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HOW DID VOCATIONAL HIGH SCHOOL IN INDONESIA BUILD COOPERATION WITH BUSINESS AND INDUSTRY DURING THE COVID-19 PANDEMIC?

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Abstract

This research was conducted to understand, analyze, and find the construction of collaborative management by Vocational High Schools (SMK) with the Business and Industry World (in Indonesia called DUDI) during the Covid-19 Pandemic. Through a qualitative approach with multi-case study, data collection used in-depth interviews, participant observation, and document analysis. The collected data is then analyzed through condensation, presentation, and data verification before concluding. The study results show that the management of cooperation between SMK and DUDI consists of planning, implementation, and evaluation steps. Where the planning of SMK and DUDI becomes the starting point in cooperation. The planning with several steps was made taking into account the pandemic conditions with the hope of achieving the goals of both parties despite the pandemic atmosphere. In addition to implementing several regulations in the agreed MoU, the concept is different from before the pandemic. The shift or turn pattern is an alternative to implementing the SMK cooperation with DUDI. Each party assesses how far the target has been achieved in the evaluation. Because both SMK and DUDI have their targets from the collaboration carried out. Especially during the pandemic, DUDI has a target that cannot be dropped but must maintain the health protocols set by the government.

Keywords: Management, Cooperation, Vocational High School, DUDI

INTRODUCTION

Vocational High Schools, from now on, referred to as SMK in Indonesia, are part of the education system that prepares graduates to work in specific fields of work according to their competence. As stated in the Law on the National Education System Number 20 of 2003, Article 18 Paragraphs (1) and (2), "Vocational secondary education prepares students to become productive human beings and able to work. It means that the implementation of SMK can be interpreted as a productive and contextual-applicative effort. In line with this, Sonhadji (2012) suggests the criteria for vocational education, including 1) individual performance orientation in work. (2) specific reasons for individual performance in the world of work. (3) curriculum focus on psychomotor aspects, affective and cognitive. (4) measure of success not only in school, (5) sensitivity to the world of work. (6) requires adequate facilities and infrastructure, and (7) the existence of community support.

The World of Business and Industry referred to as DUDI, requires a competent workforce in their fields. Given the increasing number of workers but less than the maximum in the capabilities and needs of the industry. The large number of workers who are not good, on the one hand, is evidence of the weak output of education, non-vocational. It is an opportunity for SMK graduates to occupy the

job positions needed by DUDI. The demand links and matches SMK as a graduate producer and DUDI in this context. In other words, SMK must produce competent, skilled graduates and have expertise by the workforce's needs in DUDI.

Vocational High Schools need cooperation with industry to keep up with technological developments in the high-speed industry. The school will be far behind if it does not collaborate with the industry because schools cannot provide all existing equipment for learning activities at school (Armstrong, 2015). In addition, the collaboration between the school and the DUDI will make it easier for schools to channel their graduates to work at DUDI because DUDI already knows the competencies possessed by the school.

During the pandemic, in addition to the demands to continue the learning process, Vocational Schools also conduct internships to hone their output to remain competent in their fields. The industrial world, during a pandemic, applies some strict regulations to prevent the spread of the virus. If working hours and energy were abundant before the pandemic, there is a shift pattern. Furthermore, industries that are already advanced use machines instead of human labor. According to one informant,

> *to establish cooperation with the DUDI during the pandemic, schools experienced many obstacles. Therefore, the collaboration between SMK and DUDI needs to be re-managed with a series of management processes. The collaboration is planned based on an analysis of the needs of schools and DUDI, to be further implemented in the form of curriculum development and Industrial Work Practices (Prakerin) programs, then evaluated for further improvement efforts. On a practical level, (W.INF.SMK.PDK.2021)*

Another informant stated that the collaboration between SMK and DUDI during a pandemic is indeed a problem that requires serious discussion. Because on the one hand, we must not ignore the dangers of the virus but also maintain the quality of graduates (W.INF.SMKN.01.2021). Another informant confirmed this statement who stated that it must be realized that the business world and industry are different from schools. They use professional and profit parameters, and we are still learning to go professional and profit. Therefore some need to be adjusted, especially during a pandemic. The industrial world is experiencing some production bottlenecks due to Large-Scale Social Restrictions (W.INF.SMKN.05.2021). According to the results of observations, there are at least some problems in the link and match between DUDI and SMK during the pandemic, which include: (1) in developing competence, SMK refers to the regulations, and the national education system that adheres to a dual system of education, while DUDI applies a strategic management system in developing core competencies; (2) link and match development between SMK and DUDI must be based on the mutualism symbiosis of both parties; (3) Vocational schools are less able to keep up with DUDI developments which have implications for the development of students' competencies as prospective workers who will occupy certain positions or jobs at DUDI; and (4) educational facilities and infrastructure, especially for practice in workshops, are not per developments and updates at DUDI, so that there is a gap between what students learn in SMK and practice in DUDI (OB. 2021).

The three institutions that are the object of research, namely Fisheries and Marine Vocational Schools, SMKN 1, and SMKN 5 Jember, fall into the category of excellent schools in Jember Regency. In their work in developing education, these three schools emphasize quality both in the process and achieving school goals. It can be seen that the school is constantly making innovations in improving the competence of its students, implementing good education management in terms of personnel, curriculum, students, quality facilities. Moreover, infrastructure and increasing cooperation with industry and the business world both at home and abroad. It is done to improve the quality of graduates and prepare graduates under the needs of the business world and the industrial world.

First, the Fisheries and Marine Vocational School is the only maritime school in Jember. Observations at the Marine Fisheries Vocational School of Jember obtained data that the Jember Marine Fisheries Vocational School has 5 Expert Competencies and received the ISO 9001:2008 quality management system with Certificate No. 496720 QM08, May 31, 2012, from DQS. The Deputy Head of Public Relations of the Jember Marine Fisheries Vocational School stated,

> *we collaborate with various agencies, be it the government, higher education institutions, and DUDI. Both on a national and international scale. First, government agencies, namely the Ministry of Fisheries and Maritime Affairs of the Republic of Indonesia, the Department of Fisheries and Marine Affairs of East Java Province, the Bangsring-Banyuwangi Fisheries Education and Training Center (BP3). LPPMHP Banyuwangi Unit. The two higher education institutions are the Faculty of Fisheries and Marine Affairs ITS Surabaya, the Fisheries Academy Sidoarjo, the Jember State Polytechnic, the Faculty of Fisheries and Marine Sciences Universitas Brawijaya. The three DUDI are the Indonesian Longline Tuna Association, PT Pudji Utami Jakarta (Recruitment and Training Consultant), PT Kusuma Bahari Jaya Sidoarjo, PT Harini Jakarta and others (W.INF.HUMAS.SMKPDK.2021)*

Second, SMKN 1 Jember is an institution that has an ISO 9001:2008 certificate. There are 6 Skills Programs, out of the 6 Skills Programs that are all Accredited A. It shows the existence of this SMK as a quality school in providing education. Every year the number of registrants has increased. For example, in the 2018/2019 academic year, there were 760 prospective students, and only 576 students were accepted, the 2019/2000 school year was 791 students, and only 576 students were accepted. The principal of the school stated that,

> *The hallmark of this school is the Office Vocational School. To improve students' competence so that they are absorbed into the world of business and industry. We then established cooperation with several companies or the business world in Jember and East Java Regencies. The cooperation built until 2019 has more than 100 MoU's. Based on observations by researchers, the characteristics of office schools can be seen from the clothes worn by students and the existence of Expertise Competencies in SMKN 1 Jember, among others. 1) Office Administration/Office Automation and Governance. 2) Institutional Accounting and Finance. 3) Marketing and Online Business And Marketing. 4) Travel agent. 5) Multimedia. 6) Production and Broadcasting Techniques for Radio and Television Programs and Television Program Broadcasts (W.KS.SMKN01.2021).*

Third, SMKN 5 Jember is the oldest or pioneering Vocational School in Jember Regency, a department that has 12 Expert Competencies: 1) Laboratory Testing Analysis, 2) Computer and Network Engineering, 3) Multimedia, 4) Food Crops and Horticulture Agribusiness, 5) Plantation Plant Agribusiness, 6) Plant Breeding and Seedling, 7) Ruminant Livestock Agribusiness, 8) Poultry Livestock Agribusiness, 9) Agricultural Product Processing Agribusiness, 10) Agricultural Product Quality Supervision, 11) Agricultural Machinery Tools, 12) Freshwater Fishery Agribusiness. The Head of Cooperation at SMKN 5 Jember said that we had established cooperation with various domestic and abroad parties. The MoU that has been carried out has reached 170 collaborations both in the fulfillment and development of school

facilities and curriculum development (W.KS.SMKN05.2021).

LITERATURE REVIEW

Cooperation in the World of Education

Cooperation comes from the word corporate, which etymologically comes from corporate, which means to cooperate. Corporate is a form of business cooperation. According to Prim (2013), Educational production cooperatives consist of organizers, participants, and users of educational outcomes with different roles. According to Hamdan and Hafied (2006), cooperation management is unique. It consists of actions such as planning, organizing, and monitoring that are carried out to regulate a relationship between educational institutions and DUDI. In line with what Moss (1984) said, the collaboration between schools and the business and industrial world is a continuous effort to achieve common goals by dividing authority and responsibility. This collaboration is not just a supporter but collaboration in the sense of a parallel partnership. In this kind of cooperation, the industry compliments providing advice or consultation on vocational education and providing training and sharing the same authority and responsibility in improving the quality of education.

Meanwhile, according to Buchari and Ratih (2008), educational production cooperatives consist of:

a. Education providers are academic units established by the government or the private sector, supported by leaders (such as the rector, dean, chairperson, director, and principal), educators (teachers and lecturers), and administrative support staff.
b. Students who work directly with educators to transform the knowledge studied become a competency that students must possess.
c. Users of educational competencies are parents and families of students, the community, the world of work, the nation, and the state. An educational institution as a corporate is a production organization that produces educational services purchased by consumers. The concept adopted in the corporation is to emphasize efficiency creativity and increase productivity and maintain quality.

According to Prim (2013), the task of educational institutions is how to make the public interested in the programs offered and how educational institutions show that their institutions are quality institutions. Schools and industries cooperate fully, and each party is responsible for the organization's policies that have been set together. School cooperation activities with the Business and Industry World (DUDI) at Vocational High Schools, namely through the application of school collaboration with the world of work, can be realized in the form of a Production and Service Unit (UPJ) working group and a Special Work Bureau (BKK) or other groups. This is possible for the maximum work and professionalism of the school workshop (Suwati, 2008)

The most important goal of establishing cooperation between schools and the business and industrial world is to improve the competence of quality learners. With this, vocational education institutions need to cooperate with various parties such as DUDI or other institutions. Cooperation must be carried out based on mutual benefit and must identify or adapt to the needs of both parties to benefit or gain an advantage. It refers to a concept of cooperation presented by Wahjosumijo (2011) that cooperation between schools and the Business and Industry World is essential, namely:

a. Strive for compatibility (equivalence) between the program design and the various production skills required by DUDI.
b. Making an opportunity for training and practice for students to practice in the Business and Industry World with their production abilities obtained from the learning process to fulfill a DUDI need.
c. As an event to improve and strengthen students in recruiting new workers with the production skills.

The existence of school cooperation is expected to increase the effectiveness of achieving the goals of vocational education. Because of this, the collaboration between schools and DUDI in the form of industrial work practices is better than practice in schools. Sofyan (2000), namely: (1) Practices in schools do not involve real quality

competition, practices in schools where students do not cooperate in teamwork, and practices in schools that work error rates have not been taken into account as a significant loss. (2) practical experience in the industry provides experiences that shape students' readiness to enter the real world of work.

This collaboration will benefit both parties, schools, and the business world. The vocational schools are very helpful in improving the quality of education, implementing Prakerin, distributing graduates, and knowing developments in the business/industry world. According to Made Wena (2009), the benefits of cooperative management include:

a. Guaranteed relevance of Education programs
b. Knowing the trend of new technology to be used in the industry
c. Gain knowledge of techniques and methods applied in industry
d. Gaining industry experience for both students and faculty
e. They are creating work affiliations. In this collaboration process, the business community also feels benefited because they can find skilled workers recruited to become workers in the company.

The cooperative relationship in various aspects with the business/industry world includes the implementation of Prakerin, distribution of graduates, procurement of competency tests, procurement of supporting facilities for teaching and learning activities, as well as in the preparation of school programs as an effort to improve the quality of education.

Form of Cooperation between Vocational High Schools (SMK) with the Business and Industry World (DUDI)

The collaboration built between SMK and DUDI is currently a form of realization of maximizing the learning process in SMK and linking it to the output produced by SMK later. The cooperation between SMK and DUDI will work well if the preparation of the cooperation program involves both parties, namely SMK and DUDI. The student industrial work practice guidelines are compiled together, identify SMK resources, and determine the study program relevant to the school's needs. According to Sari (2012), in his research at one of the SMKs in Banyuwangi. The implementation stages and aspects of Cooperation that are often overlooked are the mechanisms and procedures for Cooperation between SMK and DUDI that need to be considered. The stages of implementation, as in general, must include planning, implementation, and evaluation of Cooperation. In these four stages, several things are considered, and in many cases, less attention is paid to detail. The existing aspects include: (a) curriculum, (b) program preparation, (c) learning, (d) program evaluation and results. When these four aspects are considered at each stage, it will maximize the cooperation procedure
.

Isbianti (2009) stated more concretely related to the Cooperation between Vocational Schools and DUDI procedure. The following procedure is proposed. First, the school conducts a study of various studies that will be used as cooperation partners, including the type of education, the products produced by the school, the qualifications of the workforce in the study, practical facilities, student capacity, and company qualifications. The second examines whether it is following the competencies needed by students. Third. The school and the committee made an MoU with a study that included rights and obligations in student internships, curriculum/teaching materials synchronization, quality control of internships, competency tests, student selection, internship mechanisms and procedures, financing, recruitment, involving other stakeholders.

Cooperation between SMK and DUDI as stated by Sonhadji (2012), namely: (1) There are no laws or policies that regulate this cooperation so that the industry does not have a legal obligation to accommodate students who practice; (2) lack of strong community support for this program, as well as a lack of sense of belonging to vocational education programs; (3) psychological obstacles also complicate this cooperation, namely the industry itself feels that they can handle human resource procurement by themselves without involving educational institutions directly, on the other hand, schools are less

trying to find a form of this cooperation that is more systematic and still maintains the use of procedures -traditional and "sporadic" procedures.

The principle of cooperation between schools and DUDI aims to improve the quality of vocational high schools and prepare graduates to be ready to enter the world of work. The strategy carried out by the school is to overcome all the limitations of existing resources to develop the quality of the school, namely by collaborating with the business world and industry. Because the school is the most interested, the school must take the initiative to approach DUDI by convincing DUDI that the cooperation offered will benefit both parties. So that, in the end, the partnership that was built was institutionalized.

Optimize and facilitate partnership cooperation in vocational high school. It is necessary to provide a scope of activities that allow both parties to carry out activities, the types of programs that will be carried out are as follows:

1) Internship Program/ PKL/ Work Practice.
   The benchmark for educational success is not only in the quality aspect but also in relevance. In vocational education, learning is designed in such a way by combining theory learning in the classroom and library and practical learning in the laboratory to produce confidence. These quality graduates are ready to enter the world of work. The implementation of industrial work practices in general aims to answer industrial challenges; according to Indra Djati (2001:128), the objectives of industrial work practices are:
   a) Produce workers who have professional skills, namely workers who have the competence and work ethic by the job market demands.
   b) Improve and strengthen the linkages and equivalence between vocational learning and the world of work.
   c) c) Improve the efficiency of the learning process
   d) d) Recognition and appreciation of work experience as part of the educational process.

   According to Wahyudin (2007), the purpose of implementing internships at DUDI is to provide fundamental provisions that students can use after graduation when they face various fields of work. Industrial work practices will create students who have expertise and skills relevant to DUDI so that later they can use them to meet the needs of their environment.
   Industrial work practices that produce work experience for students are the best way to teach students about professional attitudes and interpersonal skills that laboratories in schools cannot replace. Learning in schools focuses on acquiring technical skills, equipping students with the knowledge, concepts, and cognitive skills.

2) Training Program Cooperation
   According to Mangkuprawira (2002), training is a process of teaching specific knowledge and skills, and attitudes so that employees are more skilled and able to carry out their responsibilities better, by standards. Meanwhile, according to Sulistiani and Rosidah (2003), Training is a short-term educational process using a systematic procedure of changing the behavior of employees in one direction to improve organizational goals. Bedjo (2000) states that training is education management and training as a whole includes the functions contained therein, namely planning, regulating, controlling, and evaluating. General activities, skills training, and special education and training for employees, including activities formulation, need for satisfactory service provision, guidance, permissions, and interruptions. So it can be understood that training is a series of activities arranged to increase knowledge, skills, expertise, practice, or change in individual attitudes.
   This training program is carried out to optimize and improve the quality of all available resources in schools, be it teachers or students, and build partnerships on an ongoing basis. Through the cooperation of training programs like this, it is hoped that intense communication will be established and closeness will be built so that the existing

cooperation requires and provides mutual benefits to both parties. The initiative to build this pattern of cooperation must be started from the school by visiting the industry to seek information about the competency needs in the industry and communicating student competencies, pieces of training in schools, equipment in schools, and teachers who have expertise in the field.

3) Production Program (innovative products)
Cooperation in the aspect of innovative production programs is a cooperation program in adapting curriculum adaptations to the needs of the business world and industry. In practice, the method used is PBE (production Base Education). This pattern of collaboration is expected to improve student competencies and improve the ability of teaching staff to be equivalent to the abilities of supervisors in industry, both hard skills and soft skills. It can be realized if the equipment and laboratories in schools are adequate to carry out production activities. This pattern is called the teaching factory, and production program collaboration will be effective if handled professionally by the cooperation team; the school can convince DUDI to cooperate in the production program activities.

4) Graduate Distribution Program
The pattern of collaboration in the graduate distribution program is an indicator of the success of schools in preparing student competencies per industry standards, both in terms of knowledge, skills, and attitudes. In the recruitment process, school graduates must be able to convince the DUDI that the graduates have adequate competence according to the standards of Dudi's needs in terms of knowledge and work experience. The collaboration of this graduate distribution program will conduct effectively if it is handled professionally by the cooperation team, and the school can convince the DUDI to be a partner in cooperation in preparing graduate competencies that are per the needs of DUDI.

METHODS

This study uses a qualitative research approach where Bogdan and Taylor (1975) suggest that the qualitative approach directly shows the setting and the individuals in the setting as a whole and is not narrowed down to separate variables or hypotheses, but is seen as part of a whole. This research was designed using a multi-case study design. A multi-case study design is a research design that studies two or more subjects, settings, or data stores. Observing a case goes from a single case to the next one so that the case under study has two or more. Researchers chose this multi-case study design to obtain what is seen as a comparative study. The application of the multi-case study design begins with a single case first, then proceeds to the second and third cases. The first multi-case study will determine the focus needed for definitive boundaries for the other case study parameters.

Researchers are the key instrument and the primary data collection tool by conducting participatory observations. As stated by Wiyono (2006) that "researchers take a balanced role between researchers as observers and researchers as members of the research target group." The presence of researchers at the location is known by the entire academic community at Marine and Fisheries Vocational School Jember, SMKN 1, and SMKN 5 Jember. It is intended to avoid misunderstanding or misperception between the researcher and the research subject to interfering with the implementation of the research later, as suggested by Soetopo in Arifin (1992). That is the role of observation. The researcher's presence should not interfere with the community of the subject being studied, not to manipulate its behavior. Individual data analysis uses Miles et al. (2014), which is carried out simultaneously in the data collection process, namely: data condensation, data displays, and conclusion drawing/verification).

Cross-case data analysis using the Yin (2013) model juxtaposes the findings obtained from each case and integrates them between cases. The first finding from Marine and Fisheries Vocational School Jember was analyzed conceptually inductively. It made a narrative explanation structured into certain

propositions, which were further developed into substantive theory I. followed by the second finding from SMKN 1 Jember and the third finding from SMKN 5 Jember. In the last stage, simultaneous analysis was carried out to systematically reconstruct and formulate cases I, II, and III. In this process, cross-case analysis is carried out to develop a systematic conception based on data analysis and theoretical interpretation.

RESULT AND DISCUSSION

The research results by the researchers made an image to make it easier to understand related to the management of SMK cooperation with the DUDI. The picture of the research results can be seen in Figure 1 below:

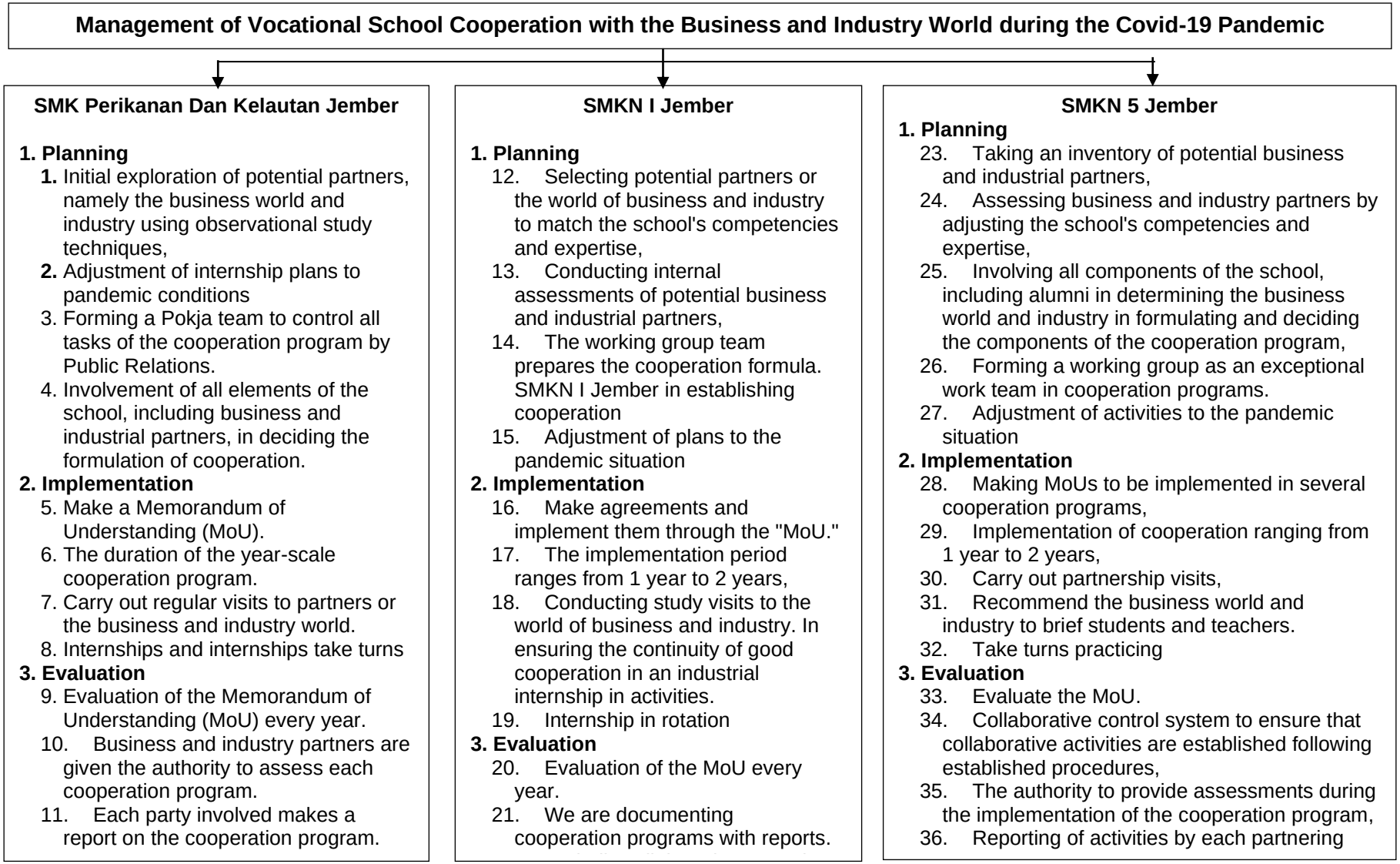

Figure 1 Finding Model: Management of Vocational School Cooperation with the Business and Industry World during the Covid-19 Pandemic

Cooperation Planning Model between Vocational Schools and the Business and Industry World during the Covid-19 Pandemic

The research results from the three SMKs show that the collaborative management process begins with planning. The proposition built from the planning of the Vocational High School Cooperation with DUDI is. If the planning is prepared by exploring potential DUDI partners, forming a Working Group, involving all elements of SMK and DUDI. Furthermore, considering the pandemic conditions, it will produce a plan that can minimize the negative impact of the pandemic and can bridge the wishes of SMK and DUDI targets.

Most experts place planning as an essential factor that determines the success in building cooperation, as stated by (Boethel, 2003) and also the view of Wilcox (Kowalski, 2004), which says that planning and management functions are essential factors in building cooperation. Furthermore, planning also measures the ability and adjustment of potential business partners and industry development.

Barnett (2016) vocational high school partnership program with the business world and industry as a response in preparing experts to contribute to developing and improving personal skills and productivity in the business and industrial world. Partnership programs require good planning to be carried out effectively and produce collaborative outcomes that contribute positively to the parties involved in the collaboration.

Andi (2018) management is a workflow that influences decision-making patterns in partnerships with the business world and industry. The planning stage of vocational high schools in collaborating with the business and industrial world begins with an inventory of the necessary business and industry before continuing the collaboration. Will be obtained for vocational high schools and business and industry product development. Rybnicek (2019) measures the institutional potential and the orientation of future collaboration to contribute to developing the quality of expertise and productivity of the business world and industry.

One of the essential parts of establishing cooperation is establishing intensive communication from various parties; this is done to overcome obstacles in cooperating. So what should be done is the opinion of Hoy and Miskel (2001), which states that "before involving community participation or even reaching the level of cooperation in school activities, in-depth preparations are needed, especially efforts to get to know the community? Schools know the opinions in society, people's attitudes towards education, sources of influence that can change public opinion towards schools, etc. Meanwhile, the involvement of all elements is essential, especially alumni as informative media when it is widely related to the readiness of vocational high schools in building cooperation with various parties, such as in the business world and industry.

Basri (2011) alumni become part of the bond in building cooperation, become a medium for evaluating quality and become a portrait of the institution's quality that fosters it. Communication with alumni is an interactive medium to build cooperation from various aspects. The role of all internal elements of vocational high schools and business and industrial partners in the formulation of the cooperation carried out is part of realizing solid cooperation and promoting cooperation that is not only for particular interests but for long-term cooperation. Badgett (2016) the involvement of partners in the formulation of cooperation shows concern. It feels a high sense of responsibility towards vocational schools as partners in developing the productivity of the business and industrial world in the future with the demands of experts who can adapt to the times.

Forming a working group is the first step in maximizing the division of tasks. Ling et al. (2018), forming a work team is a systematic process designed to improve cooperative relationships. Li&Wu (2019) The formation of work teams improves performance results than individual work. Karagözoğlu & Kocher (2018) that the division of tasks through work teams is a description of the tasks that must be done so that everyone has responsibility.

Cooperation Planning Model between Vocational Schools and the Business and Industry World during the Covid-19 Pandemic

Implementation is the second step of Cooperation management after planning. The proposition in implementation is that if the MoU is well structured, the duration of the cooperation is regular, the periodic visits to the SMK are carried out properly, and the Large-Scale Social Restrictions process carries out the internship or internship. The implementation of the Cooperation can be carried out correctly and minimize the negative impact of the pandemic. At the implementation stage, the cooperation program that is carried out requires the agreement contained in the MoU to be carried out with responsibilities according to the agreed agreement. Stoll, Müller, & Baumann (2018); Poppen & Decker (2018) provides a guarantee not to blame each other and can provide space for mutual attention, respect, respect for opinions, and building togetherness.

The MoU agreement implemented with business and industrial partners is not for short-term interests for a certain period. However, a cooperation bond is carried out for a minimum of one year. Edi et al. (2017) have explained that for partnerships to be maximally established, the management of partnerships (cooperation) with the Business and Industry Worlds must comply with applicable procedures to equip students with skill competencies per the demands of national work standards.

Provision of human resources (teachers and students) from the business and industry to prepare professional staff and provide basic information about the business and industry. As Sie (2015); Seo (2019), the business and industrial partners come to vocational schools to increase motivation, prepare students with training according to job needs, increase discipline, commitment, and skills of skilled prospective workers.

The visit activity in the cooperation program is an effort to improve effective communication to minimize misunderstandings about the ongoing cooperation program. Dach & Allmendinger (2014) that communication is essential to achieve participation and empowerment, with communication built will facilitate cooperation with partners.

Industrial internship program in the pandemic era, how must it be done to fill the experience space of vocational students so that it is not empty. The existence of government policies in the industrial world with crowd restrictions in the industrial environment must also be understood as a preventive measure for virus transmission. Both must be compromised so that there is no conflict between government policies and the needs of DUDI. What is more critical for Vocational High Schools, strategies that still ensure the implementation of procedures are needed so that Vocational High School students do not lose work experience even amid conditions of uncertainty in the pandemic.

Cooperation Planning Model between Vocational Schools and the Business and Industry World during the Covid-19 Pandemic

Evaluation in management is needed to assess the planning and implementation that has been done. The strengths and weaknesses are obtained by evaluating and recommending in preparing plans. The proposition in the evaluation is that if the MoU is assessed for improvement, collaborative control is carried out on the implementation of the Cooperation, and objective reports are made. Then the evaluation will produce good recommendations for SMK and DUDI.

Evaluation during a pandemic is still needed. As an extraordinary event that changes the order of all life, pandemics make the human mind more active and adaptive to unexpected changes. This includes the evaluation pattern of cooperation between SMK and DUDI. In management evaluation activities carried out by SMK with DUDI, SMK and DUDI often collaborate with schools through evaluating MoUs every year. Where this is done to determine the positive contribution of internships, both SMK and DUDI are more profit-oriented.

The collaborative control system, partners/business, and industry provide assessments, make periodic reports intended to ensure cooperation to provide mutual benefit, continue in the long term, and provide quality expertise and products to partner agencies. According to Durisova et al. (2015), the evaluation process will record and compile the monitoring results with a specific system to be easily understood. The results are analyzed and studied to produce knowledge to be used as a basis for supporting decisions that will be taken later in ensuring cooperation with world partners, businesses, and industry.

Memon et al. (2006) that monitoring and control is essential part to be done in the management of cooperation or a project. The analyzing activities as a consideration in making decisions is conveyed by Sonhadji and Huda (2014) that the importance of the assessment process to obtain information in any form. That can be used to make decisions regarding cooperation between schools and the business world and industry, leading to achieving goals. Bafadhal (2016), with a control system, can provide information on maps of strengths and weaknesses as a basis for maintaining and increasing the effectiveness of performance in building collaboration between schools and the business and industry world.

CONCLUSION AND RECOMMENDATION

This study concludes that the management of cooperation between SMK and DUDI consists of planning, implementation, and evaluation steps. Where the planning of SMK and DUDI becomes the starting point in cooperation. A multi-step plan is made, taking into account the pandemic conditions with the hope of achieving the goals of both parties even in a pandemic atmosphere. In addition to implementing several regulations in the agreed MoU, the concept is different from before the pandemic. The shift or turn pattern is an alternative to implementing the SMK cooperation with DUDI. Each party assesses how far the target has been achieved in the evaluation. Because both SMK and DUDI have their targets from the collaboration carried out. Especially during the pandemic, DUDI has a target that cannot be dropped but must maintain the government's health protocols.

Based on the research findings that have been stated, it is recommended for vocational school managers to (1) increase school capacity building that can create bargaining power for schools in expanding and developing cooperation with DUDI, (2) optimize the role of the work team in identifying the existence of DUDI, analyzing the profile of DUDI per the competencies of students who will be partners for cooperation, (3) increasing the quantity and quality of cooperation with business partners and the industrial world, so that students' internship placements are by their competencies, and (4) improving communication both informally and non-formally by identifying opportunities, problems in conducting Cooperation for the sustainability of mutually beneficial cooperation programs. As for stakeholders in the industry, it is necessary to understand that industrial internships are to obtain cheap labor and provide vocational students with work experience. Supervision of internship students is necessary, considering that they are the responsibility of DUDI during the internship.

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