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A Multi Case Study of Link and Match Program: Motorcycle Engineering and Business in VHS Tulungagung, Indonesia

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ABSTRAK

Abstract: Research on multi-case studies of link and match programsthe motorcycle engineering and business industry class at SMK Tulungagung has been carried out. The research was conducted in three places including: SMK "SORE" Tulungagung and SMK Negeri 1 Rejotangan Tulungagung. The Honda industrial class program at SMK SORE Tulungagung has been going well, including the selection of an industrial class curriculum which involves the concept of link and match with industry, how the alignment of the industrial class curriculum is made. In addition, the learning process for the motorcycle engineering and business class at SMK Tulungagung has also been good, including the learning preparation process and the implementation of industrial class learning. What is no less important is the commitment of SMK which has a strategy to improve industrial class competence, namely increasing teacher competence and increasing student competence so that they are ready to go directly to industry.

Abstrak: Penelitian tentang studi multikasus program link and match kelas industri teknik dan bisnis sepeda motor di SMK Tulungagung telah dilakukan. Penelitian dilakukan di tiga tempat diantaranya: SMK "SORE" Tulungagung dan SMK Negeri 1 Rejotangan Tulungagung. Program kelas industri honda yang ada di SMK SORE Tulungagung sudah berjalan dengan baik antara lain pemilihan kurikulum kelas industri yang menyangkut konsep link and match dengan industri, bagaimana penyelarasan kurikulum kelas industri itu di buat. Selain itu proses pembelajaran kelas industri teknik dan bisnis sepeda motor di smk tulungagung juga sudah baik diantaranya proses persiapan pembelajaran dan pelaksanaan pembelajaran kelas industri. Adapun yang tidak kalah penting lagi adalah komitmen SMK yang mempunyai strategi meningkatkan kompetensi kelas industri yaitu meningkatkan kompetensi guru dan meningkatkan kompetensi siswa agar siap terjun langsung pada industri.

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INTRODUCTION

The education system in Indonesia is currently oriented to the world of work, the form of its implementation is through vocational education. Vocational education and vocational education, one of which has a substance

side as a vehicle for creating or opening jobs (job creator) (Mukhadis, 2013: 8). According to Sonhadji in Aullia, et al (2018), vocational education is an organized educational program that is directly related to preparing individuals to be able to enter the world of work. So it can be concluded that vocational education is secondary education that prepares students to be able to work in certain fields.

Vocational education provides learning with more practice than theory. This was conveyed by Mustaghfirin Amin as the Director General of Vocational High School (SMK) of the Ministry of Education and Culture (Kemendikbud) in 2016 that the presentation of learning in SMK is not sufficient, which is 70 percent practical and 30 percent theory. Several characteristics of vocational education that need to be considered in its implementation, namely (1) the emphasis is on the psychomotor domain, (2) in accordance with technological developments, and (3) oriented to the sub-jobs to be chosen.

Based on BPS data, it is noted that many SMK graduates are openly unemployed, recorded in August 2019 amounting to 7.05 million people or 10.42 percent. This has increased from August 2018 which was only 7 million people (BPS, 2019). The high unemployment rate recorded at BPS indicates that there are several problems regarding SMK graduates. In line with the research of Sunardi, et al (2016), the basic problem of high unemployment is the competence and expertise of SMK graduates who do not meet the requirements as expected by the industry. Thus, it becomes a challenge in the world of education to produce graduates who have the skills that lead to work skills and are independent or entrepreneurial.

In improving the quality and quality of students in vocational schools, it is not enough to add educational facilities quantitatively, but must be followed by an increase in qualitative components (Wicaksosno, et al, 2017:157). One of the ways to improve the quality is by collaborating with Vocational High Schools (SMK) with the Business World/Industrial World (DU/DI), which is a learning and business strategy that can provide benefits for both parties.

DU/DI is a term related to the world of work related to other industries/companies that are willing to cooperate by applying certain rules with Education and Training Institutions (Yuliarnis, 2020:296). The Business World/Industrial World (DU/DI) is the most important component of a development of Science and Technology. Schools as institutions that play a role in implementing an education must be able to approach industry to maximize an education that is integrated with the world of work. This form of collaboration aims to provide adjustments for SMK graduates in entering the world of work which will ultimately improve the quality of schools and integrate science and technology which along with the times will always develop. The form of Partnership/cooperation is important because it is fully realized that the results of school education are the collective result of related elements or stakeholders (Ixtiarto, et al, 2016:58). The form of cooperation in the implementation of school programs is adjusted to the conditions and needs of the school and also related parties who are partners.

According to Sonhadji (2012), the cooperative learning model is called the cooperative learning model. Cooperative education has the following characteristics: (1) protected by strong laws, so that both schools and industry have legal ties that must be obeyed; (2) refers to occupationally oriented instruction in schools and work-related learning experiences in industry; (3) activities are well planned and supervised; (4) there is a time setting between the two activities repeatedly, which allows students to learn at school; (5) the learning and work experience must be in accordance with the study program or career goals of the students; (6) there is a student training agreement signed by the student, parents, industry/school, and supervisor/company; and (7) students who are working are paid by the company concerned.

This cooperative education is training in industry whose educational base is still carried out in schools (Yoto, 2014:127). Industrial class is a development program for cooperation between industry and vocational education units. This class is intended for classes that are carried out in an integrated manner between the world of work that are relevant to learning at school.

Industrial grade aims to; (1) produce a qualified workforce, namely workers who have a level of knowledge, skills, and work ethic in accordance with the demands of the job; (2) strengthening linkages and equivalence between Vocational High Schools (SMK) and the job market; (3) improve the effectiveness and efficiency of the education and training process for quality personnel; (4) giving recognition and appreciation of work experience as part of the educational process (Pakpahan, 2002).

Several SMKs in Tulungagung have competence in Motorcycle Engineering and Business (TBSM) expertise, including: SMK Negeri 1 Bandung Tulungagung, SMK Negeri 1 Rejotangan, SMK Negeri 2 Sumbergempol, SMK Sore Tulungagung and SMK Veterans. Some of these SMKs are State and Private

Vocational Schools in Tulungagung which have industrial class and cooperate with Astra Honda Motor. This form of collaboration is an effort to improve the quality of graduates and also seek job market opportunities so that graduates can immediately work in industry.

Link and match is the relevance that must exist between the world of education and the world of business/industry related to the curriculum taught and the competencies taught in schools must be in accordance with the competencies needed in the world of work (Disas, 2018:232). The link and match policy is considered as a competency explorer needed by the industry in the future. The work program with Astra Honda from these schools includes alignment of the Motorcycle Engineering and Business Curriculum, support for teaching/practice facilities, support for teacher and student training, employment, industrial visits, and industrial work practices. It is very interesting that in a district in Tulungagung there are at least five public and private schools that have collaborated with Astra Honda Motor. Of course, there are very basic reasons why some of these schools chose to work with Astra Honda Motor on technical expertise and motorcycle business competencies.

METHOD

This study uses a descriptive method with a qualitative approach. The research was conducted in two places, namely: SMK "SORE" Tulungagung and SMK Negeri 1 Rejotangan Tulungagung. In this study, the data sources were obtained through interviews with several sources or informants. In this study, the researcher selected resource persons who were used as data sources to dig up information about the industrial class link and match program, namely: Deputy Principal for Public Relations, Deputy Principal for Curriculum, Head of Motorcycle Engineering and Business Department, Chair of the Field Work Practice Working Group, and Industry Representative. The data collection used in this study were interviews, observation and documentation. The data analysis technique in this study uses data reduction, data presentation and drawing conclusions.

RESULT AND DISCUSSION

Data Exposure in Case I (SMK SORE Tulungagung)

Motorcycle engineering and business class curriculum at SMK Tulungagung

In realizing a link and match between the world of education and the industrial world, "SORE" Vocational High School finally cooperated with one of the industrial world, namely Astra Honda Motor (AHM) which was represented by its main dealer in East Java, namely PT. Phinastika Mulia Partners. The concept of link and match is the existence of a link between educational programs provided in schools with the needs of the wider community, and the suitability or compatibility between educational programs and products in schools with the needs of the community. According to Sonhadji (2014:113), vocational education has different characteristics from general education, because vocational education is held to prepare graduates to enter the world of work. In this effort, educational units collaborate to improve the quality of education and meet the demands of vocational high schools.

The principle of cooperation is the concept of link and match, link and match is a policy of the Ministry of National Education in 1993, the concept of link and match is oriented to market needs (demand driven) related to vocational schools, students, parents, and the world of work (Hadi and Rabiman, 2014). In addition, the core of the link and match concept is the relationship between educational programs provided in schools with the needs of the wider community, and the suitability or compatibility between educational programs and products in schools with community needs (Djojonegoro, 1998),

The concept of industrial class in SMK "SORE" Tulungagung is industrial class which in its output produces graduates who are accepted into industry. In addition, the industrial class concept in the "SORE" Vocational School has a goal that can produce workers who have the knowledge, skills and work ethic that are in accordance with the demands of the job and strengthen the linkages and equivalence between schools and the industrial world. The concept of industrial class in SMK "SORE" Tulungagung is that apart from focusing on learning outcomes, the concept of industrial class at SMK SORE also focuses on graduates to be accepted into IDUKA after graduation. So that the concept in the "SORE" Vocational School is adjusted to the partner industry that has collaborated with the school.

The industrial class aims to (1) produce a quality workforce, namely workers who have a level of knowledge, skills, and work ethic in accordance with the demands of the job, (2) strengthen the linkages and equivalence between Vocational High Schools (SMK) and the job market, (3) improve the effectiveness and efficiency of the education and training process for quality personnel, (4) provide recognition and appreciation for work experience as part of the educational process (Pakpahan, 2002).

Alignment of the curriculum at SMK SORE aims to synchronize the curriculum from industry and the curriculum from the world of education. This means that there is a suitability of the material in the industry and in the school. With the synchronization carried out between the business world and the industrial world, it will produce graduates who are in accordance with what is needed by the industry

The process of aligning the curriculum at SMK SORE with industry has a lot to be prepared by schools. In addition to the curriculum itself, which is prepared by SMK SORE Tulungagung, there are facilities and infrastructure to support the synchronization process. The stage of the synchronization process with industry is that the curriculum in schools in this case is the national curriculum that has been used by schools to be combined or harmonized with the existing curriculum in industry. In this process, the content of lessons in the national curriculum should not be reduced, but if it is added, it is even more acceptable.

So it can be said that the class curriculum development industry on program expertise TBSM (Engineering and Business Motorcycle) Astra Honda Motor regarding the preparation of the curriculum for the synchronization process curriculum already comply with the regulations that apply in accordance Permendikbud No. 61 of 2014 on the curriculum level units education elementary and secondary.

The curriculum is a reference for learning and training in education, in the vocational education unit the curriculum has a function as an organization for the entire educational process. In the industrial class, Honda uses an implementable curriculum where the curriculum has been collaborated between the national curriculum and basic competencies in industry so that the implemented curriculum has been integrated with industry. This is in line with Iriani and Suharto (2015) revealing "the implementation curriculum as a synchronized curriculum compiled by the DU/DI (Business World/Industrial World) and the school is really appropriate and applied to students' prakerin activities so that the prakerin implementation runs smoothly. , efficient, and effective".

So that the Honda class is focused on being prepared to learn the competence of Honda's technological expertise and the students will have the competence and expertise based on industry needs. The difference between the Honda Skills Program curriculum and the regular class is in productive learning. In the industrial class, the subjects are the same as the regular regular class, however, in the industrial class there are additional hours whose material is material from the module given by Astra Honda Motor (AHM) and it is given from semester one to semester six.

The learning process for the motorcycle engineering and business industry class at SMK "SORE" Tulungagung

Schools together with partner industries carry out industrial Class planning activities carefully. The focus in planning this industrial class is specifically on improving students' vocational competencies. Graduates in this special class are expected to have competencies that are ready to work and according to industry needs. All activities that will be carried out in industrial classes are regulated in a memorandum of understanding between the school and industry partners.

All planning activities carried out are in line with Chan's (2006) research recommendation statement that vocational education planners focus on the new goals of satisfying individual work needs of students and improving the design process of learning programs to improve the competitiveness of educational institutions.

The implementation of learning in the industrial class is in accordance with the predetermined curriculum planning. In the implementation of learning, the methods used are worksheets/tasks, classroom learning and practice. Practical Vocational Schools have more lesson hours than the delivery of material in class, this aims to prepare independent SMK graduates to enter the world of work and meet industry needs in terms of workforce.

There is no difference in the learning technique between the Honda class and the regular class, because all rights in learning activities are left to the teacher who considers the needs in learning both from learning techniques and approaches in delivering learning materials. Learning for Honda's industrial class and regular

class includes student input, completeness of facilities and infrastructure, and learning content. Honda class learning uses various learning resources in the form of BSE books, special modules for Honda classes from semester 1 to semester 6, Manual Books, libraries, and the internet. This is in line with Alvin W. Howard's statement in Slameto (2015: 32), that teaching is an activity to try to help, guide someone to get, change and develop skills, attitude ideals (ideals), and knowledge (knowledge).

Additional hours in the industrial class aim to provide more material for the industrial class compared to the regular class. With the additional hours, it is expected that the number of meetings and materials given to the industrial class will be more than the regular class. With the additional hours, students are expected to absorb the material provided by the teacher more quickly. because apart from that, with additional hours, it is hoped that the skills of students will be more proficient because if the students are in class X and XI they will face street vendors and class XII aims to prepare when they graduate and enter the Industrial World. In the industrial class, the subjects are the same as the regular regular class, however, in the industrial class there are additional hours whose material is material from the module given by Astra Honda Motor (AHM) and it is given from semester one to semester six.

For learning in industrial classes, there are special teachers assigned to teach industrial classes. The teacher is only to teach practical subjects only. With the existence of special teachers, it is hoped that the competencies obtained by students will be better. With the existence of special teachers who teach industrial classes, it is hoped that students will gain knowledge that is in accordance with industry needs. Teachers who teach industrial classes must have attended training at Honda. With this training, the material presented by the teacher to students is in accordance with what is needed by the industry today. So that when students will carry out practice at school and practice in the field, it will facilitate the process. Because the material received by students is the same as the material received by teachers who have done training. So that students are accustomed to habits such as in industry.

Improving the competence of the motorcycle engineering and business industry class

To equalize the competence to teach Honda classes, in fact teachers who have carried out personal training or can be termed training by training for teachers who have not carried out training it aims to equalize the competence of teacher expertise, so that in pursuing Honda classes the teacher will have competence that same.

The basic teacher difference is that the Honda class teacher has a statement that he has carried out the training held by Honda. The statement letter is only intended for productive subject teachers. In teaching industrial classes, Honda must meet certain requirements, these requirements include teachers who have (1) competence, (2) ability to transfer knowledge, (3) special competency certificates issued by Honda.

According to Khoiri (2010: 43) Professional Competence is the mastery of learning materials broadly and deeply, which includes mastery of curriculum subject matter in schools and the scientific substance that overshadows the material, as well as mastery of the structure and scientific methodology. Vocational High School (SMK) as a place to take knowledge and develop skills, requires professional teachers. According to Kunandar (2007: 46), professional teachers are teachers who have the required competencies to carry out educational and teaching tasks.

To improve the competence of students in the industrial class, the school has a program, namely guest teachers. The guest teacher here is a mechanic from the dealer / Ahass whose job is to provide theoretical and practical knowledge in the Ahass / Dealer workshop directly to students. The goal is for students to know how to work according to industry standard SOPs

In improving the competence or skills of students, the guest teacher also serves to add practical knowledge/knowledge directly from ahass mechanics/authorized dealers. Guest teachers are held once every semester. In addition, guest teacher activities also equip students to be better prepared when carrying out industrial practice activities at AHAAS / dealers. As well as adding knowledge and skills if the student has graduated and wants to work in the business world or the industrial world. Students are no longer awkward when they enter the business world or the industrial world. Because everything in the business world or the industrial world has been learned at the time of learning at school

The facilities needed to support learning in the industrial class at SMK "SORE" Tulungagung

To improve the learning process, develop the interests and talents of students, educational facilities and infrastructure are needed. Improving the learning process will result in student achievement in the academic field. Meanwhile, in developing the interests and talents of students, it will produce non-academic school achievements. In this case, educational facilities and infrastructure are needed in order to improve the learning process, as well as to develop the interests and talents of students so that efficiency in the use of educational facilities and infrastructure must be carried out professionally.

Facilities are media or tools for learning so that education can run effectively, school facilities are needed to balance physical development in a healthy body with a healthy soul and mind. According to Jejen (2014: 228) states that "with adequate facilities schools not only give birth to prospective scientists, but also prospective scholars, sportsmen and artists". Because children are given the widest opportunity to be themselves. The teacher reads and directs and trains students according to their respective talents. With adequate facilities and competent teachers, the training will run well and smoothly.

Equipment is one of the requirements in the learning and teaching process. Because without having a learning tool, it will definitely be disrupted and less than optimal. In this case, to support the industrial class learning process at SORE Tulungagung Vocational School, prepare equipment according to needs. The tools used in industrial classroom learning are all likened to those in industry. The goal is to facilitate the learning and teaching process, students are expected to be more familiar with the existence of adapted equipment such as in industry as a provision when students carry out field work practices and work in industry.

Implementation of Field Work Practice Activities It is mandatory for students who attend a vocational school. Field work practices are the same as regular schools but are positioned in the business world and in the industrial world. Field work practice aims to introduce students directly to the industry according to their respective fields. In addition, the field work practice aims to apply the learning outcomes or stock of material that has been studied in school to the business world and the industrial world. Operation of Industrial Employment Practices (Prakerin) will help learners to consolidate the results of study were obtained at the school as well as equip students denganpengalaman real in accordance with the program of study chosen.

In the implementation of industrial class field work practices (PKL) at SMK SORE Tulungagung which aims to directly introduce the business world and the industrial world according to their respective fields. The initial process of implementing the first industrial work practice for the first honda smk tulungagung afternoon is to inform which authorized Honda or Ahass dealers can or accept street vendors. Second, all students submit proposals for the names of dealers or ahaas according to their wishes. Third, schools recap the names of dealers or ahaas that have been submitted by students. Furthermore, the school submitted a permit letter to Honda, which explained that the student would carry out industrial work practices at a dealer or ahass according to the student's choice. After that the school will wait for a reply letter from Honda. After getting a reply letter from Honda, students can carry out field work practices at dealers or Ahass according to their choice

Field work practice (PKL) is one of the most important things. Where students must be in accordance with their competencies when carrying out field work practices. The suitability of the place of practice will also increase the success or success of the school in implementing field work practices. because if there are students who carry out field work practices that are not in accordance with their competencies, of course it will hamper the practice process, besides that if students are not in accordance with the place of practice it will also affect the enthusiasm of students in implementing street vendors. Even more dangerous if the place of practice is not in accordance with the competence, the indication of truancy during the implementation of field work practices will be even greater.

In this case, the motorcycle engineering and business industry class in collaboration with Honda, all students in the industrial class will carry out field work practices for 6 (six) months. Carry out field work practices (PKL) in the Honda industrial class at SORE Tulungagung Vocational School at authorized Honda and Ahass dealers in the area. It is possible for students to carry out field work practices outside the city. However, if there are students who carry out field work practices outside the city, these students must get approval from their parents. According to (Hamalik, 2007:93) the suitability of the internship place is one that must be fulfilled or carried out in order to achieve a link and match between the world of education, in this case, schools and the business and industrial world.

Data Exposure in Case II (SMK Negeri 1 Rejotangan Tulungagung)

Motorcycle engineering and business class curriculum at SMK Negeri 1 Rejotangan Tulungagung

In accordance with the statement from the deputy principal for the curriculum affairs of SMK Negeri 1 Rejotangan, it is as follows: In the concept of link and match at SMK N 1 Rejotangan by holding a meeting with DUDIKA in the curriculum development process. The school curriculum is then aligned with DUDIKA's current needs. In line with that, the statement from the deputy principal for public relations affairs at SMK N 1 Rejotangan is as follows: "…the link and match concept at SMK Negeri 1 Rejotangan in the Motorcycle Engineering and Business department is in collaboration with Honda".

The information conveyed by the deputy principal of the curriculum sector at SMK Negeri 1 Rejotangan is as follows: The concept of industrial class in SMK Negeri 1 Rejotangan by implementing a curriculum that has been harmonized with IDUKA by prioritizing the graduates produced can later be absorbed by the skills possessed by graduates whose competence is in accordance with DUDIKA's needs. In line with the vice principal for curriculum, the statement from the vice principal for public relations at SMK Negeri 1 Rejotangan regarding the concept of the motorcycle engineering and business industry class refers to the curriculum of the partner industry, namely Honda.

Information from the vice principal for the curriculum of SMK Negeri 1 Rejotangan regarding the alignment of the industrial class curriculum is as follows: The process of aligning the industrial class curriculum for motorcycle engineering and business at SMK Negeri 1 Rejotangan by inviting DUDIKA, which is cooperating with the school. Furthermore, the school and DUDIKA carried out excavation of the existing curriculum from the education office to be adapted to the needs of DUDIKA. In line with the statement from the vice principal for curriculum, vice principal for public relations affairs at SMK Negeri 1 Rejotangan about aligning the curriculum in the engineering industry and motorcycle business classes by holding guest teachers from IDUKA, as well as implementing learning in accordance with SOPs from industry and conducting evaluations gradually from the industry partner.

Information from the vice principal for curriculum affairs at SMK Negeri 1 Rejotangan regarding the curriculum model for the Motorcycle Engineering and Business class industry is as follows: The curriculum model at SMK Negeri 1 Rejotangan in the engineering industry and motorcycle business class uses a synchronized curriculum or an implementable curriculum. Synchronized curriculum or implementing curriculum is a curriculum that comes from synchronization between schools and DUDIKA which is adapted to DUDIKA's current needs.

In accordance with the statement of the deputy principal for public relations affairs at SMK Negeri 1 Rejotangan, the industrial class curriculum model for the motorcycle engineering and business department is implemented using a block system. By learning using the block system, it is hoped that students will better understand the material presented by the teacher. In addition, by using the block system learning, material will be conveyed to students more quickly.

The learning process for the motorcycle engineering and business industry class at SMK Negeri 1 Rejotangan

In the formation of the Honda Engineering and Motorcycle business industry class at SMK Negeri 1 Rejotangan based on the interests and talents of students. In the motorcycle engineering and business department at SMK Negeri 1 Rejotangan there are 3 groups. Furthermore, the 3 groups will be converted into 1 group for the Honda industrial class and 2 groups into the regular class. In the process, all students enter the regular class first, then from the three groups, 1 industrial class is formed by offering students in the 3 groups related to the Honda class. Furthermore, students who are interested in entering the industrial class are tested to determine the ranking because in the industrial class in 1 group there are only 36 students.

According to a statement from the deputy principal for the curriculum affairs of SMK Negeri 1 Rejotangan regarding the implementation of industrial class learning as follows: "…In the motorcycle engineering and business industry class learning at SMK Negeri 1 Rejotangan it is carried out at all levels with basic competencies that have been aligned with DUDIKA and involves instructors from DUDIKA in industrial class learning.

Information from the vice principal for curriculum affairs at SMK Negeri 1 Rejotangan regarding additional hours in industrial class is as follows: "….In the industrial class motorcycle engineering and

business learning activities at SMK Negeri 1 Rejotangan, the learning activities are carried out as usual or like regular classes. The motorcycle engineering and business class learning hours are in accordance with the regular hours, i.e. there are no additional hours because the curriculum used in the motorcycle engineering and business industry class is in sync with the existing DUDIKA.

Information from the vice principal for the curriculum of SMK Negeri 1 Rejotangan regarding special teachers in the industrial class is as follows: "… Regarding the learning process, there are several teachers who are dedicated to teaching industrial engineering and motorcycle business classes at SMK Negeri 1 Rejotangan. The dedicated teachers are all productive teachers of motorcycle engineering and business. Those who are assigned to teach special Honda classes are teachers who have attended training at MPM Surabaya and who have carried out apprenticeships at IDUKA.

Improving the competence of the motorcycle engineering and business industry class at SMK Negeri 1 Rejotangan

Information from the vice principal for public relations affairs at SMK Negeri 1 Rejotangan regarding teacher competency improvement is as follows: In improving the competence of teachers, especially the technical industry and motorcycle business classes at SMK Negeri 1 Rejotangan, the school carries out activities or workshops at school for several days. Furthermore, after the training activities or workshops, teachers carry out internships in industry. Furthermore, the results of training activities and internships in industry are expected to be implemented in schools during the learning process in accordance with industry needs.

Information from the head of motorcycle engineering competency at SMK Negeri 1 Rejotangan regarding improving student competency skills is as follows: In improving the competence of students majoring in motorcycle engineering and business at SMK Negeri 1 Rejotangan, especially in the industrial class, the school conducts workshops or direct training in industrial areas. So the students take turns taking part in direct training activities in industrial areas directly by cooperating with industries that are already collaborating.

Facilities and infrastructure for motorcycle engineering and business class at SMK Negeri 1 Rejotangan

The facilities needed to support the learning of the motorcycle engineering and business industry class at SMK Negeri 1 Rejotangan are as follows: Information from the head of motorcycle engineering and business expertise competency at SMK Negeri 1 Rejotangan in supporting the learning process, especially the motorcycle engineering and business industry class, has prepared a standardized practice laboratory adapted to the industry. This means that when students enter the industry, students are no longer awkward.

The equipment needed to support learning in the motorcycle engineering and business industry class at SMK Negeri 1 Rejotangan is as follows: Information from the head of motorcycle engineering and business skills competency at SMK Negeri 1 Rejotangan regarding the equipment needed to support learning activities is that all equipment is adjusted to what has been standardized by Honda. All equipment in schools is equated with conditions in industry.

Special standards in the manufacture of practical laboratories in industrial classes at SMK Negeri 1 Rejotangan. Information from the head of motorcycle engineering and business competence at SMK Negeri 1 Rejotangan is as follows: In making a practical laboratory for the engineering and motorcycle business class, the school adjusted the direction from the industry, in this case Honda. Industry already has special standards that must be adjusted if schools make practical laboratories including laboratory size, lighting, number of pit services in the laboratory, wall color, floor color, air circulation and others that are adapted to the actual situation in the industry.

Work practice in the motorcycle engineering and business industry at SMK Negeri 1 Rejotangan

In a statement by the head of the working practice working group at SMK Negeri 1 Rejotangan regarding the process of implementing field work practices as follows: The implementation of field work practices at SMK Negeri 1 Rejotangan is carried out in class XI. In the process of implementing field work, students look for a place of practice, namely Ahass or Honda dealers in the Tulungagung and surrounding areas. Prior to the implementation of the practice, the students submitted a proposal for a practical application

to the industry. After being approved by the industry, the proposal will then be submitted to the working group for field work and the distribution of school supervisors will be carried out.

According to a statement from the head of the working group for field work at SMK Negeri 1 Rejotangan, the technical industry and motorcycle business class practice places are as follows: In the field work practice activities in the Honda engineering and motorcycle business classes are carried out in all dealers or Ahass in the Tulungagung and surrounding areas. Because they have collaborated with Honda for a place of practice, they are required to be in accordance with their fields.

The duration of the field work practice in the motorcycle engineering and business industry class at SMK Negeri 1 Rejotangan is as follows: Information from the head of the working group for field work practices for 6 months. For the mentoring process in field work practice activities, the supervising teacher will carry out monitoring activities once a month with the aim of the supervising teacher being able to monitor student conditions or problems in the field that become his guidance on the spot. field work practice.

CONCLUSION

The Honda industrial class program at Tulungagung Vocational School has been going well, including the selection of an industrial class curriculum that involves the concept of link and match with industry, how to align the industrial class curriculum. In addition, the learning process for the motorcycle engineering and business class at SMK Tulungagung has also been good, including the learning preparation process and the implementation of industrial class learning. What is no less important is the commitment of SMK which has a strategy to improve industrial class competence, namely increasing teacher competence and increasing student competence so that they are ready to go directly to industry.

SMK facilities and infrastructure are very complete and meet the standards desired by the industry. The facilities and infrastructure are appropriate and have a grade or grade A. This means that the vocational school facilities and infrastructure are in accordance with what is in the industry. In the process of implementing industrial work practices, everything is well planned from the application process to placement. So that students in carrying out industrial work practices can be in accordance with their majors.

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