



Partnership Management in Industry-Based Learning in Vocational Secondary Schools of Lampung Province

¹Dedy H. Karwan, ¹Hasan Hariri¹, Ridwan Ridwan²

¹ Magister Administrasi Pendidikan, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Lampung, Jl. Prof. Dr. Soemantri Brojonegoro No. 1 Bandar Lampung, Indonesia
Lampung, Bandar Lampung, Lampung, Indonesia.

²SMP Negeri 3 Way Pengubuan, Lampung Tengah, Lampung, Indonesia

*Corresponding e-mail: dhkarwan@yahoo.co.id

Received: 5 Juni 2020

Accepted: 7 Juni 2020

Online Published: 8 Juli 2020

Abstract: Partnership Management in Industry-Based Learning in Vocational School, Lampung Province. Objective: Research on implementing partnerships in industry-based learning is a way to find out whether the quality improvement program for vocational secondary schools in Indonesia still needs improvement. This is because there are still many graduates who cannot be absorbed in industries where graduates apply for work, due to one important issue that learning programs in vocational secondary schools tend to be oriented on teaching subjects, and do not focus on teaching competencies following the needs of the workforce. **Method:** This research used a qualitative research approach considered effective to find out the root of the very basic problems of management and quality and the relevance of learning in vocational secondary schools to get a solution. Findings: The authors found problems in the following areas: 1) vocational secondary school learning guidance patterns, 2) reorientation of expertise programs and industry-based learning, 3) dual system education, 4) partnership management model of industry-based learning (teaching factory and production-based training). **Conclusion:** The management of vocational high school learning still needs to be improved by its learning system based on the needs of employment in industries, by implementing partnership management together with industry or partner institutions, so that all stakeholders can play an optimal role in producing graduates who are competent in their fields.

Keywords: partnership management, industry-based learning, quality graduates

Abstrak: Manajemen Kemitraan dalam Pembelajaran Berbasis Industri di SMK Propinsi Lampung, Tujuan: Penelitian tentang kemitraan dalam pembelajaran berbasis industri di SMK adalah untuk mengetahui apakah model manajemen kemitraan sebagai pendekatan peningkatan mutu Sekolah Menengah Kejuruan (SMK) di Indonesia telah berjalan efektif. Karena lulusan SMK masih banyak yang tidak dapat terserap di industri yang menjadi tempat bekerja para lulusan. Saat ini program pembelajaran di SMK masih banyak yang cenderung berorientasi pada pengajaran mata pelajaran dan tidak berfokus pada pencapaian kompetensi sesuai dengan kebutuhan dunia kerja. **Metode:** Diperlukan suatu penelitian dengan pendekatan atau metode penelitian kualitatif, agar akar masalah yang sangat mendasar tentang manajemen kemitraan dan peningkatan mutu serta relevansi pembelajaran di SMK dapat diketahui dan mendapatkan solusinya. sehingga pada akhirnya dapat ditemukan rekomendasi kepada seluruh pemangku kepentingan dalam menyempurnakan manajemen penyelenggaraan pendidikan di SMK serta menghasilkan lulusan yang berkualitas, memiliki daya saing dalam memasuki pasar kerja. **Temuan:** Penulis menemukan permasalahan pada bidang-bidang berikut, 1) Pola manajemen

pembinaan pembelajaran Sekolah Menengah Kejuruan (SMK). 2) Reorientasi Program Keahlian dan Pembelajaran. 3) Pendidikan Sistem Ganda (*Dual system*). 4) dan Model Kemitraan dalam pembelajaran berbasis industri (Production base training dan Teaching factory). **Kesimpulan:** Berkenaan dengan manajemen pendidikan sistem ganda (PSD) Sekolah Menengah Kejuruan masih perlu diperbaiki dengan sistem pembelajarannya yang berbasis pada kebutuhan lapangan kerja di industri, dengan mengimplementasikan Manajemen Kemitraan bersama industri atau institusi pasangannya, agar semua pemangku kepentingan dapat berperan secara optimal menghasilkan lulusan yang memiliki kompetensi dibidangnya.

Kata kunci: Manajemen Kemitraan, Pembelajaran berbasis industri, Lulusan bermutu

▪ INTRODUCTION

The main purpose of vocational secondary school education is to provide students with meaningful expertise in entering the workforce to be more secure. In 2017 the number of vocational schools in Lampung Province was 454 schools with 8,892 teachers and 129,258 students. The number of education staff members was 1,537 people (Data from LPMP Lampung: March 2017), so that on average each year graduates 2,500 to 3,000 people from various types of expertise programs. On the other hand, the number of jobs available based on data/information on school searches up to early 2017 on average only 40% of high school graduates including Islamic Schools' graduates and equivalent can be absorbed. Furthermore, Vocational School efforts in improving the quality of graduates have been continuously carried out with various strategies and innovations. However, improvements and learning innovations made by education experts in Indonesia have not met the expectations of job providers and the labor market, most of the improvement in quality and relevance is only at the primary and junior schools levels, while at the senior secondary level, particularly Vocational High School are very little done.

The gaps related to human resource management and in the context of strengthening synergy between stakeholders to revitalize Vocational Secondary Schools to improve the quality and competitiveness of Indonesian human resources, the President of the Republic of Indonesia issued Presidential Instruction No. 9 of 2016 concerning Revitalization of Vocational High Schools is to improve the quality and competitiveness of Indonesian human resources. The Presidential Instruction is addressed to the Working Cabinet Ministers, the Head of BNSP, and the Governors for, 1). Take the necessary steps according to their respective duties, functions, and authorities to revitalize to improve the quality and competitiveness of Indonesian human resources, and 2). Prepare maps of Vocational Secondary School needs.

The success of Vocational Secondary Schools will be determined by the seriousness of school managers and stakeholders in collaborating and synergizing with partnership strategies in industry-based learning. Lendrum (2003) said that strategic partnering is fundamental in the process of change. In partnering it will be the manage change of many, as well as the uncontrollable and dynamic change in a few, that will ensure success.

1. System and Learning Objectives in Vocational Secondary Schools

Strategic learning objectives in Vocational Secondary Schools are the conditions or the final results to be achieved or realized, namely the availability and affordability of quality, relevant, and equal vocational secondary education services and under the needs of the workforce in the business and industry places of graduates, Vocational Secondary Schools will work.

The development of vocational education that is always aligned with the Master Plan for the Acceleration and Expansion of Indonesian Economic Development must be supported by the development of strategies and models of multiple system learning that continue to be developed in line with the development of employment in the industry, where graduate competence is the key reference. So the development of each learning strategy must be followed by a variety of learning models by the capabilities of existing resources in the school and the business or industrial world. Competency-based learning and production-based learning are learning concepts implemented in Vocational High Schools and supported by partnership strategies and innovative dual system learning

models through teaching factories and teaching farms and must be continuously developed following the demands of competency standards, both teacher autonomy, and school to produce qualified graduates.

2. *Industry-Based Learning*

The learning implementation plan is a step derived from the syllabus by educators in planning learning and is face-to-face planning for several meetings containing written pedagogical principles to be realized in learning activities so that students gain effective learning experiences in developing attitudes, knowledge, and skills as intended.

The concept of Teaching Factory has become a major attraction in various countries, one of which is America. Based on Proceedings of the Paul, Minneapolis, the USA in 1995 stated that Teaching Factory is an industrial project that aims to provide real experience in the design, manufacture, and realization of designed products and develop a curriculum that has a balance between theoretical and analytical knowledge with manufacturing, design, business activities, and professional skills. Then based on the American Society of Engineering Education Annual Conference and Exposition in 2001 stated that Teaching Factory is: producing graduates who are professional in their fields, developing a curriculum that focuses on modern concepts, demonstrating appropriate solutions to the challenges facing the industrial world, as well as technology transfer from industries that are become partners with students and educational institutions.

3. *Strategic Partnership Management in Learning*

Implementation of strategic management is an effort to answer the biggest challenges facing vocational secondary education in facing global competition, namely the problem of quality and relevance. The quality of graduates is recognized to be lacking while the relevance of educational outcomes in vocational high schools is still far from the opportunity and employment claims, both in terms of the number and suitability of competencies with industrial development.

Lendrum (2003) stated that the concepts or ideas implemented by each partner should be based on shared values, shared strategies, shared visions and common goal and performance indicators, so that - each partnered institution has joint responsibility. In detail about a strong partnership according to Bell (1997) can be explained as follows: 1) a strong partnership is embedded in generosity, 2) partnerships based on trust, 3) strong partnerships are supported by shared goals, 4) partnership is a partnership that is established with honesty, 5) partnerships based on balance 6) partnership based on beauty.

The author's interest is to unpack to find out more precisely what is going on. So that this research is well guided, the authors ask the following research questions:

1. What is the management road map for Vocational High Schools in implementing partnership strategies in industry-based learning?
2. How is the relevance achieved by the Vocational High School through learning to produce graduates who are competent in their field?

▪ METHOD

Descriptive qualitative research methods are used by focusing on the managerial abilities of human resources (Principal, Deputy Principal, Head of Study Programs, and

Teachers) in learning with the Teaching Factory approach to achieve vocational education goals.

The data used in this study are primary data and secondary data. Primary data is data related to the implementation of industry-based learning management starting from the planning, implementation, control, and evaluation as well as the obstacles that are collected from stakeholders (teachers as the Chair of the study program, Principal, Vice Principal, students, industry side). Secondary data is the available data is the result of gathering other parties: the number of graduates, the number of graduates absorbed and not absorbed by the industrial world, the number of dropouts, and continuing. The primary data source for obtaining information or data about research is at Vocational Secondary School that is based on industry-based learning. While secondary data sources are documents relating to the implementation of partnership management.

▪ **RESULT AND DISCUSSION**

The author collected basic data about the pattern of coaching learning conducted towards Vocational High Schools by the Lampung provincial government as follows.

a. Partnership Management in Learning

Patterns of Vocational Secondary School Learning Coaching. Improving the quality of human resource competencies carried out by Vocational Secondary School in Lampung province through a variety of ways including (1) formal vocational education such as Vocational Secondary Schools especially Reference Vocational Schools; (2) Non-formal education such as skills courses. Certification systems must be built with systemic and competent capable of tracking national and international standards and regulations so that they are credible. The certification aims to formally assist professions, industries/organizations to ensure and maintain the competencies of a competent workforce, and to help convince clients that the industry uses competent personnel.

Competency tests are open, without discrimination and are conducted transparently. The principles that must be met in the competency test are valid, reliable, flexible, fair, effective, and efficient, centered on the competency test participants, and meet the requirements of work safety that the institution can determine whether someone works or not in the industry.

Industry-based learning requires a systematic framework so that it can run according to the needs of the education world so that the implementation of partnership management in industry-based learning runs effectively and efficiently. The framework aims to direct Vocational School to the stages to be passed following the structure of the partnership management implementation procedure. The framework is also a strategy that involves the relationship between elements in the learning system in Vocational Schools, which always refers to the national curriculum that applies in Indonesia, and because Teaching Factory is a learning method, the implementation strategy designed is a strategy related to the process of learning activities that involve all elements of the school.

The availability of curriculum or syllabus helps Vocational Secondary School in preparing Learning Program Plans and teaching materials. However, to prepare a lesson plan for an expertise program or expertise competency, the Vocational Secondary School must at least be able to identify the needs of the expertise program and the resources it has. One of the learning methods that have been applied by several institutions, the identification process that started the preparation of the RPP is the determination of the system schedule. It is intended that the preparation of lesson plans is on target and systematic and adjusted to the concept of applying Teaching Factory. To begin with, two

things are most communicative and fundamental, namely the Learning Program Plan and the schedule.

Reorientation of Expertise Programs. The current approach to vocational management is still seen as Supply Driven as if it seems to be carried out unilaterally by the providers of vocational education. This is due to the still changing vocational majors so that the existing curriculum is not able to keep abreast of the rapidly developing industry. As a result, the industry complains that Vocational Secondary School graduates do not suit their needs.

Job skills certification is carried out because in general Vocational Secondary School graduates go directly into the workforce before continuing their education to the next level. Therefore Vocational School graduates are required to have at least one certified work skills.

Indeed vocational education emphasizes education that can adjust to (1) Market demand (demand-driven); (2) Linkages between users of education graduates and providers of vocational education and (3) Match between employees and employers become the basis of implementation and the measure of success in organizing learning in schools can be seen from the level of quality and relevance of the number of graduates absorbed and suitability the field of work with the chosen and occupied the field of expertise. Therefore Re-orientation of the vocational majors has Demand Driven an absolute thing to do. Vocational direction must be flexible based on the demand and development of the world of work. Thus the world of work is expected together with the world of education to play an active role to participate in determining, encouraging, and moving the implementation of vocational education starting from planning and implementation.

The apprenticeship system can also help vocational students understand work culture, the required professional attitude, quality culture, and customer service. The limitation of the apprenticeship system is that this system can only accommodate a few apprentice participants, so it is unable to solve the problem in item 1 in accommodating vocational students as a place of practice in mastering a competency. The apprenticeship system has been practiced by several schools. The dual system adopted from the German system was also implemented in Indonesia and was quite well developed before the crisis because it was supported by a large number of businesses and industries. The partnership management system had received good support from the government by issuing a policy between the Ministry of National Education, the Ministry of Manpower, and the Ministry of Industry at that time. The industry is encouraged to cooperate in developing and fostering vocational secondary schools and accepting vocational students to practice.

Vocational students sometimes observe the workings of machines and products produced by indirectly learning about product quality and efficiency. Besides, students also learn about management and industrial organizations to learn about the business world and how to manage a business, so they have insight and knowledge about the business world. Through learning management and organization this can also add students' insights to the world of entrepreneurship. Vocational students sometimes use industry as a tourist-learning object by simply observing and watching from a distance the production process in the industry. They also sometimes get information from industry managers about the organization and its managers.

Reform to find more alternative vocational education funding is a must, besides increasing the efficiency of vocational education management. The following are some of the vocational education financing strategies that can be done 1) government

interventions: cost-sharing and subsidies, 2) internships: sharing training responsibilities and costs, 3) privatization of vocational education institutions, 4) the use of taxation is allocated to finance training, 5) from financing to regulation: training funds.

Industry-Based Learning. Vocational education planning called demand drive begins with the involvement of the world of work in determining what programs and areas of expertise are needed and where the vocational school will be established, including in the preparation of the curriculum (competency-based curriculum). The world of work determines the competency standards that must be achieved by every graduate of Vocational Secondary School because those who know better their needs and required competencies. The world of work also plays a role in the implementation of vocational education, including in the evaluation and testing of certification so that educational outcomes are guaranteed to conform with the competencies of the world of work.

At present, the government and business and industry sectors have carried out periodic alignments that involve the use of graduates. Alignment is to bring together the supply side and demand side which covers several dimensions, namely quality, competency, quantity, location, and time. the alignment also includes the development of a 4-year vocational secondary school which has a different competency name and output standard than a 3-year vocational secondary school.

To maintain the continuity of vocational education planning that is Demand-Driven, permanent cooperation is needed between the Government or Vocational and Industrial High Schools. This collaboration can include (1) developing and designing a vocational education framework, (2) financing, (3) curriculum development and implementation, and (4) jointly carrying out an assessment process and vocational education graduates. Likewise, an agreement was made on competency certification that reflects the quality expectations of graduates with competency demands according to applicable standards in the Industry.

Dual system education. A dual system is a form of organization of professional expertise education that systematically and synchronously combines education programs in schools and the mastery of expertise programs obtained through work activities directly in the world of work, directed to achieve a certain level of professional expertise. In essence, the Dual system is a strategy that brings students closer to the world of work and this is a proactive strategy that demands changes in attitudes and mindsets and functions of education practitioners at the vocational level, the community, and the business/industry world in addressing these dynamics changes.

This means that the education program is planned, implemented and evaluated unilaterally and relies more on the leadership of the principal and teachers, then in the Dual system education program is planned, implemented and evaluated together in an integrated manner between the school and its partner institutions, so that operational functions in the field are carried out jointly between the principal's schools, teachers, instructors, and related managers, for this reason, it is necessary to create an integrated role and function of teachers and instructors as educational actors who are directly involved in implementing learning in the field in a conducive manner.

Industry-Based Learning, In the Dual system education program, is planned, implemented and evaluated together in an integrated manner between schools and their partner institutions, so that operational functions in the field are carried out jointly between principals, teachers, instructors, and related managers, so it is necessary to create an integrated role and function of teachers and instructors as actors education directly involved in the implementation of the dual system in the field conducive. The main

objective of the Dual System is to guarantee the continuous absorption of labor in the labor market under technological developments and industry needs. In general, the Dual System Structure includes several aspects, 1) curriculum, 2) work practices, and 3) Certification.

Partnership Management in Production-Based Training and Teaching Factory.

The relationship between the industrial world and vocational education has a very close relationship. It is because vocational education is the main driver of the development of industrial progress. Besides that, the public always values vocational skills. Several studies have revealed the relationship between the quality of vocational education and economic growth. It highlights the fact that human graduates of vocational education are the capital and key to growth.

The basic conception of teaching factory is "factory to the classroom" which aims to transfer the actual production environment in the industry into the practice space. Real production life is needed to improve teaching competence based on real activities of industry practice daily.

b. Relevance and Suitability of Industry-Based Learning

Vocational schools that utilize the world of work and industry as a place of practice or just function as an insight into the world of work to their students. The following are some of the functions of the Industrial facilities for vocational education that have been in practice.

As a Place of Practice for Students. Many Vocational Secondary School does not have the equipment and machinery to practice in meeting the required competency standards or goals, using industry as a place of practice (outsourcing). The number of industries is not proportional to the number of vocational students who need it as a place of practice. Because the budget for the supply of tools and practice materials is still lacking, there will be more and more new Vocational schools unable to meet the needs of tools and materials that are in line with the demands of the curriculum and workforce competency standards. As a result, the implementation of the practice does not reach the target achievement of the specified competency standards or work world standards. Another obstacle is that not all students can meet the minimum competency standards set by the industry, so they are afraid to employ vocational students because they have a risk of production failure, which results in losses in the industry.

The industry as a place for an apprenticeship. the apprenticeship system is the oldest vocational education system in the history of vocational education. The apprenticeship system is a system that is effective enough to educate and prepare someone to deepen and master more complex skills that are not possible or have never been done through mass education at school. In the apprenticeship system, a person who is not an expert (novices) learns with someone who is an expert in a particular vocational field. The apprenticeship system can also help vocational students understand work culture, the required professional attitude, and quality culture and customer service. The limitation of the apprenticeship system is that this system can only accommodate a few apprentice participants, so it is unable to solve the problem in item 1 in accommodating vocational students as a place of practice in mastering a competency. The apprenticeship system has been practiced by several schools. The dual system adopted from the German system was also implemented in Indonesia and was quite well developed before the crisis because it was supported by a large number of businesses and industries. The partnership management system had received good support from the government by issuing a policy

between the Ministry of National Education, the Ministry of Manpower, and the Ministry of Industry at that time. The industry is encouraged to cooperate in developing and fostering vocational schools and accepting vocational students to practice. But now this system is very rarely done because many industries were closed during the crisis and now the government has not been able to fix it.

The industry as a Place of Study of Industrial Management and Insights into the World of Work. So far, the industry has been used by schools as a place of learning about management and production organizations. Vocational students sometimes observe the workings of machines and products produced by indirectly learning about product quality and efficiency. Besides, students also learn about management and industrial organizations to learn about the business world and how to manage a business, so they have insight and knowledge about the business world. Through learning management and organization this can also add students' insights to the world of entrepreneurship. Vocational students sometimes use industry as a tourist-learning object by simply observing and watching from a distance the production process in the industry. They also sometimes get information from industry managers about the organization and its managers.

The Financing System. Vocational Secondary School education funding is one of the interesting and important issues in developing education in preparing quality graduates. Almost all countries in the world adhere to the concept of vocational education funding provided by the government and the private sector. As an illustration, the budget allocation for vocational education in each country is around 3-8% of gross national income. The cost of education tends to continue to increase from year to year, this is due to (1) the increasing needs of the community for education, (2) an increase in teacher salaries; (3) inefficient use of available resources, (4) population growth which creates the need new to education, (5) unemployment rates of school graduates; (6) increase in land and building costs, and others.

Vocational education funding reforms must be carried out to overcome them, including by (1) imposing education costs on students due to lack of public funds, (2) more efficient management of education funds, (3) searching for sources of private funding, (4) involving people, corporations and foreign assistance.

Funding for vocational education is 2-3 times higher than general education, even though the capacity of the class is less and the need for more educators and instructors with a ratio of educators and students reaches 1:7. The cost of vocational education is also higher because of the high budget for equipment, infrastructure, and operations such as practical materials/tools and spare parts.

Reform to find more alternative vocational education funding is a must, besides increasing the efficiency of vocational education management. The following are some of the vocational education financing strategies that can be carried out, 1) Government Interventions: Cost Sharing and Subsidies, 2) Internships: Sharing training responsibilities and costs, 3) Privatization of Vocational Education Institutions, 4) The use of taxation is allocated to finance training, and 5) From financing to regulation: Training funds

Involvement of the Industrial World. The role of Industry is demonstrated in the form of program collaboration, financial support for research and scholarships. Even in some countries, the role of this industry has become an obligation because there are laws that regulate it. At least the business world and industries that have built cooperation with schools are given incentives by providing tax breaks. For example, companies that

organize internships for vocational students are given incentives in the form of exemption from corporate income tax and tax exemption for the purchase of equipment and goods for vocational student internship training needs.

Evaluating Industry-Based Learning Systems. One of the developments in the development of vocational education in the presence of production units / Teaching Factory needs to be protected with regulations so that production units/teaching factories can continue to develop without causing management problems. Non-tax state revenue policy is not the right way because, in PNBP, all income from the production unit is deposited into the state treasury and cannot be used for the production process anymore. As for the production process, budget applications must be submitted to the state. This method, besides being inefficient, does not train Vocational School to develop because they only rely on the state budget.

Teachers and Instructors. Organizing quality vocational education must be able to be in line with the development of science and technology and the dynamics of workforce needs. Teachers as implementers of learning activities in schools have the responsibility to be able to adapt to various rapid developments and the demands of increasingly high standards.

In general, the lack of qualified teachers, the uneven distribution of teachers in various regions of Indonesia, and the unmet need for productive teachers are some of the main challenges related to teachers in vocational schools today. If explored further, the problem of teacher quality in Vocational Education is also related to several things: First, there are still vocational teachers who have not met academic qualifications as mandated by Law No. 14 of 2005 concerning Teachers and Lecturers and Government Regulation No. 74 of 2008 concerning Teachers. According to the two regulations, the academic qualifications for teachers are S1/D-IV. However, in 2015, around 12% of vocational teachers still had academic qualifications below S1/D-IV. This proportion is greater than that of high school teachers who are also of academic qualifications below S1/D-IV (7%). Second, there are still many doubts about the competence of vocational teachers because the results of the competency test show that there are still many teachers who have not reached the competency standard set. Also, teachers do not always have expertise competencies that are appropriate to the subjects they teach. Third, there are still many teachers who do not master the use of information and communication technology.

Learning in Vocational Secondary Schools that prioritize mastery of competencies requires educators who understand the development of businesses and industries outside of school. Therefore, the experience of vocational teachers to get involved directly in activities in the industry becomes very important. Moreover, an internship in the industry is a very important way to update competence. Teacher internships at companies can also strengthen the cooperation of vocational schools concerned with industry for student internship activities. The cooperation of the Vocational School and industry in the form of teacher apprenticeship has been integrated into the vocational accreditation instrument (in Management Standards), but data on the experience of the Vocational Schoolteacher industry has not been systematically available. This data is needed to map the needs of teacher coaching to be more able to transfer information and skills according to the latest technological developments in companies.

The Institutional and Regulatory Framework. Institutionalization is also very crucial to be arranged neatly and clearly so that the concept of vocational education can be on target and succeed. One of the reasons for the low absorption of graduates in the management of Vocational High Schools is because of the patchwork of institutional

arrangements and the absence of agreements between related institutions to achieve the ultimate goal of being graduates who are ready to work according to their fields of expertise and competence.

They are the Ministry of Education and the Department of Education, the Ministry of Labor and the Department of Labor, professional associations, private companies, and government agencies (as output users) and vocational education institutions (formal and non-formal). It would be even better if related institutions such as *Bappenas* and *Bappeda*, the Ministry and Industry Office, and the Governor/Regent can be included and have active involvement because it is related to national and regional economic development.

Matters that absolutely must be regulated in the Vocational Education / Vocational Law are related to the roles, rights, and responsibilities of each party, then the planning process, implementation to evaluation, and accreditation. It must also be regulated regarding the obligations of relevant parties to be actively involved in work-based learning activities, the distribution of practical activities, and graduates. Then no less important must be regulated also regarding reward and punishment if there is a very large party contributing or breaking the rules. Thus the company will have the obligation to participate in accepting and training vocational students.

Vocational Education System in This Era of Globalization Must Be Flexible.

Rigidity in the structure and work system will only make Vocational School not develop and fail to carry out the mission of advancing the nation's economy. The approach that can be taken is to arrange for formal and non-formal institutions to provide vocational education. Non-formal institutions will have a lot of flexibility in moving and anticipating market needs. Non-formal education will also be more flexible in managing its institutions because of a more flexible structure and less rigid bureaucracy.

In formal education institutions, the role will be more directed at the implementation of departments that fall into the "main" category or have the most demand from the labor market. For non-formal organizing institutions, they can carry out activities in "branch" departments or keep changing their specifications and qualifications, and also enter courses that are by certain "market demands". This is difficult for formal institutions to do. So there is a division of roles so that it can benefit all parties.

▪ **CONCLUSION**

Based on research data on the Implementation of Partnerships in Industry-Based Learning in Vocational Secondary School Lampung Province, the conclusions can be summarized as follows: 1) that the vocational secondary school in Lampung Province has carried out a gradual and systemic and systematic partnership in industry-based learning, through a reference vocational school which has several students more than 600 students and has four expertise programs. The obstacle or obstacle faced is the imbalance of the number of business and industry compared to the number of students in each program and expertise competency, 2) Still constrained industry-based learning so that the relevance and suitability of graduates with employment are due to lack of partnership program intensity due to the structure and mechanism of work relevant institutions following their respective functions.

▪ **REFERENCES**

- Bell,Ch.R.,(1997),*Customers as Partners*.Terjemahan, Jakarta : Profesional Books.
- Djojonegoro, W. (1998). *Pengembangan Sumber Daya Manusia melalui SMK*. Jakarta: Jayakarta Agung Offset.
- Kilbrink, N., & Bjurulf, V. (2013). Transfer of Knowledge in Technical Vocational Education: A Narrative Study in Swedish Upper Secondary School. *Int J Technol Des Educ*, 23, 519–535.
- Lendrum ,T.,(2003). *The Strategik Patnering Handbook,The Practitioners'gide to partnership and alliances*Australia.The Mcgrow-Hill Companies.
- Miles, M. B., & Huberman, M .. (1992). *Analisis Data Kualitatif: Buku Sumber tentang Metode-Metode Baru (Penerjemah: Tjetjep Rohendi Rohidi)*. Jakarta: UI-Press.
- Republik Indonesia.(2016).Instruksi Presiden Nomor 9 Tahun 2016.tentang Revitalisasi SMKL dalam peningkatan daya saing Sumberdaya Manusia.
- Republik Indonesia. (2003). Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
- Rukmana,DW Nana.(2006). *Model Manajemen Pendidikan Berbasis Kemitraan*, Bandung:Alfabeta.
- Sappa, V., & Aprea., C. (2014). Conceptions of Connectivity: How Swiss Teachers, Trainers and Apprentices Perceive Vocational Learning and Teaching Across Different Learning Sites . *Vocations and Learning* (7), 263–287.
- Schulte, B. (2003). Social Hierarchy And Group Solidarity: The Meanings of Work and Vocation/Profession in the Chinese Context and Their Implications for Vocational Education. *International Review of Education*, 49 (1–2), 213–239.