Absorption Rate of Industrial Program Vocational High School Students to the World of Work

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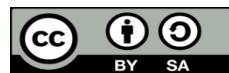
A B S T R A K

Perkembangan teknologi industri saat ini sangat pesat. Namun tidak semua SMK sebagai penghasil tenaga siap kerja siap memenuhi kebutuhan dunia kerja industri. Penelitian ini bertujuan untuk menganalisis perencanaan, pelaksanaan, evaluasi dan penyerapan siswa pada kelas industri. Penelitian ini menggunakan pendekatan kualitatif dengan teknik wawancara, observasi dan dokumentasi. Subyek yang dilibatkan dalam penelitian ini adalah kepala sekolah pada tingkat SMK. Teknik pengumpulan data yang digunakan dalam penelitian kualitatif adalah triangulasi, yaitu penggunaan beberapa sumber data yang berbeda untuk menjamin keabsahan data yang diperoleh. Pengumpulan data dilakukan dengan mengumpulkan data dari berbagai sumber, seperti wawancara, observasi dan studi dokumen, dengan instrumen penelitian berupa pedoman observasi dan wawancara. Analisis data mencakup dua hal, yaitu melakukan analisis sebelum di lapangan dan analisis selama di lapangan. Hasil penelitian menunjukkan perencanaan kelas industri sudah terlaksana dengan baik, dengan adanya sinkronisasi kurikulum, PKL, guru magang dan guru tamu. Evaluasi kegiatan dilakukan secara periodik satu tahun sekali. Keterserapan siswa pada SMK industri 1 mencapai 94% di PT Alfamart, sedangkan SMK 2 hanya menyerap 50%, 30% di PT Daihatsu dan 20% di industri lainnya. Dengan demikian, program kelas industri di SMK telah berhasil dilaksanakan dengan baik. Implikasi dari hasil penelitian ini adalah kepada pemangku kepentingan seperti sekolah, pemerintah dan industri

A B S T R A C T

The development of industrial technology today is very fast. However, SMK, as a ready-to-work workforce, not all have good readiness to meet the needs of the industrial world of work. This study aims to analyze the planning, implementation, evaluation, and absorption of students in the industrial class. This study used a qualitative approach with interviews, observation, and documentation techniques. The subjects involved in this study were school principals at the vocational education level. The data collection technique used in qualitative research is triangulation, namely the use of several different data sources to ensure the validity of the data obtained. Data collection was carried out by collecting data from various sources, such as interviews, observations, and document studies, with research instruments in the form of observation and interview guidelines. Data analysis includes two things, namely the implementation of analysis before in the field and analysis during the field. The results showed that industrial class planning had been carried out well, with curriculum synchronization, street vendor students, apprentice teachers, and guest teachers. Evaluation of activities is carried out periodically every 1 year. Student absorption in the 1st SMK industry reaches 94% at PT Alfamart, while the 2nd SMK is only absorbed 50%, with 30% at PT Daihatsu and 20% in other industries. Thus, the industrial class program at SMK has been successfully implemented properly. The implication of the results of this research is that stakeholders, such as schools, government and industry.

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1. INTRODUCTION

DevelopmentTechnology and science from various fields is currently so fast. The significance of education occurs in the fields of engineering technology, information communication technology, health, agribusiness, and others.This rapid development should be able to be followed by the world of education because education is oriented towards students' readiness to face the world of work(Rabiah, 2019; Roseno & Wibowo, 2019).In this case, vocational education (SMK) must be able to provide knowledge to students in accordance with the needs of the current era, namely according to the needs of industry and the world of work.(Husein, 2019; Sudaryono et al., 2022).Of course, with the aim that students, after graduating from vocational school, are immediately ready to work and able to keep up with technological developments in their work(Achsani et al., 2020; Widiyanti et al., 2017).For this reason, so that students are ready to work, competent in carrying out their duties and work, it is necessary to cover subject matter that is relevant to industry and the world of work. ScopeThe material in SMK is outlined in the basic competencies of each subject, because these basic competencies are developed by educators into a syllabus and learning implementation plan (RPP)(Arifin, 2017; Widiyanti et al., 2017). In the principles of syllabus preparation, teachers and educational units are given the freedom to develop existing basic competencies(Rusmana, 2020; Santi & Faridah, 2021).

The syllabus development process requires innovation from teachers and educational units and motivation from the government.Innovation of a teacher and educational unit in developing basic competencies even though it refers to technological developments and the needs of industry and the world of work(Nugroho, 2022; Suwardi, 2021). In other words, the content of the syllabus and the scope of the material to be taught must be relevant to current conditions(Roseno & Wibowo, 2019).Teachers and/or education units (SMK) must be able to look further into and analyze the needs of industry and the world of work for prospective workers (in this case vocational school students). This is important as an effort to prepare and adapt the vocational school learning system to the needs of the world of work in accordance with current developments. In vocational schools in the field of engineering technology, for example in automotive skills competency, a teacher and/or educational unit can follow and predict automotive developments, and this ability to follow will be translated into the development of the syllabus and the scope of material that will be delivered to students.(Aprilia et al., 2023).

It's just that the facts that occur in the field show that the syllabus development process seems limited to a formality and only complements administrative requirements.(Smaragdina et al., 2020).Syllabus development is a theoretical basis for the development of basic competencies that are mastered by teachers and transformed into students, which cannot yet be carried out optimally, let alone its implementation.(Haryani et al., 2022).If the syllabus is not developed, it will have an impact on not developing the competencies possessed by students.Even though industry and the world of work are increasingly developing rapidly. The equipment in industry is becoming increasingly sophisticated and modern, if educational units (SMK) do not match the steps in developing this technology, it will certainly cause students' competence to lag behind..Therefore, the development of the syllabus and its implementation in learning is absolutely necessary. So that student competencies are in line with the needs of industry and the world of work, the development of the syllabus must of course refer to developments in industry and the world of work(Aguss et al., 2021). In following developments in industry and the world of work, it is very necessary to have intensive and real communication with industry and the world of work. Communication here is intended to dig as deeply as possible into the industry's needs and also to find out more details about the technology used.

In its development, this form of communication with industry and the world of work has been realized in several momentums, for example through student industrial visits to existing industries, field work practices (PKL carried out in industry), alignment of vocational school curricula with industry (link and match, which is now being popularized with link and supermatch), guest teachers from industry, students and intern teachers in industry, and industrial class programs at vocational schools(Maulina & Yoenanto, 2022; Roseno & Wibowo, 2019; Sudaryono et al., 2022; Widiyanti et al., 2017).The industrial class program can be translated as a special class provision program in the school environment, these classes are managed jointly between the school and industry. From this joint management, a new learning atmosphere will be created that will improve the quality of student education in accordance with industrial conditions(Roseno & Wibowo, 2019).Several studies that are relevant to research problems regarding the development of industrial classes in vocational schools include discussing the importance of vocational education in facing technological developments and the needs of the world of work.(Rabiah, 2019; Roseno & Wibowo, 2019).One way to improve the quality of vocational education is through industrial class programs that can improve students' skills and competencies in facing the world of work. Several previous studies have revealed that the development of syllabus and material coverage in vocational schools must be relevant to developments in industry and the world of work, including teaching

factories. (Wijanarka et al., 2023).Other research results also reveal that intensive and realistic communication with industry and the world of work is also very important in following developments in industry and the world of work. Several ways that can be done are through industrial visits, field work practices, alignment of the vocational school curriculum with industry, guest teachers from industry, and industrial class programs at vocational schools(Husein, 2019; Khadifa et al., 2018; Priambudi et al., 2020).The results of this research reveal that the development of teaching materials for vocational school students must be adapted to the needs of the world of work, so they must receive special attention from educators. It's just that in previous research, there have been no studies that specifically discuss the level of absorption of vocational school industrial program students into the world of work. So this research focuses on this study with the aim of analyzing planning, implementation, evaluation and student absorption in industrial classes.

2. METHOD

The type of research used in this research is qualitative research. The qualitative method is a research approach based on the philosophy of postpositivism, which is used to determine the natural conditions of research objects. In qualitative research, the researcher is the key instrument in collecting and analyzing data. The research was carried out on the Automotive Light Vehicle Engineering skills competency at Muhammadiyah Kutowinangun Vocational School, Kebumen. Apart from that, at SMKN 1 Kebumen the Online Business Marketing Skills competency. The research period is from August to November 2022. The research subject is the implementation of industrial classes in realizing workforce absorption from SMK N 1 Kebumen and SMK Muhammadiyah Kutowinangun. This research procedure was carried out by observing, in-depth interviews, reducing data and concluding. The data sources in this research are the principals of Kebumen district vocational schools, in this case the sample was taken, the principal of SMKN 1 Kebumen and the principal of Kutowinangun Muhammadiyah Vocational School or could be represented by the deputy principal for curriculum or the deputy principal for industrial relations, head of skills competency, teachers and students. .

The data collection technique used in qualitative research is triangulation, namely the use of several different data sources to ensure the validity of the data obtained. Data collection is carried out by collecting data from various sources, such as interviews, observations and document studies. Through these activities, researchers gain a more comprehensive understanding and compare information from various points of view. Data analysis in qualitative research is inductive, which means the data is processed to find new patterns or findings, not to test existing hypotheses. The results of qualitative research emphasize meaning rather than generalization, so that the data presented is in the form of analysis of words described in detail from research results, in-depth interviews, document studies, and observation. The focus of analysis in this research is on the implementation of industrial classes at vocational schools, which will be explained in detail through the use of the qualitative research techniques mentioned above. The focus of the analysis is on the implementation of industrial classes in vocational schools.

3. RESULT AND DISCUSSION

Result

The industrial classes at SMKN 1 Kebumen and SMK Muhammadiyah Kutowinangun have met the criteria for good learning planning and implementation. At the planning stage, the objectives, circumstances, situations and current conditions, supporting and inhibiting factors, as well as plan development are clearly described. In general, in the planning stage, the aim of the industrial class is to create a class with material that is relevant to industry (in this case PT Sumber Alfaria TBK/Alfamart), with the hope that students will become more competent and ready to work in that industry. The planning process includes preparation for curriculum synchronization, student PKL planning, guest teacher and internship planning, as well as well-formed recruitment planning. The implementation stage includes determining students who enter industrial classes through the selection stage, which begins after the announcement of New Student Admissions (PPDB). In the Online Business and Marketing expertise concentration at SMKN 1 Kebumen, 3 (three) study groups were held, each with 36 students. Of the three study groups, one class was selected through the selection stage to become an industrial class with a concentration of Online Business and Marketing expertise with PT Sumber Alfaria TBK/Alfamart as the partner industry. The selection stage includes three stages, namely specialization tests, psychological tests, health and appearance/physical tests, and interviews. Of the 108 students, 36 students were selected who passed the selection to become industrial class students. In the Online Business and

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At the learning stage, a series of curriculum synchronization activities were carried out with PT Sumber Alfaria TBK/Alfamart, involving intern teachers, guest teachers, and Field Work Practices (PKL). Evaluations are carried out periodically, namely once a year and five years. After 36 industrial class students are declared to have passed, they can be immediately recruited by PT Sumber Alfaria TBK/Alfamart and placed according to their needs. However, not all students are accepted to work at PT Sumber Alfaria TBK/Alfamart. Some students choose to work elsewhere or continue college. This is not caused by a lack of student competence or rejection from PT Alfamart, but because of the student's choice to work in another industry or continue studying. Alfamart is not 100%, of the 36 students there are those who do not work at PT Sumber Alfaria TBK/ Alfamart. This is because there are some students who are more interested in working elsewhere or continuing their studies. 100% is not fulfilled, not because students are less competent or because of rejection from PT Alfamart, but because students work in other industries or study. Data aboutstudent absorption in the alpha class industrial class at SMKN 1 Kebumencan be seen at Table 1.

**Table 1.** Student absorption in the Alfa Class industrial class at SMKN 1 Kebumen

No	Graduation year	The number of students	Works at PT Sumber Alfaria TBK/Alfamart	Percentage
1	2022	36	34	94%
2	2021	35	34	97%
3	2020	36	35	97%
4	2019	35	34	97%

The data in Table 1 shows the number of students who graduated in the last four years and the percentage of students who worked at PT Sumber Alfaria TBK/Alfamart after graduating. From this table several conclusions can be drawn. First, the number of students graduating each year is quite stable, with a range between 35 and 36 students. Second, the percentage of students who work at PT Sumber Alfaria TBK/ Alfamart after graduating is quite high, with a range between 94% and 97%. This shows that PT Sumber Alfaria TBK/ Alfamart is a popular choice for graduates to start their careers. However, it should be remembered that a high percentage of students working in one company does not have to be the only goal of a collaboration program between schools and companies. It is also important to ensure that graduates have the freedom to choose their careers according to their interests, abilities and life goals. For this matter, the high percentage of students who work at PT Sumber Alfaria TBK/ Alfamart after graduating can be used as an indicator of the success of the collaboration program between the school and the company in providing job opportunities for graduates.

Apart from that, companies must also consider the abilities and qualifications of graduates when recruiting prospective employees, not just based on the success of collaboration programs with schools. Thus, collaborative programs between schools and companies can provide wider benefits for graduates and help improve the quality of the workforce. However, it is also important to remember that the

percentage of graduates working in a particular company must also be viewed critically. Being too dependent on one particular company can create a risk of imbalance in employment opportunities and the sustainability of graduates' careers. Therefore, efforts need to be made to develop cooperation with various companies and open up job opportunities in various sectors. Furthermore, SMKN 1 Kebumen has a systematic curriculum model to achieve learning targets. Based on the research carried out, the industrial class model at SMKN 1 Kebumen can be illustrated in Figure 1.
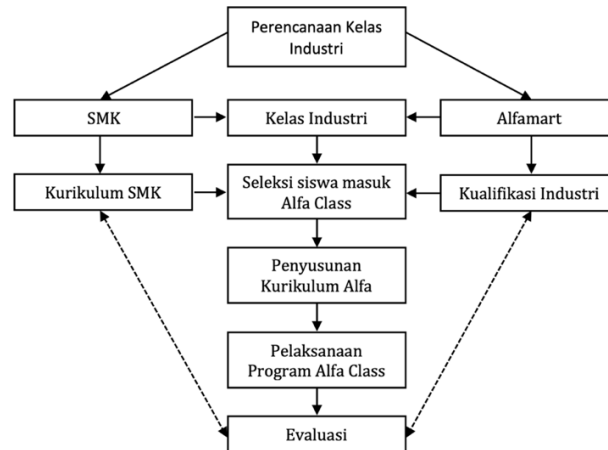
Figure 1. Alfa Class Industrial Class Model at SMKN 1 Kebumen

Based on Figure 1 It can be analyzed that the learning system model at SMKN 1 Kebumen has been well prepared to achieve optimal graduates. The relationship between industrial class planning involving vocational schools, industrial classes, and Alfamart aims to create an integrated and sustainable program in providing ready-to-use and qualified workforce candidates. This program will select students who will enter the Alfa Class class by considering industry qualifications, student abilities, and job market needs. In this case, SMK will develop a curriculum that is relevant to industry needs and provide training that can improve student qualifications. The Alfa Class program itself aims to provide work experience and practical understanding of the industry to students. After the program is complete, An evaluation will be carried out to assess the success of the program and identify improvements that need to be made for the future. In this case, integrated industrial class planning can help improve the quality of student education and training, as well as ensure that graduates have the qualifications and skills required by industry and the job market.

On the other hand, the results of research at Kutowinangun Muhammadiyah Vocational School show a different system. Muhammadiyah Kutowinangun Vocational School conducted research on 3 processes, namely planning, implementation and evaluation, to ensure the success of the industrial class. In the planning stage, the aim of the industrial class is to create a class with material that is relevant to industry, in this case with Daihatsu, so that students can be more competent and ready to work in that industry. The planning process includes curriculum synchronization, PKL student planning, guest teacher planning, intern teacher planning, and well-formed recruitment. The implementation stage includes determining the industrial class, and all Muhammadiyah Kutowinangun Vocational School students, totaling 6 classes for each level, can enter the Daihatsu industrial class. Learning at Kutowinangun Muhammadiyah Vocational School applies teaching factory learning. Teaching factory learning tries to connect learning with activities in industry. The learning place is also representative and meets standards for effective learning. Apart from that, Kutowinangun Muhammadiyah Vocational School is also committed to continuing to improve the quality of industrial class learning by conducting regular evaluations. In implementing learning, Kutowinangun Muhammadiyah Vocational School also involves experts from industry, both in the form of guest teachers and intern teachers. This provides an opportunity for students to learn directly from practitioners in the industry and gain valuable experience. Apart from that, Kutowinangun Muhammadiyah Vocational School also equips students with the latest technological skills that are relevant to the industrial world. This aims to increase students' competitiveness in the world of work and prepare them to face future challenges Figure 2.

In the learning process, there are several stages that must be carried out as follows: (a) The curriculum team together with teachers who specialize in Light Vehicle Engineering skills synchronize the curriculum with PT Astra Daihatsu Motor, so that a learning tool is formed (such as a syllabus/flow of learning objectives, RPP/teaching module) which has been synchronized between the national curriculum

and the competency requirements required in the PT Astra Daihatsu Motor industry. (b) Teachers in the Light Vehicle Engineering specialty undertake internships to improve their competence at PT Astra Daihatsu Motor. (c) Guest teacher activities are also carried out, where representatives from PT Astra Daihatsu Motor directly provided material and reinforcement related to the competencies needed so that students in this industrial class were better prepared to work in the future. The time for guest teacher activities is 30 hours a year, with a block schedule in the middle of the semester and the end of the semester. (d) Students also carry out Field Work Practices (PKL) for 3 to 6 months in several PT Astra Daihatsu Motor workshops when they are in semester 4 or 5. There are two types of evaluation in the evaluation stage, namely evaluation of the industrial class activity implementation program and evaluation on competence. Evaluation of the industrial class implementation program is carried out periodically once a year along with curriculum synchronization. Meanwhile, evaluation of competency consists of two categories, namely evaluating student competency and teacher competency. Evaluation of student competency is carried out by conducting a Student Competency Certification Test using LSP P3, while evaluation of teacher competency is carried out through apprentice teacher training in two stages, namely technicians and assessors.

Figure 2. Kutowinangun Muhammadiyah Vocational School TKR Workshop

At the recruitment stage, recruitment of workers at Daihatsu is carried out openly, both from the Daihatsu industrial class and other regular classes. This opens up opportunities for students who are not in the industrial class to compete in recruiting workers. However, students who enter the industrial class still have better abilities/competencies compared to students who are not in the industrial class. The existence of a recruitment process that is open to all students and from outside vocational schools in industrial classes, reduces the number of students absorbed in existing industrial classes. As for data about Student absorption at Kutowinangun Muhammadiyah Vocational School is shown in Table 2.

Table 2. Absorption Data Kutowinangun Muhammadiyah Vocational School alumni concentrate on TKR skills

No	Graduation year	The number of students	Work		Businessman		Continue		Not yet identified	
			Amount	Percentage	Amount	Percentage	Amount	Percentage	Amount	Percentage
1	2022	215	108	50%	45	21%	45	21%	17	8%
2	2021	214	101	47%	41	19%	43	20%	29	14%
3	2020	215	93	43%	43	20%	43	20%	36	17%
4	2019	216	93	43%	39	18%	39	18%	45	21%

The data in Table 2 shows that data on the absorption of alumni of Kutowinangun Muhammadiyah Vocational School with a concentration of TKR expertise over the last four years (2019-2022). In this table, there is information regarding the number of students who graduate each year, as

well as the percentage of students who are working, self-employed, continuing their education, and have not yet been identified. From this data, several important analyzes can be drawn. First, the number of students who graduate each year tends to be stable, namely around 215 students. Second, the percentage of students who work is likely to increase from 2019 to 2022, from 43% to 50%. This shows that graduates of Kutowinangun Muhammadiyah Vocational School with a concentration of TKR skills have a good opportunity to enter the world of work. Third, the percentage of students who choose to become entrepreneurs is relatively stable, which is around 18-21%. This indicates that some students have an interest in starting their own business after graduating from vocational school. Fourth, the percentage of students who continue their education at colleges or universities is also relatively stable, namely around 18-20%. This shows that some students have an interest in continuing their education to a higher level. Fifth, the percentage of students who have not been identified is relatively stable, namely around 8-14%. This may indicate that some students need time to find work, or may choose not to work or continue their education after graduating from vocational school. Overall, Data on the absorption of alumni from SMK Muhammadiyah Kutowinangun with a TKR expertise concentration shows that the majority of students have a good opportunity to enter the world of work after graduating, with some students choosing to become entrepreneurs or continue their education to a higher level. However, there are some students who need time to find work or may choose not to work or continue their education after graduation. Kutowinangun Muhammadiyah Vocational School applies a systematic curriculum model to achieve learning targets. The curriculum model applied by SMK Muhammadiyah Kutowinangun aims to achieve the learning targets that have been set.

The curriculum model applied by SMK Muhammadiyah Kutowinangun was developed to ensure that students acquire skills that are in line with the demands of the current job market. The curriculum is designed to ensure that students have the knowledge and skills relevant to their chosen field of work. Apart from that, Kutowinangun Muhammadiyah Vocational School also applies an industrial class model in its learning program. This model allows students to learn directly in an industrial environment and experience real work situations. This helps students better understand the demands and needs of the industry, and optimally prepares them to work in a real work environment. In order to achieve the learning objectives that have been set, SMK Muhammadiyah Kutowinangun strives to continue to develop its curriculum and learning programs. This school is also committed to updating teaching methods and utilizing the latest technology so that students can have a better and more effective learning experience. In this way, students are expected to be able to compete well in the job market and become quality workers. In the research conducted, the industrial class model of Muhammadiyah Kutowinangun Vocational School is illustrated in In order to achieve the learning objectives that have been set, SMK Muhammadiyah Kutowinangun strives to continue to develop its curriculum and learning programs. This school is also committed to updating teaching methods and utilizing the latest technology so that students can have a better and more effective learning experience. In this way, students are expected to be able to compete well in the job market and become quality workers. In the research conducted, the industrial class model of Muhammadiyah Kutowinangun Vocational School is illustrated in In order to achieve the learning objectives that have been set, SMK Muhammadiyah Kutowinangun strives to continue to develop its curriculum and learning programs.

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Industrial class planning begins by referring to three important aspects, namely SKM, Industrial Class, and Daihatsu. In the learning system, these efforts began by designing a vocational school curriculum which was conceptualized in the form of the Smart Together Daihatsu curriculum.The aim of this plan is to maintain the quality of graduates in line with industry qualifications. The Smart with Daihatsu Curriculum was then applied in the Smart with Daihatsu Program. At the final stage, an evaluation is carried out to determine the extent of success in implementing the program. In learning, the Pintar curriculum with Daihatsu was developed taking into account the needs and demands of current

industry. This curriculum is designed to provide knowledge and skills that are relevant to the world of work, so that graduates are ready to work in the automotive industry. The Smart with Daihatsu Program is a direct implementation of the Smart with Daihatsu curriculum. This program integrates classroom learning with work experience in the industrial world, so that students can apply the knowledge and skills they have learned in real situations. Through this program, vocational school students can learn directly from experts and practitioners in the automotive industry, so they can gain valuable experience before graduating and entering the world of work. In the evaluation, all activities and learning outcomes are evaluated to determine the extent to which the Smart Together Daihatsu program has succeeded in achieving its objectivesset. Then, an evaluation is carried out at the end of the program to find out whether the program can meet industry needs and demands and make a positive contribution to the development of vocational school graduates.
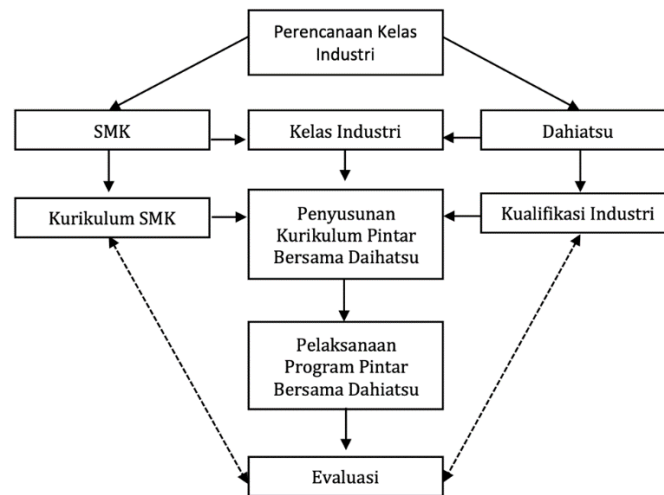
Figure 3. Industrial Class Model at Muhammadiyah Kutowinangun Vocational School

Discussion

Based on the research results that have been explained, there are important things that require more specific discussion. The industrial class program at SMKN 1 Kebumen and SMK Muhammadiyah Kutowinangun has been implementedfulfilled at the planning, implementation and evaluation stages. The aim of the program is to create classes with industry-relevant material, with the hope that students will become more competent and ready to work in the industry. At SMKN 1 Kebumen, the industrial class program involves collaboration between SMK, industrial class, and Alfamart to create an integrated and sustainable program in providing ready-to-use and qualified workforce candidates. Meanwhile at Muhammadiyah Kutowinangun Vocational School, the industrial class system is carried out together with Daihatsu with planning, implementation and evaluation stages to ensure the success of the industrial class program. Kutowinangun Muhammadiyah Vocational School also applies a curriculum model to achieve learning targets using the Smart curriculum with Daihatsu.

At SMKN 1 Kebumen, the industrial class program aims to create classes with material that is relevant to industry, so that students can be more competent and ready to work in the industry. This program involves integrated and continuous planning, implementation and evaluation stages. Apart from that, SMKN 1 Kebumen is also committed to providing work opportunities that suit your interests, abilities and life goalsstudent. Meanwhile, at Muhammadiyah Kutowinangun Vocational School, the industrial class program aims to provide work experience and practical understanding of industry to students. This program involves teaching factory learning which connects learning with activities in industry(Miladiah et al., 2021; Sari et al., 2022).The learning place is also representative and meets standards for effective learning. Muhammadiyah Kutowinangun Vocational School is also committed to continuing to improve the quality of industrial class learning by conducting regular evaluations. The two vocational schools are similar in their efforts to prepare students to be ready to work in industry. One important similarity is that both select students who meet industry qualifications and job market needs. In this case, both schools strive to produce graduates who are ready to face challenges in the world of work.Apart from that, both of them also provide training that is relevant and related to industry needs, and always ensures that the curriculum they develop is in sync with industry developments. This shows that both vocational schools pay active attention to industrial developments and always try to ensure that

their students have the appropriate knowledge and skills(Husein, 2019; Rosmawati & Meilani, 2019).Both vocational schools also involve experts from industry as guest teachers or intern teachers, which helps students to gain direct experience from industry professionals. This helps students to understand industry practices in more depth, and gives them a better insight into industry needs and requirements. Overall, the two vocational schools have a good learning system in collaborating with industry to create integrated and sustainable programs in providing ready-to-use and qualified workforce candidates. Alumni absorption data shows that the majority of students have a good opportunity to enter the world of work after graduating. Kutowinangun Muhammadiyah Vocational School also applies a curriculum modeland industrial classes to achieve learning targets and prepare graduates to work in the automotive industry. Industrial classes are part of an alternative learning program which is an option for students to learn while practicing directly with industry and the world of work that is relevant to their study interests.(Walsiyam, 2022; Widiyanti et al., 2017).Industrial classes are a form of learning designed to provide students with practical experience related to a particular industry or field of work(Achsani et al., 2020; Anitasari et al., 2022; Zuhairoh & Pattinasarany, 2021).This program aims to provide direct experience in the world of work and prepare students to enter the workforce with skills and knowledge relevant to their study interests(Efendi et al., 2019; Riswati et al., 2021).Students who choose the industrial class program will spend part of their time studying in class and part of their time working directly with industries or companies related to their study interests. This program is usually organized by educational institutions and involves collaboration with companies or organizations outside the institution(Achsani et al., 2020; Widiyanti et al., 2017). The industrial class program is prepared jointly between schools and the world of work in order to meet the needs of students and as a contribution from the world of work to the development of educational programs in vocational schools. The process of realizing industrial classes requires careful planning, consistent implementation and accurate evaluation so as to maximize the absorption of industrial class students in companies and the world of work. This program aims to help prepare students for the world of work after graduating from vocational school and improve their ability to compete in the job market. Apart from that, this program can also help companies find quality workers. Students who take industrial class programs will have practical experience that can improve their competencies and skills. The evaluation results can be used to improve and improve the program to make it more optimal. With the industrial class program, it is hoped that students will be better prepared to face challenges in the world of work and improve their ability to compete in the job market(Achsani et al., 2020; Arifin, 2017; Widiyanti et al., 2017).

At the evaluation stage, both vocational schools also carry out regular evaluations to assess the success of the program and identify areas that need to be improved for the future. Evaluations are carried out to ensure that students acquire the skills and competencies required by industry, so that they are ready to work in the job market. This evaluation includes an evaluation of the program for implementing industrial class activities and an evaluation of student competency. In this way, although the two SMKs have differences in terms of the planning and implementation stages of the program, they are similar in their focus on industry and periodic evaluations to assess success.programs and evaluate areas for improvement. This shows that both have the same goal, namely to prepare students to face the world of work with the skills and competencies required by industry(Achsani et al., 2020; Priambudi et al., 2020; Widiyanti et al., 2017). The results obtained in this study are in line with the results of previous research which also revealed thatsyllabus development and material coverage in vocational schools must be relevant to developments in industry and the world of work, including teaching factories (Wijanarka et al., 2023).Other research results also reveal that intensive and realistic communication with industry and the world of work is also very important in following developments in industry and the world of work. Several ways that can be done are through industrial visits, field work practices, alignment of the vocational school curriculum with industry, guest teachers from industry, and industrial class programs at vocational schools(Husein, 2019; Khadifa et al., 2018; Priambudi et al., 2020).Based on several research results, it can be said that learning at the vocational school level has been adapted to the needs of the world of work.

4. CONCLUSION

Based on the research results and discussion, it can be concluded that the industrial class program has been successfully implemented well. There is good planning, smooth implementation, appropriate evaluation processes, and increased student competency which has a positive impact on their absorption in industry. Both vocational high schools have the same focus on industry and conduct regular evaluations to monitor program success and identify areas for improvement. Effective collaboration with industry helps improve the quality of education and produces graduates who are ready to enter the world of work.

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