

INTERNSHIP FOR PROFESIONAL CAREER: LEARNING FROM VOCATIONAL HIGH SCHOOL 1 KADEMANGAN BLITAR EAST JAVA

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ABSTRACT:

Internship is a stage of education in Vocational High Schools that trains students to adapt to the business world and practice the competencies they learn in school directly in the industrial world. But unfortunately, not all vocational students who take part in internship programs in the industrial world can be well received. This study wants to look more deeply into how strategic management empowers Vocational High Schools in preparing students for the internship. This research uses mixed methods, more specifically the Embedded Design. Samples were taken randomly as many as 61 teachers and 353 students using the random sampling technique. Through SPACE Matrix analysis, it is known that the appropriate strategy in developing schools is to support an aggressive approach, namely by implementing the SO (Strategy to use power to reach opportunity) strategy. So it can be explained that the profile of Vocational High School 1 Kademangan is stable and can continue to prepare internship students with plans to take advantage of existing opportunities to improve the quality of education.

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ABSTRAK:

Praktek kerja lapangan (PKL) adalah suatu tahapan pendidikan di Sekolah Menengah Kejuruan yang melatih siswa untuk dapat beradaptasi dengan dunia usaha dan mempraktekan kompetensi yang dipelajarinya di sekolah secara langsung di dunia industry. Akan tetapi sayangnya tidak semua siswa SMK yang mengikuti PKL di dunia industry dapat diterima dengan baik. Penelitian ini ingin melihat lebih dalam apa dan bagaimana strategik manajemen memberdayakan SMK dalam menyiapkan siswa yang siap untuk melaksanakan PKL. Penelitian ini menggunakan metode campuran, lebih spesifiknya adalah Embedded Design. Sampel diambil secara acak sebanyak 61 guru dan 353 siswa dengan menggunakan teknik random sampling. melalui analisis SPACE Matrix diketahui bahwa strategi yang cocok dalam mengembangkan sekolah adalah dengan mendukung pendekatan agresif yaitu dengan melakukan strategi SO (Strategy to use power to reach opportunity). Sehingga dapat dijelaskan bahwa profil SMK N 1 Kademangan dalam kondisi stabil dan dapat terus berkembang dalam mempersiapkan siswa PKL dengan strategi memanfaatkan keunggulan sekolah dan peluang yang ada untuk meningkatkan kualitas pendidikan yang ada.

KATA KUNCI: *Praktek kerja lapangan; sekolah menengah kejuruan; manajemen strategik*

INTRODUCTION

The internship is a stage of education in Vocational High Schools that train students to adapt to the business world and practice the competencies they learn in school directly in the industrial world (Musdalipa, 2020; Zulkaidah et al., 2019). Vocational schools in Indonesia require all students to take part in this internship program because this program trains hard skills and trains each student's soft skills (Susana, 2016). This internship is considered one of the essential stages of informing and strengthening the competence of vocational high school students. In addition, this internship activity is a place to find talented and highly competent talents by the industrial world to get quality human resources, so it is not uncommon for students to get job guarantees later from the industrial world after carrying out an internship (Nambiar et al., 2019; Rahmawati, 2020).

But unfortunately, not all vocational high school students who take part in internships in the industrial world can be well received. It is due to vocational high school students' lack of competence and training in the industrial world (Fathoni et al., 2019; Grubb, 2006). The industrial world feels that the competency standards possessed by vocational high school students who carry out internships are still below the average required (Fathoni et al., 2019; Stevani, 2015). It causes many interns placements in the industry that do not match their competencies and seem to be placed in a division or job so that it can cause the function of the internship program to prepare more competent



students not to be achieved optimally (Fathoni et al., 2019; Grubb, 2006; Musdalipa, 2020).

The problem of incompetent vocational high school students is one of the factors caused by school management that does not support the preparation of student competencies while in school (Bouchamma et al., 2014). The management of vocational high schools does not understand the needs and empowers existing resources to maximize schools' potential in preparing competent students. School management determines and implements strategies to form vocational high school students with good quality competencies (Amin, 2016; Pasaribu, 2017). This school management strategy can work well if school principals, teachers, employees, principals' leadership styles, teacher quality, and infrastructure can synergize well (Pasaribu, 2017).

Focusing on strategic management in education in preparing competent vocational high school students, research conducted by Bouchamma et al. (2014) on management strategies in the development of quality education states that management strategy is a new strategic planning model because it is long-term oriented. Long-term goals by accommodating the changing environment around the rapidly changing school organization. Strategic planning in vocational high school management is also based on integrated data and information analysis and information that relies on the development of built-in quality that follows the needs of consumers and stakeholders. Musdalipa's research (2020) found that the factor that hinders the implementation of the bearing and equity of vocational high schools is school management that is less sensitive to changes around schools, including the needs of the community and industry. Zulkaidah et al. (2019) also stated that the management of vocational high schools must foster motivation, work creativity, commitment, coordination, find sources of funding, and work together with the community and the industrial world as users of vocational students later.

This study wants to look more deeply into what and how strategic management empowers vocational high schools in preparing students who are ready to undertake internships in the industrial world. The Vocational High School of this research is the Kademangan 1 Vocational High School in Blitar Regency. There are currently no documents or research that explicitly discusses the management strategy of vocational high schools in preparing

vocational high school students who are ready to carry out internships in the industrial world in the vocational high school environment in the Blitar district. As previously mentioned, the empowerment of vocational high schools requires the ability of stakeholders to understand, serve, and utilize educational resources in an integrated manner. For that, it depends on how to empower the roles of various parties in seeing the existing situation and how to carry out multiple estimates and actions according to existing conditions. So that vocational high school organizations can develop and have high competitiveness and performance in preparing students to carry out internships in the industrial world. And these various activities require strategic management in vocational high school organizations.

METHODS

This research uses mixed methods, more specifically the Embedded Design. This study describes current management strategies that empower vocational high schools to prepare for internships in the industrial world. In this study, primary data is qualitative and supported by quantitative data. The population in this study were all teachers and students of the last year of vocational high school or class XII of the 2019/2020 school year at vocational high school 1 Kademangan - Blitar. Samples were taken randomly as many as 61 teachers and 353 students using the random sampling technique.

The research instruments made the research instrument based on the literature study used in the research. This study uses the Content Validity Ratio (CVR) to test the validity of the device used. CVR was then calculated for each item using Lawshe's (1975) method. From the results of the CVR test for student questionnaires, around obtained 0.74 obtained an average value of 0.74. The Likert scale used is a five-point type, ranging from strongly disagree (1 point) to agree (5 points) strongly. To test the validity and reliability of the instrument to be used, the researcher first conducted a pilot study by distributing the instrument to 50 students and 30 teachers who to 5 (strongly agree) did not include in the research sample. The pilot study results show that all statement items are valid and reliable, with Cronbach's alpha value 0.955 for teacher questionnaires and 0.712 for student questionnaires.

The data analysis technique used is descriptive statistics, namely the average, standard deviation, missing value, frequency, and percentage. As for



the interview data analysis technique used was adopted from (Kawulich, 2004) namely data collection, data reduction, data presentation, conclusion drawing/verification, which is then translated in the form of Internal Factor Analysis (IFA) matrix, External Factor Analysis matrix (EFA), and the SPACE matrix.

FINDINGS

This study collected information from 61 teachers and 353 students of vocational high school 1 Kademanagan. In table 1 shows that in planning, about 77% of teachers participate in brainstorming activities to support school planning, and around 72.1% of teachers agree that schools always set targets for continuous improvement with specific standards. About 50.8% of teachers agree that schools always identify and try to meet the needs of internal customers, especially aspects of facilities and infrastructure. Around 67.2% of teachers explained that schools always pay attention to internal and internal factors in making objective decisions, and 70.5% of teachers agree that schools always observe the external environment to follow consumer needs.

Table 1. Descriptive Analysis of School Planning for Teachers In vocational high school 1 Kademangan in preparing students for internships

Questionnaire Items	n	M (SD)	Strongly agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly disagree (%)
Schools identify and try to meet internal needs in terms of facilities and infrastructure.	61	4.41 (0.616)	28 (45.9%)	32 (50.8%)	1 (1.60%)	1 (1.60%)	-
Teachers participate in school decision making	61	3.66 (0.728)	5 (8.20%)	34 (55.7%)	18 (29.5%)	4 (4.40%)	-
Teachers doing brainstorming activities	61	4.00 (0.577)	8 (13.1%)	47 (77.0%)	4 (6.60%)	2 (3.30%)	-
All teachers understand the importance of their contribution and role in the school organization	61	3.87 (0.826)	17 (27.9%)	19 (31.1%)	25 (41.0%)	-	-
All teachers take part in the preparation and implementation of school programs and decision making	61	3.59 (0.804)	7 (11.5%)	27 (44.3%)	22 (36.1%)	5 (8.20%)	-
Schools pay attention to internal processes and	61	4.16 (0.553)	15 (24.6%)	41 (67.2%)	5 (8.20%)	-	-

the external environment to produce independent and objective information based on quality principles							
Schools set targets for continuous improvement to certain standards	61	4.25 (0.471)	16 (26.2%)	44 (72.1%)	1 (1.60%)	-	-
School raises the standard to be achieved	61	4.43 (0.562)	28 (45.9%)	31 (50.8%)	2 (3.30%)	-	-
The school conducts comparative studies on the service quality of competitors	61	3.61 (0.842)	8 (13.1%)	27 (44.3%)	20 (32.8%)	6 (9.80%)	-
The school observes the external environment to follow up on consumer needs	61	4.03 (0.547)	10 (16.4%)	43 (70.5%)	8 (13.1%)	-	-
The school socializes the school's vision and mission to every teacher as an organizational goal	61	4.34 (0.544)	23 (37.7%)	36 (59.0%)	2 (3.30%)	-	-

In table 2, 61.8% of students agree that schools always try to meet facilities and infrastructure needs. Around 39.4% of students also agree that the program organized by the school aims to hone students' soft skills and hard skills. The school always explains the school's vision and mission to students (51%) and invites parents to socialize the planned school program (60.3%).

Table 2. Descriptive Analysis of School Planning on Vocational High School Students 1 Kademangan in preparing students for internships

Questionnaire Items	n	M (SD)	Strongly agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly disagree (%)
Schools always identify and try to meet the needs of students in terms of facilities and infrastructure	353	4.12 (0.608)	88 (24.9%)	218 (61.8%)	47 (13.3%)	-	-
Programs arranged by the school to hone	353	3.76 (0.742)	65 (18.4%)	139 (39.4%)	149 (42.2%)	-	-



Questionnaire Items	n	M (SD)	Strongly agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly disagree (%)
students' interests and talents are always updated to bring about continuous improvement							
The school explains the school's vision and mission	353	3.95 (0.859)	88 (24.9%)	180 (51.0%)	74 (21.0%)	11 (3.1%)	-
The school invites parents to socialize the school program	353	4.09 (0.624)	86 (24.4%)	213 (60.3%)	54 (15.3%)	-	-

Based on interviews and observations, the data in this study is to analyze the school profile through the Internal Factor Analysis (IFA), External Factor Analysis (EFA), and SPACE matrix.

Table 3. Internal Factor Analysis (Strength)

No	Dominant Internal Factor	Quality	Score	Quality x Score
Strength				
1	Competent teachers	0.21	4	0.84
2	Unique study program	0.22	4	0.88
3	Has a business center	0.21	3	0.63
4	entrepreneurship program	0.16	3	0.48
5	Strong relationship with Alumni	0.20	2	0.40
Total		1		3.23

Table 4. Internal Factor Analysis (Weakness)

No	Dominant Internal Factor	Quality	Score	Quality x Score
Weakness				
1	Limited classroom buildings and facilities	0.24	3	0.72
2	Limited space for outdoor laboratories	0.28	3	0.84
3	The high number of teacher teaching hours	0.20	2	0.40
4	Teachers need to update with new industry competencies	0.28	2	0.56
Total		1		2.52

The results of the calculation of the Internal Factor Analysis (IFA) analysis obtained the total strength of 3.23 (see table 3) and the weakness of 2.52 (see table 4), and the final score (strength-weakness) of 0.71. These results indicate that the strength factor is more dominant than the weakness factor. The school can take advantage of the strength factor to minimize the weaknesses faced by the school to improve the quality of school services.

Table 5 (Opportunities) and table 6 (Threats) show the results of the External Factor Analysis (EFA) analysis. From these results, the number of dominant opportunity factors is 3.25, while the threat is 2.26, and the difference is 0.99. These results show that the Kademangan 1 vocational high school has opportunities to overcome the existing threats.

Table 5. External Factor Analysis (Opportunity)

No	Dominant External Factor Opportunity	Quality	Score	Quality x Score
1	Alumni have the opportunity to take training and exams from the school	0.27	3	0.81
2	Government support for study programs is tremendous	0.28	4	1.12
3	The synergy and support from the local government is tremendous	0.20	4	0.80
4	Support from industry for study programs	0.25	2	0.50
	Total	1		3.25

Table 6. External Factor Analysis (Threats)

No	Dominant External Factor Threats	Quality	Score	Quality x Score
1	Limited training programs for students from government and industries	0.31	3	0.62
2	Changes in the new student admission system from the government	0.23	2	0.46
3	The provincial government's political decision forced schools to change plans	0.20	2	0.40
4	Industries that are willing to work together to synergize and develop a limited curriculum	0.26	3	0.78
	Total	1		2.26

Based on the results, the IFA score is 0.71, and the EFA score is 0.99. It shows that the school's strengths and opportunities are higher than the school's weaknesses and threats. Furthermore, through the SPACE Matrix analysis in Figure 1, the appropriate strategy in developing schools is to



support an aggressive approach, namely by carrying out the SO (Strategy to use power to reach opportunity) method. It is explained that the profile of the Kademangan 1 vocational high school is in a stable condition and can continue to grow with a strategy to take advantage of the school's advantages and existing opportunities to improve the quality of existing education.

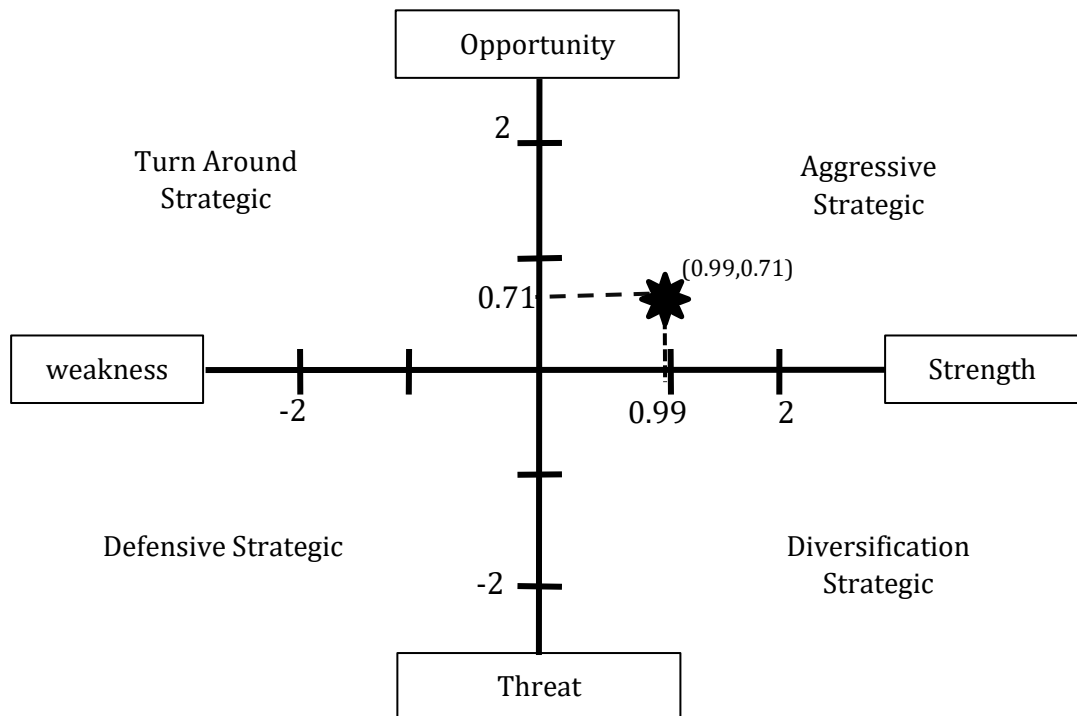


Figure 1. Matriks SPACE Vocational High School 1 Kademangan

DISCUSSION

As stated by (Freeman, 2015; Khemesh, 2019), the involvement of essential elements in the strategic process of school management, starting from environmental observation, strategic planning, implementation, and evaluation, must be carried out so that the management strategy goes well. Vocational High School 1 Kademangan has also empowered all aspects of the

school internally, such as teachers and external parties such as industry and parents, so that vocational high school students are ready to be placed in internship programs in the industry. It follows the explanation of (Rahmawati, 2020) in empowering the implementation of the education system, and it is necessary to establish a management model as the basis or paradigm used in regulating the education system (Mustakim & Saberan, 2019; Santiago et al., 2009). In that context, both human and technical have been set within an organization to achieve specific goals. In this case, the management of vocational high schools is an activity related to the arrangement or planning, implementation, and supervision of various human resources and other resources in educational organizations in vocational high schools (Freeman, 2015; Mustakim & Saberan, 2019).

Although the management strategy for empowering vocational high schools has been well implemented, its implementation still has obstacles. Inappropriate replacement of principals can lead to extreme school management strategies because replacement principals have special programs (Ichwanto et al., 2020; Sadewo et al., 2018; Stevani, 2015). In addition, changes in leadership style also have a significant effect on strategic management performance in empowering vocational high schools (Fathoni et al., 2019; Grubb, 2006). In addition, changes in principals in the middle of the school year will affect school management strategies. Besides that, the substitute principals cannot work optimally until the end of the school year (Bouchamma et al., 2014). Empowerment of good vocational high school management also affects the career development of students. School management is beneficial and assists students' career development based on their competencies. Competencies that have been learned in school are applied in the industrial world through internship programs. Vocational high school management plays a vital role in placing students in internship programs so that students' understanding of careers and future career potential is clearer (Ibarraran et al., 2014; Le et al., 2018).

Limited collaboration with industry regarding programs in vocational high schools has resulted in limited opportunities for schools to place students for internships in the industrial world (Faculty et al., 2018; Marsono et al., 2019; Sadewo et al., 2018; Ubaidah et al., 2021). So the opportunity to improve walking skills is less than optimal. Another impact due to the limited world of



industrial cooperation is the limited opportunity to update learning materials to prepare learning curricula (Amin, 2016; Grubb, 2006). For this reason, the collaboration between the government, industry, and vocational secondary schools must work well. The government makes regulations that require the industrial world to cooperate with vocational high schools and provide tax reduction incentives for the industrial world in collaboration with vocational high schools (Nambiar et al., 2019). From a technical point of view, collaboration with vocational high schools should be seen as an investment in human resources because interns can directly enter the industrial world with the skills needed by the industry (Grubb, 2006). The placement of student internships in the industry is a place for students to practice and a place for students to introduce careers in the industry that students will face after graduation. This internship program can also increase students' understanding that career and competence cannot be separated (Anjum, 2020; Khanal et al., 2019; Van Stekelenburg et al., 2020).

CONCLUSION

Strategic Management has been well implemented at the vocational high school 1 Kademangan in preparing students for internships and career development. Schools implement vital management steps from planning, implementation, and evaluation. The planning and evaluation process also involves the industrial world. It is considered very important because the industry is the leading partner for vocational student internships.

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