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School Constraints in Recruitment and Implementation of Industrial Classes

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Abstract

Industrial Class is a cooperation class between school and industry with the aim that graduates can directly be accepted to work in industry. In addition to its industry-based curriculum, this class receives support from industry in the management of learning and instructors from industry, as well as internship opportunities with special facilities in industry. The advantage of the school is the absorption of graduates with relatively short waiting periods or no waiting periods for graduates. The purpose of this study is to analyze the constraints of the recruitment process and the implementation of Industrial Classes in schools. This study used a qualitative method. The information used is manager and industrial class teacher. Data sources used are the principal and the Industrial Human Resource Development (HRD). The research instrument was an interview sheet. The data analysis of this research were data collection, data reduction, data presentation, and drawing conclusions. The population of this study was the Vocational High School in Semarang with samples of state vocational school 1 Semarang, State vocational school 11 Semarang, and central java state vocational school. The results showed that the implementation of the Industrial Class still had several problems, including (1) schools found it difficult to collaborate with industry; (2) there is no ideal industrial class recruitment model reference yet; (3) Industrial Class socialization is very limited and has not been able to capture qualified prospective students; (4) new students (VHS) do not yet know information related to industry; (5) parents and the community still consider negatively at vocational education that is identical with violence, delinquency, and difficulty in getting a job; (6) industrial involvement is still limited or not optimal; (7) there is no guarantee that students who graduate from Industrial Class will be accepted to work in the industry; (8) schools find it difficult to collaborate with industry; and (9) Schools lack competent leaders.

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INTRODUCTION

The challenge of SMK graduates in the global era is competitive competence, in addition graduates must have a strong and innovative character. Quality improvement in vocational education must be done in an effort to improve competence at *Skill (standard Practices, Preventive Maintenance, Inspection, Troubleshooting, Modification), Knowledge (Basic Machine, Machine Maintenance Concept,, Manual Maintenance, Regulation, Human Facto), and Attitude (Analytical Thinking, Team Work, Achievement, Integrity)* as a prospective workforce of the future with a level of confidence, self-existence for institutions and industries.

A harmonious relationship between the school and the industry there will be no gap and vocational graduates can be accepted in the industry. while the unemployment rate in Indonesia is relatively high because of the expertise/competence of graduates who are not in accordance with industry needs based on calculations and analysis databoks.katadata.co.id Indonesia's unemployment rate is 6.2%. This figure is still higher compared to neighboring Malaysia by 3.3%, and Singapore by 2.8%. The Central Statistics Agency noted the number of open unemployment rates in February 2017 - February 2019 showed a decline in the February 2019 period and the level of labor force participation (TPAK) increased 0.12% compared to the February 2018 period. million people increased to 2.24 million people. At the level of vocational education the number of unemployment decreased by 2.61%. Despite the open unemployment rate, SMK graduates have experienced a significant decline but the number is still in the highest position compared to other levels of education.

Table 1. Open Unemployment Rate

Period	≤ Elementary School (%)	Junior High School (%)	Senior High School (%)	Vocational High School (%)	Diploma (%)	Bachelor Degree (%)	Average (%)
February 2017	3.54	5.36	7.03	9.27	6.35	4.98	5.33
August 2017	2.62	5.54	8.29	11.41	6.88	5.18	5.50
February 2018	2.67	5.18	7.19	8.92	7.92	6.31	5.13
August 2018	2.43	4.80	7.95	11.24	6.02	5.89	5.34
February 2019	2.65	5.04	6.78	8.63	6.89	6.24	5.01

Source: (The Central Statistics Agency, 2019)

The selection process is absolute in recruitment, not only conducting tests of ability to measure the skills possessed during the recruitment process. Cost is also an important factor in the recruitment process, based on research conducted by (Blatter et al., 2012) states that companies in Switzerland prefer to invest in training to prospective workers, because in the future it will be predicted that demographic changes will lead to labor skill shortages when external training (recruiting employees) becomes more expensive. Then the company will do more internal training to create skilled personnel. Net training costs will increase if the quality of the match decreases but will have an adverse effect on the company's training supply. Therefore, the challenge for policymakers is to design training regulations so that companies can provide training in a cost-efficient manner to ensure the formation of future skills of young people in company-based training programs.

The objectives of this study were: (1) to analyze the process of recruiting industrial students in schools; (2) analyze the obstacles faced by schools in implementing industrial classes.

RESEARCH METHODOLOGY

This study used qualitative methods with the aim of digging in depth information and data from the phenomena that occur. Qualitative research is a descriptive research method using analysis that refers to primary data and supporting theories. According to Moleong (2011: 6) qualitative research is

research that intends to understand phenomena about what is experienced by the subject of research, for example, behavior, perception, motivation, actions and others, holistically, and by means of descriptions in the form of words and languages , in a special natural context by utilizing various natural methods.

This research was conducted in the Semarang City area with a population of State Vocational Schools in the City of Semarang. The selection of informants uses the unity of the case (uniqueness of the case). According to Miles and Huberman (1994), the selection of informants is chosen based on samples that produce reliable descriptions/explanations. Samples in qualitative research are called informants or research subjects, where people are chosen to be interviewed or observed according to research objectives. It is called a research subject, not an object because the informant is considered to be actively constructing reality, not just an object that only fills in the questionnaire (Kriyantono, 2009: 163). The informants of this research are the manager and teacher of the Industrial Class at SMK Negeri 1 Semarang (Mr. Edi setiawan), the Coordinator of the Management of Industrial Class and the Head of Production Expertise Program at SMK Negeri 11 Semarang (Mr. Yani), the teacher and instructor of the Industrial Class at SMK Negeri Jawa Tengah (Mr. Munir and Mr. Taofik). Primary data sources are Principal and Industrial Human Resource Development (HRD).

The data collection techniques used were interview techniques to managers and teachers of industrial teachers, and documentation techniques used as supporting research obtained from book sources, newspapers, the internet, and other documents. Primary and secondary data analysis using qualitative descriptive analysis, namely by using analysis techniques: (1) data collection, data obtained from interviews, observations, and documentation; (2) data reduction, after the data has been collected, the next step is to choose relevant and meaningful data, focusing on data that leads to problem solving; (3) data presentation, data presentation can be in the form of writing, words, pictures, graphics and tables; and (4) drawing conclusions, conducted during the research process as in the data reduction process. After sufficient data has been collected, a temporary conclusion will be drawn up before the final conclusion is made.

Based on data extracted by researchers, the examination technique is based on a number of specific criteria. The researcher measures the validity and reliability of the data that will be used in the researcher by using (1) triangular techniques used to check the validity of research data by comparing data from principals, managers and industry or more specifically data from principals to teachers managing industrial classes, then from the teacher to the industry and vice versa from the industry to the principal; (2) reference material used to support the validity of data that has been found by researchers.

RESULT AND DISCUSSION

The Analysis of the Industrial Class Recruitment Process

Industrial Class is expected as a powerful solution in solving the problem of unemployment. Industrial Class Management involves industry directly and produces a link and pattern so that schools and industries have harmonious cooperation and produce programs that are in line with industry needs. the success of the link and match carried out by schools with industry will form a strategic partnership in the form of an industry-based curriculum, learning according to the circumstances and needs of the industry and absorption of graduates in partner industries. The high expectations of the government and society with an industrial class program will reduce the number of unemployed graduates of the vocational school workforce. Based on BPS data, unemployment from vocational education graduates by 8.63% it even became the largest contributor of graduates compared to other education units. The phenomenon that occurs is the pattern of learning conducted at vocational education requires students to master hard skills only while the industry expects graduates who master hard skills and soft skills when working in the industry.

The change of the need for hard skills towards soft skills in the industry must be a concern of schools because many schools place more emphasis on academic achievement without regard to students' soft skills. Absorption of graduates is one of the important indicators of school success, the industry expects vocational graduates to not only having hard skills but also soft skills that are used for self-development in working for industrial progress. The vocational education paradigm as a graduate producer must be changed to produce graduates who are competent according to the needs of the job market in accordance with the work culture and competencies needed by industry, so schools must be able to collaborate well with the industry to: (1) develop a vocational education curriculum that is aligned with industry curriculum; (2) changing learning from supply-driven to demand-driven; (3) preparing vocational graduates who are adaptable to changes in the world to become graduates who can work, continue further education levels, or be entrepreneurial, (4) reduce / eliminate the gap between vocational education and the needs of students in both technological, administrative and competency aspects . For this reason, teachers as educators must have aspects of soft skills which include: (1) self-discipline; (2) responsibilities; (3) morale (4) problem solving; (5) cooperation; (6) communication skills; (7) personality; (8) social attitudes; (9) critical thinking; (10) creative and innovative thinking; (11) self-confidence; and 12) self motivation. There are four stages of the strategy for developing soft skills of prospective vocational school teachers, namely: (1) self-talent development, (2) environmental adaptation, (3) involvement in organizations and (4) social and teacher development. (Sudana, Raharjo, & Supraptono, 2015).

The results of research conducted by (Utomo, 2017) on Industry Participation in Manpower Recruitment in the Engineering Industry Class at SMK PGRI 3 Malang obtained: (1) the industry wants graduates who are ready to work and have skills according to industry needs; (2) recruitment is carried out through the apprenticeship pathway, special job market invitations and offering channels to regular classes to join industry classes; (3) placement of workplaces for industrial authority; (4) creating quality human resources. Based on this research it can be concluded that the industry requires ready-to-use labor. Industry class provides an opportunity directly to the industry to educate prospective employees since school age so that after graduating from industrial school ready to use the sign must do a series of training after being accepted as an employee who certainly requires a lot of time and money.

State vocational school 11 Semarang cooperates with 5 companies in Semarang City and Kudus Regency, PT. Temple in Sucofindo Bawen, PT. Suara Merdeka, PT. Temrina, PT. Maju Jaya, and PT.Trisakti. The implementation of Industrial Class in State vocational school 11 starts from integrating concepts with industry, aligning the curriculum, discussing funding, implementing selection, implementing learning and graduate output. Referring to the PSMK directorate scheme in the vocational revitalization book then State vocational school 11 Semarang together with the partner industry compiles student admission flow which starts from (1) the joint selection process by making student admissions as a whole so that in this process prospective students have not chosen to enter the general class or class industry; (2) offers to register for Industrial classes which are conducted after prospective students have passed the general selection will then be selected by the industrial class by making offers for registration in industrial classes; (3) participants take the selection in the form of tests of academic potential and skills, health tests by partner industries; (4) based on the series of tests taken next, students will conduct interviews in readiness to take industrial classes, in this interview students will be accompanied directly by parents / guardians because in the implementation of industrial classes students and parents must be able to follow the learning sequence. (5) the school invites industrial partners to provide an overview of industrial class students about the company profile, industrial culture and others.

The results of interviews with the manager of the industrial class State vocational school 11 Semarang and the instructor of the industrial class of central java state vocational school in collaboration with industry partners PT. BUMA arranges the selection flow as shown below:

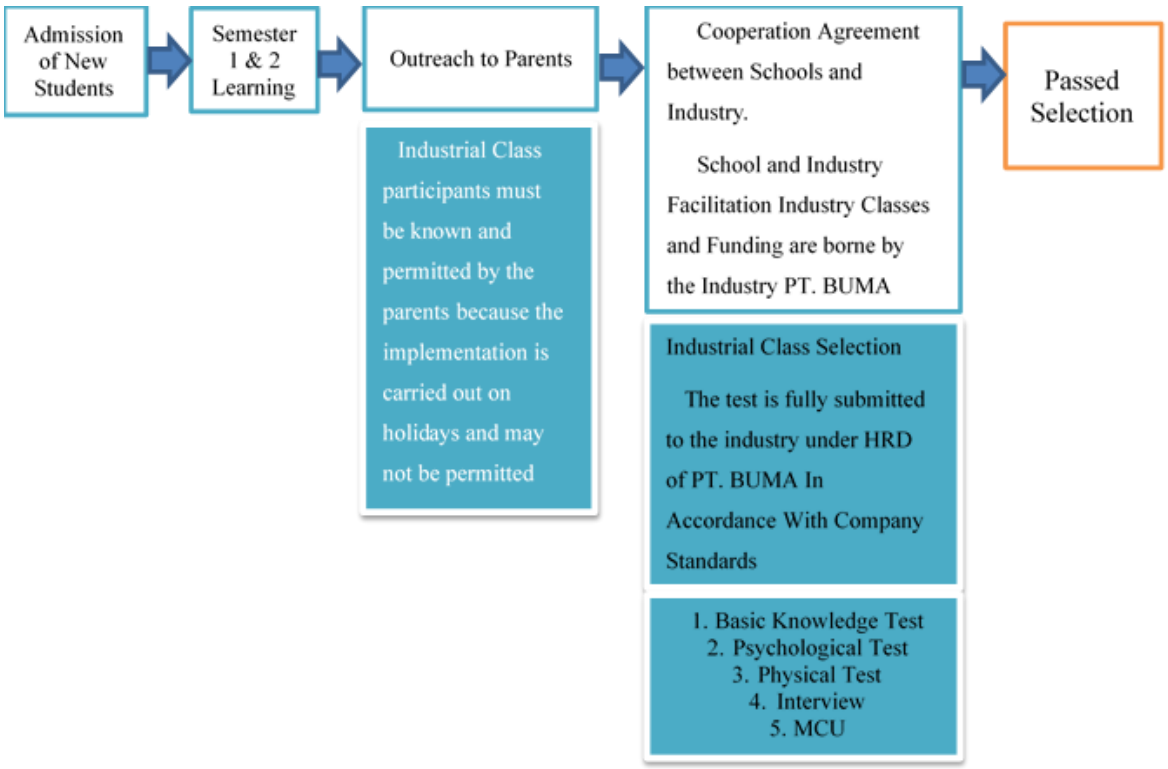

Figure 1. The flow of acceptance of Industrial Class prospective students PT.BUMA.

The socialization process is an important series in obtaining qualified prospective students. The method applied in the recruitment process will greatly affect the number of applications that have been submitted. Open-method socialization will provide information widely to the public through social media (web, online daily, social networking), mentoring and coaching prospective students pre-vocational, open house and closed socialization (school scope), advertising on print media, electronic media or by providing information from person to person. In this way it is expected to attract more and more qualified Industrial Class registrants. The results of the study (Hardyanto, Purwinarko, Sudana, & Supraptono, 2018) with the title Model Development of Management Information System of Internship stated that the use of applications or information systems will facilitate institutions, industries in managing apprenticeship information and produce results that are in line with expectations. This is based on the results of the development of apprenticeship information applications posted / uploaded by the company that can be accessed directly by students, in addition the system will provide a list of history and results of student internships, the results of which can be monitored directly by the teacher or company.

Constraints on Industrial Class Implementation

Findings at schools, the process of recruiting prospective students Industrial class has constraints, namely: (1) schools do not have an ideal referral recruitment model; (2) Industrial Class socialization is very limited and has not been able to capture qualified prospective students; (3) students at the junior secondary level (pre-vocational) do not yet know the benefits of vocational education; (4) school recruitment varies greatly in grade 1 or grade 2 or grade 3, depending on the pairing industry; (4) selection is not directly handled by the industry, but using a third party in the selection process, (5) socialization is carried out in a closed manner that is to recruit in the school environment and carried out after students are accepted as students; (6) new students do not yet know information related to industry; (7) students who enter vocational high school consist of students who are not accepted in high school, middle and lower economics, even because of the will of their parents; (8) Vocational Schools

are still seen as the second caste after high school, this is due to the lack of knowledge about vocational education, especially Industrial Classes, students and parents especially in rural areas do not understand what vocational education is and where the direction of education will be taken for the future of children.

Based on observations and results of interviews in several schools, there are problems faced by schools in the implementation of Industrial Classes, namely: (1) school crisis leaders in establishing cooperation with the Industry; (2) schools lacking human resources in the process of planning and implementing Industrial Classes; (3) Schools find it difficult to find industry partners; (4) industrial involvement is still limited or not optimal, almost no different from the regular class; (5) the school expects a link between the school and industry; (6) schools lack the power to determine learning criteria and procedures; (7) schools are constrained by infrastructure in the form of buildings, tools and equipment that are standard in the industry; (8) not all industries are able to accept Industrial Class graduates to join the company but only provide training or learning to students; (9) students do not have high enthusiasm in learning; (10) the absence of an ideal model in the formation process and technical implementation of the Industrial Class; (11) schools are limited to funding socialization in the context of selecting prospective students; (12) schools in the regions do not have adequate access to collaborate; (13) the industry closes itself to collaborate and foster vocational schools because assessing the seeds of vocational students lack quality and prefer to conduct recruitment in general rather than taking the risk of selection in certain schools in the hope of obtaining quality seeds, especially towards the attitude of vocational students.

CONCLUSION

Based on the results of the research conducted, it can be concluded that: (1) Industrial Class Recruitment is limited in the school environment, recruitment should begin with open socialization before the acceptance of new students to recruit qualified prospective students; (2) The constraints experienced by schools in carrying out industrial classes is establishing cooperation with industry, schools do not have competent human resources in the field of cooperation.

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