JVCE 6 (2) (2021) : 181-188

Journal of Vocational Career Education

https://journal.unnes.ac.id/nju/index.php/jvce

The Production Unit of the State Vocational High School 1 Warungasem the Department of Motorcycle Engineering and Business

Arif Saifudin[1]✉, Dwi Widjanarko[2], I Made Sudana[2]

[1]SMK Negeri 1 Kandeman, Indonesia
[2]Pascasarjana, Universitas Negeri Semarang, Indonesia

Article Info

Article History :
Received
September 2021
Accepted
October 2021
Published
December 2021

Keywords:
production unit, motorcycle engineering, management aspect

Abstract

Production unit plays an important role in education of vocational schools but unfortunately not all vocational schools can manage it effectively. The problems faced by the production unit at vocational school in implementing its program are inadequate infrastructure, very minimal human resources managing the program, lack of school principal's commitment, and lack of cooperation between the schools and industry. This study is limited to the management problem faced by the Production Unit of State Vocational High School 1 Warungasem, the study program of Motorcycle Engineering and Business. This includes HR management aspects, customer service, marketing strategies, and financial management.

This study is quantitative research which aims to describe the management of the Motorcycle Engineering and Business Production Unit of the State Vocational High School 1 Warungasem. The respondents in this study were the school leaders, the Production Unit managers, teachers, and students. The data collection used questionnaires, observations, and interviews. Then they were analyzed using quantitative descriptive data. The results of the questionnaire assessment showed an average score of 44.4 or 84.2% for the aspect of HR management and an average score of 79.4 or 83.6% for the aspect of Customer Service. It means that both aspects are very good. Meanwhile, the Marketing Strategy obtained an average score of 15.3 or 76.5% which means it is good and the aspect of financial management obtained quite good result with an average score of 20 or 66.7%.

✉ Correspondence :
Jl. Raya Kandeman No.KM No.4, Kaliongkek, Kandeman, Batang, Kabupaten Batang, Jawa Tengah, Indonesia 51261
E-mail: arifsaifudin07@gmail.com

p-ISSN 2339-0344
e-ISSN 2503-2305

INTRODUCTION

"Education is an effort to advance the growth of a child's character, mind, and body. These parts should not be separated to advance the perfection of our children's lives." Ki Hadjar Dewantara. One of the school institutions that prepares students to be able to go directly into the world of work after graduation is the Vocational High School (SMK). Vocational schools are prepared to produce skilled workers who are ready to work with various competencies and are able to follow the development of science and technology. Referring to the elucidation of article 15 of the 2003 National Education System Law, vocational education is secondary education that prepares students especially to work in certain fields.

The problem faced by national education, especially vocational education at this time, is the large number of vocational schools graduates who have competencies below the standards required in the business world and the industrial world. Vocational education produces graduates in the context of preparing a trained and ready-to-use workforce. (Murniati and Nasir, 2009: 2). Only a small number of informants said that the work undertaken by their school graduates was in accordance with their educational background (expertise field). This condition shows that the level of relevance of Vocational Schools with the business world and the industrial world is low (Fakhri and Yufriawati, 2008). One of the crucial problems faced by vocational education is the competence of graduates who do not meet the criteria for qualifying students' abilities according to the specified standards (Sukmawaty and Sugiyono, 2016).

The production unit in Vocational Schools function as: (1) a production-based training for students; (2) a vehicle for growing and developing an entrepreneurial spirit in vocational students; (3) means of direct productive practice for students; (4) funding assistance for maintenance, additional facilities, and other educational operational costs; and (5) encouragement for the spirit of togetherness, because it can increase students' productive activities as well as provide 'income' and increase the welfare of school residents (Directorate General of Quality Improvement for Educators and Education Personnel, 2007: 7). Judging from its function, the Production Unit has an important role in Vocational Education, but unfortunately not all Vocational Schools have a Production Unit. The school's problems in implementing the production unit program are related to inadequate infrastructure, very minimal human resources managing the production unit program, lack of principal commitment and cooperation between the world of work and schools (Hasanah & Malik, 2015).

Research on Production Units in Vocational High Schools has been done widely in the last decade. Although not all of those studies come from the same field of expertise, the results can be used as a comparison or developer of this study. The relevant previous researches are as follows:

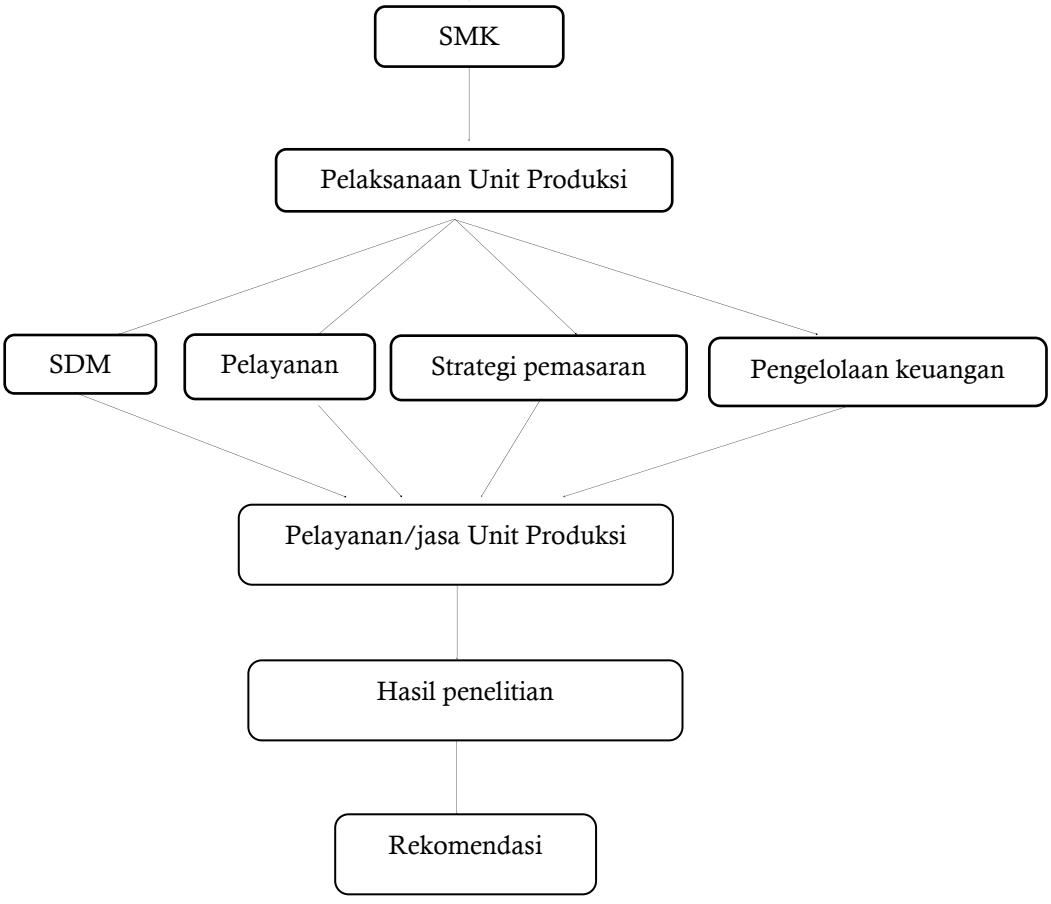
The research conducted by Hadriah, et al (2018) explained that the production unit is a form of learning resource in the school environment which is deliberately prepared as a place for entrepreneurship practice. The application of the production unit itself has a legal basis, i.e., Government Regulation No. 29 of 1990 article 29 paragraph 2, "To prepare vocational high school students to become workers, it can be established a production unit at vocational high school that can be operated professionally." The research conducted by Firdaus (2012) concluded that the activities of the school production unit need attention from all school members, so that the management of activities can be more systematic and professional. Research conducted by Irawan and Suhardi (2018) on the Implementation of Strategic Management of Production Units concluded that 1) Strategic planning includes (a) the suitability of the Production Unit Program Objectives with the School's Vision and Mission and (b) compiling the Production Unit Work Program periodically; 2) Strategic implementation includes (a) cooperation between government and private agencies, (b) production units marketing done by school community, such as school principal, teachers, students, parents, and alumni, (c) empowerment of alumni and

students as workers, (d) production activities that does not interfere teaching and learning activity and, (e) transparency in financial management; and 3) Strategic supervision of the production unit includes (a) the distribution of customer satisfaction instruments, (b) supervision in the form of activity reports which are prepared periodically such as quarterly and annually reports. The research conducted by Oktaviany, et al. (2019) aimed to find out and to analyze the implementation of the production unit program management at State Vocational High School 1 Mandau in terms of context, input, process and activity products. The results of data processing and analysis showed that (1) the implementation of the context component has not been implemented properly, due to unfavorable environmental conditions. (2) The implementation of the input components has been running quite well, the planning and organization of resources has been carried out in accordance with the prerequisites of organizational management. (3) The implementation of the process components has been running quite well, the implementation and supervision of activities is in accordance with the plan. (4) The implementation of product components has been going well, production unit activities have been able to create students who have an entrepreneurial spirit, have skills and are competitive and master technology in line with national education goals. Research conducted by Gunadi and Usman (2015:45) stated that the Production Unit Planning for the Wood Construction Engineering Department had not been carried out properly. As a learning tool based on the lesson schedule, the production unit was used only based on an order. Problems in planning, such as there are no regular management meetings that specifically discuss the production unit and there is no proper documentation; not all managers are involved in planning because the head of the workshop and the head of the production unit only involve the vice principal and the school treasurer only when there is a large order; the organization of human resources, raw materials, equipment and finance is not good enough, although there is already a division of tasks, delegation of tasks and authority, and coordination. Problems in organizing, such as lack of personnel, limited facilities, lack of equipment, limited raw materials and finances, and lack of coordination among managers. The implementation procedure showed that the implementation function applied is more like the implementation of the production process than the management function of the production unit. The production unit has not functioned properly as a learning tool because the involvement of students in the production unit activities is very limited due to having to take turns with the employers in the production unit. The implementation is constrained by the workshop which is also a place of practice, making the production unit less effective as a professional unit. Supervisory procedures and principles are only applied in terms of financial reporting. The parties conducting the supervision is the head of the School Production Unit, the head of the departmental Production Unit, and the head of the workshop in accordance with their respective fields of work. Supervision is only carried out on the production process and is constrained by the absence of SOP.

According to the Reality Team (2008), management comes from the word manage which means to organize. According to Samino (2009:121), management is always related to the management of resources owned by an organization or existing resources to achieve the goals that have been set. So it can be concluded that management is an activity to achieve a certain goal. The management discussed in this study is the management of the Production Unit of a motorcycle repair shop.

There are still many Vocational School graduates who do not get jobs in accordance with their field of expertise because their competences are not all in accordance with the competencies required by the industrial world; The number of Vocational School graduates with competence below the standard required in the business world and the industrial world; Not all Vocational High Schools have Production Units and those who have Production Units cannot be ascertained their performance; Teachers who work in the Production Unit still find it difficult to manage their time between teaching in class and being a mechanic for the Production Unit service; The Production Unit should be able to become a place for students to study or practice but in reality students have not been fully involved in the Production Unit; Production Unit capital is still very limited; Administration of the finance and profit in various Production Units is still not optimal;

1. Bagaimana SDM Unit Produksi di SMK N 1 Warungasem program keahlian teknik dan bisnis sepeda motor;
2. Bagaimana pelayanan Unit Produksi di SMK N 1 Warungasem program keahlian teknik dan bisnis sepeda motor;
3. Bagaimana strategi promosi Unit Produksi di SMK N 1 Warungasem program keahlian teknik dan bisnis sepeda motor
4. Bagaimana pengelolaan keaungan Unit Produksi di SMK N 1 Warungasem program keahlian teknik dan bisnis sepeda motor.



METHODS

The research method used in this study was a descriptive survey, with a quantitative descriptive approach. According to Sudjana and Ibrahim (2012:64), descriptive research is research that seeks to describe a symptom or event that is happening at the present time. This study aims to describe the management of the Production Unit of Motorcycle Engineering and Business at State Vocational High School 1 Warungasem.

Table 1. Level Category

No	Category	Respondent Score
1	Excellent	X > M + 1.5 SD
2	Very Good	M + 1.5 SD > X ≥ M + 0.5 SD
3	Good	M + 0.5 SD > X ≥ M – 0.5 SD
4	Fair	M – 0.5 SD > X ≥ M – 1.5 SD
5	Poor	: X ≤ M – 1.5 SD

The evaluation criteria used in this study were determined prior to the evaluation activities. Each aspect is considered appropriate if it meets the requirements and includes a range of indicators and data analysis is carried out to obtain a categorization of each aspect.

The categorization of each aspect is as follows:

1. Aspect of Human Resources (HR)

The questionnaire instrument consists of 5 question items with 4 answer choices using a Likert scale model. The range of scores given is 1 to 4. This means that the lowest ideal score is 5 and the highest ideal score is 20. The ideal average is (20+5)/2 = 12.5 and the ideal standard deviation is (20-5) /6 = 2.5. The category limits for HR aspects are:

Excellent : X ≥16.25
Very Good : 16.25 > X ≥13.75
Good : 13.75> X ≥ 11.25
Fair : 11.25> X ≥ 8.75
Poor : X ≤ 8.75

2. Aspect of Service

The questionnaire consists of 20 questions with 4 answer choices using a Likert scale model. The range of scores given is 1 to 4. This means that the lowest ideal score is 20 and the highest ideal score is 80. The ideal average is (80+20)/2 = 50 and the ideal standard deviation is (80-20)/6 = 10. The category limits for the service aspect are:

Excellent : X ≥ 65
Very Good : 65 > X ≥ 55
Good : 55 > X ≥ 45
Fair : 45 > X ≥ 35
Poor : X ≤ 35

3. Aspect of Promotion Strategy

The questionnaire consists of 20 questions with 4 answer choices using a Likert scale model. The range of scores given is 1 to 4. This means that the lowest ideal score is 20 and the highest ideal score is 80. The ideal average is (80+20)/2 = 50 and the ideal standard deviation is (80-20)/6 = 10. The category limits for the aspect of promotion strategy are:

Excellent : X ≥ 65
Very Good : 65 > X ≥ 55
Good : 55 > X ≥ 45
Fair : 45 > X ≥ 35
Poor : X ≤ 35

4. Aspect of Financial Management

The questionnaire consists of 5 questions with 4 answer choices using a Likert scale model. The range of scores given is 1 to 4. This means that the lowest ideal score is 5 and the highest ideal score is 20. The ideal average is (20+5)/2 = 12.5 and the ideal standard deviation is (20-5) /6 = 2.5. The category limits for the financial management aspect are:

Excellent : X ≥16,25
Very Good : 16.25 > X ≥13.75
Good : 13.75> X ≥ 11.25
Fair : 11.25> X ≥ 8.75
Poor : X ≤ 8.75

RESULT AND DISCUSSION

The study result of HR management in shows that the implementation of the production unit of the Motorcycle Engineering and Business department has been carried out well or it places the very good category. It can be seen from the indicators (1) the number of HR; (2) HR competence; and (3) HR task load. All teachers in the Department of Motorcycle Engineering already have certificates and have relevant competencies in their fields.

The results shows that the involvement of business and industry in the implementation of the Production Unit is still lacking or it places the fair category. External Instructors from business and industry have not participated in the implementation of the Production Unit. There needs to be encouragement for schools to collaborate with business and industry in terms of managing the production units. This can be mutually beneficial for both parties, where schools will receive the transfer of knowledge, technology and infrastructure, while the industry will get human resources who can be trained to become professionals. The partnership pattern between vocational school and business and industry can integrate academic and economic benefits with an integrated training model. Industry and vocational school have the same resources, such as knowledge, expertise and resources. (Purnamawati and Yahya: 19)

The results of customer service management on this study show that the implementation of the production unit of State Vocational High School 1 Warungasem has been carried out very well or it places the excellent category. It can be seen from the indicators (1) Competence Administration; (2) Production Unit place; (3) Facilities and Infrastructure adequacy; (4) Facilities and Infrastructure condition; (5) Work finishing pace; (6) Production Unit performance time; (7) Production Unit procedures; (8) Production Unit supervision; and (9) workmanship system.

Based on the questionnaire filled in by the school leaders, production unit managers, teachers, and students as the respondents, the customer service aspect places the excellent category. The Production Unit has a standard building/workshop with a size of 7x12 and a size of 7x7, supported by operational equipment that is in accordance with technological developments such as bike lifts, tool sets, automatic tire changers and scanners. In addition, the layout is also suitable with official workshop standards. Overall, this aspect places the excellent category. This is a plus for State Vocational High School 1 Warungasem, considering that there are still many schools that are constrained in terms of facilities and infrastructure. As stated by (Hasanah & Malik, 2015), the problems faced by vocational schools in implementing the production unit program are the problem of inadequate infrastructure, inadequate human resources managing the production unit program, lack of the principal's commitment and lack of collaboration between school and industry.

The results of marketing strategy aspect in this study shows that the implementation of the production unit of the State Vocational High School 1 Warungasem has been carried out well. It can be seen from indicators (1) promotional media and (2) marketing costs. Based on the questionnaire done by the the school leaders, production unit managers, teachers, and students as the respondents, overall the category is good for the aspect of marketing strategy and it is still necessary to improve its promotional media through online media. Wijaya, et al (2020) stated that the production unit partners of the State Vocational High School 3 Tabanan were able to increase their income and product marketing activities.

The result of financial management aspect in this study shows that the implementation of the production unit of State Vocational High School 1 Warungasem has been carried out well. It can be seen from indicators (1) financial planning; (2) mechanical incentives; and (3) financial balance sheet. Based on the questionnaire done by the respondents consisting of school leaders, production unit managers, teachers, and students, the financial management is in a good category.

Financial management is very important in a business, so there needs to be transparency. Irawan and Suhardi, (2018) stated that the implementation of strategies implemented by the

school production unit at State Vocational High School 3 Mataram were: First, cooperation establishment with government and private agencies. Second, the production unit marketing is carried out by the school community, such as school principals, teachers, students, parents, and alumni. Third, empowerment of alumni and students as workers. Fourth, the implementation of the production activities does not interfere with teaching and learning activities, and fifth, transparency in financial management.

CONCLUSION

Based on the results of the study, it can be concluded: (1) HR management aspect obtained the results of the questionnaire assessment an average value of 44.4 or 84.2%. HR management in the Production Unit is in excellent category, has adequate instructors totaling 5 people and all instructors have competency certificates and they have a minimum of 3 years teaching experience. In addition, there is periodic upskilling for instructors. The involvement of business and industry in the implementation of the Production Unit is still lacking; (2) The customer service aspect obtained the results of the questionnaire assessment an average value of 79.4 or 83.6%. The customer service aspect is in excellent category. The Production Unit has a standard building/workshop with a size of 7x12 and 7x7, supported by the operational equipment that is in accordance with technological developments such as bike lifts, tool sets, automatic tire changers and scanners. In addition, the layout is also in accordance with the official workshop standards. However, it is still low in terms of making reports on work results; (3) the marketing strategy aspect obtained the results of the questionnaire assessment an average value of 15.3 or 76.5%. The marketing strategy carried out is still conventional, considering that the Production Unit targets set out in the work program include; (a) students of State Vocational High School 1 Warungasem; (b) all school members; (c) teachers/employees of State Vocational High School 1 Warungasem and (d) the public people and local residents; and (4) the financial management aspect obtained the results in a good category with an average score of 20 or 66.7%. The Production Unit has a work program budget for one year and has fixed capital and there are incentives for instructors. Meanwhile, it is stated in the Production Unit work program that the fund is obtained from loans from the school and from outside parties.

REFERENCES

Abdul Hakim. 2010. Model Pengembangan Kewirausahaan Sekolah Menengah Kejuruan (SMK) dalam menciptakan kemandirian Sekolah. Riptek, Vol.4, No.1, Year 2010, Pg.: 1 - 14

Hambali, I. M. 2019. Examining the relevance of Indonesian vocational high school career outcomes to the labor market. Journal of Social Studies Education Research, 10(1), 133–155.

Mahfud, Tuatul. 2013. "Praksis Pembelajaran Kewirausahaan Pada Unit Produksi Jasa Boga." Vocational Education Journal 2(1).

Marniati, Marniati, Mein Kharnolis, and Agus Hery Supadmi Irianti. 2018. "The Implementation Of Entrepreneurship Education And Production Unit In Vocational High Schools." 112(Iconhomecs 2017): 55–57.

Sangi, Nontje, Altje Wajong, and Luckie Sojow. 2019. "Production Unit Management Based on Product Innovation in SMK Manado." 299(Ictvet 2018): 240–42.

Sutopo, Adi. 2013. "Evaluasi Efektivitas Unit Produksi Dalam Mempersiapkan Kompetensi Kerja Siswa Smk." Journal of Educational Research and Evaluation 16(2): 419–36.

Supraptono, E., Samsudi, M., Sudana, I. M., & RW, M. B. (2018, September). The Analysis of Collaboration Needs between Vocational Schools and Industry in Internship Based on the Alignment of Graduates' Competence. In International Conference on Science and Education and Technology.(247) (pp. 110-114).

Sukmawaty, Wahyu Eka, and Sugiyono Sugiyono. 2016. "Pengembangan Model Manajemen Unit Produksi Smk Program

Studi Keahlian Tata Busana Di Kabupaten Sleman." Vocational Education Journal 6(2): 219.

Tripathi, Kaushiki, and Manisha Agrawal. 2014. "Tripathi, K. and Agrawal, M., 2014. Competency Based Management in Organizational. Global Journal of Finance and Management, 6(4), Pp.349-356." Global Journal of Finance and Management 6(4): 349–56.