



PROTEKSI ISI LAPORAN AKHIR PENELITIAN TESIS MAGISTER

Dilarang menyalin, menyimpan, memperbanyak sebagian atau seluruh isi proposal ini dalam bentuk apapun kecuali oleh pengusul dan pengelola administrasi pengabdian kepada masyarakat

LAPORAN AKHIR 2024

Rencana Pelaksanaan Penelitian Tesis Magister: tahun 2024 s.d. tahun 2024

1. JUDUL PENELITIAN

Model Manajemen Pembiayaan Pendidikan Terintegrasi Industri (MPTI) Untuk Meningkatkan Mutu Pendidikan di SMK

Bidang Fokus	Tema	Topik (jika ada)	Prioritas Riset
Sosial Humaniora, Pendidikan, Seni, Dan Budaya	Pendidikan	Manajemen pendidikan	Green Economy

Rumpun Ilmu Level 1	Rumpun Ilmu Level 2	Rumpun Ilmu Level 3
ILMU PENDIDIKAN	ILMU PENDIDIKAN TEKNOLOGI DAN KEJURUAN	Pend. Teknologi dan Kejuruan

Skema Penelitian	Strata (Dasar/Terapan/Pengembangan)	Nilai SBK	Target Akhir TKT	Lama Kegiatan
Penelitian Tesis Magister	Riset Dasar	35.000.000	3	1 Tahun

2. IDENTITAS PENGUSUL

Nama, Peran	Jenis	Program Studi/Bagian	Bidang Tugas	ID Sinta
BAMBANG SUDARSONO 0626018503 Ketua Pengusul Universitas Ahmad Dahlan	Dosen	Pendidikan Vokasional Teknologi Otomotif	1. Memastikan penelitian sesuai perencanaan. 2. Melakukan komunikasi dengan pihak-pihak terkait 3. Memastikan tesis mahasiswa sesuai standar kualitas yang ditentukan 4. Memonitor hasil capaian penelitian mahasiswa. 5. Memastikan ketercapaian luaran 6. Membimbing mahasiswa dalam menyelesaikan penelitian, laporan kemajuan, laporan akhir dan menyusun artikel	6748529
PRIYANTA 2208046073 Mahasiswa Bimbingan Universitas Ahmad Dahlan	Mahasiswa	Manajemen Pendidikan	1. Melakukan analisis kebutuhan. 2. Melakukan studi literatur untuk memperkuat teori permasalahan penelitian 3. Menyusun model 4. Melakukan uji validasi 5. Menyusun artikel publikasi atau luaran. 6. Menyusun laporan kemajuan dan laporan akhir. 7. Mengisi logbook penelitian dan mendokumentasi kegiatan	-

3. MITRA KERJASAMA PENELITIAN (Jika Ada)

Pelaksanaan penelitian dapat melibatkan mitra kerjasama yaitu mitra kerjasama dalam melaksanakan penelitian, mitra sebagai calon pengguna hasil penelitian, atau mitra investor

Mitra	Nama Mitra	Dana
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4. LUARAN DAN TARGET CAPAIAN

Luaran Wajib

Tahun Luaran	Kategori Luaran	Jenis Luaran	Status target capaian	Keterangan
1	Artikel di Jurnal	Artikel di Jurnal Bereputasi Nasional Terindeks SINTA 1-4	Accepted/Published	International Journal on Education Management and Innovation (IJEMI)

5. ANGGARAN

Rencana Anggaran Biaya penelitian mengacu pada PMK dan buku Panduan Penelitian dan Pengabdian kepada Masyarakat yang berlaku.

Total RAB 1 Tahun Rp24.860.000,00

Tahun 1 Total Rp24.860.000,00

Kelompok	Komponen	Item	Satuan	Vol.	Biaya Satuan	Total
Pelaporan Hasil Penelitian dan Luaran Wajib	Biaya Publikasi artikel di Jurnal Bereputasi Nasional	Biaya Publikasi di Jurnal sinta 1-4	Paket	1	1.000.000	1.000.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Biaya konsumsi rapat	Penyusunan Laporan Akhir (2 peneliti) selama 6 kali	OH	12	50.000	600.000
Bahan	ATK	Kertas HVS Untuk Kegiatan Penelitian	Paket	5	56.000	280.000
Sewa Peralatan	Peralatan penelitian	Sewa printer	Unit	1	150.000	150.000
Analisis Data	HR Pengolah Data	Honor pengolah data validasi model MPTI 1 orang	P (penelitian)	1	500.000	500.000
Pengumpulan Data	Transport	Transport darat kegiatan FGD Perancangan Model MPTI dan Perangkatnya (25 peserta) selama 1 kali	OK (kali)	25	200.000	5.000.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Biaya konsumsi rapat	Penyusunan Luaran Wajib (2 peneliti) selama 6 kali	OH	12	50.000	600.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Uang harian rapat di luar kantor	Penyusunan Laporan Akhir (2 peneliti) selama 6 kali	OH	12	90.000	1.080.000
Pengumpulan Data	Uang Harian	Uang Harian Rapat di luar kantor FGD Perancangan Model MPTI dan perangkatnya (5 peserta)	OH	5	90.000	450.000
Pengumpulan Data	Biaya konsumsi	Konsumsi Rapat di luar kantor FGD Perancangan Model MPTI dan perangkatnya (5 peserta)	OH	5	50.000	250.000
Pengumpulan Data	Transport	Transport Kegiatan Analisis Kebutuhan di 12 SMK dan 6 Industri (2 peneliti) masing-masing selama 12 kali	OK (kali)	24	200.000	4.800.000
Analisis Data	Uang Harian	Uang harian koordinasi	OH	16	90.000	1.440.000

Kelompok	Komponen	Item	Satuan	Vol.	Biaya Satuan	Total
		analisis data (2 peneliti dan 2 pembantu peneliti) selama 4 kali				
Pengumpulan Data	Honorarium narasumber	Narasumber Kegiatan Validasi Model MPTI dan perangkat (1 ahli manajemen pembiayaan pendidikan dan pembelajaran, 1 praktisi industri) selama 1 jam	OJ	2	650.000	1.300.000
Pengumpulan Data	Biaya konsumsi	Makan dan Kudapan FGD perancangan Model MPTI dan perangkat (25 peserta) selama 1 kali	OH	25	50.000	1.250.000
Analisis Data	Transport Lokal	Transport lokal koordinasi analisis data (2 peneliti dan 2 pembantu peneliti) selama 4 kali	OK (kali)	16	200.000	3.200.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Uang harian rapat di luar kantor	Penyusunan Luaran Wajib (2 peneliti) selama 6 kali	OH	12	90.000	1.080.000
Bahan	ATK	Bolpoin dan note book Untuk Kegiatan FGD Analisis Kebutuhan (20 peserta, 2 peneliti)	Paket	22	15.000	330.000
Pengumpulan Data	Honorarium narasumber	Narasumber FGD kegiatan perancangan Model MPTI dan perangkat (1 ahli manajemen pembiayaan pendidikan dan pembelajaran, 1 praktisi industri) selama 1 jam	OJ	2	650.000	1.300.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Biaya Publikasi artikel di Jurnal Bereputasi Nasional	Biaya translate	Paket	1	250.000	250.000

*. KEMAJUAN PENELITIAN

A. RINGKASAN

Urgensi Penelitian. Pada tahun 2023, SMK menyumbang jumlah terbesar pengangguran diatas 9,2%. Pengangguran terjadi karena mutu pendidikan yang masih rendah. Peningkatan mutu pendidikan SMK yang terintegrasi dengan industri menjadi hal yang sangat penting dalam mendukung pembangunan ekonomi nasional dan mengurangi tingkat pengangguran. Dengan mengintegrasikan kebutuhan industri dalam model pembiayaan pendidikan, diharapkan dapat tercipta lingkungan/ iklim pembelajaran yang sesuai dengan standar dan kebutuhan industri. Oleh karena itu, pengembangan model pembiayaan SMK terintegrasi industri bertujuan tidak hanya untuk memastikan bahwa pendidikan kejuruan tetap relevan dan responsif terhadap perubahan tetapi juga memberikan manfaat yang optimal bagi siswa dan industri.

Tujuan Penelitian. Tujuan penelitian ini adalah merancang model manajemen pembiayaan pendidikan yang terintegrasi dengan kebutuhan industri. Rancangan model pembiayaan SMK terintegrasi industri yang diterapkan dengan baik diharapkan dapat meningkatkan mutu pendidikan sehingga menurunkan tingkat pengangguran lulusan SMK.

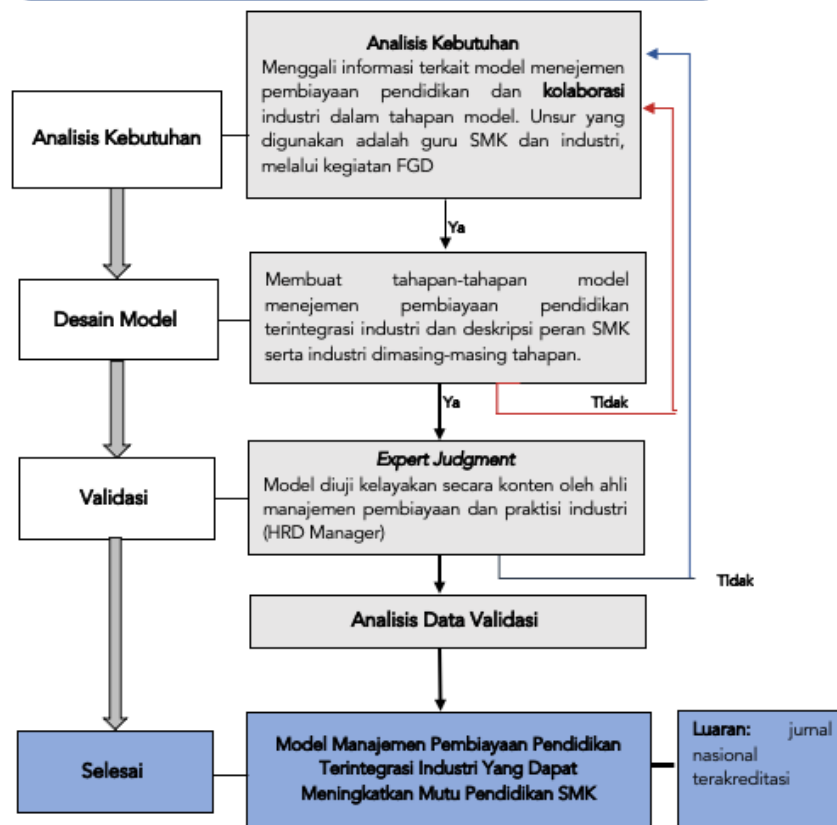
Metode Penelitian. Skema penelitian ini adalah penelitian dasar. Desain penelitian yang digunakan mengadopsi desain penelitian dan pengembangan (R&D) dari Richey and Klein dengan mengambil 3 tahapan, yaitu analisis kebutuhan, desain model dan validasi. Penelitian dilaksanakan di SMK N 1 Trucuk Klaten dan SMK Muhammadiyah Pakem dengan subyek penelitian kepala sekolah, bendahara, guru SMK teknik otomotif dan praktisi industri. Teknik pengumpulan data menggunakan data non tes dengan instrumen wawancara melalui kegiatan FGD dan angket validasi/ kelayakan untuk ahli. Analisis data menggunakan analisis kuantitatif dan dirumuskan hasilnya dengan pengkategorian. Luaran yang Ditargetkan. Luaran wajib penelitian telah tercapai dengan status accepted pada jurnal bereputasi nasional terakreditasi SINTA 3 Jurnal Taman Vokasi

B. KATA KUNCI

Model Manajemen; Mutu Pendidikan; Pembiayaan Pendidikan; Pendidikan Kejuruan (SMK); Terintegrasi Industri

Pengisian poin C sampai dengan poin H mengikuti template berikut dan tidak dibatasi jumlah kata atau halaman namun disarankan ringkas mungkin. Dilarang menghapus/modifikasi template ataupun menghapus penjelasan di setiap poin.

C. HASIL PELAKSANAAN PENELITIAN: Tuliskan secara ringkas hasil pelaksanaan penelitian yang telah dicapai sesuai tahun pelaksanaan penelitian. Penyajian meliputi data, hasil analisis, dan capaian luaran (wajib dan atau tambahan). Seluruh hasil atau capaian yang dilaporkan harus berkaitan dengan tahapan pelaksanaan penelitian sebagaimana direncanakan pada proposal. Penyajian data dapat berupa gambar, tabel, grafik, dan sejenisnya, serta analisis didukung dengan sumber pustaka primer yang relevan dan terkini.



Gambar 1. Tahapan Penelitian

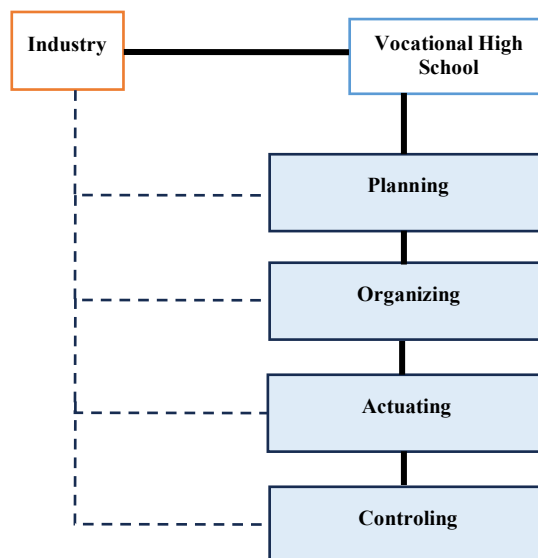
Analisis Kebutuhan

Kegiatan pertama dalam *need assessment* adalah melakukan wawancara dengan guru SMK. Kegiatan ini bertujuan untuk mengetahui manajemen pembiayaan pendidikan terintegrasi industri (MPTI) yang selama ini dilaksanakan serta permasalahan yang dihadapi. Melalui kegiatan tersebut, terungkap bahwa secara umum pelaksanaan manajemen pembiayaan pendidikan terintegrasi industri di SMK adalah sebagai berikut:

- 1) Perencanaan dimulai dengan penetapan RKAS sebagai pedoman utama pembiayaan sekolah, termasuk alokasi anggaran untuk kegiatan kolaboratif dengan industri.
- 2) Masing-masing kepala program memimpin koordinasi tim manajemen sekolah di bawah pengawasan langsung kepala sekolah.
- 3) Kegiatan praktik didukung oleh sponsor industri yang berkontribusi dalam implementasi kurikulum dan pengalaman praktis siswa.
- 4) Monitoring dan evaluasi dilakukan secara berkala oleh kepala sekolah dan bendahara untuk memastikan transparansi dan efisiensi penggunaan dana sesuai RKAS yang disetujui.
- 5) Sekolah harus membeli banyak alat dan teknologi yang diperlukan untuk memenuhi standar industri karena bantuan dari industri tidak selalu mencakup biaya tersebut.
- 6) Perlu ada peningkatan transparansi dalam penggunaan dana sekolah, termasuk dalam pengajuan anggaran dan laporan keuangan secara berkala.
- 7) Terdapat masalah dalam disiplin siswa selama program kerja lapangan (PKL), seperti absensi tanpa izin serta kurangnya pengawasan rutin dari pihak industri, misalnya kunjungan tahunan yang tidak konsisten.
- 8) Kurangnya evaluasi dan monitoring terhadap program kerjasama untuk memastikan keberhasilan dan kesesuaian dengan tujuan pendidikan.

Desain model

Setelah mendapatkan gambaran tentang manajemen pembiayaan pendidikan terintegrasi industri yang selama ini dilaksanakan oleh SMK dan industri, tahap selanjutnya adalah melakukan kegiatan Focus Group Discussion (FGD) yang beranggotakan instruktur industri dan guru-guru SMK. Kegiatan FGD dilaksanakan untuk merumuskan model manajemen pembiayaan pendidikan terintegrasi industri di SMK secara konseptual. Model MPTI konseptual dapat dilihat pada Gambar 2.



Gambar 2. Model Konseptual Manajemen Pembiayaan Pendidikan Terintegrasi Industri di SMK

Validasi Model

Tahapan validasi dilaksanakan untuk menerima masukan tentang kelayakan model MPTI dengan peserta yang terdiri dari kepala sekolah, bendahara, guru dan instruktur industri. Validasi dilakukan dengan kegiatan FGD. Hasil angket validasi dapat dilihat pada Tabel 2.

Tabel 2. Hasil Angket Validasi Ahli

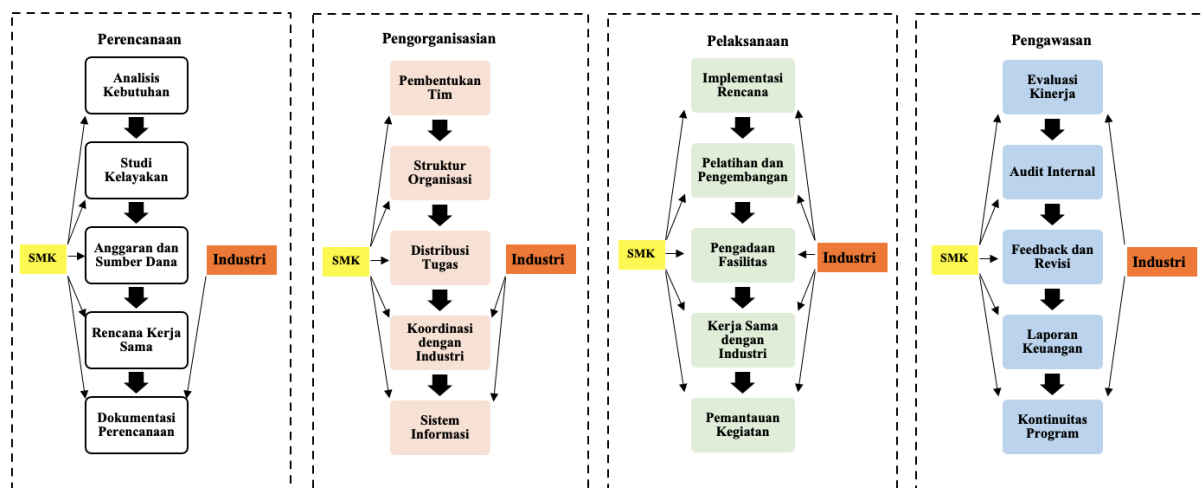
Indikator	Skor (f)				
	4	3	2	1	Skor
Kesesuaian Model dengan Kebutuhan	7	1			3,875
Efektivitas Model	6	2			3,75
Kolaborasi dengan Industri	5	3			3,625
Keberlanjutan Model	7	1			3,875
Manfaat dan Dampak	4	4			3,5
Penggunaan Model	5	3			3,625
Average					3,71

Berdasarkan hasil angket validasi yang telah dilakukan, dapat disimpulkan bahwa model yang dikembangkan umumnya diterima dengan sangat baik oleh para responden. Indikator "Kesesuaian Model dengan Kebutuhan" mendapatkan skor rata-rata tertinggi sebesar 3,875, menunjukkan bahwa sebagian besar responden merasa model ini sangat sesuai dengan kebutuhan mereka, meskipun ada sedikit ruang untuk perbaikan. Indikator "Efektivitas Model" memperoleh skor rata-rata 3,75, yang menunjukkan bahwa responden merasa model ini cukup efektif, dengan beberapa aspek yang masih bisa ditingkatkan.

Kolaborasi dengan industri dinilai cukup baik dengan skor rata-rata 3,625, menunjukkan bahwa lima responden memberikan skor 4, namun masih ada tiga responden yang memberikan skor 3, menandakan bahwa ada beberapa area dalam kolaborasi yang memerlukan peningkatan. Keberlanjutan model juga mendapatkan skor rata-rata

3,875, menunjukkan bahwa sebagian besar responden merasa model ini sangat berkelanjutan, meskipun ada satu responden yang memberikan skor 3.

Dalam hal manfaat dan dampak, model ini memperoleh skor rata-rata 3,5. Ini menunjukkan bahwa meskipun model ini dianggap bermanfaat oleh sebagian besar responden, ada beberapa area yang perlu diperhatikan untuk meningkatkan dampaknya. Terakhir, penggunaan model mendapatkan skor rata-rata 3,625, dengan lima responden memberikan skor 4 dan tiga lainnya memberikan skor 3, menunjukkan bahwa penggunaan model ini sangat baik, namun masih memerlukan beberapa perbaikan. Selain data angket, ahli menyimpulkan beberapa masukan yaitu: (1) Tahapan model ini harus sesuai dengan kebijakan dan regulasi pemerintah serta standar pendidikan; (2) Keterlibatan industri dalam proses pendidikan juga penting, termasuk dalam hal kurikulum dan penyediaan sumber daya, agar keterampilan yang diajarkan relevan dengan kebutuhan industri; (3) Validasi juga mencakup pemeriksaan sumber daya keuangan dan efisiensi penggunaannya, kualitas kurikulum dan program pembelajaran, serta fasilitas dan infrastruktur yang mendukung; (4) Aspek kualitas pengajaran dan pelatihan, seperti kualifikasi guru dan metode pengajaran, juga perlu dievaluasi. Selain itu, hasil dan dampak dari model tersebut, termasuk kualitas lulusan dan tingkat penyerapan kerja, harus diperhatikan bersama dengan feedback dari industri. (5) Keberlanjutan dan pengembangan berkelanjutan model ini harus direncanakan untuk memastikan kemampuannya beradaptasi dengan perubahan di masa depan. Setelah menerima masukan ahli validasi, model MPTI direvisi dan menghasilkan model MPTI hipotetik yang layak digunakan. Model dan tahapan-tahapan model MPTI hipotetik dapat dilihat pada Gambar 3 dan Tabel 3.



Gambar 3. Tahapan-Tahapan Model MPTI yang Layak Digunakan

Tabel 3. Tahapan-Tahapan Model MPTI

Tahapan	Aktivitas	Pelaku
Perencanaan	Analisis Kebutuhan	SMK dan Industri
	Studi Kelayakan	
	Anggaran dan Sumber Dana	
	Rencana Kerja Sama	
	Dokumentasi Perencanaan	
Pengorganisasian	Pembentukan Tim	SMK dan Industri
	Struktur Organisasi	
	Distribusi Tugas	
	Koordinasi dengan Industri	
	Sistem Informasi	
Pelaksanaan	Implementasi Rencana	SMK dan Industri
	Pelatihan dan Pengembangan	
	Pengadaan Fasilitas	
	Kerja Sama dengan Industri	
	Pemantauan Kegiatan	
Pengawasan	Evaluasi Kinerja	SMK dan Industri

	Audit Internal	SMK
	Feedback dan Revisi	
	Laporan Keuangan	
	Kontinuitas Program	SMK dan Industri

D. STATUS LUARAN: Tuliskan jenis, identitas dan status ketercapaian setiap luaran wajib dan luaran tambahan (jika ada) yang dijanjikan. Jenis luaran dapat berupa publikasi, perolehan kekayaan intelektual, atau luaran lainnya yang telah dijanjikan pada proposal. Uraian status luaran harus didukung dengan bukti kemajuan ketercapaian luaran sesuai dengan luaran yang dijanjikan. Lengkapi isian jenis luaran yang dijanjikan serta mengunggah bukti dokumen ketercapaian luaran melalui BIMA.

Luaran penelitian tesis magister telah tercapai dengan status "**accepted**" pada jurnal nasional terakreditasi jurnal Taman Vokasi sinta 3 (<https://jurnal.ustjogja.ac.id/index.php/tamanvokasi/index>).



UNIVERSITAS SARJANAWIYATA TAMANSISWA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN VOKASIONAL TEKNIK MESIN
 Jalan Batikan, Tuntungan UH III/1043 Umbulharjo Telp. (0274) 375637 YOGYAKARTA 55167

Nomor : 17/LoA/JTVOK/X/2024

18 Oktober 2024

Hal : *accepted journal*

Kepada Yth.
 Bpk. Dr. Bambang Sudarsono, M.Pd.
 di Tempat

Assalamu 'alaikum Wr. Wb.

Salam dan Bahagia,

Terimakasih kami sampaikan kepada *author* yang telah *submitted* artikel pada jurnal "Taman Vokasi/JTVOK" Prodi Pendidikan Teknik Mesin, Universitas Sarjanawiyata Tamansiswa, dan telah menyelesaikan proses revisi hingga final melalui sistem OJS. Dengan ini kami Tim Editor Jurnal Taman Vokasi menyatakan bahwa:

Nama Penulis : Priyanta, Bambang Sudarsono
 Judul artikel : Management Model of Industry-Integrated Education Financing (MPTI) to Improve Education Quality in Vocational Schools
 Keputusan : **Accepted**
 Edisi *Publish* : Vol. 12, No.2 (2024)

Demikian pemberitahuan dari kami, atas perhatiannya disampaikan terimakasih

Wassalamu 'alaikum Wr. Wb

Salam

Editor In Chief

 H. Rabiman, M.Pd.



E. PERAN MITRA: Tuliskan realisasi kerjasama dan kontribusi Mitra baik *in-kind* maupun *in-cash* serta unggah bukti dokumen pendukung sesuai dengan kondisi yang sebenarnya. Bukti dokumen realisasi kerjasama dengan Mitra dapat diunggah melalui BIMA.

Catatan:

Bagian ini wajib diisi untuk penelitian terapan, untuk penelitian dasar (Fundamental, Pascasarjana, PKDN, Dosen Pemula) boleh mengisi bagian ini (tidak wajib) jika melibatkan mitra dalam pelaksanaan penelitiannya

Penelitian ini merupakan penelitian tesis magister dengan skema dasar tanpa menggunakan mitra penelitian

F. KENDALA PELAKSANAAN PENELITIAN: Tuliskan kesulitan atau hambatan yang dihadapi selama melakukan penelitian dan mencapai luaran yang dijanjikan, termasuk penjelasan jika pelaksanaan penelitian dan luaran penelitian tidak sesuai dengan yang direncanakan atau dijanjikan.

Dalam penelitian yang berjudul Model Manajemen Pembiayaan Pendidikan Terintegrasi Industri (MPTI) Untuk Meningkatkan Mutu Pendidikan di SMK, beberapa kendala umum yang dihadapi mencakup:

1. Keterbatasan Kerjasama Industri: Tidak semua industri siap atau bersedia bekerja sama dalam skema pembiayaan pendidikan. Beberapa industri mungkin merasa tidak mendapatkan manfaat langsung atau kurang memahami peran mereka dalam mendukung pendidikan vokasi.
2. Perbedaan Kepentingan: SMK dan industri mungkin memiliki prioritas yang berbeda. Sekolah fokus pada pengembangan kompetensi siswa, sementara industri lebih berorientasi pada profit dan efisiensi. Hal ini bisa menghambat sinergi yang diharapkan dalam model MPTI.
3. Kurangnya Pemahaman tentang Skema Pembiayaan: Pihak sekolah atau industri mungkin belum memiliki pemahaman yang memadai tentang mekanisme pembiayaan berbasis industri. Ini termasuk bagaimana mendesain model pembiayaan yang berkelanjutan dan adil bagi semua pihak.

G. RENCANA TAHAPAN SELANJUTNYA: Tuliskan dan uraikan rencana penelitian selanjutnya berdasarkan indikator luaran yang telah dicapai, rencana realisasi luaran wajib yang dijanjikan dan tambahan (jika ada) di tahun berikutnya serta *roadmap* penelitian keseluruhan. Pada bagian ini diperbolehkan untuk melengkapi penjelasan dari setiap tahapan dalam metoda yang akan direncanakan termasuk jadwal berkaitan dengan strategi untuk mencapai luaran seperti yang telah dijanjikan dalam proposal. Jika diperlukan, penjelasan dapat juga dilengkapi dengan gambar, tabel, diagram, serta pustaka yang relevan. Jika laporan kemajuan merupakan laporan pelaksanaan tahun terakhir, pada bagian ini dapat dituliskan rencana penyelesaian target yang belum tercapai.

Tahapan penelitian telah sepenuhnya dilaksanakan. Luaran penelitian telah tercapai pada jurnal nasional terakreditasi sinta 3 dengan status ***accepted*** dan akan diterbitkan **Desember 2024**.

H. DAFTAR PUSTAKA: Penyusunan Daftar Pustaka berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada laporan kemajuan yang dicantumkan dalam Daftar Pustaka.

1. Sudarsono B, Listyaningrum P, Tentama F, Ghazali FA. Developing learning and training within industry model to improve work readiness of vocational high school students. *Int J Eval Res Educ*. 2024;13(3):1731–9.
2. Wang N, Ye J, Gao W, Lee Y, Zeng L, Wang L. Heliyon What do they Need? — The academic counseling needs of students majoring in art and design in a higher vocational college in China. *Heliyon* [Internet]. 2024;10(6):e27708. Available from: <https://doi.org/10.1016/j.heliyon.2024.e27708>
3. Sudarsono B. Development of Work-Based Learning Models Based on Work Readiness (WBL-WoRe). *J Iqra'*. 2022;7(1):44–62.
4. Ohara E, Harto SP, Maruanaya RF. Policy shift to reduce unemployment of vocational school graduates in Indonesia (A National Study). *J Pendidik Teknol dan Kejuru*. 2020;26(2):129–39.
5. Sudarsono B, Tentama F, Ghazali FA, Listyaningrum P. Industry-oriented experiential learning model to enhance vocational high school students' job readiness. *J Educ Res Eval*. 2023;7(3):380–90.

Model Manajemen Pembiayaan Pendidikan Terintegrasi Industri (MPTI) Untuk Meningkatkan Mutu Pendidikan di SMK

Skema Dasar Penelitian Tesis Magister 2024

- TKT : Level TKY saat ini sampai pada level 2 yaitu penelitian sampai pada proses formulasi/ draft tervalidasi
- Luaran : jurna nasional terakreditasi sinta 1-4 dengan status accepted
- Dana Penelitian : 24,860,000
- Peneliti
 - Bambang Sudarsono (Ketua Universitas Ahmad Dahlan)
 - Priyanta

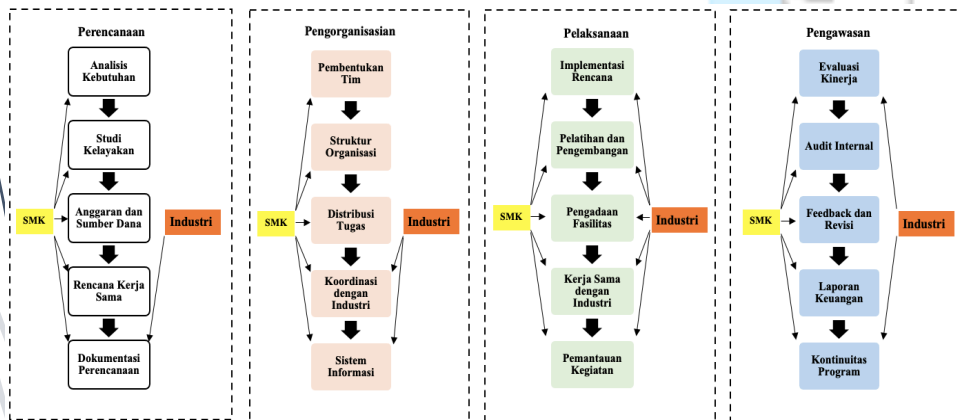
Ringkasan

Pada tahun 2023, SMK menyumbang jumlah terbesar pengangguran diatas 9,2%. Pengangguran terjadi karena mutu pendidikan yang masih rendah. Peningkatan mutu pendidikan SMK yang terintegrasi dengan industri menjadi hal yang sangat penting dalam mendukung pembangunan ekonomi nasional dan mengurangi tingkat pengangguran. Dengan mengintegrasikan kebutuhan industri dalam model pembiayaan pendidikan, diharapkan dapat tercipta lingkungan/ iklim pembelajaran yang sesuai dengan standar dan kebutuhan industri. Oleh karena itu, pengembangan model pembiayaan SMK terintegrasi industri bertujuan tidak hanya untuk memastikan bahwa pendidikan kejuruan tetap relevan dan responsif terhadap perubahan tetapi juga memberikan manfaat yang optimal bagi siswa dan industri. Tujuan penelitian ini adalah merancang model manajemen pembiayaan pendidikan yang terintegrasi dengan kebutuhan industri. Rancangan model pembiayaan SMK terintegrasi industri yang diterapkan dengan baik diharapkan dapat meningkatkan mutu pendidikan sehingga menurunkan tingkat pengangguran lulusan SMK. Metode Penelitian yang digunakan mengadopsi desain penelitian dan pengembangan (R&D) dari Richey and Klein dengan mengambil 3 tahapan, yaitu analisis kebutuhan, desain model dan validasi. Penelitian dilaksanakan di SMK N 1 Trucuk Klaten dan SMK Muhammadiyah Pakem dengan subyek penelitian kepala sekolah, bendahara, guru SMK teknik otomotif dan praktisi industri. Teknik pengumpulan data menggunakan data non tes dengan instrumen wawancara melalui kegiatan FGD dan angket validasi/ kelayakan untuk ahli. Analisis data menggunakan analisis kuantitatif dan dirumuskan hasilnya dengan pengkategorian.

Luaran penelitian yang didapatkan saat ini adalah artikel dengan status **accepted** pada jurnal nasional terakreditasi " Jurnal Taman Vokasi"

Keyword : Model Manajemen; Mutu Pendidikan; Pembiayaan Pendidikan; Pendidikan Kejuruan (SMK); Terintegrasi Industri

Hasil Penelitian



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Kepada Yth:
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Management Model of Industry-Integrated Education Financing (MPTI) to Improve Education Quality in Vocational Schools

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Abstrak: Pada tahun 2023, sekolah menengah kejuruan (SMK) menyumbang jumlah terbesar pengangguran di atas 9,2%. Pengangguran terjadi karena mutu pendidikan yang masih rendah. Peningkatan mutu pendidikan SMK yang terintegrasi dengan industri menjadi hal yang sangat penting dalam mendukung pembangunan ekonomi nasional dan mengurangi tingkat pengangguran. Dengan mengintegrasikan kebutuhan industri dalam model pembiayaan pendidikan, diharapkan dapat tercipta lingkungan/ iklim pembelajaran yang sesuai dengan standar dan kebutuhan industri. Tujuan penelitian ini adalah merancang model manajemen pembiayaan pendidikan yang terintegrasi dengan kebutuhan industri. Rancangan model pembiayaan SMK terintegrasi industri yang diterapkan dengan baik diharapkan dapat meningkatkan mutu pendidikan sehingga menurunkan tingkat pengangguran lulusan SMK. Desain penelitian yang digunakan mengadopsi desain penelitian dan pengembangan (R&D) dari Richey and Klein dengan mengambil 3 tahapan, yaitu analisis kebutuhan, desain model dan validasi. Penelitian dilaksanakan di SMK N 1 Trucuk Klaten dan SMK Muhammadiyah Pakem dengan subyek penelitian kepala sekolah, bendahara, guru SMK teknik otomotif dan praktisi industri. Teknik pengumpulan data menggunakan data non tes dengan instrumen wawancara melalui kegiatan FGD dan angket validasi/ kelayakan untuk ahli. Analisis data menggunakan analisis kuantitatif dan dirumuskan hasilnya dengan pengkategorian. Hasil penelitian menyimpulkan bahwa Model pembiayaan pendidikan berbasis industri (MPTI) memiliki kelayakan yang sangat baik dengan skor rata-rata 3,71 dari skala 4. Model ini dianggap sangat sesuai dengan kebutuhan, efektif, mampu berkolaborasi dengan industri, berkelanjutan, memberikan manfaat yang signifikan, dan mudah digunakan.

Kata kunci: model manajemen; mutu pendidikan; pembiayaan pendidikan; pendidikan kejuruan (SMK); terintegrasi industri

English Title

Abstract: In 2023, vocational high schools (VHS) accounted for the largest amount of unemployment above 9.2%. Unemployment occurs because the quality of education is still low. Improving the quality of vocational education that is integrated with industry is very important in supporting national economic development and reducing unemployment. By integrating industry needs in the education financing model, it is expected to create a learning environment/climate that is in accordance with industry standards and needs. The purpose of this research is to design an education financing management model that is integrated with industry needs. The design of a well-implemented industry-integrated VHS financing model is expected to improve the quality of education so as to reduce the unemployment rate of VHS graduates. The research design used adopted the research and development (R&D) design of Richey and Klein by taking 3 stages, namely needs analysis, model design and validation. The research was conducted at SMK N 1 Trucuk Klaten and SMK Muhammadiyah Pakem with the research subjects being the principal, treasurer, automotive engineering vocational teachers and industry practitioners. Data collection techniques used non-test data with interview instruments through FGD activities and validation/feasibility questionnaires for experts. Data analysis used quantitative analysis and formulated the results with categorization. The results concluded that the industry-based education financing model (MPTI) has very good feasibility with an average score of 3.71 on a scale of 4. This model is considered very appropriate to the needs, effective, able to collaborate with industry, sustainable, provides significant benefits, and is easy to use.

Keywords: management model; education quality; education financing; vocational education (SMK); industry integrated



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INTRODUCTION

The financing model applied to vocational high school (VHS) has so far not been integrated with industry needs, resulting in a gap between the skills taught in VHSs and the demands of the evolving job market (Anisimova, 2021; Estriyanto, 2021; Triadiarti et al., 2023). A separate financing management system from the industry often fails to anticipate changes in technology and market needs. As a result, VHS graduates often lack skills that are relevant and in line with current industry needs, making it difficult for them to find decent jobs (Habets et al., 2020; McGunagle & Zizka, 2020; Sima et al., 2020). This creates a major obstacle for VHS graduates to achieve the expected work readiness competencies. Therefore, there is a need for better integration between VHS financing models and industry needs to improve the quality of skills and employment opportunities for VHS graduates (Habets et al., 2020; Kim & Kim, 2021; Nie et al., 2020).

In addition, financing models that are not integrated with industry can also lead to imbalances in the distribution of educational resources and opportunities. VHSs that do not involve industry in their financing tend to experience limitations in the provision of facilities, equipment and training. This hampers their ability to offer high quality educational programs. Students in VHSs with limited financing do not have the same access to educational opportunities as students in better-financed educational institutions (Aryal, 2020; Kim & Kim, 2021).

The unavailability of adequate resources also negatively impacts the quality of teaching and learning in VHSs. Teachers and instructors are expected to teach skills and knowledge that are in line with industry developments (Theobald et al., 2020). However, lack of access to professional training and modern equipment hinders their ability to deliver effective education. A financing model that is not well integrated with industry is a major impediment to improving the quality of education in VHSs, as teachers and instructors are unable to deliver materials that are relevant to industry needs (Aurino et al., 2023; Sasmito et al., 2020).

One of the major weaknesses of the current financing model is the lack of industry engagement and synergy (Alkaraan et al., 2023; Zafar et al., 2024). Financing that comes solely from the government and society is often insufficient to meet the needs of modernizing the necessary equipment and facilities to match the latest industry standards. As a result, VHS graduates often lack practical skills that are relevant to industry needs. The lack of cooperation with industry also hinders opportunities for students to gain real work experience through internship or practical work programs (Bagewadi et al., 2020; Vélez et al., 2020).

An industry-integrated education financing model, known as the Integrated Education Financing Model (MPTI), involves the implementation of systematic management stages. At the planning stage, needs and resources are identified together with industry to design a comprehensive financing plan. Organizing involves establishing a management team that coordinates the allocation of funds and provision of facilities. Implementation involves the implementation of relevant education and training programs with industry contributions, as well as active communication between the school and industry. Controlling involves monitoring and evaluating the implementation of the plan to ensure goals are achieved and making adjustments where necessary. Thus, this model ensures an improvement in the quality of education and job readiness of VHS graduates.

With better integration between education financing models and industry needs, VHS graduates will have skills that are relevant and in line with labor market demands (Bagewadi et al., 2020; Blommaert et al., 2020; Kornelakis & Petrakaki, 2020; Medina et al., 2020). This will increase their chances of securing decent jobs that meet industry expectations. Therefore, there is a need for improvement and enhancement in the education financing model to ensure that VHS graduates are ready to face the challenges and opportunities in the modern world of work.

METODE

This research lasted for one year. The research was conducted at SMK N 1 Trucuk Klaten and SMK Muhammadiyah Pakem. Both SMKs have implemented an independent curriculum and have instructors/practice teachers who have undergone teaching factory management training by industry. The subjects involved in this study were the principal, treasurer, VHS automotive engineering teachers and industry practitioners. The industries used are the automotive industry Jogjakarta Center

Automotive and Hyundai Motor. The automotive industry was chosen because of its success in managing vehicle maintenance services well.

This research adopts Richey and Klein's research and development (R&D) design, which consists of three main stages: needs analysis, model design, and validation. The research flowchart can be seen in Figure 1.

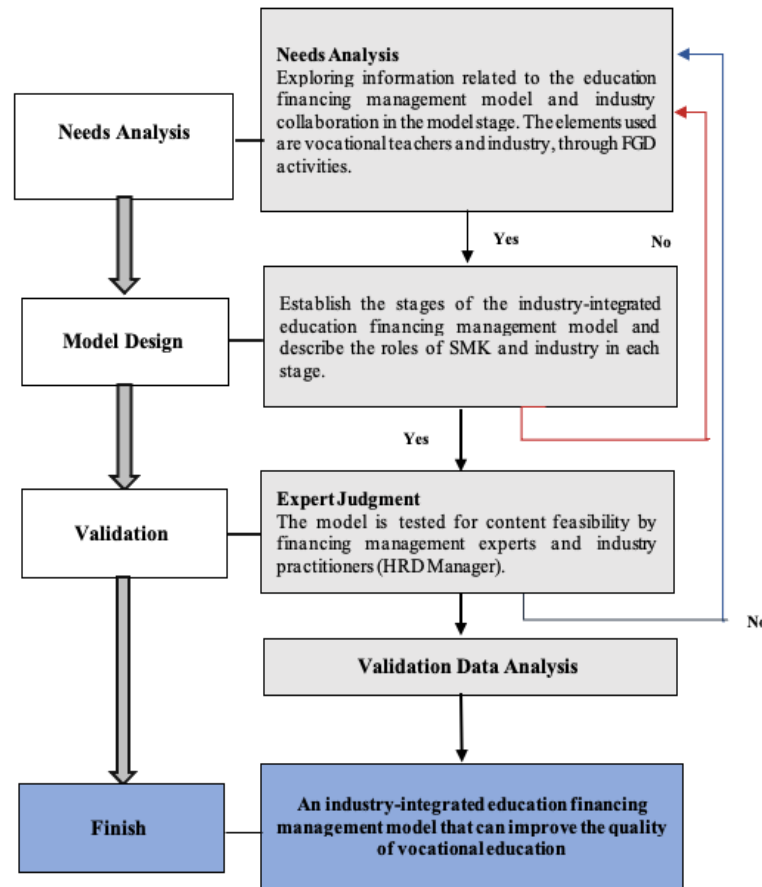


Figure 1: Research Flow Chart

The research stage consists of the needs analysis stage aimed at exploring information related to; (a) education financing management that has been implemented by VHS (including the target competencies of VHS student graduates). (b) to gather information related to the MPTI model design materials to be developed and the required infrastructure. Participants consisted of teachers, VHS managers, and industry. The model design stage aims to create stages and descriptions of the industry-integrated education financing management model including actors and supporting infrastructure needs. The validation stage aims to explore input and test the feasibility of the model from financing management experts and industry practitioners. Validation produces feasibility documents and input on the MPTI model and its tools.

Data collection techniques used non-test data with interview instruments through FGD activities and validation/feasibility questionnaires for experts. Data analysis used quantitative analysis and formulated the results with categorization.

Furthermore, the data from the internal validation results were analyzed descriptively, namely quantitatively, according to the rubric for achieving the criteria referring to the Likert scale in Table 1.

Table 1. Categorization of Model Feasibility Results

Score Range	Criteria
3.01 - 4.00	SB

2.51 - 3.00	B
2.01- 2.50	K
< 2.00	T

(Mardapi, 2008)

Notes:

Very Good (SB); Good (B); Not Good (K); Not Good (T)

RESULTS AND DISCUSSION

Result

Development Stage

The first activity in the need assessment is to conduct interviews with VHS teachers. This activity aims to find out the management of industry-integrated education financing that has been implemented and the problems faced. Through this activity, it was revealed that in general, the implementation of industry-integrated education financing management in VHSs is as follows:

- 1) Planning begins with the establishment of the RKAS as the main guideline for school financing, including budget allocations for collaborative activities with industry.
- 2) Each program head leads the coordination of the school management team under the direct supervision of the principal.
- 3) Practical activities are supported by industry sponsors who contribute to curriculum implementation and students' practical experience.
- 4) Monitoring and evaluation are conducted regularly by the principal and treasurer to ensure transparency and efficient use of funds according to the approved RKAS.
- 5) The school has to purchase many of the tools and technologies required to meet industry standards as assistance from industry does not always cover such costs.
- 6) There needs to be increased transparency in the use of school funds, including in budget submissions and regular financial reports.
- 7) There are problems in student discipline during the field work program (PKL), such as unauthorized absences and lack of regular supervision from the industry, such as inconsistent annual visits.
- 8) There is a lack of evaluation and monitoring of the cooperation program to ensure success and conformity with educational objectives.

After obtaining an overview of the management of industry-integrated education financing that has been implemented by VHS and industry, the next stage is to conduct Focus Group Discussion (FGD) activities consisting of industry instructors and VHS teachers. FGD activities were carried out to formulate a conceptual model of industry-integrated education financing management in VHS. The conceptual MPTI model can be seen in Figure 2.

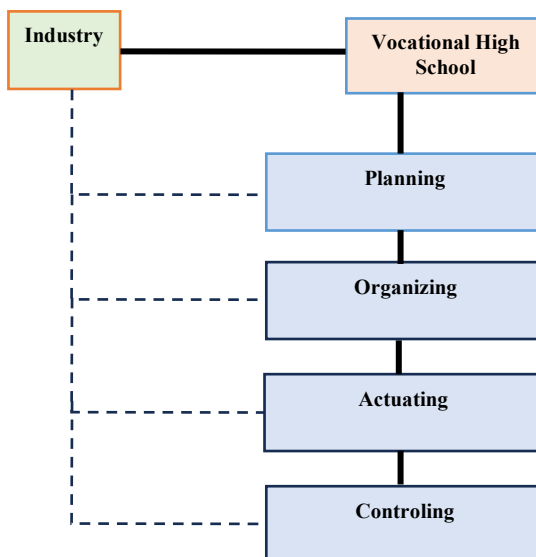


Figure 2. Conceptual Model of Industry-Integrated Education Financing Management in Vocational Schools

Validation Stage

The validation stage was carried out to receive input on the feasibility of the MPTI model with participants consisting of school principals, treasurers, teachers and industry instructors. Validation was carried out with FGD activities. The results of the validation questionnaire can be seen in Table 2.

Table 2: Results of Expert Validation Questionnaire

Indicators	Score (f)				Score
	4	3	2	1	
Suitability of the Model to the Needs	7	1			3,875
Model Effectiveness	6	2			3,75
Collaboration with Industry	5	3			3,625
Model Sustainability	7	1			3,875
Benefits and Impacts	4	4			3,5
Model Usage	5	3			3,625
Average					3,71

Based on the results of the validation questionnaire, it can be concluded that the model developed was generally very well received by the respondents. The "Suitability of the Model to Needs" indicator obtained the highest average score of 3.875, indicating that most respondents felt that this model was very suitable for their needs, although there was little room for improvement. The "Model Effectiveness" indicator obtained an average score of 3.75, indicating that respondents felt the model was quite effective, with some aspects that could still be improved.

Collaboration with industry was rated fairly well with an average score of 3.625, indicating that five respondents gave a score of 4, but there were still three respondents who gave a score of 3, indicating that there are some areas in collaboration that require improvement. The sustainability of the model also received an average score of 3.875, indicating that most respondents felt the model was very sustainable, although there was one respondent who gave a score of 3.

In terms of benefits and impact, the model scored an average of 3.5. This indicates that while the model is considered useful by most respondents, there are some areas that need attention to improve its impact. Finally, the use of the model received an average score of 3.625, with five respondents giving a score of 4 and three giving a score of 3, indicating that the use of the model is very good, but still requires some improvement. In addition to the questionnaire data, the expert concluded that: (1) The stages of this model should be in accordance with government policies and regulations as well as education standards; (2) Industry involvement in the education process is also important, including in terms of curriculum and resource provision, so that the skills taught are relevant to industry needs; (3) Validation also includes examining financial resources and the efficiency of their use, the quality of the curriculum and learning programs, and the supporting facilities and infrastructure; (4) Aspects of teaching and training quality, such as teacher qualifications and teaching methods, also need to be evaluated. In addition, the outcomes and impact of the model, including the quality of graduates and employment rates, should be considered along with industry feedback. (5) Sustainability and continuous development of this model should be planned to ensure its ability to adapt to future changes. After receiving validation expert input, the MPTI model was revised and resulted in a hypothetical MPTI model that was feasible to use. The model and stages of the hypothetical MPTI model can be seen in Figure 3 and Table 3.

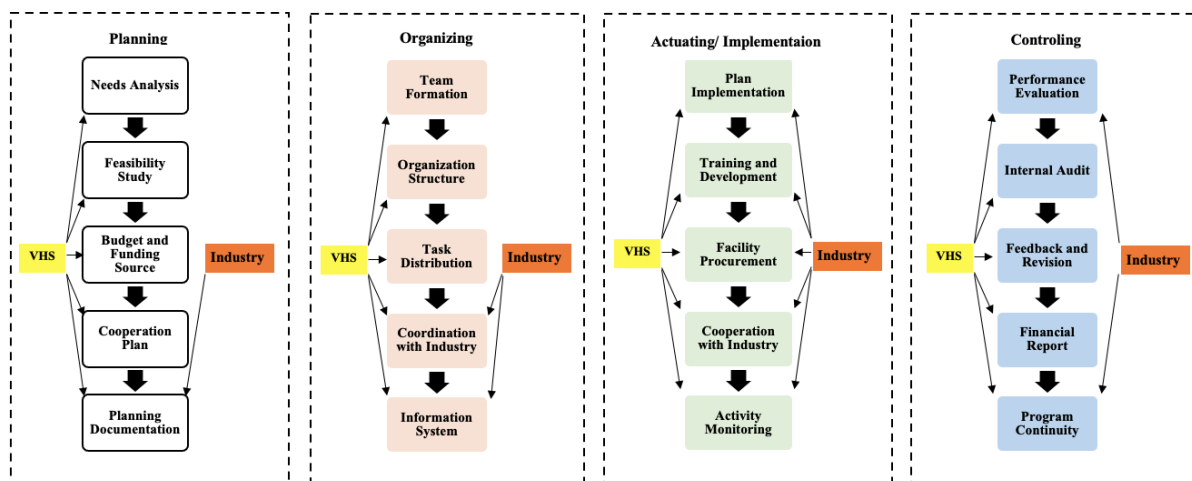


Figure 3. Stages of the hypothetical MPTI Model

Table 3. Stages of the hypothetical MPTI Model

Stages	Activity	Performers
Planning	Needs Analysis	VHS
	Feasibility Study	
	Budget and Funding Source	
	Cooperation Plan	
	Planning Documentation	
Organizing	Team Formation	VHS dan Industry
	Organization Structure	
	Task Distribution	
	Coordination with Industry	
	Information System	
Implementation	Plan Implementation	VHS dan Industry
	Training and Development	
	Facility Procurement	
	Cooperation with Industry	
	Activity Monitoring	
Supervision	Performance Evaluation	VHS
	Internal Audit	
	Feedback and Revision	
	Financial Report	
	Program Continuity	
		VHS dan Industry

Discussion

Pacher et al. (2024), Chen (2021), Rupieta et al. (2021), who examined the success of collaboration between vocational high schools and industry in apprenticeship programs. The results of this study show that good collaboration between schools and industries can improve students' skills and better prepare them to enter the workforce. The study found that internship programs run through solid partnerships between schools and companies provide valuable practical experience for students, as well as creating a bridge between education and the world of work. In addition, Pacher et al. emphasized that this kind of collaboration can adapt the education curriculum to the evolving needs of the industry, making graduates better prepared and relevant to the demands of the job market (Chen, 2021; Pacher et al., 2024; Rupieta et al., 2021).

Sutiman et al. (2022) on the sustainability of industry-based education financing programs in Australia stressed the importance of continuous support from industry and government to ensure the programs can run in the long term (Sutiman et al., 2022). The study shows that program sustainability depends not only on initial cooperation but also on long-term commitment from various stakeholders, including policymakers, educational institutions and the industry sector (Yadav et al., 2024). Yadav et al. (2024) also note that the integration of supportive public policies and financial incentives from the

government can play an important role in maintaining the sustainability of industry-based education financing programs (Yadav et al., 2024).

The findings of Guo et al. (2019) highlight the positive impact of industry-based education financing on the overall quality of education in vocational schools. The provision of modern equipment and facilities by industry partners is a crucial element in bridging the gap between educational institutions and the evolving demands of the labor market. This access to advanced resources not only enhances students' technical skills but also exposes them to real-world industry standards, which are essential for their future employment. The strengthening of the relationship between schools and local industries is another significant outcome of this financing model, fostering a collaborative environment where both parties can mutually benefit. Schools gain access to resources and expertise, while industries can help shape the curriculum to better meet their workforce needs, creating a more seamless transition for students from education to employment (Guo et al., 2019).

By involving industry partners in the educational process, schools will be more likely to adopt cutting-edge technologies and pedagogical approaches aligned with industry trends. The integration of practical and industry-relevant content into the curriculum ensures that graduates are not only equipped with the necessary technical skills, but also with the innovative mindset required to thrive in a competitive job market. As a result, students from schools that implement such financing models tend to have a competitive advantage in the labor market, as they possess a well-rounded skill set that includes technical proficiency and the ability to adapt to the ever-changing demands of the industry (Adnyana & Iswanto, 2021; Habib & Sarwar, 2021; Nasir et al., 2022).

CONCLUSIONS

The industry-based education financing model (MPTI) has high feasibility with an average score of 3.71 out of a scale of 4. This model is considered to be highly appropriate to the needs, effective, able to collaborate with industry, sustainable, provides significant benefits, and is easy to use. Nevertheless, there are some aspects that can still be improved, especially in terms of collaboration with industry and the benefits and impact of the MPTI model.

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Assalamu'alaikum Wr.Wb.

Salam dan Bahagia,

Terimakasih kami sampaikan kepada *author* yang telah *submitted* artikel pada jurnal "Taman Vokasi/JTVOK" Prodi Pendidikan Teknik Mesin, Universitas Sarjanawiyata Tamansiswa, dan telah menyelesaikan proses revisi hingga final melalui sistem OJS. Dengan ini kami Tim Editor Jurnal Taman Vokasi menyatakan bahwa:

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Wassalamu'alaikum Wr. Wb

Salam

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SURAT PERNYATAAN TANGGUNG JAWAB BELANJA

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