

IMPORTANCE OF PARTNERSHIP MANAGEMENT TO IMPROVE SCHOOL-TO-WORK TRANSITION READINESS AMONG VOCATIONAL GRADUATES

by Fitri Nurmahmudah

Submission date: 06-Apr-2022 06:29AM (UTC+0700)

Submission ID: 1738476657

File name: Article.doc (475.42K)

Word count: 6437

Character count: 36855

IMPORTANCE OF PARTNERSHIP MANAGEMENT TO IMPROVE SCHOOL-TO-WORK TRANSITION READINESS AMONG VOCATIONAL GRADUATES

Fitri Nur Mahmudah¹

Department of Education Management, Graduate School, Universitas Ahmad Dahlan

Indonesia

E-mail: fitri.mahmudah@mp.uad.ac.id

ORCID: <https://orcid.org/0000-0002-2757-3605>

Husaini Usman²

Department of Education Management, Graduate School, Universitas Negeri Yogyakarta

Indonesia

E-mail: husainiusman@uny.ac.id

ORCID: <https://orcid.org/0000-0003-3321-5801>

Eka CS Putra³

Department of Elementary School, Graduate School, Universitas Negeri Yogyakarta

Indonesia

E-mail: ekacsputra@gmail.com

ORCID: <https://orcid.org/0000-0002-3643-4906>

Abstract

The large number of unemployed vocational graduates at this time is a matter of consideration for schools to manage the program well. This is important because schools need the help of other institutions to collaborate in improving student competencies. This research aimed to reveal the forms of partnership and partnership management framework that can be used between Vocational Education and Industry. This research used a qualitative method. The objects of this research were two Vocational Educations and four Industry. The subjects who participated as the informants in this research were 14 students from the Vocational Educations and 4 people from the Industry. The sampling technique used purposive sampling. The results of this research showed that the forms of partnership that can be used between vocational education and industry are internship, industrial learning, work-based learning, and experiential learning. The partnership framework needed is M-POAMCE, i.e. management that

covers planning, organizing, actuating and monitoring, coordinating, and evaluating. The novelty from this research is a cooperation model for vocational school to improve student competence according to industry needs. The model is also one part of the relevance of the objectives of vocational high schools for industry.

Keywords: *Partnership management, readiness, school-to-work, transition, vocational education, industry*

INTRODUCTION

21
One of the indicators for the quality of Vocational Education graduates is the level of graduates' absorption of the workforce. An indicator that strengthens is the availability of jobs for Vocational Education graduates. Besides, it is also related to sufficient skills of Vocational Education graduates so they can provide employment (Kamaruzaman et al. 2019). However, there is a micro problem i.e. the quality of Vocational Education graduates could not meet the needs of the Industry. The first problem is the fact that the design of the Vocational Education curriculum is not in line with the Industry that is rapidly developing. The second problem is the fact that the quality of Vocational Education graduates has not met the standards for the Industry.

This is evident from the fact there are many unskilled graduates (Setiadi, Suparmin, dan Samidjo 2018), worse there are many Vocational Education graduates who have never participated in an internship (Farida Aryani, Muhammad Rais 2017). The third problem is the fact that there is a lack of skilful Vocational Education teachers. Many teachers lack workforce-related knowledge (William 2012). The fourth problem is the fact that there are inadequate facilities for students' work practices. Such an explanation implies the importance of the partnership between Vocational Education and Industry. This aims to provide students with skills and to improve their skills so they are ready to enter the Industry. This preparation shall serve as the foundation to design school-to-work transition materials. This is also the background of this research.

This research was conducted to review the partnership management between Vocational Education and the latest Industry, to be used to improve the readiness of each Vocational Education about school-to-work transition. This research aimed to produce a partnership management framework that can be used by both parties, i.e. Vocational Education

and Industry. This research was of importance because this aimed to provide a framework in the form of steps to be implemented for partnership management between Vocational Education and Industry and reveal the forms of partnership to be undertaken by Vocational Education and Industry. The presence of good management can function as a foundation to achieve the desired outputs. The results of this research were to provide an opportunity for Vocational Education and Industry in terms of partnership creativity.

The designed programs can be used as activities to improve the skills and readiness of students. This hopefully could reduce the number of unemployed and provide an opportunity for the Industry to recruit Vocational Education graduates as workers without selection. Low unemployment is a result of good design so graduates are ready to enter the Industry (Oluwajodu et al. 2015). Besides, labor recruitment is carried out since the needs of the industry are in line with the theories that teachers deliver at schools. Although the development of Vocational Education students' skills has been proven at the world level, there are only a few studies that discuss partnership management between Vocational Education and Industry.

Several aspects that have been known from studies of partnership management are to synchronize curriculum and work practices in the Industry (reference), to plan work practice activities in the Industry based on students' readiness by competency mapping (reference), to plan placement-by-placement mapping in the Industry (reference), and to flexibly implement the programs from the partnership (reference). In fact, in general, the findings of previous studies do not focus on the functions of management. Such scientific information is however sporadic and far from concluding how partnership management could improve school-to-work transition readiness.

This condition is not in line with the studies of partnership management between Vocational Education and the latest Industry, showing an increasingly important role of Vocational Education through the Industry. In developing students' skills, the Industry serves as the centre for both physical and mental activities where prospective students interact with the latest technology in the Industry. Such organized interaction may help both Vocational Education and Industry focus on achieving graduates' quality and recruiting new employees. The Industry as a place for talent development is a place for students to gain skills, attitudes, and knowledge to work hard to support their success in the future. Besides, the strong, open, and coherent organizational culture that is also concerned with the balance between the

objectives of Vocational Education and Industry is considered to provide a successful environment for the development of students' potential and skills.

Research Problem

The main problem of this research is the large ⁵ number of unemployed among vocational school graduates. The Central Bureau of Statistics states that vocational high school graduates dominate the number of unemployed people in Indonesia, which reaches 6.88 million people. Vocational high school graduates account for the highest level of open unemployment according to education.

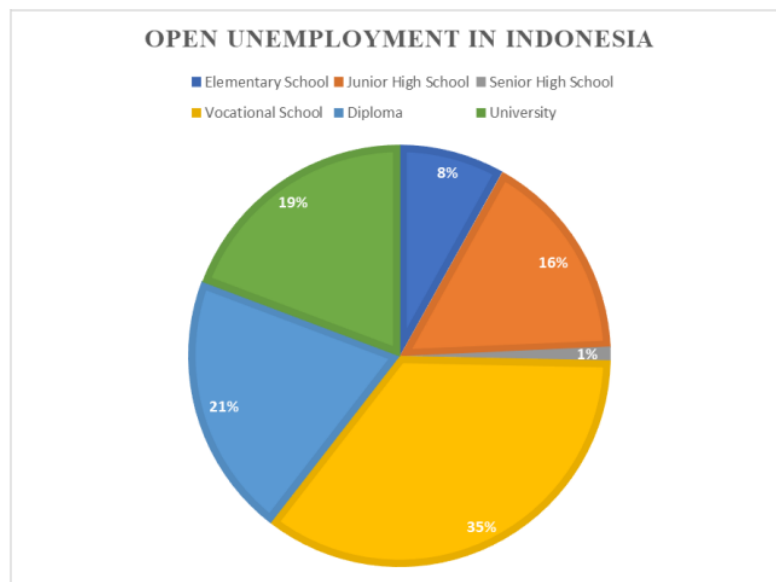


Figure 1. Open Unemployment in Indonesia
Source: Central Bureau of Statistics

Research Focus

This research is based on improving the competence of high school students in efforts to develop schools in collaborating. The effort is shaped in an effective model for increasing readiness for school-to-work transitions among vocational graduates.

Research Questions

In this research, we used two questions as a reference in addressing the formulated research questions. The questions of this research are:

(RQ1) What are the forms of partnership which can be used between Vocational Education and Industry?

(RQ2) What kinds of partnership management framework which can be used between Vocational Education and Industry?

METHODS

General Background

The method used in this research was qualitative. ¹⁶ Qualitative research is a form of systematic empirical inquiry into meaning (Shank 2002). The qualitative method was used because this method could explore data in-depth and could analyse partnership management comprehensively based on the comparison of cases encountered during this research. The research approach used is multiple case studies. ² According to Baxter and Jack (2008) in multiple case study research, researchers conducted several case studies to understand the similarities and differences between the cases studied. This is in line with the opinion of Yin (2003) who stated that the purpose of multiple case studies is to replicate the findings in cases for later comparisons. Yin (2003) adds that multiple case study designs are used to predict similar outcomes or predict contrasting outcomes but with predictable reasons. Thus also with this study, researchers used a multiple case ¹⁹ study research design to enable researchers to find similarities and differences regarding the importance of partnership management to improve school-to-work transition readiness among vocational graduates.

Participant

The sampling technique used was purposive sampling. The reason for choosing sampling to use it is because the researcher determines which participants are the source of data information in this study. The data were obtained from two Vocational Educations and four industries. There were 14 students of the Vocational Educations and four people from the Industry who served as the subjects or informants in this research. The researcher selects these participants with the aim that this study explores the meaning and takes a picture of the actual

conditions associated with importance of partnership management to improve school-to-work transition readiness among vocational graduates. In general, the participants involved in this study have criteria as vocational high school students and have done industrial practices. The characteristics of the participants from the industry are people who guide the field practice of vocational high school students.

Instrument and Procedure

The data were collected through interviews. Interviews are conversations with a specific purpose carried out by two parties, namely the interviewer who asks the question and the interviewee who provides the answer to the question (Lexy, 2000). Interviews were conducted using a structured model, namely by arranging several questions that will be sent to participants in advance. This is intended so that the conversation in the interview is more focused and focused on the intended purpose and avoids the discussion that is too broad. In addition, it is also used as a general benchmark and can be developed by researchers through questions that arise during the interview activity (Moleong, 2000). The interview instrument used can be seen in table 1.

Table 1. Interview Instrument

Components	Indicators
Plan	The involvement of the world of work in improving the development abilities of vocational students
	The world of work as a means of student self-development
	Builds a measure of professional expertise based on the amount of work experience
	There is a list of the industry
	Prepare materials for cooperation
Organize	Agreement between the material and the content being studied (which parts are taught in school, and which parts are taught in the world of work)
	Develop competency standards
	Develop standard education and training programs
	Developing evaluation standards between schools and the industry
	Marketing vocational school graduates
Act and monitoring	Determining the future of the nation through education in the industry
	Utilizing the potential of human resources owned by schools and the industry
	Giving awards to the industry
	Adjustment of the material contained in the curriculum with the fields of work available in the industry

Data Analysis

The data analysis used in this research is the case study model design from Yin (2015: 133), namely analyzing case study evidence is a difficult thing because the strategies and techniques have not been adequately identified in the past. This research was conducted in six stages using the Yin analysis approach, namely as follows:

1. *Plan*

At this stage of the plan, the researcher conducted a preliminary survey by looking for objects and research subjects in vocational schools and the world of work. In this pre-research stage, the researcher compiled a research design that included an outline related to school transition with the world of work related to the two institutions such as compiling data retrieval protocols using interviews and pre-research guidelines as operational pre-research field data retrieval.

2. *Design*

The research design used was multiple case studies. The main data collection uses the interview method, while the data for support uses documentation and passive participation observation.

3. *Prepare*

The preparations made by the researcher were to compile a protocol for field data collection using interview, observation, and documentation protocols.

4. *Collect*

At this stage the researcher enters and understands the research background in the context of collecting field data, which is carried out at SMK Business and Management and the World of Work as SMK collaboration partners.

5. *Analyze*

The fifth stage is field data analysis. At this stage the researcher carried out a series of qualitative data analysis processes with the help of qualitative data analysis software ATLAS.ti 8.3.17 to perform coding, categorize, create themes, and create concept maps.

6. *Share*

In the last stage of this research is to disseminate the results of research by making articles and submitting them to journals and with transferability in other fields of Vocational High Schools by using the SMK collaboration management guidelines with the World of Work as a guide for managing collaborative activities effectively, efficiently and sustainably.

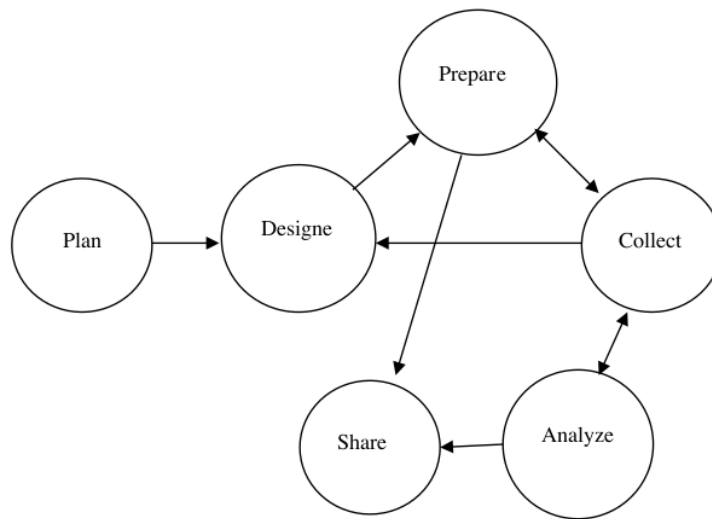


Figure 2. Yin Analysis Model

RESULT AND DISCUSSION

The purpose of writing this article is to find out the forms of partnership which can be used between vocational education and industry; and the partnership management framework which can be used between vocational education and training. The results were obtained from interviews at school and in the industry. The following is the Result and Discussion of the research results:

RESULT

(RQ 1) Forms of Partnership

The form of partnership between Vocational Education and industry is one of the learning and business strategies that can benefit both parties. Forms of partnership in vocational educations and industry are formulated jointly by the school management team. The form of partnership is left to the vice-principal in the field of industrial relations and working groups. Furthermore, detailed partnership programs with the world of work. Schools make various preparations so that the program is in line smoothly following the objectives. Topasu (L / 1) provided an understanding carried out before the collaboration was:

"Yes, it's about identifying the same competencies as those in the Vocational Education of the World of Work. which are included in each expertise program? Then grouped according to expertise programs. Furthermore, later recorded and collaborated. Now the ones who are cooperating are each of the management of the expertise program, miss. We will also progress from each expertise program".

A similar sentiment was also conveyed by Laniri (W / 2) regarding what collaborative planning needs to be prepared:

"Planning for partnership so far has been limited to meetings for the translation of student street vendors and the determination of the world of work as a place of practice. Besides, there are other tools such as arranging schedules and mentoring for teachers as students' tutors, Ma'am. "

Dipenge (W / 3) also gives an explanation related to a planning partnership:

"Planning for partnership in schools so far is only to prepare street vendors, Ma'am. There are preparations. But yes monotonous. And it hasn't been standardized well because the partnership program is only street vendors for students. "

A similar opinion was also conveyed by Rissari (W / 4) regarding the planning of partnership related to the creation of a partnership team:

"The main preparation when planning partnership is in terms of making a working team, Ma'am. With the distribution of tasks to teachers in schools to become mentors."

This statement was reinforced by the minutes of the meeting at the school with the heads of the expertise program and the working group (Astuba / W / 7). The principal realizes that planning partnerships is important. As explained by Istias (W / 5):

"Together with the school principal and head of their respective expertise program, the school formed a working group. Furthermore, all matters concerning the partnership with the world of work are managed by the working group. "

Pokja can search the world of work for collaboration following the areas of expertise competency in schools and are grouped according to their respective expertise. This was conveyed by Udidis (L / 6), namely:

"Mapping the world of work is the existence of data collection following the competence of the existing expertise program. This is indeed one of the plans for a partnership that has been formed so far "

Then the school maps the world of work that will be used for students working in the field. The same thing was also conveyed by Warrusi (W / 8):

"There are more preparations on data collection, yes, the world of work that is following our expertise program, then it will continue to be used in the list, then where children practice fieldwork. Well, that's all about mapping the world of work. Not to continue to

be mapped by region, then the appropriate competence. No. As long as it can be used for student practice alone, this includes mapping the world of work. "

On the other hand, from the list of the world of work that is following the map of expertise or competence in the school, the school sends a letter of offer of partnership and the making of the MoU. This was stated by Lamuki (W / 9):

"After careful planning, Ma'am, later the school will make a letter of partnership offer to the world of work, after that it will make an MoU if it is approved by that party."

The statements of the resource persons above are supported by documentation studies conducted by researchers that in planning a collaboration carried out at school is evidenced by supporting documents such as minutes of meetings, attendance lists, lists of partner institutions, in this case, the world of work, cover letters offer of partnership, as well as several documents related to the MoU that have been established both between the school and the world of work.

¹⁴ Based on the explanation of the participants, it can be concluded that the form of partnership in vocational education must be prepared in more detail so that it has standard standards related to the sub-component of partnership that needs to be prepared. This is very different from the planning done because it is only limited to the completion of responsibilities in the implementation of student street vendors.

The rapid development of education that affects the quality of Vocational Education graduates about the Industry requires the right strategy to maintain Vocational Education and the competencies of graduates. The dynamics of development provide opportunities for every institution, both educational institutions, and the Industry, to have partnerships. It is not easy to maintain the partnership between these institutions. Due to different cultures and norm settings, readiness, and mutual understanding between the two institutions are required. Developing professional school partnerships and hiring teachers who have lots of workforce-related knowledge can be a useful step to practice the skills of students and teachers at school. Some of the benefits are the opportunity to benchmark and exchange of knowledge and techniques in internalizing core skills in the classroom as well as broader insights on various teaching methods used in various industries, thus increasing trust and promoting teaching skills at schools.

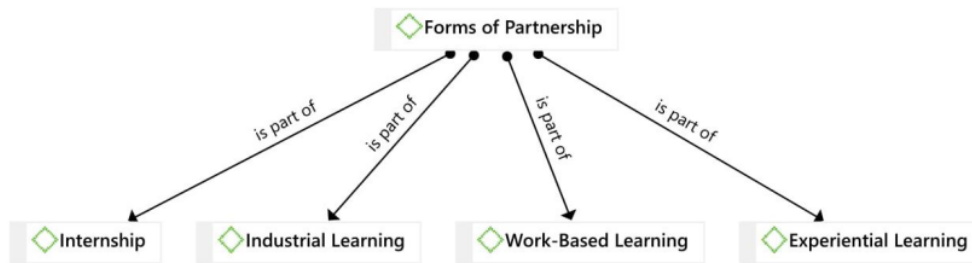


Figure 3. Results of Qualitative Analysis Assisted by Atlas.ti Software

(RQ 2) Partnership Management Framework between Vocational Education and Industry

The second management function is organizing. The management function greatly influences the function in the management of partnership that has been formed in vocational educations with industry, although it has not been neatly structured, including tasks both parties must do that together.

The results from the field through the head of the expertise program and the working group that the researchers found no archives related to the organizational structure of both parties namely the school and the world of work. The structure referred to by the researcher is related to a clear description of the goals, sources, and components in the collaboration that is recorded. No structure shows the division of tasks of partnership and functions that are integrated through coordination. The statements of the interviewees the researchers interviewed at school supported this.

Topasu (L / 1) states that the organizing activities in partnership in vocational education are:

"While there is not yet, Ma'am. Just flow. Following the reality faced. What should be prepared at school for students yes teachers provide the best for students. When students are in the world of work, yes the world of work leads. Already, that's all. There is no uniform and written division of work units. "

Laniri (W / 2) also emphasized related to the organization of partnership which includes the division of work units with detailed work that must be done at each institution, that:

"Ma'am, there isn't any yet. There is no division of tasks. Each has understood it by itself. The school understands what needs to be prepared. The world of work also

understands what must be done to develop students who are practicing there. Anyway, Ma'am, you understand it all by yourself. Because partnership is still within the limits of student street vendors, it is understood that way. At school students are taught, given direction, given guidance, given provision. Whereas in institutions where practice (the world of work) is required in practice. "

Indeed, the goals set together with the world of work will be achieved, but it is less efficient because of the unclear division of tasks. Dipenge (W / 3) states:

"Like this, Ma'am. While the partnership in this school is PKL for student practice and OJT for teacher practice. At school, the school is preparing it. Preparing teachers as well as students. What provisions need to be given to them. Well, if it fits in the working world, it's automatically handled from the world of work. Ma'am, is that automatic? Without arrangements in writing. Sometimes it is just right for the implementation of the practice so sometimes and even often how come it's not clear like this huh. What must be done by the world of work should know. But what can I do? "

Rissari also conveyed the same statement (W / 4) that the existing organizing in the management of partnership has not detailed the tasks that must be performed at each institution:

"There is no grouping of tasks. The school will take full responsibility for students in the school and work world. even though in the world of work there is already someone to take care of it. But after all that school students yes. And there are no task details. Because for us in the world of work already understand by itself. Which students must do. Which is not. Then what is permissible and what isn't permissible. "

So far, in schools only carry out what the school wants to achieve the goal of the partnership, in this case, is the practice of students (Istias / W / 5). The division of work between vocational education and the World of Work following each institution has never been discussed together (Udidis / L / 6). Because indeed for us it will run without a detailed division of tasks (Astuba / W / 7).

Based on the statements of some of the participants, it can be concluded that there has not been an optimal organization that has been carried out jointly between the school and the world of work which includes the division of work units according to the needs (school and world of work), a grouping of work units that describe the division of work, and details of work. that must be carried out.

The results of the analysis using the atlas.ti software regarding the management framework in partnership between vocational education and Industries can be seen as follows:

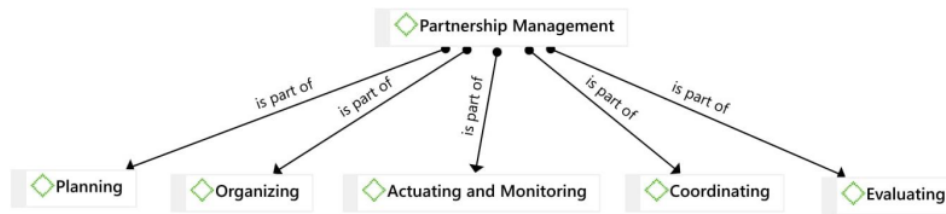


Figure 4. Results of Qualitative Analysis Assisted by Atlas.ti Software

12

The results of the data analysis above can be concluded into three things, namely the need for school-to-work transition management by implementing five approaches, namely planning, organizing, actuation and monitoring, coordinating, and evaluating. The results of field data in this study found two management functions, namely coordinating and evaluating. This is the result of exploring meaning through field participants. The novelty of this research is that there are programs that need to be arranged in vocational high schools to improve the competence of students. This can be seen from several important points of student placement, curriculum development, procurement facilities, school promotion, and mapping of graduates. Field findings that need to be prepared to collaborate between vocational high schools and industry are the need for guidelines for implementing, education and training standards, student guidance system, standards for testing skills, assessment of work competency standards, graduate tracking and marketing systems, and evaluate the implementation. The novelty of the research findings can be seen in figure 5.

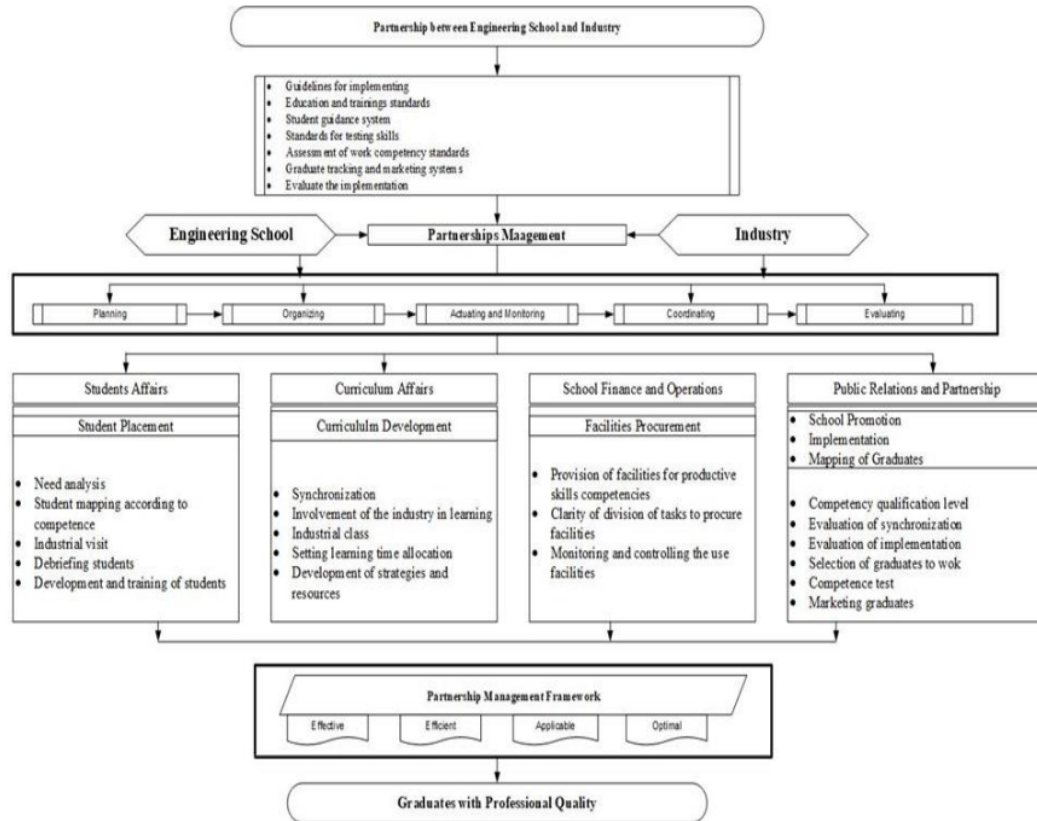


Figure 5. Partnership Management Framework between Vocational Education and Industry

DISCUSSION

Forms of Partnership

Temuan dari pembahasan mengenai bentuk kerja sama di lapangan terdiri dari empat hal, yaitu: (1) Internship; (2) Industrial Learning; (3) Work Based Learning; and (4) Experiential Learning. Masing-masing bentuk kerja sama akan dibahas di bawah ini:

Internship

The internship is a program designed by the Industry for Vocational Education graduates who do not have work experiences. Workers with internship status are called interns. This program involves internship participants in various projects and jobs that need an additional workforce. However, the scope of work for these internship participants is limited.

The Industry gains benefits by hiring Vocational Education graduates while the internship participants gain work experiences, useful knowledge, self-development training, and the opportunity to improve their skills. The internship program depends on the Industry. An objective of the internship program for Vocational Education graduates is to provide skills to enter the Industry. Internship programs have been around for over a century at some colleges, the importance of the academic internship has increased significantly in the past few years (Bukaliya 2012).

Internships offer students a chance to get work experience and gain a competitive advantage in the job market (Cheong et al. 2014). Internship plays a very crucial role to increase the experience of Vocational Education graduates who will later become a new workforce. The internship offers students several important opportunities (Jawabri 2017). The internship also helps students perceive connections between their academic training and the Industry, requires students to put into practice the lessons of their academic learning and motivates students to perceive the Industry as a learning domain in which they practice what they have learned from schools.

Industrial Learning

Industrial learning is a learning approach for vocational education students from an industrial perspective where traditional subjects are taught in the context of knowledge application for product design, development, and operations. Industrial learning is also sometimes called work-integrated learning. Industrial learning shows a program that aims to provide the best practical training within a certain period. The best training is provided directly by the Industry. Industrial learning offers students with great practical skills and knowledge and promotes self-confidence. The main objective of industrial learning is to turn theoretical knowledge into practical experiences, particularly work experience in real life through internships to decide career options. If students only learn theories in a classroom, they will not know about practical terms. In other words, students are taught to focus on practical values of work through industrial learning.

23

Work-Based Learning

Work-based learning is a program in which the learning is carried out not only at schools but also at Industry simultaneously. This program aims to provide both theoretical and real (practical) understanding to students by applying any learning materials they have learned from schools. Work-based learning to include knowledge and qualifications that will not only

develop the aptitude and career of employees but will benefit industry and generate income for the school at the same (Lennon 2013). Several definitions mention that work-based learning is any form of learning through the workplace, be it work experience or work shadowing during a certain time. Another definition states that WBL is any learning that takes place as a result of activities in the workplace (Hughes dan Bailey 2003). Work-Based Learning (WBL) as a learning approach plays a role in promoting professional development and learning.

Experiential Learning

Experiential learning is a learning model that combines experience and transforms the experiences gained. This learning takes place by involving students' experience in educational processes. Student involvement during learning interactions in a classroom contributes to student's construction of knowledge about the theory and or experience gained and applied in educational processes that take place. The presence of experiential learning will provide both practice/experience and theory so that students more easily gain understanding compared to only theory or experience.

Experiential learning is a process of learning and acquiring skills and expertise including internships, undergraduate research, fieldwork using experience to increase knowledge as a teaching pedagogy [7-8]. Experience learning-based is also continuous learning through a combination of practice and theory. Experiential learning means learning by doing, learning through experience, learning through action, and learning through discovery and exploration (Vargas-Hernández 2017). Also, experiential learning activities allow students to apply theoretical knowledge as well as observation the newly learned skills within real-world situations (Glaser 2017).

There are four phases related to the experiences learning-based cycle according to Kolb, namely: (a) concrete experience; (b) reflective observation; (c) abstract conceptualization; (d) active experimentation (Cox dan Cooper 2016). Concrete experience step, in general, teachers complete practical activities and students act as active participants. The model emphasizes a holistic learning model in teaching and learning processes. Experience plays a major role in learning. This theory implies that learning is a process by which knowledge is created through the transformation of experiences. This way, the knowledge gained by students in a classroom is the result of a combination of understanding and transforming experiences, thus improving the effectiveness of learning outcomes.

Partnership Management Framework between Vocational Education and Industry

Partnership with the Industry is necessary, to synchronize the practice tools that schools have with any equipment that Industry has, to adjust the implementation of teaching and learning activities at schools to the development of the industry, ensure the achievement of competencies that students have to master and determine the Industry targeted for partnerships. Besides, students can have trouble of business, what stakeholders complain about, and the importance of excellent services. The partnership between Vocational Education and the Industry can improve the quality of teaching and learning activities, especially in terms of the effects of the Industry's culture. Before productive learning, the culture of presence and the importance of service to consumers or colleagues are introduced, which will then be applied when undertaking fieldwork practices.

The determination of competency required by the Industry refers to Milkovich's opinion, i.e. it requires a diagnostic process which must cover: (1) the availability of access and analysis of resource conditions; (2) determining the objectives of the existing human resources; (3) selecting several actions and formulating alternatives to achieve the objectives; and (4) evaluating the results (Hom et al. 2009). Access to resource conditions includes both the internal and external conditions of the two institutions that are in partnerships, i.e. school and the Industry, the conditions of human resources i.e. students and graduates. To determine the objectives of the resources, efficiency, and balance of the designed partnership programs are important to consider. Choosing and applying human resource activities can be carried out through managerial activities of human resource management, starting from planning to the termination. The most important thing is evaluation, whether the programs that have been carried out by the two parties meet the principles of efficiency and balance.

A working definition of a partnership is “a collaborative relationship between entities to work toward shared objectives through a mutually agreed division of labor” (Silyn-Roberts 2013). In the authors' opinion, the partnership is an inherently complex vehicle for channeling practical solutions in the field, in this case, the Industry, and at a strategic level for the quality of Vocational Education graduates. Several studies of how partnership works show that practitioners manage complexity by adopting a long-term, flexible, and organic approach following the field and the conditions needed. Why organic? During the partnership, both schools and the Industry may evolve because both parties can learn more about effective management, can build capacity, and can gain valuable experiences from the partnerships. In

this sense, partnership acts as a learning mechanism that teaches to get better in fieldwork practice and other partnership programs and allows them to achieve common goals.

The relationship between schools and the Industry is information given to the public, persuasion directed at the public, to modify attitude and active effort to integrated attitudes and activities of the institution with its public and of the public with the institution (Fletcher dan Mba 2014). The statement explains that the relationship between schools and the Industry is to provide clear and complete information to the Industry about the supply of laborers trained and shaped by educational institutions. Besides, the relationship is also about persuading the Industry in terms of changing attitudes and actions that schools have to undertake, and an effort to unite the attitudes and actions taken by the schools and the Industry reciprocally.

The findings of good partnership management will certainly result in good practices and policies for both parties. One indicator of good management is the presence of a good relationship between the two parties to improve the: (1) to improve the quality of children's learning and growing; (2) to raise community goals and improve the quality of community living; (3) to develop understanding, enthusiasm, and support for community program of public educations (Karsa dan Ahmad 2018). Good partnership management will certainly result in good practices and policies for both parties. One indicator of good management is the presence of a good relationship between the two parties to improve the quality of learning, the quality of student learning, the quality of growth and development of students, and the quality of the Industry. Management of partnership with the Industry is how to create a good partnership as needed.

Partnership management shall also provide comprehensive, accurate, and up to date information that covers all aspects/factors or substances that schools and Industry need to receive and know of. With this information, partnership management can be performed constructively. Besides, the management shall also be adjusted to the conditions in the work environment, especially adjustments to activities, habits, culture, and information materials that exist and are applicable in the Industry.

CONCLUSIONS

The partnership is a system of work performed jointly between two or more people or institutions in the hope of achieving common goals. The partnership between schools and the

Industry is a necessity in realizing quality education for schools and the success of work performance for the Industry. The partnership between the two parties will serve as a driving force that has energy and synergy for schools and the Industry, as well as for anyone who takes part in the partnership activities. The interest of schools is to develop and maintain the sustainability of schools, ¹²improve the quality of education, accommodate learning processes, obtain support and assistance from the Industry needed for the development and implementation of programs at schools.

The authors conclude that partnership management must be carried out in an integrated manner, meaning that anything explained, delivered, and presented to the Industry must have integrated information, including information of academic activities (learning) at schools and activities in the Industry. Partnership management shall also be carried out continuously, instead of being carried out incidentally, for example only once a year or only to fulfill schools' obligation without good management. Schools that are not capable of performing good management will slowly but surely not survive and left by the Industry because these schools are considered neither healthy nor relevant to the needs of the Industry. This way, the key to partnership management is to establish good communication so that the interests of both school and Industry can be congruent and create a school order that truly reflects the quality of education.

REFERENCES

- Bukaliya, Richard. 2012. "The Potential Benefits and Challenges of Internship Programmes in an ODL Institution: a Case for the Zimbabwe Open University." *International Journal on New Trends in Education and Their Implications* January 4(9): 13–1309.
- Cheong, Andrew Lee Hock, Naziha binti Yahya, Quek Lor Shen, dan Ang Yen Yen. 2014. "Internship Experience: An In-Depth Interview among Interns at a Business School of a Malaysian Private Higher Learning Institution." *Procedia - Social and Behavioral Sciences* 123(1995): 333–43. <http://dx.doi.org/10.1016/j.sbspro.2014.01.1431>.
- Cox, Charles J., dan Cary L. Cooper. 2016. "Developing Organizational Development Skills in Japan and the United Kingdom: An Experiential Approach." *International Studies of Management & Organization* 6(1–2): 72–84.
- Farida Aryani, Muhammad Rais, Hillman Wirawan. 2017. "Reflective learning model in improving student critical thinking skills." *Global Journal of Engineering Education* 19(1): 19–23.
- Fletcher, Frank, dan Ed D Mba. 2014. "The Career and Times of Edward L. Bernays."

Educational Institutions 5(13): 1–22.

Glaser, John. 2017. School of Publication *IT Strategy Formulation and Management*.

Gourmaj, Mourad, Ahmed Naddami, Ahmed Fahli, dan Driss Nehari. 2017. “Teaching power electronics and digital electronics using personal learning environments: From traditional learning to remote experiential learning.” *International Journal of Online Engineering* 13(8): 18–30.

Hom, Peter W. et al. 2009. “Explaining Employment Relationships With Social Exchange and Job Embeddedness.” *Journal of Applied Psychology* 94(2): 277–97.

Hughes, Katherine L, dan Thomas R Bailey. 2003. “Work-based learning and academic skills.” *Working Knowledge: Work-Based Learning and Education Reform* 3(15): 85–110.

Jawabri, Adnan. 2017. “Exploration of Internship Experience and Satisfaction Leading to Better Career Prospects among Business Students in UAE.” *American Journal of Educational Research* 5(10): 1065–79.

Kamaruzaman, Fathiyah M, Roszilah Hamid, Azrul A Mutalib, dan Mohamad S Rasul. 2019. “Conceptual framework for the development of 4IR skills for engineering graduates.” *Global Journal of Engineering Education* 21(1): 54–61.

Karsa, Yuli Abdi, dan Karyonoibnu Ahmad. 2018. “Contribution of Learning Management and Emotional Intelligence to Performance and Work Effectiveness of Teachers at Public Elementary School in Barambai Sub-District.” *Journal of Research & Method in Education* 8(6): 19–27.

Lexy. J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PTRemaja Rosdakarya, 2000), hlm. 135.

Lennon, Fred A. 2013. “Implementation Of A Work-Based Learning Model Work-Based Learning Job Shadowing: A Guide for Reflection Student Guide to Employer Meetings Parent Consent and Release Form for Business Site Visit Work-Based Learning Worksite Orientation Guide Student Respo.” *The Manufacturing Advocacy and Growth Network*: 3–5.
http://www.themanufacturinginstitute.org/~media/368372F6DA5946B095B1D0EBF8B88760/Implementation_of_a_Work-Based_Learning_Model.pdf.

May, Don R. 2017. “Student Perceived Value of Intensive Experiential Learning.” *International Journal for Service Learning in Engineering, Humanitarian Engineering, and Social Entrepreneurship* 12(1): 1–12.

Moleong, J. L, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2000), hlm.138.

Oluwajodu, Faith, Derick Blaauw, Lorraine Greyling, dan Ewert P.J. Kleynhans. 2015. “Graduate unemployment in South Africa: Perspectives from the banking sector.” *SA Journal of Human Resource Management* 13(1): 1–9.
<http://www.sajhrm.co.za/index.php/sajhrm/article/view/656>.

Setiadi, Bayu R., Suparmin, dan Samidjo. 2018. “Preparing engineering students for entrepreneurial creative industries.” *Global Journal of Engineering Education* 20(2): 127–31.

Shank, G. 2002. *Qualitative Research. A Personal Skills Approach*.

Silyn-Roberts, Heather. 2013. "Perspectives on Partnership: A Literature Review." *Writing for Science and Engineering* 33(127): 63–73.
<http://linkinghub.elsevier.com/retrieve/pii/B9780080982854000042>.

Vargas-Hernández, José G. 2017. "Networking International Student Collaboration and Experiential Exercise Projects." *Advances in Higher Education and Professional Development* 3(11): 210–31.

Wiliam, Dylan. 2012. "How do we prepare our students for a world we cannot possibly imagine?" *SSAT Annual Conference* 4(16): 34–51.

IMPORTANCE OF PARTNERSHIP MANAGEMENT TO IMPROVE SCHOOL-TO-WORK TRANSITION READINESS AMONG VOCATIONAL GRADUATES

ORIGINALITY REPORT

11 %
SIMILARITY INDEX

9 %
INTERNET SOURCES

4 %
PUBLICATIONS

5 %
STUDENT PAPERS

PRIMARY SOURCES

1 pdf4pro.com 1 %
Internet Source

2 tijoss.com 1 %
Internet Source

3 journal.iaincurup.ac.id 1 %
Internet Source

4 www.faculty.english.ttu.edu 1 %
Internet Source

5 Submitted to Badan Pengembangan dan
Pembinaan Bahasa Kementerian Pendidikan
dan Kebudayaan 1 %
Student Paper

6 bika25atab.blogspot.com 1 %
Internet Source

7 link.springer.com 1 %
Internet Source

8 Submitted to Universiti Teknologi MARA
Student Paper

<1 %

9

Submitted to The International School of Protocol and Diplomacy

Student Paper

<1 %

10

Syafiatun Siregar. "A Study of Work Based Learning For Construction Building Workers", Journal of Physics: Conference Series, 2018

Publication

<1 %

11

download.atlantis-press.com

Internet Source

<1 %

12

etheses.uin-malang.ac.id

Internet Source

<1 %

13

Submitted to Universitas Pelita Harapan

Student Paper

<1 %

14

ejer.com.tr

Internet Source

<1 %

15

Mourad Gourmaj, Ahmed Naddami, Ahmed Fahli, Driss Nehari. "Teaching Power Electronics and Digital Electronics using Personal Learning Environments. From Traditional Learning to Remote Experiential Learning", International Journal of Online Engineering (iJOE), 2017

Publication

<1 %

16	Submitted to Colorado State University, Global Campus Student Paper	<1 %
17	Eric Tarantini. "Chapter 3 Social Video Learning – Creation of a Reflection-Based Course Design in Teacher Education", Springer Science and Business Media LLC, 2020 Publication	<1 %
18	educationdocbox.com Internet Source	<1 %
19	www.educasia.or.id Internet Source	<1 %
20	nsuworks.nova.edu Internet Source	<1 %
21	www.saibw.co.za Internet Source	<1 %
22	publicaciones.ucuenca.edu.ec Internet Source	<1 %
23	docplayer.net Internet Source	<1 %
24	ijicc.net Internet Source	<1 %
25	www.iobm.edu.pk Internet Source	<1 %

26

jbhost.org

Internet Source

<1 %

27

www.scielo.org.za

Internet Source

<1 %

Exclude quotes On

Exclude matches Off

Exclude bibliography On