Link and Match Based Partnership Management in the Fashion Expertise Program at SMK Negeri 6 Semarang

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Abstract

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In vocational education, cooperation with the business world and industrial world (*DU/DI*) is very important, and its implementation must be adapted to the needs of the current era. Therefore, Vocational High Schools (*SMK*) must be able to combine the curriculum and equate perceptions with *DU/DI* in order to produce quality graduates and have skills that are in line with market needs. This study aimed to describe the relationship of cooperation in the form of partnerships based on link and match in SMK Negeri 6 Semarang, especially in developing competencies in the field of fashion. To be able to achieve the research objectives, a qualitative approach with the case study method was used. The results showed that SMK 6 Semarang had implemented link and match based partnership management in various forms, including: 1). The planning stage begins with synchronizing the curriculum between the school and *DU/DI*, 2). At the implementation stage, a link and match based partnership program has been implemented in the form of learning and training through holding industrial classes with *by-order* products that have a sale value, and 3). At the supervision stage, it has collaborated with the Professional Certification Institute (LSP), so as to increase the resources of productive teachers and students in the fashion sector.

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INTRODUCTION

Competitiveness of graduates of vocational school students today is getting higher, it is caused by several factors that influence alumni users or business and industrial world (*DU/DI*) to select strictly when recruiting in order to get quality employees and in accordance with the competence. This situation can be a problem for some graduates of vocational school students who do not have the skills and do not understand the demands of the needs of the perpetrators of *DU/DI*, as a result there is often a mismatch between the needs and capacity. While the problem of lack of relevance between graduates and *DU/DI* results is not only from the skills possessed by students, but also structurally it is a weakness of the school curriculum that pays little attention to the development of market products and the lack of cooperation (link), so it has not been able to equalize perception (match) . It was also confirmed by Suryadi (2010), that vocational education in schools has caused structural problems that make a lack of relevance to employment. According to him, the development of Study Programs that are made constantly can limit the creativity space of managers, so that it seems to "avoid" change. Conversely, *DU/DI* continues to change along with new technology that follows the world of the market.

In order to unravel these problems, it is necessary to hold a collaborative program within vocational schools, so that they can unite their perceptions and meet the needs of quality resources that are accepted by *DU/DI*. Explained by Ixtiarto and Sutrisno (2016), that the existence of a collaboration program alone will be able to provide benefits for vocational schools, one of which is the development of resources. According to him, the form of development can be done with the use of facilities, assistance, as well as consultants, and through training activities. Vocational High Schools (*SMK*) require cooperation with the industrial world, this is because Vocational Schools are vocational education institutions that are organized to prepare students to enter employment and develop professional attitudes in certain fields, Ixtiarto and Sutrisno (2016). Thus, collaboration between Vocational School and *DU/DI* is needed in the form of partnership. Where, the form of partnership is usually made and agreed by both parties through a Memorandum of Understanding (MoU).

Rukmana (2006), defined partnership into several parts: 1). Cooperation, is the degree of effort of one party to fulfill the wishes of the other party, 2). Firmness, degree of effort of a party to fulfill its own desires, 3). Collaboration, which is a situation where each party wants to fully meet the interests of all parties, and 4). Compromise, is a situation where each party is willing to sacrifice something so that the burden sharing occurs and is beneficial. Furthermore, he explained that in implementing the partnership program between vocational schools and *DU/DI*, many activities could be developed, including: 1). Management of joint activity programs between education providers and partner institutions, 2). Utilization of infrastructure owned by partner institutions, 3). Funding planning to realize a program that will be implemented, and 4). Utilization / placement of graduates from educational institutions into the work sector or commodities needed by partner institutions (Rukmana, 2006). Another important thing that becomes a point in running a partnership program is the existence of relevance between the two parties.

The relevance of the partnership program is to bring skilled and trained personnel (Okpor and Hassan, 2012). Mulyasa (2006) added that in increasing the relevance of education to the business world, the government issued a link and match policy. This policy aims to create education graduate products that are equivalent to the needs of various development sectors for skilled and skilled workers according to their quantity, quality, and distribution. Mulyasa (2006), also emphasized that school partnership programs can be carried out with government or private institutions, such as universities, equivalent schools, universities, and the community. In guaranteeing and realizing a

good partnership program, there must be a common vision, mission, trust, honesty, mutual benefit, mutual respect from those invited to cooperate or partner, communication, commitment in order to achieve effective and efficient goals (Rukmana, 2012).

In order for the partnership program to run well, management is needed to arrange a clear and directed collaboration. Terry (2010), explains four management functions: 1). Planning, as a rationale for the objectives and preparation of steps that will be used to achieve the goals. Planning means preparing all needs, taking into account carefully what are the obstacles, and formulating the implementation of activities to achieve goals, 2). Organizing, as a way to gather people, placing them according to their abilities and expertise in the work that has been planned, 3). Actuating, which is to move the organization to run in accordance with the division of work each, and run all available resources so that the activities according to plan and can achieve goals, 4). Controlling, aims to oversee whether the movement of the organization is in accordance with the plan or not. As well as overseeing the use of resources in the organization so that it can be achieved effectively and efficiently, not deviating from planning.

The existence of problems regarding the partnership program between vocational schools and *DU/DI* parties on the basis of interesting links and matches to be investigated, especially arranged through a good and directed management. The study was conducted at SMK Negeri 6 Semarang on the Fashion Expertise Program, with the aim to describe the forms of link and match based partnerships at the school which were carried out in order to develop the competency of graduate resources to be relevant to *DU/DI*.

METHOD

Sugiyono (2011), states that the research method is basically a scientific way to obtain data with specific purposes and uses. To be able to achieve the research objectives of describing

objects, qualitative research methods are used. Where, descriptive is one of the characteristics of qualitative research. According to Strauss and Corbin (2009), qualitative research is a type of research whose findings are not found through statistical procedures or other forms of calculation. Qualitative research examines the life, history, behavior of a person, the role of an organization, as well as reciprocal relationships. Furthermore, Sugiyono (2011) put forward three qualitative characteristics: 1). Conducted in natural conditions, progress to suber data, and researchers act as key instruments, 2). Research is descriptive, the data collected in the form of words or images, so it does not emphasize numbers, and 3). Qualitative research places more emphasis on process. Completed by Patton (2009), that the description is written in narrative form to present a comprehensive picture of all events in the reported activity.

Moleong (1989), states that in qualitative research requires the determination of research boundaries based on the focus that arises as research problems. According to him, however the determination of focus as a problem, it is important in trying to find the limits of research. So, with the focus already determined, the researcher will be able to find the location of the study. This opinion was confirmed by Sugiyono (2011), who stated that the limitation of the problem in qualitative research was called focus. According to Moleong (1989), 'problem' itself is interpreted as a condition that originates from the relationship between two or more factors and produces a confusing situation. This study raises the focus of the form of link and match based partnership management by taking a case in the Fashion Expertise Program at SMK Negeri 6 Semarang.

The research was conducted using a case study strategy in order to be able to reveal data and activities in the field as a whole. Patton (2009) states that qualitative case studies attempt to describe the unit in depth, in detail, in context, and holistically. This opinion is strengthened by Raharjo (2017) which states that like in other qualitative strategies, case studies are also carried out in a natural setting.

Meleong (1989), explains that the main data sources in qualitative research are words and actions, the rest are additional documents and others. The main data source was the informant chosen and considered to be familiar with the focus of the study. Data collection techniques in this study were carried out through three stages, namely: 1). Observation, 2). Documents study, and 3). Deep interview. The data sources in this study were the principal, vice principal, head of the study program, head of the laboratory, deputy head of the infrastructure section, deputy head of the public relations section, students, and the *DU/DI* party. The research data is then processed and described by the researcher to its full potential.

RESULTS AND DISCUSSION

Planning of Link and Match Based Partnership Management

Fashion Expertise Program is one of the excellent programs in SMK Negeri 6 Semarang. Educational facilities in the fashion design expertise program which are equipped with classrooms, laboratories, production unit rooms, workshops and showrooms, are very possible to support the progress of their competencies, especially in developing the ability of student resources. The existence of these facilities certainly supports the curriculum planned by the school.

Curriculum planning in the Fashion Expertise Program at SMK Negeri 6 Semarang was carried out through the Project Based Learning (PjBL) program which includes determining fundamental questions, compiling project planning, arranging schedules, monitoring, testing results, and evaluating experiences, felt to be more relevant if added with partnership program and arranged through good management. The school planned a partnership program through an organization formed in advance by involving structural officials and would be carried out continuously every semester.

The organization of the Fashion Expertise Program at SMK Negeri 6 was formed by involving the school principal, head of the fashion expertise program, the department secretary, the head of the workshop, and the treasurer of the program. Organizational actors then compile a partnership program planning (link) through consideration of seeing the development of DU/DI, it aimed to get relevance (match), so that it would sync between the curriculum with the current state. The system of division of tasks was divided as follows: As the person in charge is the principal then supported by other officials, and in carrying out the tasks all are required to be in tune (compact). So that all programs that have been scheduled by the head of the expertise program can run well.

Link and match based partnership program planning was scheduled for two times in one semester, namely by inviting practitioners' resources in the fashion sector regularly and periodically. The aim was to train students related to new knowledge in the industrial world, so that synchronization occurred between the curriculum with *DU/DI*. This partnership program planning would benefit the skills possessed by graduates' products, so that it was relevance to *DU/DI*.

Implementation of Link and Match Based Partnership Management

The implementation of the link and match based partnership program was scheduled according to the plan that had been made, which was two times a semester. SMK Negeri 6 Semarang established a link and match based partnership program with Pand's Collection, which is one of the well-known retailers in the city of Semarang, even within the scope of the Central Java Province-DI. Yogyakarta.

The link and match partnership between the school and Pand's was an "industrial class". In the industrial class, students would get training and learning about the new developments that were developing at *DU/DI*. The Pand's Collection provided the opportunity for students of the SMK Negeri 6 Semarang

Fashion Expertise Program to work on products that were obtained by ordering by their customers (made by order). As for other forms of cooperation, namely in the recruitment of graduates and competency tests for graduates.

Through this form of link and match partnership, the aim was to develop the competency of fashion expertise possessed by students. With the development of competency expertise possessed, students would be more confident when they had completed their studies and moved on to the industrial world. While the benefits derived from the link and match partnership program with Pand's Collection through this industry class, products made by students of the SMK 6 Fashion Expertise Program have a selling point.

Supervision of Link and Match Based Partnership Management

In order that the link and match based partnership program run according to procedures and did not deviate, the Fashion Expertise Program at SMK Negeri 6 Semarang had a regular monitoring system. The purpose of the supervision activities was controlling so that the partnership program could run well, was stable, in accordance with procedures, and did not deviate from the initial planning. The benefits of monitoring activities were to maintain the quality of resources, both students and teachers who were productive in fashion, as well as being able to improve their corporate competence. Supervision of the link and match partnership program in the Fashion Design Expertise Program at SMK Negeri 6 Semarang was carried out through three forms of activities, namely supervision, either directly or indirectly by the principal and some of his representatives, the holding of the Competency Test (*UKK*), and the holding of formative tests for students.

Direct supervision was carried out by the headmaster within one semester, both programmed and incidental. Whereas indirect supervision was carried out by vice principals or heads of fashion expertise programs. The supervision team would monitor all the link and match based partnership programs that have

been planned by the program leader, and provide input if there were obstacles to developing fashion expertise competencies.

Competency Test (*UKK)* conducted by the Fashion Design Expertise Program at SMK Negeri 6 Semarang for students and productive teachers, consisted of two types, namely the Vocational Theory Test (*UTK*) and the Vocational Practice Test (*UPK*). Where both involve internal and external examiners, both from *DU/DI* and the Professional Certification Agency (*LSP*). Thus, the competence of students and teachers in productive dressmaking is always measured in accordance with the latest developments in science and technology today.

For the formative test program for students, the Fashion Management Expertise Program at SMK Negeri 6 Semarang implements it twice a semester to measure the skills possessed. Here, the teacher's role was very important in developing fashion skills. If something went wrong, the teacher would provide direction and guidance, so in addition to being an evaluator, the role was also to be a motivator. Thus, the competency of the expertise of students and fashion designers at SMK Negeri 6 Semarang could develop.

CONCLUSIONS

From the results of the study it can be concluded that the Fashion Design Expertise Program at SMK Negeri 6 Semarang has implemented a link and match based partnership program and is run through good management. The form of link and match based partnership management includes: 1). The planning and organizing phase that has begun with the synchronization of the curriculum between the school and *DU/DI*, 2). At the implementation stage, a link and match based partnership program has been implemented in the form of learning and training through holding industrial classes with by-order products that have a sale value, and 3). At the supervision stage it has collaborated with the Professional Certification Institute (*LSP*), so as to increase

the resources of productive teachers and students in the field of fashion.

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