supported by good infrastructure, strong budgetary capabilities, organizational culture and work culture, productivity levels, information and communication technology, and other supporting facilities to improve students' abilities.

In addition to maximizing competition between schools. Vocational schools must also be able to provide added value in their schools, such as how to control the costs of maintenance, health, and employee claims against the compensation they receive. Therefore, the management of the school's human resources must be able to focus on activities that are strategic in nature, which brings the excellence of the school. At least, by utilizing HR management. with the pressure of competition, schools must be able to: 1) compete with other vocational schools in the midst of a dynamic and competitive environment, 2) global challenges that must be utilized properly, 3) utilize the role of technology that can improve the quality of vocational schools in order to be able to compete and increase competence, and able to motivate all components of the school.

Upaya yang dilakukan sekolah untuk Improving the performance of prakerin implementation is as follows: a) Conducting socialization at school/inviting parents of students about the essence of implementing prakerin. b) Cooperating with the industrial world in accordance with the needs of the majors held by the school. c) Visiting or inviting the industrial world to explore cooperation in prakerin activities. d) Recruiting professionals as school marketing or empowering teachers who have attended marketing management training. e) Allocating special funds for prakerin activities. f) Schools should have productive teachers who are experts in their respective fields.

CONCLUSION

In general, the implementation of strategic management in increasing the absorption of vocational graduates in the industrial world has been going well, but its implementation has not been optimal because there are still several obstacles faced: a) Policies and programs to increase labor absorption. student graduates include BKK, Production Units, DUDI Partnerships, and Prakerin in each Vocational School. The role played by the BKK in its implementation: as a distributor and job placement, career guidance, providing information on job vacancies, selecting workers. The partnership pattern between SMK and DUDI can integrate academic and economic benefits with an integrated training model. Industry and SMK have the same resources, namely knowledge, expertise and resources. Prakerin or Industrial Work Practices are educational, training, and learning activities for students that have generally been carried out well; b) The implementation of strategic management has been implemented well, including the strategy for determining the vision and mission of the organization based on a SWOT analysis. Strategy, budget and procedures for program development. The evaluation strategy includes evaluating the vision and mission, programs, processes, planning, organizing, implementing and monitoring; c) The problem faced in increasing the absorption of Vocational High School graduates lies in the lack of school understanding of the scope of BKK activities correctly. There are companies whose industrial work practices do not match the desired target. Lack of school understanding of prakerin activities properly. Lack of adequate human resources and understanding of the world of work; d) Principals must expand networks, create various collaborations with companies or the industrial and business world. Provide/train reliable human resources in their field. Implementing good SMK management to increase the success of achieving SMK expectations of having graduates who are highly competitive from their graduates. Improving the performance of BKK, prakerin, and partnerships.

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