Multi-Stakeholder Partnership Strategy of SMK N 1 Dukuhturi With Industry and the World of Work

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Article Info	Abstract
	The absorption of SMK N 1 Dukuhturi graduates by industry and the world of work is inversely proportional to the absorption of vocational school/SMK graduates in Tegal Regency. This research aims to analyze the implementation of the Multi-Stakeholder Partnership Strategy at SMK N 1 Dukuhturi with Industry and the World of Work. The research uses a qualitative phenomenological approach. The data collection is carried out through interviews with the Vice Principal for Public Relations, BK (Guidance and Counseling) Teacher Coordinator, Head of BKK, KKK, Head of PR of Swalayan KITA, and Head of PSDKU BSI. The data analysis technique used in this research is the Domain Analysis Technique of the Miles and Huberman model. The research reveals the stages of implementing the Multi-Stakeholder Partnership Strategy of SMK N 1 Dukuhturi with Industry and the World of Work, consisting of Initiating, Adaptive Learning, Collaborative Action, and Reflective Monitoring. Based on the research results, it is found that the implementation of collaboration does not always foster professional empathy which can be optimized to overcome collaboration obstacles. To increase the effectiveness of the Multi Stakeholder Partnership Strategy, it is recommended that the government intervene to ensure collaborative leadership between parties involved in the collaboration.

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INTRODUCTION

Participation and collaboration are conditions that must be met in implementing sustainable development. To optimize the role of education as a supporting sector for sustainable development, it is needed broad, equitable, and fair collaboration for all parties. Vocational High Schools as vocational education institutions are tasked with preparing prospective workers who need support from the world of work and industry. This support can be realized through cooperation programs that are mutually beneficial for both parties.

Forms of collaboration between Vocational High Schools and various parties can be implemented through Multi Stakeholder Partnerships. Multi-Stakeholder Partnership has been implemented by SMK N 1 Dukuhturi. The aim of SMK N 1 Dukuhturi in implementing the Multi-Stakeholder Partnership Strategy is to optimize the distribution of graduates so that they can be maximally absorbed by Industry and the World of Work. Based on the Alumni Tracking Data (DPA) for 2017-2022, it is known that overall 92% of graduates from SMK N 1 Dukuhturi are accepted by industry and the world of work.

If this data is compared with data released by the Central Bureau of Statistics of Tegal Regency, it can be seen that there is a gap between graduates of SMK N 1 Dukhturi who are accepted by industry and the world of work and vocational school graduates in Tegal Regency who are still job seekers. The increase in the number of vocational school graduates in Tegal Regency who are not yet working from 2020 to 2022 is 340% (*Kabupaten Tegal Dalam Angka 2023*, 2023).

In accordance with the concepts of Community-Based Participation (CBP) and School-Based Management (SBM), the success of providing education is the responsibility of all Stakeholders. The New Science approach in PBM has shifted the Newtonian paradigm. The Newsains approach includes three categories, namely overall, epistemological, and probabilistic. These three categories are different from the Newtonian view which emphasizes development using a partial and sectoral approach. In line with

the CBP concept, the School-Based Management system or SBM also views the community and school residents as important elements in improving quality and achieving educational goals (Bahua, 2018).

The success of a vocational school is seen in the students' ability to fulfill curricular obligations and get employment. To achieve this goal, Vocational Schools utilize the Special Job Exchange (BKK) as a task implementation unit that provides information on job opportunities, distribution of graduates, and preparation of graduates to participate in employee recruitment (Khurniawan et al., 2016).

In the research conducted by Itohan Oviawe et al., (2017), it is stated that "The learning experience that students have... is the main factor in forming work competencies which will be useful as a provision for finding work". School is a source of learning experiences related to knowledge and skills. Industry and the world of work are sources of learning experiences related to knowledge, skills, and work. Collaboration of each element influences the formation of student competencies. So a Multi Stakeholder Partnership is needed to support the creation of graduate work readiness.

The transnational MSP report prepared by the Institute for Environmental Studies identifies nine elements that influence the success of the Multi-Stakeholder Partnership Strategy. These elements consist of leadership, partners, goal setting, funding, management, monitoring, meta governance, problem structure, and socio-politics. Multi-Stakeholder Partnership Strategy makes each element contribute to the final results of the partnership program run by the stakeholders (Pattberg & Widerberg, 2014).

Brouwer et al., (2016) emphasize the importance of stakeholder participation so that the Multi Stakeholder Partnership runs effectively. Participation is defined by Bahua (2018) as "...involvement in understanding each other, analyzing, planning, and implementing actions together". Rujiah & Sa'diyah (2021) defined stakeholders of Education as "...parties with an interest in the implementation of educational activities". The gap between the number of vocational school graduates in Tegal Regency who

have not yet worked and the number of Dukuhturi N 1 Vocational School graduates accepted by industry and the world of work indicates that there is a problem in the distribution of vocational school graduates in Tegal Regency. Based on this phenomenon, this research aims to determine the implementation of the Multi-Stakeholder Partnership Strategy of SMK N 1 Dukuhturi with industry and the world of work so that it can optimize the distribution of its graduates.

RESEARCH METHODS

The approach used in this research is qualitative phenomenology. The informants involved in this research consist of internal stakeholders and external stakeholders of SMK N 1 Dukuhturi. Primary data are collected through the interview method to gather information regarding the implementation of the stages of the Multi Stakeholder Partnership Strategy, while secondary data consist of data supporting the implementation of the collaboration between SMK N 1 Dukuhturi with Industry and the World of Work. The research instruments are prepared based on "The MSP Guide: How to Design and Facilitate Multi-Stakeholder Partnerships" developed by Brouwer et al., (2016).

Testing the validity of the data in this research uses the Source Triangulation method, while data analysis uses the Domain Analysis Technique of the Miles and Huberman model which includes data reduction, data presentation, verification, and concluding.

RESULTS AND DISCUSSION

The implementation of the Multi Stakeholder Partnership of SMK N 1 Dukuhturi with industry and the world of work is motivated by the aim of optimizing the distribution of graduates. Hoidn & Šťastný (2023) said that vocational school graduates must multitask, have specific strengths, and have communication skills to be able to compete in the world of work. This often becomes an obstacle for vocational school graduates because the competencies of vocational school graduates often do not match the needs of

industry and the world of work (Rahmah & Mahmud, 2015).

Listiana (2019) revealed that BKK has played an important role in distributing graduates through job vacancy information services. To support this, collaboration with other parties is needed. According to López & López (2020), increasing collaboration between the education and industrial sectors is very useful for increasing student competency. Implementing a partnership strategy can overcome the gap between graduate competencies and the needs of industry and the world of work (Kintu et al., 2019).

SMK N 1 Dukuhturi collaborates with companies and government agencies as representatives of industry and the world of work. There are four stages of collaboration carried out, namely Initiating, Adaptive Planing, Collaborative Action, and Reflective Monitoring. At the Initiating stage, SMK N 1 Dukuhturi conducts needs analysis, develops a collaboration framework, and followed up with the distribution of tasks to the collaboration implementation team. According to Kusters et al., (2018), priority identification is useful for management adaptation. The collaboration framework is related to the guidelines and orientation of collaboration that will be implemented by SMK N 1 Dukhuturi. The collaboration framework is distributed to the implementation team and used as a guideline for determining collaboration partners.

According to Cebrián & Junyent (2015), the way stakeholders apply in carrying out collaboration influences the results obtained. In determining collaboration partners, SMK N 1 Dukuhturi maintains intensive communication so that there is a common understanding and trust is established with Industry and the World of Work. There are several types of collaboration that SMK N 1 Dukuhturi has established with Industry and the World of Work, including the implementation of Field Work Practice (PKL) programs, Intern Teachers, Guest Teachers, and Teaching Factory. Lestari & Siswanto (2015) said that the result of PKL influences graduates' work readiness. This program encourages the improvement of students' soft skills so that they can mediate other factors to support their work readiness (Royani et al., 2021).

One of the highly important soft skills according to Rochmah et al., (2021) is self-efficacy. To be able to make career decisions, graduates need good self-efficacy. The Career Module developed by Istianingsih et al., (2021) also provides evidence that effectively structured Career Guidance has a positive impact on Graduates' Career Decisions. Soft skills combined with Career Guidance will increase Self-Efficacy, Career Decisions, and Work Readiness of Graduates. Hardianto et al., (2020), Renaningtyas et al., (2021), Masitoh et al., (2022), and Mohehu et al., (2022) also said the same thing that developing soft skills is useful for increasing interest in entrepreneurship and Graduate Work Readiness.

Graduates' work readiness requires support from many parties. Teachers are an important element who are always involved in implementing educational programs. To improve teacher competency, SMK N 1 Dukuhturi is organizing an Internship Teacher Program. The result of this program is an increase in teachers' capacity as educators because they have studied the company's work system and work culture. Based on the new knowledge and skills they have, the Intern Teacher can then adopt and implement the work system and culture at school. Bunyamin et al., (2022) reveal the fact that conventionally learning in vocational schools is still oriented towards hard skills and less towards soft skills learning.

Different from the Intern Teacher program, the Guest Teacher program is a learning program that is applied to students and is carried out at school. Stakeholders in the program are practitioners from the company. To optimize students' skill competencies, SMK N 1 Dukuhturi also implements the Teaching Factory program, which in general is a conditioning program for learning activities in schools that are adapted to real conditions in industry and the world of work. According to Rohman (2020), the implementation of Teaching Factory based on Competency-based Training (CBT) shows better results in increasing students' entrepreneurial interest compared to Teaching Factory based on conventional modules. To maximize the results of implementing the Teaching Factory, many supporting factors are needed. The lack of facilities provided as a result of collaboration between vocational schools and companies often becomes an obstacle to achieving the goals of the Teaching Factory (Rangga et al., 2020).

SMK N 1 Dukuhturi does not always act as an initiator in collaboration. Under certain conditions, companies take the initiative to propose collaboration programs which are usually related to product marketing and employee recruitment. There are several things that must be adjusted so that multi-party collaboration can be implemented well. Xue et al., (2020) revealed that the majority of stakeholders focus on four aspects, namely participation, relationships between participants, engagement strategies, and the influence of participation.

At the Adaptive Planning stage, the team implementing the collaboration between SMK N 1 Dukuhturi and company representatives communicate, the results of which will be stated in a letter of agreement (MoU) between the two parties. The draft agreement letter is usually submitted by the stakeholder who initiates the collaboration. The Adaptive Planning between SMK N 1 Dukuhturi and the company is a guideline that will be used in implementing collaboration. Aslinda et al., (2018) argued that developing an organizing system between parties can be done by forming a joint team. Ironically, the Adaptive Planning carried out by SMK N 1 Dukuhturi with Industry and the World of Work is carried out spatially. This has an impact on less than optimal utilization of company resources that can be used to support program implementation. Even though the company has a CSR mechanism, this program does not contribute much to the education sector (Ehsan et al., 2018).

The situation experienced by SMK N 1 Dukuhturi is inversely proportional to the research result of Grabara et al., (2016) which reveals that many companies make CSR as a long-term investment. According to Gannon et al., (2021), Multi multi-stakeholder partnership allows stakeholders to distribute resources. Glass et al., (2023) also argued that multi-stakeholder partnerships will be implemented well if each stakeholder is willing to share resources. This is

done to minimize gaps between stakeholders as well as support the implementation of planned collaboration (Christophersen et al., 2024).

Each stage of the Multi-Stakeholder Partnership Strategy is a cycle that always repeats itself. Besides being able to be applied to specific program plans, on a wider scale, Adaptive Planning can change the general plan of the Multi Stakeholder Partnership Strategy. The Adaptive Planning implemented by SMK N 1 Dukuhturi is based on circumstances: (1) companies do not distribute authority to SMK N 1 Dukuhturi to be involved in the implementation of employee selection independently; (2) BKK of SMK N 1 Dukuhturi only functions as a contact person for companies and graduates; (3) work competency is the most determining factor in the employee recruitment process.

The weak position of SMK N 1 Dukuhturi in the collaboration program can also be seen in the implementation of Field Work Practices (PKL). The aim of implementing PKL is so that students have the opportunity to internalize work culture and apply mastery of technical competencies in the world of work. Rahmatullah et al., (2023) revealed that PKL is the culmination of all subjects in vocational school. If the implementation of PKL is not in accordance with the student's area of expertise, then PKL becomes less meaningful. In PKL, students are given assignments in stages according to the development of their skills. This aims to make it easier for students to carry out their duties while adapting to the work environment (Mikkonen et al., 2017).

The many obstacles experienced during the implementation of the collaboration made SMK N 1 Dukuhturi adapt the plan by changing the orientation of the distribution of graduates to optimize increasing student competency through the Internship Teacher, Guest Teacher, and Teaching Factory programs. According to Manalu et al., (2017), Functional and sustainable learning will support the achievement of Teaching Factory goals. Fazey et al., (2014) revealed five principles of transfer knowledge evaluation, namely designed for many users, measurable results, evaluation diversity, knowledge exchange, and utilizing mixed methods.

The final stage in the Multi Stakeholder Partnership Strategy of SMK N 1 Dukuhturi with industry and the world of work is Reflective Monitoring. The result of this study contradicts the study of Steenbakkers et al., (2015) which states that the methods and tools owned by stakeholders can be utilized to foster professional empathy and overcome obstacles of collaboration. The reality on the ground does not show that there is professional empathy because the company does not utilize resources optimally to support program implementation. To overcome this, another party is needed who can mediate between both parties. Elaboration Masuda et al., (2022) explained that the benefits of the Multi Stakeholder Partnership would be achieved if the government took the role effectively. Glass et al., (2023) also said that partnerships between stakeholders from various sectors are more effective than partnerships involving one sector.

CONCLUSION

SMK N 1 Dukuhturi starts the Multi-Stakeholder Partnership Strategy by analyzing needs, developing a framework, and continuing with the distribution of tasks to the implementation team. The Adaptive Learning stage is implemented through selecting companies/agencies, submitting collaboration offers, synchronizing curriculum, and aligning collaboration plans, as well as signing MoU. Collaborative Action of SMK N 1 Dukuhturi with Industry and the World of Work is implemented through the Teaching Factory program by developing Skill Competency Production Units and Joint Production Units, Intern Teacher programs, and Guest Teacher programs. Reflective Monitoring is carried out during the collaboration. The result of Reflective Monitoring of the Multi Stakeholder Partnership Strategy of SMK N 1 Dukuhturi with Industry and the World of Work results in a policy of changing the orientation of collaboration from optimizing the distribution of graduates to maximizing the development of student competencies. This research finds the fact that the contribution of Industry and the World of Work to the Multi-Stakeholder Partnership Strategy of SMK N 1

Dukuhturi is only limited to providing experts. This is different from research conducted by Steenbakkers et al., (2015) which states that "The methods and tools owned by stakeholders can be utilized to overcome obstacles to collaboration and foster professional empathy.

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